



Manny Diaz, Jr., Commissioner of Education

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

01 - Alachua

Carlee Simon, Superintendent

Cassandra Brusca, Northeast Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

We are committed to the success of every student!

b. District Vision Statement

Our vision for our students is that they will graduate with the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. We want our graduates to excel in their chosen careers and be productive and contributing members of the global community.

c. Link to the district's strategic plan (optional).

http://www.sbac.edu/files/_uTCAAd_/5bba39da3b28593f3745a49013852ec4/Draft_Action_Plan_11-13-13.pdf

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Florida Continuous Improvement Model is used to ensure that data based problem solving is used for the implementation and monitoring of our DIAP. This includes funding of FCIM Facilitator at all Title I schools who are part of the school based leadership team which analyzes student data with the purpose of making instructional decisions to meet needs of students. These school-based teams develop Intervention groups for individual or small-group instruction. FCIM Facilitators collect student data, prepare Data Walls or Data Notebooks, conduct Data Chats, train intervention teachers on intervention programs, and maintain Tutorial Documentation for evaluation. Teachers work in collaborative teams during common planning time to review student data, to evaluate effectiveness of intervention, and plan for instruction. Educational Planning Team meetings are held to review and discuss students' academic improvement plans. The Response to Intervention process is used continuously to monitor student progress. Title I department provides continuous support to FCIM Facilitators and monitors the Florida Continuous Improvement Model during onsite visits and walk throughs monthly. FCIM Facilitators receive needs based, focused training conducted by Title I department that includes experts from other district departments, five trainings are scheduled per year with additional trainings planned if need arises.

Support for interventions at each high-need school is coordinated at the district level. Additional resources are provided to schools on a need and eligibility basis from federal sources such as Title I, Title II-A, and Title III. These funds and resources are used, in accordance with program guidelines, to support the purchase of supplementary curriculum materials, provide instructional support personnel, and teacher training. Title I and Title II-A funds curriculum coaches and subject-area specialists, teacher mentors, and direct teacher training. High-need schools receive priority for Title II-A funding and for support personnel (for example, instructional coaches).. Additional staffing and support for curriculum programs are provided by district curriculum specialists. Each school is provided with funding for school-based staff development, but this, too, is coordinated at the district

level to assure alignment with school improvement goals and objectives. Title I requires that part of school allocated Title I funds be used for staff development and professional learning communities based on specific school needs. In addition, a part of Title I district allocation is set aside for professional development.

b. School Allocation Process

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

All schools are staffed based on a district-wide allocation formula. Schools also receive categorical budgeted funds which are used at the discretion of the principal within district guidelines. These allocations are directed from the Budget and Finance division and overseen by the Assistant Superintendent for Business Services. Schools receive Title I allocations using Rank and Serve, with the highest needs schools receiving a larger Per Pupil Allocation. These funds and resources are used in accordance with federal programs guidelines, which require that schools include such in their school improvement plan and must be pre-approved by the Director of Title I before any expenditures are obligated.

c. Modifications to System Policies and Practices

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

The district will negotiate with the Collective Bargaining Unit and develop MOU's to establish policies and practices. This will include, but is not limited to: Extended Day compensation, Incentive Pay, Bonus Pay, and any policies and practices for addressing ineffective teachers and staff.

d. Operational Flexibility

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

Schools across the district are provided with instructional units sufficient to meet class-size requirements and based on a standard district-wide allocation formula. This basic instructional unit allocation formula applies to focus and priority schools; however additional "flexible" staffing units will also be provided. The additional teacher units may be scheduled to best meet the needs of the school and will provide added flexibility in scheduling, staffing, and may be used to provide additional intensive remediation, to eliminate multi-age/multi-grade combination classes, and/or to further reduce class size. Each principal of a DA school is given complete flexibility in staffing his/her school with the most qualified personnel. Additional funding is provided to all high-need schools through federal programs (Title I) and district resources. Principals are given budgetary flexibility within federal programs guidelines.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

The Interim Superintendent of Schools has identified a district support team for each school. Teams are comprised of appropriate district staff to provide ongoing, intensive technical assistance, specific guidance, and related support on strategies consistent with comprehensive instructional reform measures as outlined in the District Intervention and Assistance Plan and each School Improvement Plan. The district support team (Interim Superintendent, Executive Directors, Assistant Superintendent of Curriculum, Elementary Curriculum Supervisor (for elementary schools), Teacher Specialists, and Coaches) will identify barriers to achieving goals, monitor program activities and evaluate progress as data driven programs change, and inform the Superintendent and all stakeholders involved of changes and or progress.

Additionally, each school will continue to maintain an Administrative Support Team (AST) comprised of the Principal and key staff. District based Instructional Coaches will be assigned to each school and will also be members of the AST. The AST will provide day-to-day management of reform efforts at the school level in coordination with the district support team.

District curriculum coaches and subject-area specialists will provide embedded staff development and support to all teachers on a weekly basis. Curriculum coaches include staff with expertise in student engagement, curriculum development, lesson planning, classroom management, and technology. Curriculum coaches and district curriculum specialists will provide additional staff development in monthly cohort groups, which are aligned to the evaluation competencies.

Additional funding is provided to all high-need schools through federal programs (Title I) and district resources. Principals are given flexibility within federal program guidelines with pre-approval over the budgeting of these funds. Additional resources are provided to all high-need schools on a need and eligibility basis from federal sources such as Title I, Title II-A. Resources for after-school programming have traditionally also been provided to schools exhibiting a need for extended school day programming. Title I district funds are budgeted to purchase supplemental instructional programs and materials, to pay teacher stipends, and for supplies for Extended Day Intervention at all Title I schools. This is administrated at school level by the Title I FCIM Facilitator and monitored by Title I department Director. Title I Teacher Specialists review data monthly during school site visits. Each school is provided with funding for school-based staff development, and this is coordinated at the district level to assure alignment with school improvement goals and objectives. Each principal, however, has discretion to prioritize available staff development funds to meet individual staff needs and needs identified through the school improvement process.

The district support team will remain active at all priority and focus schools. The district support team will meet regularly to review data and assess progress toward continued school improvement. The district support team, under the direction of the Executive Director of School Supervision, will coordinate meetings and will work with the school principal and staff to access relevant data, conduct classroom walk-thrus, collect and share data, and gather feedback to be shared with the Interim Superintendent of Schools and her Leadership Team regarding continued improvement strategies.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361905>

2. Family and Community Engagement

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

District curriculum staff members contributed information for the preparation of the DIAP. Contributing departments included Project Development, Title I, Elementary and Secondary Curriculum, School

Improvement, Research and Development, Staff Development, Student Services, Exceptional Student Education, and Human Resources. Parents and school staff members participated in strategic planning and school

improvement through School Advisory Council meetings and other parent and community meetings from which strategies and recommendations provided input into the final District Improvement and Assistance Plan. Every school must have School Advisory Council which is made up of parents, school staff (teachers and educational support personnel), community members and when appropriate, students. SACs are actively involved in all aspects of the School Improvement process including development, implementation, and evaluation.

In addition to the SAC, turnaround schools have a Community Assessment Team. The members of this team include the RED, the district turnaround lead, the principal, assistant principal, FCIMS facilitator, Behavior Resource Teacher, Director of Title I/III, and School Renewal, the Executive Director of K-12 Curriculum and School Improvement, the Supervisor of Elementary Curriculum, an instructional coach, the equity coach, three parents of students currently enrolled at the school, and three community members/business partners. The members of this team continuously collaborate throughout the School Improvement Plan Problem Solving Process. These members create action plans, evaluate the impact on student data, and then make new decisions based on that data.

Each school must complete an online Title I School Parent Involvement Plan every year where they must upload evidence of parental input. Parent input is gathered in the form of Parent Evaluations for every Title I funded Parent Involvement activity, during parent teacher conferences where the Title I Home School Compact is shared, specific meeting that parents and community members are invited to attend to provide input, and district parent surveys. A Title I District Parent Involvement Plan is also required and evidence of stakeholder input in the development must be uploaded. The District PIP, School PIP, Home School Compact and Title I Parents' Rights Letter are distributed to every Title I student at the beginning of school year. Title I Director and Title I Teacher Specialist work closely with school leadership during this process.

3. Engagement of School Leadership

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

District staff members (Interim Superintendent, Executive Directors/Turnaround Lead, and Curriculum Directors) meet, and will continue to meet, regularly (monthly) with the principals of each school requiring intervention to review progress, discuss challenges, and to formulate plans designed to address weaknesses. Data is dis-aggregated and the results of district assessments are also considered across grade levels at each school. District staff discusses options available to schools and also provides support for curriculum delivery and staff development among school staff.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Jones, Donna, jonesdm@gm.sbac.edu

b. Employee's Title

Director

c. Employee's Phone Number

(352) 955-7812

d. Employee's Phone Extension

N/A

e. Supervisor's Name

Karen Clarke

f. Supervisor's Title

Assistant Superintendent

g. Employee's Role and Responsibilities

The district has identified a support team for each school comprised of appropriate district staff, to provide ongoing, intensive technical assistance, specific guidance, and related support on strategies consistent with comprehensive instructional reform measures as outlined in the District Intervention Assistance Plan (DIAP). The district support team will provide mentoring to the appointed principal and school staff at priority and focus schools. The district support team will identify barriers to achieving goals, monitor program activities and evaluate progress.

2. District Leadership Team:**Clarke, Karen, clarkekd@gm.sbac.edu****Title** Assistant Superintendent**Phone** (352) 955-7444**Supervisor's Name** Sandy Hollinger**Supervisor's Title** Other**Role and Responsibilities**

- Provide leadership, direction and oversight for curriculum and instruction.
- Provide leadership for the continued analysis, development and monitoring of short and long range plans for improving instructional programs.
- Participate in the planning and development of an effective research base for implementing curriculum process and training.
- Keep informed and disseminate information about current research, trends, and best practices in areas of responsibility.

Diaz, Pamela, diazpw@gm.sbac.edu**Title** Director**Phone** (352) 955-7634**Supervisor's Name** Karen Clarke**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Writes and administers the Title I Part A grant including the School Improvement Grant 1003(a).

Jones, Donna, jonesdm@gm.sbac.edu**Title** Director**Phone** 352-955-7812**Supervisor's Name** Karen Clarke**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Develop, design, and assist schools in implementation of curriculum models for improving student achievement.

- Direct the development of the School Improvement Plan.
- Keep informed and disseminate information about current research, trends, and best practices.
- Facilitate the development, implementation and evaluation of staff development activities.
- Promote innovative programs to enhance student achievement.
- Work closely with district and school staff to support school improvement initiatives and processes.

Berry, Kevin, berrykj@gm.sbac.edu**Title** Administrator**Phone** 352-955-7812**Supervisor's Name** Donna Jones**Supervisor's Title** Director**Role and Responsibilities** Supervisor of Elementary Curriculum**Kidwell Diehlman, Donna, kidweld@gm.sbac.edu****Title** Director**Phone****Supervisor's Name** Owen Roberts**Supervisor's Title** Superintendent**Role and Responsibilities** Executive Director of ESE/Support Services**Carter, Isabel, carterig@gm.sbac.edu****Title** Director**Phone****Supervisor's Name** Karen Clarke**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Professional Development

Lynch, Matt, lynchmc@gm.sbac.edu**Title** Other**Phone****Supervisor's Name** Donna Jones**Supervisor's Title** Director**Role and Responsibilities** Supervisor of Assessment--manages and maintains the district's instructional progress monitoring system

3. Educator Quality

a. School Leadership Teams

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

The district will review all district and state student data with a focus on Florida Standards Assessment Tests as the main criteria for evaluating a school leadership team. If the data is unsatisfactory for 2 years, the Interim Superintendent will make the decision on which team members need to be removed from the school.

b. Instructional Staff

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

The district will not rehire teachers at focus and priority schools unless they are effective or highly effective. Or, If a teacher has three years of data that support unsatisfactory student growth, the district will collaborate with the bargaining unit on reassigning the teacher.

D. Professional Capacity

1. Common Planning Time

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C.

The district has provided additional instructional units to priority schools to eliminate combination and or multi-age classes.

The district support team works directly with principals at priority and focus schools to ensure that school schedules allow for common planning time for ALL grade level teams.

2. Instructional Coaches

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.

The district utilizes general and federal funds to provide supplemental coaches for priority and focus schools. Coaches report directly to the school's principal for on-going collaboration and planning.

ALL coaches submit weekly logs to the Director of Project Development.

Coaches attend school-based data review meetings coordinated by the FCIMS facilitator. In addition, teachers on special assignment (subject area specialists) and instructional coaches participate in DOE site visits. DOE site visits reflect on data chats, classroom walk-thrus, and professional development planning.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

District Reading Plans

https://www.floridacims.org/districts/alachua?current_tab=reading

b. Writing

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

High School Core: HMH Collections

| | |
|---------------------|--|
| Program Type | Core, Intensive Intervention |
| School Type | High School |
| Description | High School English: HMH Collections High School Intensive Reading: PW Impact |

Elementary Core

| | |
|---------------------|--|
| Program Type | Core, Supplemental, Intensive Intervention |
| School Type | Elementary School |
| Description | Core: Reading Street by Pearson Intervention: My Sidewalks by Pearson Assessment aligned for Florida Standards Achieve 3000 Fast ForWord Extended Day Intervention in Language Arts |

Middle School Core

| | |
|---------------------|---|
| Program Type | Core, Intensive Intervention |
| School Type | Middle School |
| Description | Middle School Language Arts Core: Scholastic Code X Middle School Reading Core: Perfection Learning Middle School Intervention: Scholastic Read 180 |

c. Mathematics**1. Description of Programs**

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

HMH Florida Go Math

| | |
|---------------------|--|
| Program Type | Core |
| School Type | Middle School |
| Description | Core program for middle school students in M/J Mathematics 1 and 2 Advanced. |

McGraw-Hill Algebra 1

| | |
|---------------------|---|
| Program Type | Core |
| School Type | Middle School |
| Description | Core program for middle school students in Algebra 1. |

HMH Algebra 1

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school students in Algebra 1. |

Pearson Algebra 1

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school students in Algebra 1 Honors. |

Pearson Geometry

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school students in Geometry and Geometry Honors. |

Glencoe Algebra 2

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school students in Algebra 2. |

Larson Algebra and Trigonometry, 7th ed

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school students in Algebra 2 Honors. |

McDougal Littell Algebra 2 Concepts and Skills and Algebra Nation workbooks

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for students in Liberal Arts Math. |

Blitzer Algebra and Trigonometry

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school students in Math For College Readiness |

McGraw-Hill My Math

| | |
|---------------------|--------------------------------------|
| Program Type | Core |
| School Type | Elementary School |
| Description | Core elementary program K-5th grades |

Reflexmath

| | |
|---------------------|-------------------------------------|
| Program Type | Supplemental |
| School Type | Elementary School |
| Description | Computer based fact fluency program |

McGraw-Hill Number Worlds

| | |
|---------------------|---------------------------------|
| Program Type | Intensive Intervention |
| School Type | Elementary School |
| Description | Elementary intervention program |

McGraw-Hill Triumphs

| | |
|---------------------|---------------------------------|
| Program Type | Intensive Intervention |
| School Type | Elementary School |
| Description | Elementary intervention program |

Pearson Algebra 2

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school students in Algebra 2 Honors |

d. Science**1. Description of Programs**

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

National Geographic Science

| | |
|---------------------|--|
| Program Type | Core |
| School Type | Elementary School |
| Description | Core science program for elementary students |

iScience by McGraw-Hill

| | |
|---------------------|---|
| Program Type | Core |
| School Type | Middle School |
| Description | Core program for middle school students in grades 6-8 |

Physical Science Concepts in Action by Pearson

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school students in regular physical science classes |

Conceptual Physical Science by Pearson

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school physical science honors |

Biology (Florida Edition) by Holt McDougal

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school Biology 1 regular students |

Modern Biology (current printing) by Holt McDougal

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school Biology 1 honor students |

Chemistry Matter and Change by Glencoe

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school Chemistry regular |

Modern Chemistry (current printing) by Holt

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school Chemistry honors |

Essentials of Human Anatomy and Physiology, FL Edition, by Pearson (Marieb)

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core Program for high school Anatomy and Physiology regular |

Human Anatomy and Physiology, FL Edition, by Pearson (Marieb)

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core Program for high school Anatomy and Physiology honors |

Florida Earth Science, Florida Edition, by Glencoe

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school Earth Science regular |

Earth Science by Pearson

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school Earth Science Honors |

Environmental Science by Pearson

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school Environmental Science |

Conceptual Physics by Pearson

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school Physics regular |

Physics with Principals and Applications by Pearson

| | |
|---------------------|---|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school Physics honors |

Conceptual Integrated Science by Pearson

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core program for Integrated Science 1, 2, and 3 students regular |

The Sciences an Integrated Approach by Wiley

| | |
|---------------------|--|
| Program Type | Core |
| School Type | High School |
| Description | Core program for high school Integrated Science honors |

2. Instructional Alignment and Pacing**a. Program Monitoring**

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

Title I schools complete a Title I Intervention Plan at the beginning of school year which guides intervention throughout year. These plans are approved by Director of Title I and monitored by Title I Teacher Specialists, who make school site visits monthly to work with Title I Lead Teachers, FCIM Facilitators and other school leadership. FCIM Facilitators complete FCIM Record of Meeting forms to document Data Chats, which include action plan and person(s) responsible so that decisions made can be monitored for implementation. Each Title I Intervention Teacher completes Data Record Sheets, Assessment Sheets, Attendance Reports and keeps Lesson Plans for every intervention group they instruct.

b. Supports for Student Transitions

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?

Yes

a. Link to Student Progression Plan

http://www.sbac.edu/files/_IQKCy_/c6f2a362254a19ff3745a49013852ec4/2015-16_Student_Progression_Plan.pdf

b. Provide the page numbers of the plan that address this question.

E-1 - E-16

c. Alignment of Pacing Guides to Florida Standards

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

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G2.** All students, in all subgroups, will increase proficiency on the Statewide Science Assessment and EOCs in the area of Science.
- G3.** All students, in all subgroups, will increase FSA Mathematics and high school Algebra 1 EOC achievement by at least 2%.
- G4.** All students, in all subgroups, will increase their proficiency as measured by the on the FSA ELA assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G2. All students, in all subgroups, will increase proficiency on the Statewide Science Assessment and EOCs in the area of Science. **1a**

 G049468

Targets Supported **1b**

| Focus | Indicator | Year | Target |
|---------------|--|---------|--------|
| District-Wide | Statewide Science Assessment Achievement | 2017-18 | 2.0 |
| District-Wide | Bio I EOC Pass | 2017-18 | 2.0 |
| District-Wide | | | |

Targeted Barriers to Achieving the Goal **3**

- Lack of rigor in teacher questioning and classroom activities
- Lack of student engagement during classroom instruction

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Science Specialist and/or District Instructional Coaches are providing coaching for Science teachers at priority and focus schools.
- District Science specialist is providing support for Science teachers at schools without an assigned Instructional Coach.
- District Science Specialist and District Instructional Coaches will use SSA and Biology EOC data to provide targeted support and coaching to schools.
- Title 1 and Instructional Technology provide funding for supplemental programs such as: GEMS, AIMS, Brain Pop, Discovery Education, and Picture Perfect Science for use as reteach and enrichment instructional opportunities.
- District STEM coaches will work with the elementary schools (including ALL of the priority and focus schools) to support problem-solving and critical thinking skills development as well as to support the instruction of the Next Generation Sunshine State Standards in Science.
- Additional school-based coaches provide instructional coaching for the turn-around schools.

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

Class observations, lesson plans. Class and district assessments

Person Responsible

Jennifer Wise

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data from progress monitoring assessments in grades 3-8 and Biology. Data from 5th and 8th Grade SSA and Biology EOC.

G3. All students, in all subgroups, will increase FSA Mathematics and high school Algebra 1 EOC achievement by at least 2%. **1a**

 G044629

Targets Supported **1b**

| Focus | Indicator | Year | Target |
|------------------|---|---------|--------|
| District-Wide | FSA Mathematics Achievement | 2017-18 | 60.0 |
| District-Wide | FSA Math Achievement - Black/African American | 2017-18 | 60.0 |
| All High Schools | Algebra I EOC Pass Rate | 2017-18 | 60.0 |

Targeted Barriers to Achieving the Goal **3**

- Insufficient rigor in mathematics instruction
- Lack of student engagement with the mathematics beyond the procedural level

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Secondary Math Curriculum Specialist will participate in Book/Lesson study with math teachers at Hawthorne High School
- District Math Curriculum Specialists are providing support for math teachers at schools without an assigned Instructional Coach.
- Title 1 provides for Title 1 elementary schools: Funding for FOUR INSTRUCTIONAL COACHES to work with priority and focus schools; Triumphs Core Math Intervention Materials; Math Reads; Every Day Counts Calendar Math.
- The District provides Istation which offers game-like computer adaptive formative assessments for elementary schools.
- District Math Curriculum Specialist is working with elementary and secondary math teachers to align district curriculum and assessments to the test item specifications for the Florida Standards Assessments, Algebra 1 EOC, and Geometry EOC.
- Turn Around Option schools will have school-based instructional coaches to support mathematics K-5.
- Digital Classroom Plan (DCP) is providing funding for Standards-based training for Kindergarten, 1st, and 2nd grade training.
- A district-wide PLC will target grades K-5 teachers and will provide resources to use work stations to differentiate instruction within the mathematics block.
- There will be a face to face training in September, December, and March for high school Algebra 1 teachers. Math Nation will conduct the professional developments on unpacking Algebra 1 standards and implementing mathematical best practices. We will look at Algebra 1 resources from Math Nation, textbook, and Schoolspire formally known as PCG.
- District Math Curriculum Specialist will have a monthly PD with elementary teachers using CPALMS and Canvas.
- District Math Curriculum Specialist will have frequent walk throughs at Hawthorne Middle/High and Terwilliger Elementary.

Plan to Monitor Progress Toward G3. 8

District Math Specialist will analyze the results from quarterly AIMS

Person Responsible

Derrick Frazier

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Quarterly AIMS Results

G4. All students, in all subgroups, will increase their proficiency as measured by the on the FSA ELA assessment. **1a**

 G044630

Targets Supported **1b**

| Focus | Indicator | Year | Target |
|---------------|--|---------|--------|
| District-Wide | FSA ELA Achievement | 2017-18 | 60.0 |
| District-Wide | FSA ELA Achievement - Black/African American | 2017-18 | 42.0 |
| District-Wide | ELA/Reading Lowest 25% Gains | 2017-18 | 60.0 |

Targeted Barriers to Achieving the Goal **3**

- Lack of implementation of standards-based instruction
- Limited exposure to text based writing in content area.
- Difficulty providing differentiated instruction due to limited time and personnel

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Learning Communities
- Social Studies Specialist and Office of Professional Development will provide coaching and training in the DBQ Project.
- District ELA Specialists are working with Teachers in professional learning communities to align curriculum and assessments to the test item specifications for the Language Arts Florida Standards in order to promote standards based instruction
- District Instructional Coaches will work with schools following a job embedded coaching model
- District ELA Specialists and/or District Instructional coaches provide targeted instructional coaching at district schools.
- Additional school-based Instructional Coaches provide instructional coaching for the turn around and focus schools.
- Access to additional Curriculum Resources

Plan to Monitor Progress Toward G4. **8**

Review Data from Quarterly Progress Monitoring Assessments, and curriculum based progress monitoring assessments

Person Responsible

Jennifer Wise

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data from Quarterly Progress Monitoring Assessments, ISIP, and curriculum-based progress monitoring assessments will be analyzed for student growth.

District Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy


 = Problem Solving Step

 S123456 = Quick Key

G2. All students, in all subgroups, will increase proficiency on the Statewide Science Assessment and EOCs in the area of Science. **1**

 G049468

G2.B1 Lack of rigor in teacher questioning and classroom activities **2**

 B123734

G2.B1.S1 Provide professional development through PLCs to train teachers to unpack the standards and plan challenging lessons that will focus on student learning. Teachers will learn how to ask higher order questions and create inquiry lessons that will increase students' critical thinking and problem solving skills. **4**

 S135594

Strategy Rationale

Increasing rigor will help students to understand science content that is complex and challenging. It encourages teachers to have high expectations for teaching and student learning. Rigorous instruction will increase the students' ability to analyze, synthesize, and think critically as they learn at a higher level.

Action Step 1 **5**

The district will provide online and face to face professional development for unpacking the benchmarks. Training will include instructions on using the test item specifications for benchmark clarification and content limits.

Person Responsible

Maureen Shankman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, classroom observations, and assessments

Action Step 2 5

The district will provide online and face to face support for the Claim, Evidence and Reasoning (CER) framework for trained teachers in the district. The CER framework will allow students to develop rigorous scientific explanations.

Person Responsible

Maureen Shankman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Samples of student work and lesson plans

Action Step 3 5

Embedded instructional support will be provided to the focus and priority schools through site-based coaches to implement strategies.

Person Responsible

Isabel Carter

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom observations, lesson plans, and assessments

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

Lesson plans will show the implementation of a standards based curriculum that includes an increase in rigor of lessons and student assignments.

Person Responsible

Jennifer Wise

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, documentation of classroom observations, and meetings with teachers

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

Classroom observations and meetings with teachers

Person Responsible

Maureen Shankman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student performance on class and progress monitoring assessments.

G2.B1.S2 Provide support for professional development in the Claim Evidence Reasoning (CER) Framework to assist students in developing higher order scientific explanations. The framework assists teachers by providing a method to explain scientific phenomena by breaking it into segments that are manageable for students. 4

 S209992

Strategy Rationale

Engaging in scientific inquiry requires students to collect evidence and make logical claims supported by scientific principles. Through this process, students develop a deeper understanding of content by constructing explanations that are supported by sound argument. Data from the 2017 SSA indicates a need to focus on increasing our achievement on the Nature of Science strand of the Science assessment.

Action Step 1 5

Provide classroom support to teachers in developing lessons to strengthen scientific explanations using the Claim, Evidence, and Reasoning (CER) framework.

Person Responsible

Maureen Shankman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans and classroom observations.

Action Step 2 5

Embedded instructional support will be provided to the Turn-Around school through site-based instructional coaches

Person Responsible

Jennifer Wise

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans and documentations of classroom observations

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

Teachers will submit lesson plans to reflect implementation of the strategy

Person Responsible

Jennifer Wise

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans and classroom observations

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

To determine the effectiveness, the science specialist will observe classrooms for implementation

Person Responsible

Maureen Shankman

Schedule


Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom observations

G2.B2 Lack of student engagement during classroom instruction **2** B123737

G2.B2.S1 Provide professional development that will demonstrate strategies for actively engaging students in the inquiry-based learning process. The 5 E method provides a model of instruction that allows teachers to provide lessons that are active, authentic and engaging. **4**

 S136294**Strategy Rationale**

Using the 5E instructional model allows students to construct meaning by making connections from previous ideas to new ideas. Inquiry science follows the natural process of problem solving by engaging students in lessons and activities that stimulate students' curiosity. When students are curious about a topic they take ownership for their learning. Engaged students are motivated to explore, explain and elaborate complex concepts and processes.

Action Step 1 **5**

Provide online professional development to train teachers to develop lessons using the 5E model of scientific inquiry. The 5E model requires teachers to use the cycle of engage, explore, explain, elaborate and evaluate.

Person Responsible

Maureen Shankman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans and documentations of classroom observations

Action Step 2 **5**

Embedded instructional support will be provided at Turn-around Option Schools for coaching to implement strategies.

Person Responsible

Jennifer Wise

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Minutes and agendas from coach/curriculum specialist planning sessions

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observations, meetings with teachers, and lesson plans

Person Responsible

Jennifer Wise

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Documentations of classroom observations and teacher meetings, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom observations and meetings with individual teachers

Person Responsible

Maureen Shankman

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, documentations of classroom observations and meetings with teachers

G3. All students, in all subgroups, will increase FSA Mathematics and high school Algebra 1 EOC achievement by at least 2%. 1

G044629

G3.B1 Insufficient rigor in mathematics instruction 2

B109830

G3.B1.S1 District Math Curriculum Specialist will have a monthly PD with elementary teachers using CPALMS and collaborating with each other through Canvas. The District Professional Development Department will help facilitate this strategy. 4

S121320

Strategy Rationale

The CPALMS Beyond Standards video series serves to facilitate a deeper understanding and effective implementation of the K-5 mathematics standards for educators throughout the state. There have been much teacher turnover at the elementary level. It is imperative to solidify the base and to make sure we are all speaking the same mathematical language and the expectations are the same throughout the district.

Action Step 1 5

Using CPALMS, teachers will explore the meaning behind the standards, strategies for instructional success, and student responses to various approaches. Teachers will have an opportunity to gain insight from leading researchers in education as well as hear directly from fellow teachers who are putting tried-and-true methods into practice in the field. Using Canvas, teachers will share what they have learn from the videos and share a lesson plan/activity that reflects such learning.

Person Responsible

Derrick Frazier

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Teachers will create and share lesson plans/activities which align to the Florida Math Standards in level of rigor and demonstrate the use of the Mathematical Practice Standards. Appropriate assessment is used to monitor student progress.

Action Step 2 5

School-based Instructional Coaches will provide feedback and coaching to teachers at Turn-Around-Plan schools.

Person Responsible

Isabel Carter

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

District Math Specialist will monitor participation in Canvas and review submitted lesson plans and teachers' lessons learn from the video.

Person Responsible

Derrick Frazier

Schedule

On 6/1/2018

Evidence of Completion

District Math Specialist review submitted lesson plans and teachers' lessons learn from the video.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

District Math Specialist will analyze the results from quarterly AIMS

Person Responsible

Derrick Frazier

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data collected by Alachua Instructional Monitoring System as well as classroom assessments will be studied to determine effectiveness. Classroom observations made by school administrators, instructional coaches, and district curriculum specialists.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

District Math Specialist will analyze the 2018 results from the FSA Mathematics for Elementary Math

Person Responsible


Derrick Frazier

Schedule

On 6/1/2018

Evidence of Completion

A yearly comparison of the 2016/17 to the 2017/18 FSA Mathematics for grades 3-5

G3.B2 Lack of student engagement with the mathematics beyond the procedural level **2** B109831

G3.B2.S1 District Math Curriculum Specialist will have a monthly PD with elementary teachers using CPALMS and collaborating with each other through Canvas. The District Professional Development Department will help facilitate this strategy. **4**

 S121321**Strategy Rationale**

Teachers need to be provided a variety of strategies that are proven to be effective in increasing student engagement.

Action Step 1 **5**

Teachers will have the opportunity to create and share lesson plans/activities that demonstrate student engagement based upon the knowledge that they gained from CPALMS. Teachers will a chance to share a reflection of what they have learned and willing to implement towards student engagement.

Person Responsible

Derrick Frazier

Schedule

Quarterly, from 8/15/2017 to 6/1/2018

Evidence of Completion

District Math Specialist will monitor participation in Canvas and review submitted lesson plans and teachers' lessons learn from the video.

Action Step 2 **5**

School-based instructional coaches will provide intensive coaching and feedback at Turn-around Option Plan schools.

Person Responsible

Isabel Carter

Schedule

Weekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Coaching Logs

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

District Math Specialist review submitted lesson plans and teachers' lessons learn from the video.

Person Responsible

Derrick Frazier

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Submitted lesson plans and teachers' lessons learn from the video.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

District Math Specialist will analyze the results from quarterly AIMS for K - 5

Person Responsible

Derrick Frazier

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Quarterly AIMS results K -5

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

District Math Specialist will analyze the results from 2018 Math FSA for grades 3 - 5

Person Responsible

Derrick Frazier

Schedule

On 6/15/2018

Evidence of Completion

District Math Specialist will analyze the results from 2018 Math FSA for grades 3 - 5.

G4. All students, in all subgroups, will increase their proficiency as measured by the on the FSA ELA assessment. 1

G044630

G4.B1 Lack of implementation of standards-based instruction 2

B109832

G4.B1.S1 Develop an understanding of standards based instruction through professional development.

4

S121322

Strategy Rationale

Teachers are accustomed to using resources as they are organized as opposed to altering the order of resources to meet the standards. Teachers need professional development in organizing standards to create the most effective instructional sequence, and then aligning appropriate resources to those standards.

Action Step 1 5

Teachers will work to study the Florida Standards and determine the skills included in them.

Person Responsible

Isabel Carter

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting notes, PD Materials

Action Step 2 5

Professional Development will be offered to teachers in the use of the scope and sequence in instructional planning.

Person Responsible

Kevin Berry

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence will be collected through lesson plans, and principal walk throughs.

Action Step 3 5

School based Instructional Coaching

Person Responsible

Isabel Carter

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coaches will provide logs/calendars of their activities. Sign-in sheets, follow up activities, and lesson plans are examples of products to provide evidence of job embedded coaching.

Action Step 4 5

High School teachers of students in intensive reading classes will form a cohort to develop engaging, standards-based lessons utilizing the Teengagement reading resource.

Person Responsible

Donaldson Fitzpatrick

Schedule

Monthly, from 9/21/2017 to 5/24/2018

Evidence of Completion

Evidence will be collected through lesson plans and teacher surveys.

Action Step 5 5

Middle School teachers of students reading below grade level will form a cohort to develop engaging, differentiated, standards-based lessons.

Person Responsible

Donaldson Fitzpatrick

Schedule

Monthly, from 9/27/2017 to 4/10/2018

Evidence of Completion

Evidence will be collected through lesson plans and teacher surveys.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

District Curriculum Specialists will meet with Professional Development Specialists

Person Responsible

Isabel Carter

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Teachers will perform follow up activities such as lesson plans.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Quarterly Progress Monitoring Assessment Data, and data from unit and collection assessments will be examined to determine student progress by literacy coaches and district curriculum specialists

Person Responsible

Kristopher Bracewell

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence will be collected through reports from the above data sources.

G4.B1.S2 Implement PLC meetings for sustained implementation of standards based instruction. 4

S121323

Strategy Rationale

PLC meetings allow for groups of teachers along with the ELA Specialists to study Florida Standards, adopted resources, and continue work on aligning resources to standards.

Action Step 1 5

Provide support to ELA and reading teachers in implementing LAFS

Person Responsible

Kevin Berry

Schedule

Quarterly, from 8/14/2017 to 6/2/2018

Evidence of Completion

Teachers use best practices and student data to improve reading proficiency

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

ELA Curriculum Specialists will join a PLC group.

Person Responsible

Jennifer Wise

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson study, classroom visit notes and reflections about instruction from PLC group

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

District Curriculum Specialists will meet with literacy coaches/PD Specialists to discuss planning of PLC group

Person Responsible

Jennifer Wise

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, presentations and plans for professional learning opportunities

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Review and analyze district and statewide assessment data (AIMS and FSA ELA).

Person Responsible

Jennifer Wise

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

District data as produced in SchoolSpire data dashboard, FSA district and school-wide score reports

G4.B1.S3 Focused Instructional Coaching for priority and focus schools 4

S210007

Strategy Rationale

Priority and focus schools need enhanced job embedded instructional coaching to fully implement standards based instruction. This will allow for teachers to continue to align resources to standards and adjust the organization of standards for the most effective instruction.

Action Step 1 5

Professional Development Specialists and FCIM Instructional Coaches will meet with school leadership teams to determine teacher and student needs. They will offer professional development and instructional coaching as recommended.

Person Responsible

Isabel Carter

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting minutes, notes, action plans

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Meet with PD specialists to review log notes and discuss the focus of current work.

Person Responsible

Isabel Carter

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

coaches' logs, meeting notes

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Noting the foci of the coaches' work, review applicable state and district ELA assessment data.

Person Responsible

Kristopher Bracewell


Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

AIMS assessment data accessed through SchoolSpire, FSA score reports

G4.B2 Limited exposure to text based writing in content area. 2

 B109833

G4.B2.S3 Each school will create a school-wide writing plan. 4

 S210060

Strategy Rationale

PD needs assessment and data from Professional Development Specialists indicate a need in this area. In order to maximize the effectiveness of writing instruction, schools must have a collaborative, vertically-aligned writing plan.

Action Step 1 5

Provide professional development to school teams.

Person Responsible

Kevin Berry

Schedule

Monthly, from 9/19/2017 to 6/1/2018

Evidence of Completion

Teachers will bring student artifacts to subsequent training sessions.

Plan to Monitor Fidelity of Implementation of G4.B2.S3 6

Review and analyze materials and artifacts created for and as a result of professional development.

Person Responsible

Kevin Berry

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Handouts, Digital Versions of Presentation Materials, Sign-In Sheets, Student/Teacher Artifacts

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

PD specialists will meet with school-based FCIM instructional coaches and APs to review impacts on student learning.

Person Responsible


Isabel Carter

Schedule

Monthly, from 10/13/2017 to 6/1/2018

Evidence of Completion

Minutes from data team discussions, student artifacts, student data

G4.B3 Difficulty providing differentiated instruction due to limited time and personnel **2** B249346**G4.B3.S1** Implement and support the use of Istation as a comprehensive supplemental curriculum software. **4** S262807**Strategy Rationale**

Istation supports differentiated instruction by assessing students, providing them with individualized learning paths, and provides teachers with real-time data to inform their instruction and access to small group lesson plans. Students in several Florida districts who have utilized this program have shown significant increases in ELA learning gains and proficiency.

Action Step 1 **5**

Negotiate the contract with Istation (given the grant is no longer available)

Person Responsible

Kevin Berry

Schedule

On 7/7/2017

Evidence of Completion

Completed contract

Action Step 2 **5**

Provide Professional Development for School-Based Trainers and Training Teams.

Person Responsible

Kevin Berry

Schedule

Monthly, from 5/29/2017 to 6/1/2018

Evidence of Completion

PD attendance sheets, Training materials, webinar activity data sheets

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Review school implementation reports weekly.

Person Responsible

Kevin Berry

Schedule

Weekly, from 9/4/2017 to 6/28/2018

Evidence of Completion

School assessment and usage reports, teacher implementation reports

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Review ISIP assessment data to note changes in student performance. Compare with district progress monitoring data.

Person Responsible

Kristopher Bracewell

Schedule




















Monthly, from 9/4/2017 to 6/28/2018












Evidence of Completion

Executive Summary Reports by District and by School

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|------------------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G4.B3.S1.A1 A346980 | Negotiate the contract with Istation (given the grant is no longer available) | Berry, Kevin | 4/26/2017 | Completed contract | 7/7/2017 one-time |
| G4.B1.S1.A5 A351596 | Middle School teachers of students reading below grade level will form a cohort to develop... | Fitzpatrick, Donaldson | 9/27/2017 | Evidence will be collected through lesson plans and teacher surveys. | 4/10/2018 monthly |
| G4.B1.S1.A4 A349512 | High School teachers of students in intensive reading classes will form a cohort to develop... | Fitzpatrick, Donaldson | 9/21/2017 | Evidence will be collected through lesson plans and teacher surveys. | 5/24/2018 monthly |
| G2.MA1 M095805 | Class observations, lesson plans. Class and district assessments | Wise, Jennifer | 8/14/2017 | Data from progress monitoring assessments in grades 3-8 and Biology. Data from 5th and 8th Grade SSA and Biology EOC. | 6/1/2018 quarterly |
| G3.MA1 M070930 | District Math Specialist will analyze the results from quarterly AIMS | Frazier, Derrick | 8/14/2017 | Quarterly AIMS Results | 6/1/2018 quarterly |
| G4.MA1 M090026 | Review Data from Quarterly Progress Monitoring Assessments, and curriculum based progress... | Wise, Jennifer | 8/14/2017 | Data from Quarterly Progress Monitoring Assessments, ISIP, and curriculum-based progress monitoring assessments will be analyzed for student growth. | 6/1/2018 quarterly |
| G3.B1.S1.MA1 M070907 | District Math Specialist will analyze the results from quarterly AIMS | Frazier, Derrick | 8/14/2017 | Data collected by Alachua Instructional Monitoring System as well as classroom assessments will be studied to determine effectiveness. Classroom observations made by school administrators, instructional coaches, and district curriculum specialists. | 6/1/2018 quarterly |
| G3.B1.S1.MA4 M279000 | District Math Specialist will analyze the 2018 results from the FSA Mathematics for Elementary Math | Frazier, Derrick | 8/14/2017 | A yearly comparison of the 2016/17 to the 2017/18 FSA Mathematics for grades 3-5 | 6/1/2018 one-time |
| G3.B1.S1.MA1 M356859 | District Math Specialist will monitor participation in Canvas and review submitted lesson plans and... | Frazier, Derrick | 8/14/2017 | District Math Specialist review submitted lesson plans and teachers' lessons learn from the video. | 6/1/2018 one-time |
| G3.B2.S1.MA1 M070928 | District Math Specialist will analyze the results from quarterly AIMS for K - 5 | Frazier, Derrick | 8/14/2017 | Quarterly AIMS results K -5 | 6/1/2018 quarterly |
| G3.B2.S1.MA1 M070925 | District Math Specialist review submitted lesson plans and teachers' lessons learn from the video. | Frazier, Derrick | 8/14/2017 | Submitted lesson plans and teachers' lessons learn from the video. | 6/1/2018 monthly |
| G3.B2.S1.A1 A131559 | Teachers will have the opportunity to create and share lesson plans/activities that demonstrate... | Frazier, Derrick | 8/15/2017 | District Math Specialist will monitor participation in Canvas and review submitted lesson plans and teachers' lessons learn from the video. | 6/1/2018 quarterly |
| G3.B2.S1.A2 A261592 | School-based instructional coaches will provide intensive coaching and feedback at Turn-around... | Carter, Isabel | 8/15/2017 | Coaching Logs | 6/1/2018 weekly |
| G4.B1.S1.MA1 M090025 | Quarterly Progress Monitoring Assessment Data, and data from unit and collection assessments will... | Bracewell, Kristopher | 8/14/2017 | Evidence will be collected through reports from the above data sources. | 6/1/2018 quarterly |
| G4.B1.S1.MA1 M090023 | District Curriculum Specialists will meet with Professional Development Specialists | Carter, Isabel | 8/7/2017 | Teachers will perform follow up activities such as lesson plans. | 6/1/2018 biweekly |
| G4.B1.S1.A1 A131560 | Teachers will work to study the Florida Standards and determine the skills included in them. | Carter, Isabel | 8/14/2017 | Meeting notes, PD Materials | 6/1/2018 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-------------------|-------------------------------|--|--------------------|
| G4.B1.S1.A2  A261597 | Professional Development will be offered to teachers in the use of the scope and sequence in... | Berry, Kevin | 8/14/2017 | Evidence will be collected through lesson plans, and principal walk throughs. | 6/1/2018 monthly |
| G4.B1.S1.A3  A261633 | School based Instructional Coaching | Carter, Isabel | 8/14/2017 | Coaches will provide logs/calendars of their activities. Sign-in sheets, follow up activities, and lesson plans are examples of products to provide evidence of job embedded coaching. | 6/1/2018 weekly |
| G2.B1.S1.MA1  M095049 | Classroom observations and meetings with teachers | Shankman, Maureen | 8/14/2017 | Student performance on class and progress monitoring assessments. | 6/1/2018 quarterly |
| G2.B1.S1.MA1  M095048 | Lesson plans will show the implementation of a standards based curriculum that includes an increase... | Wise, Jennifer | 8/14/2017 | Lesson plans, documentation of classroom observations, and meetings with teachers | 6/1/2018 quarterly |
| G2.B1.S1.A1  A150502 | The district will provide online and face to face professional development for unpacking the... | Shankman, Maureen | 8/14/2017 | Lesson plans, classroom observations, and assessments | 6/1/2018 quarterly |
| G2.B1.S1.A2  A261593 | The district will provide online and face to face support for the Claim, Evidence and Reasoning... | Shankman, Maureen | 8/14/2017 | Samples of student work and lesson plans | 6/1/2018 quarterly |
| G2.B1.S1.A3  A261595 | Embedded instructional support will be provided to the focus and priority schools through... | Carter, Isabel | 8/14/2017 | Classroom observations, lesson plans, and assessments | 6/1/2018 daily |
| G2.B2.S1.MA1  M096866 | Classroom observations and meetings with individual teachers | Shankman, Maureen | 8/14/2017 | Lesson plans, documentations of classroom observations and meetings with teachers | 6/1/2018 quarterly |
| G2.B2.S1.MA1  M096865 | Classroom observations, meetings with teachers, and lesson plans | Wise, Jennifer | 8/14/2017 | Documentations of classroom observations and teacher meetings, lesson plans | 6/1/2018 monthly |
| G2.B2.S1.A1  A151369 | Provide online professional development to train teachers to develop lessons using the 5E model of... | Shankman, Maureen | 8/14/2017 | Lesson plans and documentations of classroom observations | 6/1/2018 quarterly |
| G2.B2.S1.A2  A261708 | Embedded instructional support will be provided at Turn-around Option Schools for coaching to... | Wise, Jennifer | 8/14/2017 | Minutes and agendas from coach/ curriculum specialist planning sessions | 6/1/2018 weekly |
| G4.B3.S1.A2  A346981 | Provide Professional Development for School-Based Trainers and Training Teams. | Berry, Kevin | 5/29/2017 | PD attendance sheets, Training materials, webinar activity data sheets | 6/1/2018 monthly |
| G4.B1.S2.MA1  M253027 | Review and analyze district and statewide assessment data (AIMS and FSA ELA). | Wise, Jennifer | 8/14/2017 | District data as produced in SchoolSpire data dashboard, FSA district and school-wide score reports | 6/1/2018 quarterly |
| G4.B1.S2.MA1  M090028 | ELA Curriculum Specialists will join a PLC group. | Wise, Jennifer | 8/14/2017 | Lesson study, classroom visit notes and reflections about instruction from PLC group | 6/1/2018 monthly |
| G4.B1.S2.MA2  M090029 | District Curriculum Specialists will meet with literacy coaches/PD Specialists to discuss planning... | Wise, Jennifer | 8/14/2017 | Agendas, presentations and plans for professional learning opportunities | 6/1/2018 quarterly |
| G2.B1.S2.MA1  M252630 | To determine the effectiveness, the science specialist will observe classrooms for implementation | Shankman, Maureen | 8/14/2017 | Classroom observations | 6/1/2018 monthly |
| G2.B1.S2.MA1  M252629 | Teachers will submit lesson plans to reflect implementation of the strategy | Wise, Jennifer | 8/14/2017 | Lesson Plans and classroom observations | 6/1/2018 quarterly |
| G2.B1.S2.A1  A261766 | Provide classroom support to teachers in developing lessons to strengthen scientific explanations... | Shankman, Maureen | 8/14/2017 | Lesson plans and classroom observations. | 6/1/2018 quarterly |
| G2.B1.S2.A2  A261767 | Embedded instructional support will be provided to the Turn-Around school through site-based... | Wise, Jennifer | 8/14/2017 | Lesson plans and documentations of classroom observations | 6/1/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|-----------------------|-------------------------------|--|--------------------|
| G4.B1.S3.MA1  M253029 | Noting the foci of the coaches' work, review applicable state and district ELA assessment data. | Bracewell, Kristopher | 8/14/2017 | AIMS assessment data accessed through SchoolSpire, FSA score reports | 6/1/2018 quarterly |
| G4.B1.S3.MA1  M253028 | Meet with PD specialists to review log notes and discuss the focus of current work. | Carter, Isabel | 8/14/2017 | coaches' logs, meeting notes | 6/1/2018 weekly |
| G4.B1.S3.A1  A262039 | Professional Development Specialists and FCIM Instructional Coaches will meet with school... | Carter, Isabel | 8/14/2017 | Meeting minutes, notes, action plans | 6/1/2018 weekly |
| G4.B2.S3.MA1  M253186 | PD specialists will meet with school-based FCIM instructional coaches and APs to review impacts on... | Carter, Isabel | 10/13/2017 | Minutes from data team discussions, student artifacts, student data | 6/1/2018 monthly |
| G4.B2.S3.MA1  M253185 | Review and analyze materials and artifacts created for and as a result of professional development. | Berry, Kevin | 8/14/2017 | Handouts, Digital Versions of Presentation Materials, Sign-In Sheets, Student/Teacher Artifacts | 6/1/2018 monthly |
| G4.B2.S3.A1  A262144 | Provide professional development to school teams. | Berry, Kevin | 9/19/2017 | Teachers will bring student artifacts to subsequent training sessions. | 6/1/2018 monthly |
| G4.B1.S2.A1  A131561 | Provide support to ELA and reading teachers in implementing LAFS | Berry, Kevin | 8/14/2017 | Teachers use best practices and student data to improve reading proficiency | 6/2/2018 quarterly |
| G3.B1.S1.A1  A131558 | Using CPALMS, teachers will explore the meaning behind the standards, strategies for instructional... | Frazier, Derrick | 8/14/2017 | Teachers will create and share lesson plans/activities which align to the Florida Math Standards in level of rigor and demonstrate the use of the Mathematical Practice Standards. Appropriate assessment is used to monitor student progress. | 6/8/2018 monthly |
| G3.B1.S1.A2  A261590 | School-based Instructional Coaches will provide feedback and coaching to teachers at... | Carter, Isabel | 8/14/2017 | Coaching logs | 6/8/2018 monthly |
| G3.B2.S1.MA3  M357767 | District Math Specialist will analyze the results from 2018 Math FSA for grades 3 - 5 | Frazier, Derrick | 5/28/2018 | District Math Specialist will analyze the results from 2018 Math FSA for grades 3 - 5. | 6/15/2018 one-time |
| G4.B3.S1.MA1  M368797 | Review ISIP assessment data to note changes in student performance. Compare with district progress... | Bracewell, Kristopher | 9/4/2017 | Executive Summary Reports by District and by School | 6/28/2018 monthly |
| G4.B3.S1.MA1  M368794 | Review school implementation reports weekly. | Berry, Kevin | 9/4/2017 | School assessment and usage reports, teacher implementation reports | 6/28/2018 weekly |

V. Professional Development Opportunities

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

G2. All students, in all subgroups, will increase proficiency on the Statewide Science Assessment and EOCs in the area of Science.

G2.B1 Lack of rigor in teacher questioning and classroom activities

G2.B1.S1 Provide professional development through PLCs to train teachers to unpack the standards and plan challenging lessons that will focus on student learning. Teachers will learn how to ask higher order questions and create inquiry lessons that will increase students' critical thinking and problem solving skills.

PD Opportunity 1

The district will provide online and face to face professional development for unpacking the benchmarks. Training will include instructions on using the test item specifications for benchmark clarification and content limits.

Facilitator

District Science Specialist, District Instructional Coaches

Participants

Science Teachers

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

The district will provide online and face to face support for the Claim, Evidence and Reasoning (CER) framework for trained teachers in the district. The CER framework will allow students to develop rigorous scientific explanations.

Facilitator

District Science Specialist, District Instructional Coaches

Participants

Science Teachers

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G2.B1.S2 Provide support for professional development in the Claim Evidence Reasoning (CER) Framework to assist students in developing higher order scientific explanations. The framework assists teachers by providing a method to explain scientific phenomena by breaking it into segments that are manageable for students.

PD Opportunity 1

Provide classroom support to teachers in developing lessons to strengthen scientific explanations using the Claim, Evidence, and Reasoning (CER) framework.

Facilitator

Science Curriculum Specialist

Participants

Science Teachers

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Embedded instructional support will be provided to the Turn-Around school through site-based instructional coaches

Facilitator

District science specialist, District Instructional Coaches

Participants

Science teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G2.B2 Lack of student engagement during classroom instruction

G2.B2.S1 Provide professional development that will demonstrate strategies for actively engaging students in the inquiry-based learning process. The 5 E method provides a model of instruction that allows teachers to provide lessons that are active, authentic and engaging.

PD Opportunity 1

Provide online professional development to train teachers to develop lessons using the 5E model of scientific inquiry. The 5E model requires teachers to use the cycle of engage, explore, explain, elaborate and evaluate.

Facilitator

District science specialist, District Instructional Coaches

Participants

Science teachers

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G3. All students, in all subgroups, will increase FSA Mathematics and high school Algebra 1 EOC achievement by at least 2%.

G3.B1 Insufficient rigor in mathematics instruction

G3.B1.S1 District Math Curriculum Specialist will have a monthly PD with elementary teachers using CPALMS and collaborating with each other through Canvas. The District Professional Development Department will help facilitate this strategy.

PD Opportunity 1

Using CPALMS, teachers will explore the meaning behind the standards, strategies for instructional success, and student responses to various approaches. Teachers will have an opportunity to gain insight from leading researchers in education as well as hear directly from fellow teachers who are putting tried-and-true methods into practice in the field. Using Canvas, teachers will share what they have learn from the videos and share a lesson plan/activity that reflects such learning.

Facilitator

District Math Curriculum Specialist

Participants

Elementary Math Teachers

Schedule

Monthly, from 8/14/2017 to 6/8/2018

PD Opportunity 2

School-based Instructional Coaches will provide feedback and coaching to teachers at Turn-Around-Plan schools.

Facilitator

School-Based Coaches

Participants

K-12 teachers at Turn-around Option Plan schools.

Schedule

Monthly, from 8/14/2017 to 6/8/2018

G3.B2 Lack of student engagement with the mathematics beyond the procedural level

G3.B2.S1 District Math Curriculum Specialist will have a monthly PD with elementary teachers using CPALMS and collaborating with each other through Canvas. The District Professional Development Department will help facilitate this strategy.

PD Opportunity 1

Teachers will have the opportunity to create and share lesson plans/activities that demonstrate student engagement based upon the knowledge that they gained from CPALMS. Teachers will a chance to share a reflection of what they have learned and willing to implement towards student engagement.

Facilitator

District Math Curriculum Specialist

Participants

K-5 Math Teachers

Schedule

Quarterly, from 8/15/2017 to 6/1/2018

G4. All students, in all subgroups, will increase their proficiency as measured by the on the FSA ELA assessment.

G4.B1 Lack of implementation of standards-based instruction

G4.B1.S1 Develop an understanding of standards based instruction though professional development.

PD Opportunity 1

Teachers will work to study the Florida Standards and determine the skills included in them.

Facilitator

School based instructional coaches

Participants

All instructional staff

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Professional Development will be offered to teachers in the use of the scope and sequence in instructional planning.

Facilitator

ELA Specialists and the Office of Professional Development

Participants

Teachers from all schools

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

School based Instructional Coaching

Facilitator

School-based instructional coaches

Participants

All instructional staff

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 4

High School teachers of students in intensive reading classes will form a cohort to develop engaging, standards-based lessons utilizing the Teengagement reading resource.

Facilitator

Curriculum specialist, instructional coaches

Participants

High-school reading teachers

Schedule

Monthly, from 9/21/2017 to 5/24/2018

G4.B2 Limited exposure to text based writing in content area.

G4.B2.S3 Each school will create a school-wide writing plan.

PD Opportunity 1

Provide professional development to school teams.

Facilitator

Literacy Coaches / PD specialists / FCIM instructional Coaches

Participants

School administrators, Elementary Teachers

Schedule

Monthly, from 9/19/2017 to 6/1/2018

G4.B3 Difficulty providing differentiated instruction due to limited time and personnel

G4.B3.S1 Implement and support the use of Istation as a comprehensive supplemental curriculum software.

PD Opportunity 1

Provide Professional Development for School-Based Trainers and Training Teams.

Facilitator

Kevin Berry, PD specialists, FCIM Instructional Coaches, Istation staff

Participants

All K-5 ELA teachers

Schedule

Monthly, from 5/29/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|----|-------------|--|--------|
| 1 | G2.B1.S1.A1 | The district will provide online and face to face professional development for unpacking the benchmarks. Training will include instructions on using the test item specifications for benchmark clarification and content limits. | \$0.00 |
| 2 | G2.B1.S1.A2 | The district will provide online and face to face support for the Claim, Evidence and Reasoning (CER) framework for trained teachers in the district. The CER framework will allow students to develop rigorous scientific explanations. | \$0.00 |
| 3 | G2.B1.S1.A3 | Embedded instructional support will be provided to the focus and priority schools through site-based coaches to implement strategies. | \$0.00 |
| 4 | G2.B1.S2.A1 | Provide classroom support to teachers in developing lessons to strengthen scientific explanations using the Claim, Evidence, and Reasoning (CER) framework. | \$0.00 |
| 5 | G2.B1.S2.A2 | Embedded instructional support will be provided to the Turn-Around school through site-based instructional coaches | \$0.00 |
| 6 | G2.B2.S1.A1 | Provide online professional development to train teachers to develop lessons using the 5E model of scientific inquiry. The 5E model requires teachers to use the cycle of engage, explore, explain, elaborate and evaluate. | \$0.00 |
| 7 | G2.B2.S1.A2 | Embedded instructional support will be provided at Turn-around Option Schools for coaching to implement strategies. | \$0.00 |
| 8 | G3.B1.S1.A1 | Using CPALMS, teachers will explore the meaning behind the standards, strategies for instructional success, and student responses to various approaches. Teachers will have an opportunity to gain insight from leading researchers in education as well as hear directly from fellow teachers who are putting tried-and-true methods into practice in the field. Using Canvas, teachers will share what they have learn from the videos and share a lesson plan/activity that reflects such learning. | \$0.00 |
| 9 | G3.B1.S1.A2 | School-based Instructional Coaches will provide feedback and coaching to teachers at Turn-Around-Plan schools. | \$0.00 |
| 10 | G3.B2.S1.A1 | Teachers will have the opportunity to create and share lesson plans/activities that demonstrate student engagement based upon the knowledge that they gained from CPALMS. Teachers will a chance to share a reflection of what they have learned and willing to implement towards student engagement. | \$0.00 |
| 11 | G3.B2.S1.A2 | School-based instructional coaches will provide intensive coaching and feedback at Turn-around Option Plan schools. | \$0.00 |
| 12 | G4.B1.S1.A1 | Teachers will work to study the Florida Standards and determine the skills included in them. | \$0.00 |
| 13 | G4.B1.S1.A2 | Professional Development will be offered to teachers in the use of the scope and sequence in instructional planning. | \$0.00 |
| 14 | G4.B1.S1.A3 | School based Instructional Coaching | \$0.00 |
| 15 | G4.B1.S1.A4 | High School teachers of students in intensive reading classes will form a cohort to develop engaging, standards-based lessons utilizing the Teengagement reading resource. | \$0.00 |

| | | | |
|--------|-------------|--|--------|
| 16 | G4.B1.S1.A5 | Middle School teachers of students reading below grade level will form a cohort to develop engaging, differentiated, standards-based lessons. | \$0.00 |
| 17 | G4.B1.S2.A1 | Provide support to ELA and reading teachers in implementing LAFS | \$0.00 |
| 18 | G4.B1.S3.A1 | Professional Development Specialists and FCIM Instructional Coaches will meet with school leadership teams to determine teacher and student needs. They will offer professional development and instructional coaching as recommended. | \$0.00 |
| 19 | G4.B2.S3.A1 | Provide professional development to school teams. | \$0.00 |
| 20 | G4.B3.S1.A1 | Negotiate the contract with Istation (given the grant is no longer available) | \$0.00 |
| 21 | G4.B3.S1.A2 | Provide Professional Development for School-Based Trainers and Training Teams. | \$0.00 |
| Total: | | | \$0.00 |