



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

18 - Flagler

Mr. Jacob Oliva, Superintendent
Wayne Green, Region 2 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Provide the district's vision statement

Supports for School Improvement

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

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.

District Policies and Practices

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

Palm Harbor Academy is a charter school which allows the administration to have maximum flexibility in hiring staff, choosing instructional materials, scheduling students, and budgeting both state and federal funds to maximize instructional time for all students. The administration at Palm Harbor works with district curriculum staff to receive support in the areas of curriculum, instruction, and professional development. Palm Harbor is invited to attend district administrative meeting, though it is not a requirement.

Sustainability of Improvement

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

Stakeholder Involvement

PIP Link

A PIP has not been uploaded for this district.

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

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

The district works collaboratively with the administration and staff at Palm Harbor to provide guidance in the areas of School Improvement and Title I programmatic implementation. The District reviews progress monitoring data quarterly with school administration to targets strengths and areas of improvement. Through the needs assessment process and on-going collaboration, the Title I staff support intervention and professional development in the content areas.

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

Haymes, Denise, haymesd@flaglerschools.com

Employee's Title

Director

Employee's Phone Number

(386) 437-7526

Employee's Phone Extension

3134

Supervisor's Name

Jacob Oliva

Supervisor's Title

Assistant Superintendent

Employee's Role and Responsibilities

The role of the Turnaround Lead is to coordinate turnaround efforts with the SIG school, District Curriculum Department, and Title I Coordinator/Charter Liaison. The Lead will be responsible for scheduling data reviews, curriculum fidelity walk-throughs, and coordinating on-going professional development to support the SIG school.

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Yorke, Tammy, yorget@flaglerschools.com**Title** Director**Phone** (386) 447-9692**Supervisor's Name** Denise Haymes**Supervisor's Title** Director**Role and Responsibilities**

Tammy Yorke is the Coordinator for Federal Programs and Charter School Liaison. She works with all federal programs to support inclusive instruction for all learners. Title I and Title III support the needs of economically disadvantaged and ELL students. Ms. Yorke also works as the liaison between the Florida Department of Education Office of School Choice, Flagler County Public Schools and Palm Harbor Academy to support instructional services, charter implementation and compliance with the district charter.

Jarova, Marina, jarovam@flaglerschools.com**Title** Other**Phone** 386-437-7526**Supervisor's Name** Denise Haymes**Supervisor's Title** Director**Role and Responsibilities**

Ms. Jarova is a math curriculum specialist working with all schools in Flagler County school district. As a curriculum specialist, she plans, organizes, and promotes various activities necessary for the implementation of the Florida State Standards and state curriculum frameworks. Also, she facilitates and provides schools with curriculum maps/pacing and content specific professional development trainings; serves on appropriate committees and work groups; consults on curriculum development, as well as material selection that aligns with state frameworks. The math curriculum specialist assists schools with student performance assessments and testing, as well as analysis of assessments data and acts as an advocate for appropriate curricular changes and modifications.

Schmidli, Shawn, schmidlis@flaglerschools.com**Title** Director**Phone****Supervisor's Name** Denise Haymes**Supervisor's Title** Director**Role and Responsibilities**

Alves, Heidi, alvesh@flaglerschools.com

Title	Other
Phone	(386) 437-7526
Supervisor's Name	Denise Haymes
Supervisor's Title	Director
Role and Responsibilities	

Hamilton, Esther, hamiltone@palmharboracademy.net

Title	Other
Phone	386-447-9692
Supervisor's Name	Reverend Gillard S. Glover
Supervisor's Title	
Role and Responsibilities	Ms. Hamilton is the current Principal at Palm Harbor Academy. Ms. Hamilton took over the leadership role at Palm Harbor following Palm Harbor's designation as an "F" school in 2011-2012. Ms. Hamilton oversees all aspects of curriculum, instruction and teacher evaluation at Palm Harbor.

Lively, Jill, livelyj@flaglerschools.com

Title	Other
Phone	386-437-7526
Supervisor's Name	Denise Haymes
Supervisor's Title	Director
Role and Responsibilities	

Educator Quality

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

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

Public and Collaborative Teaching

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

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

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Writing

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

Program Type

School Type

Description

Mathematics

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

Program Type

School Type

Description

Science

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

Program Type

School Type

Description

Instructional Alignment and Pacing

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

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

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

No

Provide the hyperlink to the plan

Provide the page numbers of the plan that addresses this question

Description

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

Yes

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	70%	64%	No	73%
American Indian	66%	56%	No	70%
Asian	75%	71%	No	78%
Black/African American	54%	46%	No	59%
Hispanic	70%	62%	No	73%
White	74%	68%	No	77%
English language learners	44%	15%	No	50%
Students with disabilities	45%	26%	No	51%
Economically disadvantaged	64%	55%	No	68%

Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	67%	66%	No	71%
American Indian	64%	78%	No	68%
Asian	84%	80%	No	86%
Black/African American	51%	47%	No	56%
Hispanic	66%	62%	No	69%
White	71%	70%	No	74%
English language learners	50%	38%	No	55%
Students with disabilities	47%	31%	No	53%
Economically disadvantaged	61%	58%	No	65%

Step Zero

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

Strategic Goals Detail

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

District Action Plan for Improvement

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

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

Implementation Timeline

Professional Development

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

Technical Assistance

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

Budget Rollup

Summary

Description	Total
Grand Total	0