

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

34 - Lafayette

Mr. Robert Edwards, 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

Building a community of learners.

Provide the district's vision statement

To provide all students with educational opportunities within a safe environment conducive to learning, which will enable them to become successful students and positive productive citizens.

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

The Lafayette County School District subscribes to a data-driven focus for continuous improvement and has a process in place for continuous school improvement. The district plan is approved by the Board of Education and articulates the goals and focal points which will guide LCSD and its schools for the year ahead. At the school level, the School Leadership Team, principal, and school improvement chairperson analyze the data to determine if targeted goals were met. The team produces new goals for the coming year that are aligned with the district's vision, mission, and strategic plan and drafts the School Improvement Plan (SIP). The principal then meets with the School Advisory Council (SAC) to gather further input and approval for the plan. The district Administrative Team reviews both school plans and may provide additional input to ensure that they include a focus on increasing rigor in learning opportunities for students as well as closing gaps between current and expected student performance goals. SIPs are presented to the Board in September for final approval. Current district and school improvement plans are based on data analysis and a transition to Florida Standards. Student achievement data is collected throughout the year and compared with classroom, school, and district expectations to ensure that goals are being met. LCSD requires formalized progress monitoring by principals every nine weeks to assess improvement and assist teachers in adjusting instruction based on data results to better meet student need. The Administrative Team includes the superintendent, the director of teaching and learning, the finance director, the MSID/network administrator, support director, the two school principals and the two school assistant principals. The team meets weekly to address current issues, analyze performance data, and discuss improvement efforts. Additionally, the Administrative Team reviews all plans, including the SIPs, the Pupil Progression Plan, and the Title IA, IC, IIA, III, XI, X, the IDEA, as well as any RTTT initiative plans, for alignment with the district's Core Beliefs. The Administrative Team also

oversees the equitable distribution of all funds as well as compliance with all state and federal guidelines and requirements.

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.

The Finance Director is director is directly responsible for making sure the allocations are carried out. However, the Administrative Team also oversees the equitable distribution of all funds as well as compliance with all state and federal guidelines and requirements.

District Policies and Practices

At this time, Lafayette County School District does not intend to add, modify or remove any specific policies or practices. Two Assistant Principal Positions were created last year and added to each school in order to strengthen the school based leadership teams at each school.

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

The Managed Turnaround option under section 1008.33, FS, Lafayette County School district chooses, is option number (1): Convert the school to a district-managed turnaround school.

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

Lafayette County School District is a highly effective school district based on it's Value Added Measure Scores. The elementary school is a B school and the high school has the points for an A however due to the graduation rate will be a B this year. LCSD is not a DA school. However, we plan to sustain our improvements by continuing to increase the rigor and student engagement through out all grad levels as we move our students into Career and College Readiness, we also want to determine strategies to enlist more stakeholder involvement.

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.

All during the year parents have the opportunity to become involved in Open Houses (Meet your Teacher), Quarterly Parent-Teacher conferences, as needed conferences, Informal Volunteer Orientations, School Advisory Council Meetings and Parent Teacher Organizations. There is one school in the district that receives Title I funds, that school will hold an Annual Title I Meeting at the beginning of every year. Information concerning time, dates and of all activities and meetings will be made available in school newsletters, the local newspaper, take home flyers, school websites, and in some cases the automated phone call system for the district.

Parents at each school are encouraged to join the School Advisory Council in order to have the opportunity to participate in the decision making process for each school. The School Advisory Council is the decision making entity for each school. They will discuss strategies for the School Improvement Plan as well as the Parent Involvement Plan (for the Title I School). The council is also responsible for helping to develop the School Improvement Plan at each school.

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

The District Improvement Plan, aligned with the state strategic plan, bases its development on local and state performance data, the Pupil Progression Plan, and the 5-year Work Plan. Additionally, each school has an Improvement Plan (SIP) that is aligned with the district improvement plan. The School Improvement Plans are driven and supported by the established district vision and mission. The School Leadership Team, principal, and school improvement chairperson annually write a draft of the SIP based on district goals, data analysis and identified needs. The principal then meets with the SAC for collaboration and input on the plan. After the SAC's final review, district staff reviews the SIP and schedules it for approval by the Board of Education in September. These plans guide the teaching and learning process by giving direction to schools, departments, and supporting services. LCSD is part of the North East Florida Educational Consortium (NEFEC), a service organization that supports the district in strengthening teaching and learning as well as building capacity.

Effective Leadership

District Leadership Team

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

Hart, Gina, ghart@lcsbmail.net	
Title	Director
Phone	(386) 294-4137
Supervisor's Name	Gina Hart
Supervisor's Title	Director
Role and Responsibilities	Director of Teaching and Learning Services. Duties include: All federal projects including IDEA. HR, Teacher Certification and Teacher evaluation, Equity, Bargaining.

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:

Collins Writing Program

Program Type Core

School Type Elementary School, Middle School, High School

Description

The Collins Writing Program integrates best practices into a simple, usable and effective approach that improves instruction and student engagement through writing across the curriculum. The proven instructional models enhance learning in any subject area including science, mathematics, and trade classes in career and technology schools. Collins writing features:

- frequent, risk-free writing assignments to increase academic engagement
- authentic assessments that quickly measure student performance
- performance tasks that force students to apply what they know
- a portfolio system that incorporates both teacher and student reflection

Frequent feedback and accountability are hallmarks of the Collins Writing Program and a key to any school improvement initiative. The goal of Collins writing is to continuously improve teaching and learning no matter if a school is considered advanced, proficient, adequate.

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:

Go Math--Elementary

Program Type Core

School Type Elementary School

Description

GO Math! is a focused program designed to meet the objectives and intent of the Florida Standards for Mathematics. GO Math! was specifically written to provide thorough coverage of the Florida Standards with an emphasis on depth of instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum. These efforts are apparent in the ways lessons begin with context-based situations and progress toward more abstract problems. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teachers Editions. The program is designed so that teachers can easily create the environments necessary for teaching the Florida Standards for Mathematics with depth without having to develop new materials.

Glencoe Florida Math Connects Plus -- Middle School

Program Type Supplemental

School Type Middle School

Description Florida Math Connects is being correlated to the Florida Standards. A crosswalk is provided to use supplemental materials to create a standard-based curriculum. Glencoe Math is designed to support the unique teaching styles of the teacher, teacher ideas and the needs of the students.

Bedford, Freeman and Worth's Practice of Statistics--High School

Program Type Core

School Type High School

Description Practice of Statistics directly reflects the college Board course description for AP Statistics. The curriculum combines data analysis with innovative pedagogy.

Edgenuity - Online Curriculum

Program Type Core

School Type High School

Description State approved technology based curriculum for Geometry, Algebra II and College Readiness Math.

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:

Journeys

Program Type Supplemental

School Type Elementary School

Description A reading curriculum used in grades K - 5 that has the science content embedded in the curriculum. With standards-based instruction integrated into every unit and lesson, Journeys provides the resources needed to plan and assess effectively, as well as teach and engage students.

National Geographic Science K - 5**Program Type** Core**School Type** Elementary School**Description** National Geographic Science is a research-based program that brings science learning to life through the lens of National Geographic.**Prentice Hall's Florida Comprehensive Science--Middle School****Program Type** Core**School Type** Middle School**Description** Comprehensive Science 1, 2, and 3 provides many options for teachers for delivering lessons that are aligned to the standards. The curriculum assist teachers in activating students in innovative, creative ways that drive life-long learning.**Science Fusions - Middle School****Program Type** Supplemental**School Type** Middle School**Description** Science Fusion gives students a meaningful way to interact with science. Every activity is an opportunity for students to ask questions, think critically, and make informed decisions. Students are asked to inquire, think, predict, analyze, and apply. These skills are the foundation for success in science, in school, and in life. With Science Fusion, students do much more than read about science concepts. Students use their curiosity, as well as their reasoning skills, to discover, interact, and apply what they've learned. Science delivers a holistic science experience, based on inquiry and application across print, digital, and hands-on resources.**Prentice Hall Miller Levine Biology--High School****Program Type** Core**School Type** High School**Description** The curriculum inspires students to interact with trusted and up-to-date biology content. The unique storytelling style used in the curriculum engages students in biology, with a greater focus on written and visual analogies.

Delmar/Cengage --Herren's The Science of Agriculture: The Biological Approach--High School**Program Type** Core**School Type** High School

Description The curriculum includes a thorough examination of the controversy and concerns over the use of genetic engineering, genetically modified organisms, cloning, and their perceived and potential dangers to humans and the environment. Each chapter begins with clearly-stated learning objectives, followed by key terminology. Chapters close with student learning activities intended to extend learning beyond the text material. end-of-Chapter test questions, in True/False; Short Answer/Discussion; and Multiple Choice formats help to evaluate students' understanding of the concepts presented in the text.

Pearson's Chemistry Plus**Program Type** Core**School Type** High School

Description Core Chemistry Skills and Math Review Modules allow students of various levels and learning styles to practice and master quantitative skills. Modern real-world applications help students connect chemical principles to events in their world, while stories involving careers illustrate the importance of chemistry in future careers.

Edgenuity - Online Curriculum**Program Type** Supplemental**School Type** High School

Description State Approved technology based curriculum being used as a support curriculum for Chemistry.

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

District Staff meetings are held once a week, wherein school leaders and district administrators meet to discuss pertinent information concerning the two schools. iObservation data is reviewed to determine if instructional practice is being implemented with fidelity. Every nine weeks, school wide progress monitoring data is reviewed to determine whether or not the Florida standards are being implemented effectively, if not, a plan is set in place by the district leadership team and implemented by the school leaders. Data from Performance Matters will help compare and contrast the different monitoring tools the district is currently using to obtain a better picture of the student's progress.

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

Currently, Lafayette County School District does not have a Focus and Priority school in the district, however, we do have a structure in place for students to transition from one school to another. Lafayette District Schools is a small, school district with only two schools, one elementary and one middle school/high school combination. It is set in a rural, sparsely populated area of north Florida. At the elementary school and the middle/high school, vertical and horizontal articulation is ongoing between grade level and subject area teachers. Teachers are given time to plan and collaborate in order to work out transitional issues between grade levels.

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

Yes