



Manny Diaz, Jr., Commissioner of Education

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

04 - Bradford

William Hartley, 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

Our mission is that each student achieves academic and personal excellence, becomes a lifelong learner and is a responsible citizen of the world, by engaging all students in meaningful programs which meet the highest educational and ethical standards within a caring, collaborative learning community.

b. District Vision Statement

Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

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

No strategic plan link stored

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.

Bradford is a small district so each administrator works with many projects. This helps to ensure alignment of resources. The district leadership meets for Academic Cabinet Meetings bimonthly to discuss personnel, instructional programs and alignment of resources. During this meeting problem solving occurs as needed. Budgets, resources and schools needs are reviewed and discussed. This ensures coordination, eliminates duplication and fragmentation, and ensures that Fed project services are supplemental. The attendees include the administrators that coordinate Title I, Title X, Title VI, Title II, IDEA, Student Services, Curriculum, and Professional Development and the Superintendent. Human Resource and Finance are included in the meetings depending on the agenda. Interventions in Focus schools are supported through the school improvement grant 1003a and Title VI. 1003a supports personnel, tutoring and chromebooks for the Elem. schools that were focus for 13-14. Title VI supports drop out prevention with personnel and Achieve 3000 in the Intensive Reading Classrooms. Funds are allocated as determined through a needs assessment.

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.

Finance, the Assistant Superintendent and Personnel work together to allocate resources, financial and human capital, to meet the requirements of law and the needs of the school. This is an ongoing process that begins in early spring of each year and is reviewed weekly. Adjustments are made based on the data and unforeseen changes at each school. Each Federal Project has an allocation process in place that is equitable, but flexible based on school needs. The directors are responsible for reviewing the school data and determining if the allocation process needs to be adjusted. Parent input is provided through the District Parent Advisory Committee.

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.

In 2016, the Multi-Tiered Systems of Support was revised to include an Early Warning Support System. Bradford continues to review the processes and systems in place to support this. Initial meetings for 2017, still indicate that our triangle is upside down in terms of proficiency. The district has added district MTSS meetings supported through Beth Hardcastle to help problem solve the situation. The meetings include administrators, guidance and curriculum resource teachers from each school in the district. Policy or procedure modifications will be addressed as identified. Changes will be made as needed.

d. Operational Flexibility

Provide the district's definition of "operational flexibility" as 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.

Operational Flexibility refers to a district allowing flexibility with resources when making decisions that are in the best interest of the school.

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.

To ensure sustained improvements, the district will continue to monitor schools who were previously identified as Focus school. The DIAP was written with the idea of district wide initiatives and continual improvement for all.

Areas of support include:

1. Maintenance of the same level or increased support from the District Reading Coach and Teacher Support Colleague;
2. Review of allocation of funds in Federal projects to maintain personnel and/or activities that supported the improvement;
4. Monitoring Structure Data Meetings monthly during Curriculum Meetings; and
5. Support for identified professional development needs.

B. Stakeholder Involvement**1. Parental Involvement Plan (PIP) Link**

<https://www.floridacims.org/documents/361916>

2. Family and Community Engagement

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

Ongoing mechanisms for engaging families include the School Literacy Leadership Committee and School Advisory Committees (SAC), and Board Meetings. These committees provide parents/community an opportunity to participate in school improvement efforts.

The district PIP is developed through collaboration with the district admin, schools and the school parent

advisory committee (SAC). The district admin provides input through curriculum meetings and planning meetings during the year. School input is provided through the SAC recommendations for the school PIP. Information is gathered throughout the year, but meetings in the fall and spring occur for this specific purpose. All of this information is used to make decisions on what activities should be implemented for the following year.

Successful Parent Involvement is also coordinated with other programs. Programs such as Exceptional Student Education and Gifted are always a part of the planning and implementation processes of parent involvement activities. Many times these programs provide personnel support to answer parents questions or translate. They also may coordinate their own parent involvement activities and include parents/teachers from Title I schools. Title X and English Speakers of Other Languages are included frequently to provide parents/students an advocate at activities and to provide information for parents.

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.

School-level interventions are developed through collaboration with the district and school administration. During the summer, a planning meeting occurs to determine the focus. Throughout the year, monthly curriculum/Title I meetings and district data meetings are utilized to review data, problem solve and determine intervention plans and adjustments during the year.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Prevatt, Lisa, prevatt.lisa@mybradford.us

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(904) 966-6032

d. Employee's Phone Extension

na

e. Supervisor's Name

Chad Farnsworth

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

Primary contact for curriculum and professional development. Works collaboratively with the schools to ensure that instructional resources are in place and implemented with fidelity. Guides professional development in the district. Works with principals to ensure that the professional development implemented is aligned with the district and based on school needs.

Works with the lead team to complete walk throughs, participates in data meetings and PLCS and supports the implementation of the goals in the SIP and DIAP.

2. District Leadership Team:

Chastain, Evelyn, chastain.evelyn@mybradford.us**Title** Director**Phone** 9049666816**Supervisor's Name** Lisa Prevatt**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Primary contact for the School Improvement Process. This includes all training, support and data analysis.

Primary contact for Title I and Parent Involvement. Works collaboratively with schools to ensure that the SIP aligns with Title I. Supports the development and implementation of the SIP and Parent Involvement Plan.

Works with the lead team to complete walk throughs, participates in data meetings, PLCS and supports the implementation of the goals in the SIP and DIAP.

Prevatt, Lisa, prevatt.lisa@mybradford.us**Title** Assistant Superintendent**Phone** (904) 966-6032**Supervisor's Name** Chad Farnsworth**Supervisor's Title** Superintendent**Role and Responsibilities**

Primary contact for curriculum and professional development. Works collaboratively with the schools to ensure that instructional resources are in place and implemented with fidelity. Guides professional development in the district. Works with principals to ensure that the professional development implemented is aligned with the district and based on school needs. Works with the lead team to complete walk throughs, participates in data meetings and PLCS and supports the implementation of the goals in the SIP and DIAP.

Creighton, Stacey, creighton.stacey@mybradford.us**Title** Superintendent**Phone** (904) 966-6807**Supervisor's Name** na**Supervisor's Title** Superintendent**Role and Responsibilities**

Works with the lead team to complete walk throughs, participates in data meetings and PLCS and supports the implementation of the goals in the SIP and DIAP. Supports implementing a fluid process that is adjusted as needed to meet the needs of students.

Andrews, Drew, andrews.drew@mybradford.us**Title** Director**Phone** 904-966-6014**Supervisor's Name** Chad Farnsworth**Supervisor's Title** Superintendent**Role and Responsibilities**

Primary contact for ESE and student services. Works collaboratively with the district and provides support to schools to ensure that the SIPs and DIAP address needs related to students with disabilities and early warning signs. Works with the lead team to complete walk throughs, participates in data meetings and PLCS and supports the implementation of the goals in the SIP and DIAP.

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 recommends the composition of the leadership team. The school determines the individuals. The district ensures each Focus school has a school leadership team of high quality by reviewing the team members listed in the school improvement plan. If the district is concerned about a member or sees the need for additional members, then the district addresses this with the principal.

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.

Throughout the year, at curriculum and principal evaluation meetings the principal and district have ongoing discussions regarding student growth and teachers. At the end of the year, the district reviews teacher evaluation data and school data. Decisions related to teacher retention and/or movement are discussed with the principal. Teachers with an evaluation score of needs of improvement or unsatisfactory have teacher growth plans that address the areas of need. They also receive additional coaching support and observations the following year.

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.

Finance, the Assistant Superintendent and Personnel work together to allocate resources, financial and human capital, to meet the requirements of law and the needs of the school. This is an ongoing process that begins in early spring of each year and is reviewed weekly. As part of this process, Master Schedules are reviewed and adjusted to maintain common planning times for teachers of like content and/or grade level.

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.

Bradford County has one Secondary District Reading Coach and one Secondary Teacher Support Colleague to provide support in reading, math and science. Coaching services are based on school need. The percentage of new teachers and teachers in need of improvement are important factors that are considered in determining the coach's schedule. Schools that are identified as focus receive a higher percentage of time. The district monitors the daily activities of the coaches by reviewing each coach's weekly calendar. The district also has monthly meetings to review coaching cycle forms, data, and problem solve any concerns.

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/bradford?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:

Collaborative Classroom's Being a Writer and Collin's Writing

Program Type Core, Supplemental

School Type Elementary School

Description The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. The Being a Writer program embraces the writing process and develops intrinsic motivation for the craft of writing through immersion in narrative, informational, and opinion writing genres. The first goal is to provide a clear scope and sequence that develops in students the intrinsic desire to write regularly, with passion and intent, while also building an understanding and appreciation of the skills and conventions of writing. The second goal is to integrate with the writing instruction regular community-building elements and guided partner work that develop in students a sense of belonging, autonomy, and competence, as well as a personal responsibility for their own learning.

Collin's Writing requires students to think on paper. This is accomplished through frequent, usually short, writing assignments to increase students' involvement in lessons, check on their understanding of concepts, or promote their thinking about content.

Collin's Writing

Program Type Core, Supplemental

School Type Middle School, High School

Description Collin's Writing requires students to think on paper. This is accomplished through frequent, usually short, writing assignments to increase students' involvement in lessons, check on their understanding of concepts, or promote their thinking about content.

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:

Envision Math**Program Type** Core**School Type** Elementary School

Description Envision math focuses on deep conceptual understanding. The program includes daily problem based interactive math learning followed by visual learning strategies. A Visual Learning Bridge in every lesson helps students make meaningful connections. It includes ongoing Diagnosis & Intervention and daily Data-Driven Differentiation to meet each student's need.

McGraw-Hill**Program Type** Core**School Type** Middle School

Description McGraw-Hill / Glencoe Math Connects is a 6th-8th grade series. It is designed to address the rigorous common core standards and ensure student success through content specifically designed to meet the Common Core Standards.

Pearson - Prentice Hall**Program Type** Core**School Type** High School

Description Pearson Math is utilized in Algebra I, Algebra II and Geometry. The program fully addresses the common core and infuses the mathematical practices throughout every lesson.

Eureka Math**Program Type** Supplemental**School Type** Elementary School, Middle School

Description Eureka Math—also known as EngageNY—is a complete, PreK through 12 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. Each module builds from concrete to abstract so that students have a deep understanding. Lessons are interactive and engaging. Eureka provides educators with a comprehensive curriculum. 4th and 5th are implementing district wide. Other classes in grades K-6 are piloting or using it as a supplement.

Edgenuity

Program Type Supplemental

School Type High School

Description Edgenuity provides an opportunity for blended learning in the classroom. It is utilized to support teacher instruction, as well as, provide additional support through virtual instruction. Also, it provides the opportunity for more differentiated instruction to address students' needs.

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

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. It is a fully integrated, inquiry, content and literacy program comprised of comprehensive instructional units that last 30-45 days. Components include:
Big Idea Books that serve as the core of the science instruction for the unit
Become an Expert Books are topical books at three reading/difficulty levels to match students' ability levels.
The Leveled Books offer the flexibility to extend learning in the Science time block or to provide connected independent reading in the Language Arts block.

IQWST

Program Type Core

School Type Middle School

Description IQWST (Investigating and Questioning the World through Science and Technology) is a inquiry based STEM curriculum where students build their science content knowledge throughout their learning.
IQWST is a discourse driven, activity-based, cooperative learning curriculum that allows students to build and revise their knowledge throughout each unit.

Pearson**Program Type**

Core

School Type

High School

Description

Pearson provides a comprehensive program in Biology, Chemistry, Physics, Physical Science and other areas. Pearson recognizes the importance of STEM education. Their materials integrate science, technology, engineering, and mathematics to solve problems. Pearson online provides students with numerous ways to practice and expand learning beyond the classroom.

Edgenuity**Program Type**

Supplemental

School Type

High School

Description

Edgenuity provides an opportunity for blended learning in the classroom. It is utilized to support teacher instruction, as well as provide additional support through virtual instruction. Also, it provides the opportunity for more differentiated instruction to address students' needs.

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.

Pacing Guide and Curriculum Maps are created by teachers with coaching support for each core and intervention classroom. This provides the backbone for alignment to the standards, appropriate pacing, and instructional support. Core instruction and intervention programs are monitored by principals, instructional coaches and district through lesson plan reviews, classroom walk-throughs, and a review of progress monitoring data. Progress monitoring provides a baseline, and assessments for the 2nd and 3rd nine weeks that spiral back through the standards. The district utilizes time during curriculum meetings and coaches' meetings to discuss instruction and review the data. If the data does not indicate student growth, then the district and principal review the process in place at the school and create an action plan for change. This may include an adjustment in pacing, more coaching support, change in curriculum, and/or more frequent walk-throughs. An example of this occurred in 2016 at Bradford High. A review indicated that the pacing in the math classrooms was significantly behind. Bradford High moved to utilizing Edgenuity to allow teachers to do more small group instruction and to provide more differentiation for students. Unfortunately, it was too late and the scores for 2016 did not reflect a positive impact; however, it did impact the schedule and curriculum for 2017.

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?

No

a. Link to Student Progression Plan

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

If a student at a Focus school chooses to transfer to another school, the transfer must be requested through the completion of an out-of-zone form. On the form, the parent indicates the reason for transfer. The request is reviewed by the Assistant Superintendent. Approval is generally accepted unless there is a conflict with class size. The student progression plan addresses the transfer of grades.

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.

The problem identification process occurred after the FSA data and school grade were released. Although we were encouraged that our prior Focus schools had improved, we were discouraged in the areas that dropped especially Bradford High School. A review of the data indicated that our core instruction was still not meeting the needs of most students. For secondary, we looked further into the lesson plans and curriculum maps and came to the conclusion that we were doing more "covering" instead of explicitly teaching of the standards. Another area of discussion was data. At one point, we felt like we were a more "data driven" district. It was decided that we needed to refocus as a district on data and look explicitly at bubble and lowest quartile students.

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.

Bradford is a C district. In reviewing the data we have a few areas that are decent and a few that are really low but for the most part we hover around 40-50 percent in most areas. This indicates a lack of knowledge/ understanding of grade level expectations of the Florida Standards which results in instruction that is below grade level. Our primary root cause is core instruction that does not align with the Florida Standards.

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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

Total:	\$0.00
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