2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

10 - Clay

Mr. Charles E Van Zant, Jr, Superintendent
Wayne Green, Region 2 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

Our mission is to work collaboratively with all stakeholders to provide a public education that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

District Vision Statement

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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

A comprehensive needs assessment is done yearly to identify needs in resources, curriculum and instruction. School board policies. Our data management system, FOCUS, as well as our local benchmark assessments system, Performance Matters, helps us track all facets of the needs of students and maximize student outcomes.
All district administrators who oversee federal and state funding for schools collaborate on the allocation of resources to ensure alignment to the district initiatives and strategic plan.

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

Although several layers of support exist in the district, overall policy and budget decisions, including allocation of funds and personnel, are made by Senior Staff which includes the Superintendent, Deputy Superintendent and Assistant Superintendents of all divisions. This group meets weekly to evaluate progress and set policy. The Assistant Superintendent of the Instructional Division is responsible for presenting data and recommendations to Senior Staff, based on weekly meetings with Instructional Division Directors. ID Directors routinely gather informal data from schools via instructional coaches, curriculum specialists and administrators. Formal benchmark data is received three times each year in order to predict the likelihood of success on standardized testing, as well as to make determinations about adjusting resources to match needs. The Director of School Improvement, Professional Development and Assessment has consolidated personnel who impact professional development for all instructional staff in order to streamline decision-making about teacher strengths and needs. She works closely with other directors, including ESE/Student Services and Career and Tech Ed to ensure that resources are carefully matched to need based on evaluations of student achievement.

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 spring 2014, the Instructional Division was reorganized in order to improve communication among its departments and consolidate responsibilities which had been fragmented. There is a clear-cut "Go To" chart which has been made available to all district personnel. School-based administrators and curriculum specialists received training during summer 2014 and the summer of 2015 on Strengthening school-based PLCs as well as on implementing the Framework for Intentional Teaching, an approach that allows teachers to provide core instruction and interventions within each lesson. School personnel were trained via face-to-face and online sessions on the same material. School administrative teams received extensive training on the use of Professional Learning Communities in schools. The focus of PLC's has changed from self-directed professional development topics and book study sessions to weekly conversations about student achievement as a result of using new teaching practices. The ESE Department is working closely with schools to assist them in using the PLC process to structure the Multi-Tiered System of Supports to provide specific interventions to students who are not making expected progress. As with any newly installed system, the Professional Learning Communities are works-in-progress. The Director of School Improvement, Professional Development and Assessment is providing regular support at the monthly Curriculum Council meetings for school-based administrators, as well as ongoing support to school teams that write and implement School Improvement Plans.

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

N/A

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

All of the interventions in Part III are systematic and sustainable. Clay County has worked hard to build an infrastructure that promotes effective practices in teaching and in leadership. The action steps require limited funding and can all be sustained for years to come.

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/275374

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

See attached plan.

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

Clay County has one school that received a D grade for the 14-15 school year. The Director of Professional Development, School Improvement and Assessment along with the Assistant Superintendent for Instruction developed a support plan for the school. The school administrators and the Instructional Division Leadership team reviewed the plan, revised the plan and will collaborate throughout the year on the implementation of the plan.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address
Weiskopf, Emily, edweiskopf@oneclay.net

Employee's Title
Director

Employee's Phone Number
(904) 284-6547

Employee's Phone Extension

Supervisor's Name
Diane Kornegay

Supervisor's Title
Assistant Superintendent

Employee's Role and Responsibilities

Role: Director of Professional Development, School Improvement, and Assessment
Responsibilities:
1. Provide leadership and direction in school improvement based on federal, state and district guidelines.
2. Facilitate planning and implementation and monitoring of school improvement at the district and school level based upon current student data.
3. Assist the Assistant Superintendent for Instruction in the evaluation of school improvement implementation.
4. Promote and facilitate positive public relations for the school improvement process.
5. Administer and supervise the District's Master Inservice Plan
6. Provide instructional leadership, direction, and monitoring of the development and implementation of district and school level professional development plans that have a positive impact on student achievement.
7. Coordinate, provide and evaluate professional development to enhance instructional leadership based upon state and district initiatives. Maintain, schedule and monitor professional development activities throughout the district.
8. Supervise the inservice certification process in accordance with Florida Statutes and the State Board of Education regulations.
9. Provide administrative leadership in the District's administration and supervision for all K-12 student assessment, required by the United States Department of Education, Florida Department of Education, or the Clay County School Board.
10. Provide schools and district with current K-12 student performance data from state and local assessments.
11. Provide leadership and assistance with the HRMD Leader program.

12. Coordinate, provide, and evaluate professional development to enhance teacher practices based on state and district initiatives.

District Leadership Team:

Kornegay, Diane, dlkornegay@oneclay.net

Title	Assistant Superintendent
Phone	
Supervisor's Name	Charlie Van Zant
Supervisor's Title	Superintendent
Role and Responsibilities	Assistant Superintendent for Instruction

Weiskopf, Emily, edweiskopf@oneclay.net

Title	Director
Phone	
Supervisor's Name	Diane Kornegay
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of School Improvement, Professional Development and Assessment

wingate, mike, mwingate@oneclay.net

Title	Director
Phone	
Supervisor's Name	Diane Kornegay
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Academic Services

roth, terry , troth@oneclay.net

Title	Director
Phone	
Supervisor's Name	Diane Kornegay
Supervisor's Title	Director
Role and Responsibilities	Director of ESE

Umbaugh, Jeff, jumbaugh@oneclay.net	
Title	Assistant Superintendent
Phone	
Supervisor's Name	Diane Kornegay
Supervisor's Title	Superintendent
Role and Responsibilities	Provide input and oversight to the team.

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

For the 15-16 school year, a decision was made to move a highly effective vice principal from a highly effective neighboring junior high into the role of principal of our focus school. The principal also hired a highly effective teacher to fill the position of assistant principal.

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

Due to natural attrition, there has been a significant turnover in staff which has allowed for the recruitment of new teachers to the site. We have taken the approach of providing focused, intentional professional development to help the teaching staff in place become more effective as well as assigned a district ELA curriculum specialist to the school.

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

The one school that we have in this status have common planning time during the day as well as a protected hour of time weekly for collaborative planning.

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 school in this status has a math coach who have received intensive training in coaching and instructional strategies that support effective teaching for student success on the Florida Standards. An ELA district curriculum specialist is also providing coaching and professional development to the entire staff. The district curriculum specialists oversee the coaches in this school to provide guidance, support, and training so that they impact 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:

Being a Writer	
Program Type	Core
School Type	Elementary School
Description	The Being a Writer program aims to transform writing instruction by helping to create collaborative classrooms in which students develop both academically and socially as they build their knowledge of and appreciation for the craft of writing. This yearlong writing curriculum for grades K–5 combines two decades of research in the areas of writing, motivation, and learning theory with social and ethical development. The program has two goals: to foster students' growth as skilled writers and as caring members of the community. Based on the workshop model, the Being a Writer program builds each student's inherent desire to communicate, create, and collaborate. With 19–30 carefully selected trade books per grade level for mentor texts, students learn the craft of writing as they read and listen to multiple genres and authors. Interactive whiteboard activities, mini-lessons, and the Student Skill Practice Book reinforce language skills and conventions. Extensive digital resources support teachers and help them implement best practices. Multiple-measure assessments provide a comprehensive view of student progress. -devstu.org site

Program Type	Core
School Type	Middle School, High School
Description	Houghton Mifflin Harcourt - Collections The core writing curriculum for grades 6th - 12th centers around students reading complex, rich texts and providing opportunities to practice and apply close reading strategies with challenging content. Writing instruction is integrated in to reading and analyzing complex texts via direct instruction using mentor texts to inspire and inform writing, mini-lessons to learn the craft, and ongoing tasks to practice evidence-based writing from multiple sources. Instruction is also provided through the use of Performance Assessments where the teacher utilizes a three-step instructional process with highly engaging texts, interactive writing lessons, and scaffolded practice to prepare students to meet the demands of the Florida Standards for reading and writing. Through interactive writing lessons students are provided a model student response, teacher feedback, and practice developing careful analysis and arguments with well-defended claims. Students are required to apply text analysis to their writing, draw upon additional sources, and cite sufficient evidence in the completion of selected Performance Tasks. For grades 6, 9-12, students are also provided scaffolded instruction on synthesizing ideas from multiple texts, conducting short research projects, and drawing conclusions with evidence. The curriculum utilizes digital tools to increase student engagement in writing to sources and critiquing peers' writing in a collaborative setting. Partners or peer groups may work collaboratively on writing and other performance tasks as well as review and evaluate each other's work. Students also have access to digital tools for marking text, citing evidence, making notes, and preparing for performance tasks. In addition, students can submit their work to e-rater for immediate feedback and scoring and to Turnitin for originality checks. Most of the Junior Highs use the ACE strategy. The Answer – Cite – Explain (ACE) writing strategy is designed to help students organize their writing and support their thinking to form constructed responses for informative/explanatory and argumentative compositions. This strategy has an emphasis on the application of learning where students must provide textual evidence to support their answers and expand their thinking to create a well-constructed paragraph. Students between 6th to 12th grade are targeted for this instructional strategy. Teachers deliver this strategy in small groups, whole class, or in a one on one environment. ACE directly aligns with the Florida Standards for writing as students are required to, "write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient information."

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

Program Type	Core
School Type	Elementary School
Description	Go Math published by Houghton Mifflin has been adopted for K-5 classrooms. It is aligned to the Florida State Standards.

Carnegie Learning

Program Type	Core
School Type	Middle School
Description	Math Grades 6 – 8 Standard 6 - 8 Carnegie Math, Florida Edition Carnegie

Go Math! Florida

Program Type	Core
School Type	Middle School
Description	Math Grades 6 – 7 Advanced 6 - 7 Go Math! Florida, 2013/1st Edition Houghton Mifflin Harcourt

Prentice Hall

Program Type	Core
School Type	High School
Description	Math - Geometry Standard Prentice Hall Geometry, 2011, 1st Florida Edition Math - Geometry Honors Prentice Hall Geometry Honors, Gold Series, 2011, 1st Florida Edition Math - Algebra II Standard Prentice Hall Algebra 2, 2011, 1st Florida Edition Math - Algebra II Honors Prentice Hall Algebra 2 Honors, Gold Series, 2011, 1st Florida Edition Math - Algebra I Standard Prentice Hall Algebra I Math - Algebra IA & IB Prentice Hall Algebra I

Carnegie	
Program Type	
School Type	High School
Description	Algebra I Standard & Honors Carnegie FL Blended Algebra I Carnegie Geometry Standard & Honors Carnegie FL Blended Geometry Carnegie Algebra II Standard & Honors Carnegie FL Blended Algebra II Carnegie

Program Type	
School Type	
Description	

Program Type	Core
School Type	High School
Description	Math - Trigonometry Trigonometry, 2009. 9th Edition Math - Advanced Algebra with Financial Applications Advanced Algebra with Financial Applications, 2010, 1st Florida Edition Math - Pre-Calculus PreCalculus: Mathematics for Calculus, 2010, 5th Edition (Stewart)

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:

National Geographic and Harcourt Science

Program Type	Core
School Type	Elementary School
Description	Science Grades K - 1 K Harcourt Science, 2007 Edition Florida Kindergarten Program 1 Harcourt Science, 2007 Edition Florida Student Edition Science Grades K - 5 2 National Geographic Science, 2011/1st Florida Edition Florida Science Complete Classroom Set 3 National Geographic Science, 2011/1st Florida Edition Florida Big Ideas Student Book: Life, Earth, Physical Science 4 National Geographic Science, 2011/1st Florida Edition Florida Big Ideas Student Book: Life, Earth, Physical Science 5 National Geographic Science, 2011/1st Florida Edition Florida Big Ideas Student Book: Life, Earth, Physical Science

Florida Comprehensive Science

Program Type	Core
School Type	Middle School
Description	Science - M/J Comprehensive Science, Course 1 6 Florida Comprehensive Science, Print with Online Access, 2012/1st Edition Florida Student Edition Plus Student Digital Path (Custom Edition for Clay County) Science - M/J Comprehensive Science, Course 2 7 Florida Comprehensive Science, Print with Online Access, 2012/1st Edition Florida Student Edition Plus Student Digital Path (Custom Edition for Clay County) Science - M/J Comprehensive Science, Course 3 8 Florida Comprehensive Science, Print with Online Access, 2012/1st Edition Florida Student Edition Plus Student Digital Path (Custom Edition for Clay County)

Program Type	Core
School Type	High School
Description	Science - Anatomy & Physiology Standard 9-12 Florida Hole's Essentials of Human Anatomy & Physiology Science - Anatomy & Physiology Honors 9-12 Florida Hole's Essentials of Human Anatomy & Physiology Science - Astronomy 9-12 Astronomy Today, 2005 Edition Science - Biology Standard Miller & Levine Biology, 2012/1st Florida Edition Science - Biology Honors Miller & Levine Biology, 2012/1st Florida Edition Science - Chemistry Standard Pearson Chemistry, 2012/1st Florida Edition (Wilbraham) Science - Chemistry Honors Pearson Chemistry, 2012/1st Florida Edition (Wilbraham) Science - Environmental Science Florida Holt Environmental Science, 2006 Edition Science - Marine Science I Life on an Ocean Planet, 2006 Edition Science - Physical 9-12 It's About Time Florida Active Chemistry I, 2011/2nd Edition Science - Physical 9-12 It's About Time Florida Active Physics, 2011/4th Edition Science - Physics Standard Prentice Hall Conceptual Physics, 2012/4th Florida Edition (Hewitt) Science - Physics Honors Holt Physics, 2006 Edition

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

All curriculum maps have been aligned to the Florida Standards. District curriculum specialists provide training on aligning the core instructional and intervention programs with the curriculum maps. All schools provide a one-hour time each week for teachers to collaborate around utilizing their programs as well as implementing best practices to ensure student success on the Florida Standards. The district uses the Performance Matters data management system to collect data on the local benchmark assessments given throughout the year.

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?
Yes

Provide the hyperlink to the plan

http://www.oneclay.net/pupil-progression-plans

Provide the page numbers of the plan that addresses this question

28-41, 72-76

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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:
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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.

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 "why" or 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

G1. Both elementary and secondary schools will transition from the NGSSS to the Florida State Standards to improve student achievement in core content areas.

G2. All high schools will expand their small learning community approach with wall-to-wall academies with the 10th grade cohort.

G4. Student Engagement will increase in ALL classrooms in all content areas.

G5. All Instructional personnel will focus on citing evidence to support thinking to increase student achievement.

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

G1. Both elementary and secondary schools will transition from the NGSSS to the Florida State Standards to improve student achievement in core content areas. `1a`

🔍 G044395

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	FSA English Language Arts - Achievement		70.0
District-Wide	FSA Mathematics - Achievement		70.0

Resources Available to Support the Goal `2`

- District Trainings Webinars PLCs

Targeted Barriers to Achieving the Goal `3`

- Understanding of the rigor of the standards

Plan to Monitor Progress Toward G1. `8`

Implementation of FL State standards

Person Responsible

Emily Weiskopf

Schedule

On 5/25/2016

Evidence of Completion

PM assessments Formative Assessment Data FL State Assessment scores

G2. All high schools will expand their small learning community approach with wall-to-wall academies with the 10th grade cohort. `1a`

🔍 G044396

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)		90.0

Resources Available to Support the Goal `2`

- AAIS Institute Curriculum Specialists CTE Director and Specialists

Targeted Barriers to Achieving the Goal `3`

- School personnel's understanding of the academy structure to create small learning communities

Plan to Monitor Progress Toward G2. `8`

Effective teaming and project based learning training by the AAIS Institute

Person Responsible
Emily Weiskopf

Schedule
On 5/25/2016

Evidence of Completion
Attendance rates Quarterly grades Academy team Meeting Logs Graduation Rate

G4. Student Engagement will increase in ALL classrooms in all content areas. 1a

G044398

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA English Language Arts - Achievement		70.0
District-Wide	FSA Mathematics - Achievement		70.0
District-Wide	Bio I EOC Pass		70.0

Resources Available to Support the Goal 2

- Curriculum Specialists School Administrators Fisher and Frye Framework for Intentional Teaching

Targeted Barriers to Achieving the Goal 3

- Teacher and Leader knowledge of how to use the Clay County Framework for Intentional Teaching

Plan to Monitor Progress Toward G4. 8

Local progress monitoring data and state assessment data will be used to monitor student progress

Person Responsible

Schedule
Annually, from 9/30/2015 to 5/11/2016

Evidence of Completion
Local progress monitoring data State assessment data

G5. All Instructional personnel will focus on citing evidence to support thinking to increase student achievement. 1a

🔑 G044399

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics - Achievement		70.0
District-Wide	FSA English Language Arts - Achievement		70.0
District-Wide	FCAT 2.0 Science Proficiency		70.0
District-Wide	Bio I EOC Pass		70.0

Resources Available to Support the Goal 2

- FSA Rubrics FSA released items on fasassessments.org Being a Writer Assessment Book HMH Assessment book

Targeted Barriers to Achieving the Goal 3

- Understanding of FS standards and student expectations in each content area for citing evidence to support thinking

Plan to Monitor Progress Toward G5. 8

One Clay Writes and other local assesments will be redesigned to match the FS ELA assessments to progress monitor students' ability to cite evidence to support thinking

Person Responsible
Emily Weiskopf

Schedule
Semiannually, from 9/8/2015 to 2/23/2016

Evidence of Completion
One Clay Writes, local and state assessments

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Both elementary and secondary schools will transition from the NGSSS to the Florida State Standards to improve student achievement in core content areas. 1

🔑 G044395

G1.B1 Understanding of the rigor of the standards 2

🔑 B109102

G1.B1.S1 District Curriculum Specialists will develop interactive maps that allow for teachers to link to resources that support the standards. 4

🔑 S120598

Strategy Rationale

Providing resources to teachers that are aligned to the standards and embedded in the maps will increase knowledge of standards for the teachers.

Action Step 1 5

Curriculum Specialists will participate in PLCs to demonstrate how to utilize the interactive curr maps.

Person Responsible

Emily Weiskopf

Schedule

Monthly, from 9/8/2015 to 5/25/2016

Evidence of Completion

Sign In sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PLC team meeting supported by district curr speciaiists

Person Responsible

Emily Weiskopf

Schedule

Monthly, from 9/8/2015 to 5/25/2016

Evidence of Completion

PLC team logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Curriculum specialists will provide supports for PLCs and implementation of the curr maps

Person Responsible

Emily Weiskopf

Schedule

On 5/25/2016

Evidence of Completion

Classroom Walkthrough data

G2. All high schools will expand their small learning community approach with wall-to-wall academies with the 10th grade cohort. `1`

G044396

G2.B1 School personnel's understanding of the academy structure to create small learning communities `2`

B109103

G2.B1.S1 Summer Training for the 10th grade teachers who will begin the 2015-16 school year teaching and supporting the 10th grade academy cohort. Academy coach will be housed at each school. Academy Team Meetings will be held twice a month to discuss cohorted students. Visits from AAIS consultants to meet with academy teams as well as district leaders will be ongoing throughout the year. `4`

S120599

Strategy Rationale

By providing training, site based support, and regular meeting times allow for ongoing guidance and support for the Academy team teachers and students.

Action Step 1 `5`

Training over the next 3 years in effective teaming and project based learning

Person Responsible

Emily Weiskopf

Schedule

On 8/1/2016

Evidence of Completion

Contracts for consultants Sign in sheets

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

AAIS Institute training of effective teaming and project based learning

Person Responsible

Emily Weiskopf

Schedule

On 7/4/2016

Evidence of Completion

Sign in Sheets

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

Implementation of effective teaming and project based learning

Person Responsible

Schedule

On 5/25/2015

Evidence of Completion

Attendance rates for the 2014-15 school year Academy Team Meeting Logs

G4. Student Engagement will increase in ALL classrooms in all content areas. `1`

🔍 G044398

G4.B1 Teacher and Leader knowledge of how to use the Clay County Framework for Intentional Teaching `2`

🔍 B109105

G4.B1.S1 Training for Teachers in Engagement Strategies `4`

🔍 S120603

Strategy Rationale

For teachers to be able to utilize the framework intentionally in their content areas, they must have training on how to intentionally utilize each component.

Action Step 1 `5`

Training on the components of the Clay County Framework for Intentional Teaching. A 25 hour collaborative online course for PLC teams to utilize will be developed and provided for all teacher teams to use.

Person Responsible

Schedule

Every 3 Weeks, from 9/8/2015 to 5/31/2016

Evidence of Completion

Sign in sheets

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

Usage reports and survey feedback will provide evidence of the amount of teacher use the online collaborative course.

Person Responsible

Schedule

On 5/31/2016

Evidence of Completion

Usage reports Feedback from teacher teams

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

Use of the Clay County Framework for Intentional Teaching in all classrooms

Person Responsible

Schedule

On 5/31/2016

Evidence of Completion

Classroom Walkthroughs PLC logs

G4.B1.S2 Training for Administrators in Engagement Strategies `4`

S120604

Strategy Rationale

For school administrators to be able to provide feedback to teachers on the use of the framework, they must have training on how to intentionally utilize each component of the framework in all content areas.

Action Step 1 `5`

Conduct monthly learning walk trainings utilizing the rubrics for each component of the framework

Person Responsible

Schedule

On 5/31/2016

Evidence of Completion

Plan for trainings Sign in Sheets

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

Monthly learning walks

Person Responsible

Schedule

On 5/31/2016

Evidence of Completion

Learning walk evidence Sign in sheets

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

Administrator training in the Clay County Framework for Intentional Teaching

Person Responsible

Schedule

On 5/31/2016

Evidence of Completion

Learning Walk chart data Feedback from administrators on understanding of framework components

G5. All Instructional personnel will focus on citing evidence to support thinking to increase student achievement. 1

🔑 G044399

G5.B1 Understanding of FS standards and student expectations in each content area for citing evidence to support thinking 2

🔑 B109106

G5.B1.S1 All schools will continue to read write think and talk and support their thinking in all classrooms. 4

🔑 S120605

Strategy Rationale

Being clear and consistent with all teachers on one goal of citing evidence to support thinking will allow for teachers to focus on improving their expertise in this area.

Action Step 1 5

District specialists will develop assessments that require students to cite evidence to support thinking

Person Responsible

Emily Weiskopf

Schedule

Triannually, from 9/29/2015 to 5/25/2016

Evidence of Completion

Assessments District and School reports

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Learning Walks will continue to focus on teachers facilitating students' citing evidence to support their thinking.

Person Responsible

Emily Weiskopf

Schedule

Monthly, from 9/29/2015 to 5/25/2016

Evidence of Completion

Learning Walk info Student work samples

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Classroom Walkthroughs will be done at the school sites to monitor the implementation of strategies that allow students to cite evidence to support their thinking.

Person Responsible

Schedule

Monthly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Classroom Walkthroughs Formative Assessment data

Implementation Timeline

Professional Development Opportuntities

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

G1. Both elementary and secondary schools will transition from the NGSSS to the Florida State Standards to improve student achievement in core content areas.

G1.B1 Understanding of the rigor of the standards

G1.B1.S1 District Curriculum Specialists will develop interactive maps that allow for teachers to link to resources that support the standards.

PD Opportunity 1

Curriculum Specialists will participate in PLCs to demonstrate how to utilize the interactive curr maps.

Facilitator

Curriculum specialists

Participants

content area teachers

Schedule

Monthly, from 9/8/2015 to 5/25/2016

G2. All high schools will expand their small learning community approach with wall-to-wall academies with the 10th grade cohort.

G2.B1 School personnel's understanding of the academy structure to create small learning communities

G2.B1.S1 Summer Training for the 10th grade teachers who will begin the 2015-16 school year teaching and supporting the 10th grade academy cohort. Academy coach will be housed at each school. Academy Team Meetings will be held twice a month to discuss cohorted students. Visits from AAIS consultants to meet with academy teams as well as district leaders will be ongoing throughout the year.

PD Opportunity 1

Training over the next 3 years in effective teaming and project based learning

Facilitator

Director of PD

Participants

All teachers and guidance counselors who will be supporting the 9th and 10th grade academy cohort and adding additional teachers each summer as the academy model grows.

Schedule

On 8/1/2016

G4. Student Engagement will increase in ALL classrooms in all content areas.

G4.B1 Teacher and Leader knowledge of how to use the Clay County Framework for Intentional Teaching

G4.B1.S1 Training for Teachers in Engagement Strategies

PD Opportunity 1

Training on the components of the Clay County Framework for Intentional Teaching. A 25 hour collaborative online course for PLC teams to utilize will be developed and provided for all teacher teams to use.

Facilitator

PD Supervisor

Participants

District Curriculum Specialists, Supervisor of Reading, Director of PD

Schedule

Every 3 Weeks, from 9/8/2015 to 5/31/2016

G4.B1.S2 Training for Administrators in Engagement Strategies

PD Opportunity 1

Conduct monthly learning walk trainings utilizing the rubrics for each component of the framework

Facilitator

Director of PD

Participants

All District Administrators

Schedule

On 5/31/2016

G5. All Instructional personnel will focus on citing evidence to support thinking to increase student achievement.

G5.B1 Understanding of FS standards and student expectations in each content area for citing evidence to support thinking

G5.B1.S1 All schools will continue to read write think and talk and support their thinking in all classrooms.

PD Opportunity 1

District specialists will develop assessments that require students to cite evidence to support thinking

Facilitator

PD Director

Participants

All certified teachers

Schedule

Triannually, from 9/29/2015 to 5/25/2016

Technical Assistance Items

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

Budget

		Budget Data	
1	G1.B1.S1.A1	Curriculum Specialists will participate in PLCs to demonstrate how to utilize the interactive curr maps.	$0.00
2	G2.B1.S1.A1	Training over the next 3 years in effective teaming and project based learning	$0.00
3	G4.B1.S1.A1	Training on the components of the Clay County Framework for Intentional Teaching. A 25 hour collaborative online course for PLC teams to utilize will be developed and provided for all teacher teams to use.	$0.00
4	G4.B1.S2.A1	Conduct monthly learning walk trainings utilizing the rubrics for each component of the framework	$0.00
5	G5.B1.S1.A1	District specialists will develop assessments that require students to cite evidence to support thinking	$0.00
		Total:	$0.00