

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

01 - Alachua

Dr. Owen Roberts, Superintendent
Wayne Green, Region 2 Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	14
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	20
Appendix 1: Professional Development Plan to Support Goals	35
Appendix 2: Technical Assistance Plan to Support Goals	37
Appendix 3: Budget to Support Goals	37

Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

We are committed to the success of every student!

District Vision Statement

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

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 Florida Continuous Improvement Model is used to ensure that data based problem solving is used for the implementation and monitoring of our DIAP. This includes funding of FCIM Facilitator at all Title I schools who are part of the school based leadership team which analyzes student data with the purpose of making instructional decisions to meet needs of students. These school-based teams develop Intervention groups for individual or small-group instruction. FCIM Facilitators collect student data, prepare Data Walls or Data Notebooks, conduct Data Chats, train intervention teachers on intervention programs, and maintain Tutorial Documentation for evaluation. Teachers work in collaborative teams during common planning time to review student data, to evaluate effectiveness of intervention, and plan for instruction. Educational Planning Team meetings are held to review and discuss students' academic improvement plans. The Response to Intervention process is used continuously to monitor student progress.

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

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

All schools are staffed based on a district-wide allocation formula. Schools also receive categorical budgeted funds which are used at the discretion of the principal within district guidelines. These allocations are directed from the Budget and Finance division and overseen by the Assistant Superintendent for Business Services.

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

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

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

Schools across the district are provided with instructional units sufficient to meet class-size requirements and based on a standard district-wide allocation formula. This basic instructional unit allocation formula will be altered at focus and priority schools. Specifically, additional "flexible" staffing units will be provided. The additional teacher units may be scheduled to best meet the needs of the school and will provide added flexibility in scheduling, staffing, and may be used to provide additional intensive remediation, to eliminate multi-age/multi-grade combo classes, and/or to further reduce class size. Principals are each given complete flexibility in staffing their schools with the most qualified personnel. Additional funding is provided to all high-need schools through federal programs (Title I) and district resources. Principals are given discretion over the budgeting of these funds.

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

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

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

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

Additional funding is provided to all high-need schools through federal programs (Title I) and district resources. Principals are given discretion over the budgeting of these funds. Additional resources are provided to all high-need schools on a need and eligibility basis from federal sources such as Title I, Title II-A. Resources for after-school programming have traditionally also been provided to schools exhibiting a need for extended school day programming. Each school is provided with funding for school-based staff development, and this is coordinated at the district level to assure alignment with school improvement goals and objectives. Each principal, however, has discretion to prioritize

available staff development funds to meet individual staff needs and needs identified through the school improvement process.

The district support team will remain active at all priority and focus schools. The district support team will meet at least twice monthly to review data and assess progress toward continued school improvement. The district support team will coordinate meetings and will work with the school principal and staff to access relevant data, conduct classroom walk-thrus, provide evaluation, and gather feedback to be shared with the Superintendent of Schools and his Leadership Team regarding continued improvement strategies.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275339>

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

District curriculum staff members contributed information for the preparation of the DIAP. Contributing departments included Project Development, Title I, Elementary and Secondary Curriculum, School Improvement, Research and Development, Staff Development, Student Services, Exceptional Student Education, and Personnel. Parents and school staff members participated in strategic planning and school

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

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

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

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Jones, Donna, jonesdm@gm.sbac.edu

Employee's Title

Director

Employee's Phone Number

(352) 955-7812

Employee's Phone Extension

N/A

Supervisor's Name

Karen Clarke

Supervisor's Title

Assistant Superintendent

Employee's Role and Responsibilities

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

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

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

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

Jones, Donna, jonesdm@gm.sbac.edu

Title Director

Phone 352-955-7812

Supervisor's Name Karen Clarke

Supervisor's Title Assistant Superintendent

Role and Responsibilities

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

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

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

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

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

The district will not rehire teachers at focus and priority schools unless they are effective or highly effective. Or, If a teacher has three years of data that support unsatisfactory student growth, the district will remove the teacher from teaching in the Florida Standards Assessment grades and work with the union on reassigning the teacher.

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

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

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

The district utilizes general and federal funds to provide supplemental coaches for priority and focus schools. Coaches report directly to the school's principal for on-going collaboration and planning. ALL coaches submit weekly logs to the Director in the district office for Project Development and both Directors for Elementary and Secondary Curriculum.

Coaches attend school-based data review meetings coordinated by the FCIMS facilitator. In addition, TSAs and supplemental coaches participate in DOE site-visits. DOE site-visits reflect on data chats, classroom walk-thrus, and professional development planning.

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:

High School Core: McDougal Littell Literature

Program Type	Core, Intensive Intervention
School Type	High School
Description	High School English: McDougal Littell Literature High School Intensive Reading: PW Impact

Elementary Core

Program Type	Core, Intensive Intervention
School Type	Elementary School
Description	Core: Reading Street by Pearson Intervention: My Sidewalks by Pearson Assessment aligned for Florida Standards Increasing time for literacy instruction

Middle School Core

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

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:

HMH Florida Go Math

Program Type Core

School Type Middle School

Description Core program for middle school students in M/J Mathematics 1 and 2 Advanced.

McGraw-Hill Algebra 1

Program Type Core

School Type Middle School

Description Core program for middle school students in Algebra 1.

HMH Algebra 1

Program Type Core

School Type High School

Description Core program for high school students in Algebra 1.

Pearson Algebra 1

Program Type Core

School Type High School

Description Core program for high school students in Algebra 1 Honors.

Pearson Geometry

Program Type Core

School Type High School

Description Core program for high school students in Geometry and Geometry Honors.

Glencoe Algebra 2

Program Type Core

School Type High School

Description Core program for high school students in Algebra 2.

Larson Algebra and Trigonometry, 7th ed

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

McDougal Littell Algebra 2 Concepts and Skills and Algebra Nation workbooks

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

Blitzer Algebra and Trigonometry

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

McGraw-Hill My Math

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

Reflexmath

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

McGraw-Hill Number Worlds

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

McGraw-Hill Triumphs

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

Program Type
School Type
Description

Pearson Algebra 2

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

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 Science

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

iScience by McGraw-Hill

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

Physical Science Concepts in Action by Pearson

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

Conceptual Physical Science by Pearson

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

Biology (Florida Edition) by Holt McDougal

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

Modern Biology (current printing) by Holt McDougal

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

Chemistry Matter and Change by Glencoe

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

Modern Chemistry (current printing) by Holt

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

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

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

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

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

Florida Earth Science, Florida Edition, by Glencoe

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

Earth Science by Pearson

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

Environmental Science by Pearson

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

Conceptual Physics by Pearson

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

Physics with Principal's and Applications by Pearson

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

Conceptual Integrated Science by Pearson

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

The Sciences an Integrated Approach by Wiley

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

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

Title I funds are used to pay for District Support Staff who works with schools identified by school grades as Differentiated Accountability Schools. This person acts as a mentor coach for principals assisting with all aspects of School Improvement, including conducting classroom walk throughs, data analysis, providing professional development based on specific school needs, and works closely with district administration and FLDOE DA teams.

Title I schools complete a Title I Intervention Plan at the beginning of school year which guides intervention throughout year. This plan is monitored by Title I Teacher Specialists, who make school site visits monthly to work with Title I Lead Teachers, FCIM Facilitators and other school leadership. FCIM Facilitators complete FCIM

Record of Meeting forms to document Data Chats, which include action plan and person(s) responsible so that decisions made can be monitored for implementation.

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

http://www.sbac.edu/files/_2fHXG_/c6f2a362254a19ff3745a49013852ec4/2014-15_Pupil_Progression_Plan.pdf

Provide the page numbers of the plan that addresses this question

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.** All students, in all subgroups, will increase proficiency on FCAT 2.0 and EOCs in the area of Science.
- G2.** Increase the percentage proficient on FSA Mathematics and EOCs by at least 2% for all AMO Target categories.
- G3.** Increase the percentage proficient on FSA ELA assessments by at least 2% for all AMO target categories.

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. All students, in all subgroups, will increase proficiency on FCAT 2.0 and EOCs in the area of Science.

1a

G049468

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FCAT 2.0 Science Proficiency		2.0
District-Wide	Bio I EOC Pass		2.0
District-Wide			

Resources Available to Support the Goal 2

- District Science Specialist and/or District Instructional Coaches are providing coaching for Science teachers at priority and focus schools.
- District Science Specialist is working with teacher leaders from all K-12 schools to align the curriculum and assessments to the test item specifications for FCAT 2.0 and the Biology EOC.
- District Science specialist is providing support for Science teachers at school without an assigned Instructional Coach.
- District Instructional Coaches are providing Professional Development opportunities to elementary Science teachers during monthly professional learning communities.
- District Science Specialist and District Instructional Coaches will use FCAT 2.0 and Biology EOC data to provide targeted support and coaching to schools.
- Title 1 and Instructional Technology provide funding for supplemental programs such as: GEMS, AIMS, Brain Pop, Discovery Education, Gizmos, and Picture Perfect Science for use as reteach and enrichment instructional opportunities.
- District STEM specialist will work with 8 elementary and 4 middle schools (including ALL of the priority and focus schools) to infuse a Robotics program into the curriculum to support problem-solving and critical thinking skills development as well as to support the instruction of the Next Generation Sunshine State Standards in Science.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Class observations, lesson plans. Class and district assessments

Person Responsible

Donna Jones

Schedule

On 6/9/2016

Evidence of Completion

Data from Alachua Instructional Monitoring Systems assessments in grades 3-5 and Biology. Data from FCAT 2.0 and Biology EOC.

G2. Increase the percentage proficient on FSA Mathematics and EOCs by at least 2% for all AMO Target categories. 1a

 G044629

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	AMO Math - All Students	2015-16	62.0
District-Wide	AMO Math - American Indian		72.0
District-Wide	AMO Math - Asian		94.0
District-Wide	AMO Math - African American		36.0
District-Wide	AMO Math - Hispanic		65.0
District-Wide	AMO Math - White		79.0
District-Wide	AMO Math - ELL		45.0
District-Wide	AMO Math - SWD		30.0
District-Wide	AMO Math - ED		45.0
District-Wide			

Resources Available to Support the Goal 2

- District Math Curriculum Specialist and/or District Instructional Coaches are providing coaching for math teachers at all priority and focus schools.
- District Math Curriculum Specialist will participate in Lesson study with math teachers at Hawthorne High School
- District Math Curriculum Specialist is providing support for math teachers at schools without an assigned Instructional Coach.
- Title 1 provides for Title 1 elementary schools: Funding for four Instructional Coaches to work with priority and focus schools; Triumphs Core Math Intervention Materials; Math Reads; Every Day Counts Calendar Math;
- The District provides Reflex Math, an online math fluency program for elementary schools.
- School Title 1 provides for an online supplemental mathematics program at Hawthorne Middle/High School.
- District Math Specialist is working with Math Teacher Leaders from all schools to align district curriculum and assessments to the test item specifications for the the Florida Standards Assessments, Algebra EOC, Algebra 2 EOC and Geometry EOC.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Data collected by the Alachua Instructional Monitoring System will be studied to determine effectiveness.

Person Responsible

Donna Jones

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data collected by the Alachua Instructional Monitoring System will be studied to determine effectiveness.

G3. Increase the percentage proficient on FSA ELA assessments by at least 2% for all AMO target categories. 1a

 G044630

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	AMO Reading - All Students		
District-Wide	AMO Reading - American Indian		
District-Wide	AMO Reading - Asian		
District-Wide	AMO Reading - African American		
District-Wide	AMO Reading - ELL		
District-Wide	AMO Reading - Hispanic		
District-Wide	AMO Reading - SWD		
District-Wide	AMO Reading - White		
District-Wide	AMO Reading - White		

Resources Available to Support the Goal 2

- Professional Learning Communities and classroom support from Implementation Coach
- FSA ELA Assessment Data, Quarterly Progress Monitoring Assessment, Unit Assessments from core curriculum pieces
- District ELA Specialists are working with Teacher Leaders from all schools to align curriculum and assessments to the test item specifications for the Language Arts Florida Standards

Targeted Barriers to Achieving the Goal 3

- Implementation of new high school English Language Arts curriculum and modified scope and sequence for all grade levels
- teachers awareness of data sources and being able to effectively use to plan instruction

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Donna Jones

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

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

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All students, in all subgroups, will increase proficiency on FCAT 2.0 and EOCs in the area of Science. **1**

 G049468

G1.B1 Lack of rigor in teacher questioning and classroom activities **2**

 B123734

G1.B1.S1 Provide professional development to train teachers to unpack the standards and plan challenging lessons that will focus on student learning. Teachers will learn how to ask higher order questions and create lessons that will increase students' critical thinking and problem solving skills. **4**

 S135594

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Donna Jones

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, and assessments

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

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

Person Responsible

Donna Jones

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

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

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

Classroom observations and meetings with teachers

Person Responsible


Donna Jones

Schedule


Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student performance on class and district assessments

G1.B2 Lack of student engagement during classroom instruction **2** B123737

G1.B2.S1 Provide professional development that will demonstrate strategies for actively engaging students in the inquiry-based learning process. Use coaching and modeling strategies to train teachers to keep class activities and assignments active, engaging, and student-centered **4**

 S136294**Strategy Rationale**

Engaging lessons and activities will stimulate students' curiosity about science and the world they live in. When students are curious about a topic they will take ownership for learning. Students who are engaged are motivated to know more and have the ability to understand complex concepts and processes.

Action Step 1 **5**

Provide professional development to train teachers to create lessons that will require student to actively participate in the inquiry-based learning process. Preparing inquiry-based learning lessons that require students to do an activity, to think about it via self evaluations and actively discuss what they are doing will increase student engagement.

Person Responsible

Donna Jones

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans and documentations of classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Classroom observations, meetings with teachers, and lesson plans

Person Responsible

Donna Jones

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Documentations of classroom observations and teacher meetings, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom observations and meetings with individual teachers

Person Responsible

Donna Jones

Schedule

Weekly, from 8/24/2015 to 6/9/2016


Evidence of Completion

Lesson plans, documentations of classroom observations and meetings with teachers


G2. Increase the percentage proficient on FSA Mathematics and EOCs by at least 2% for all AMO Target categories. **1**

 G044629

G2.B1 Insufficient rigor in mathematics instruction **2**

 B109830

G2.B1.S1 Train the Teacher Leaders to unpack the standards, study the test item specifications to impact the level of instruction to align with the cognitive complexity of each standard. We are using the Mathematical Practice Standards as a foundation for creating lessons with multiple approaches to activate different learning styles. Teacher Leaders are also trained to use appropriate formative assessment and use the data to inform instruction. The teacher leaders then go back and have training at their individual schools to disseminate the information. **4**

 S121320

Strategy Rationale

Teachers have recently implemented the Math Florida Standards. We are ensuring that they are familiar with the content and instructional strategies necessary to not only implement the rigor required by the new standards but monitor student achievement.

Action Step 1 **5**

District training in unpacking the standards and studying the test item specifications. Emphasis is on impacting the level of instruction to align with the cognitive complexity of each standard. We are using the Mathematical Practice Standards as a foundation for creating lessons with multiple approaches to activate different learning styles. Teachers are also trained to use appropriate formative assessment to impact instruction.

Person Responsible

Donna Jones

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

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

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

Lesson plans will be collected, teachers will be observed and will engage in reflection with the observer.

Person Responsible

Donna Jones

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Daily logs will be created to reflect the teachers observed.

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

One-on-one discussions with the teachers will address needs identified by the lesson plans and/or classroom observations.

Person Responsible


Donna Jones

Schedule


Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data collected by Alachua Instructional Monitoring System as well as classroom assessments will be studied to determine effectiveness.

G2.B2 Lack of student engagement with the mathematics beyond the procedural level **2** B109831

G2.B2.S1 Through the Teacher Leader program, train the teacher leaders on the use of research-based strategies that promote student engagement. The teacher leaders are then to go back to their schools and share with their peers. **4**

 S121321**Strategy Rationale**

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

Action Step 1 **5**

District trainings on increasing mathematical discourse, writing in the math classroom, collaborative student structures, CRISS strategies, and the Mathematical Practice Standards.

Person Responsible

Donna Jones

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teachers include student engagement structures in their daily lesson plans, teachers provide opportunities for increased mathematical discourse both peer to peer and whole class. Teachers include the Mathematical Practice Standards and writing activities in their daily lesson plans.

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

Lesson plans will be collected, Classroom observations by coaches and Curriculum Specialists

Person Responsible

Donna Jones

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans will reflect use of strategies and Mathematical Practices, daily logs will be kept which list the teachers observed.

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

Lesson plans will be monitored for effective planning, one-on-one discussions with the teachers will be based on the lesson plans and the classroom observations.

Person Responsible

Donna Jones

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Daily logs will be created documenting the teachers observed and the reflection meetings.


G3. Increase the percentage proficient on FSA ELA assessments by at least 2% for all AMO target categories.

1

 G044630

G3.B1 Implementation of new high school English Language Arts curriculum and modified scope and sequence for all grade levels

2

 B109832

G3.B1.S1 Strategy 1: Implementation Coach for new high school English curriculum.

4

 S121322
Strategy Rationale

Implementation Coach will assist teachers in navigating the scope and sequence and implementing the new high school curriculum by providing professional development, assisting with planning and modeling instruction in classroom.

Action Step 1 5

Provide support to high school English Language Arts teachers

Person Responsible

Donna Jones

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Teachers understand how to use program materials effectively and with fidelity as they relate to the revised scope and sequence.

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

District Curriculum Specialist will meet with Implementation coach

Person Responsible

Donna Jones

Schedule

Biweekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Teachers will perform follow up activities such as lesson plans and data analysis

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

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

Person Responsible

Donna Jones

Schedule


Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

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

G3.B1.S2 Strategy 2: Implement PLC meetings for sustained professional development each semester

4

 S121323**Strategy Rationale**

PLC meetings allow for groups of teachers to study instructional strategies and collaborate on lessons through job embedded professional development.

Action Step 1 5

Provide support to ELA and reading teachers in implementing LAFS

Person Responsible

Donna Jones

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers use best practices and student data to improve reading proficiency

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

ELA Curriculum Specialists will join a PLC group.

Person Responsible

Donna Jones

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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

Person Responsible


Donna Jones

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agendas, presentations and plans for professional learning opportunities

G3.B2 teachers awareness of data sources and being able to effectively use to plan instruction 2
 B109833

G3.B2.S1 Strategy 1: Provide easy to understand data for teachers. Provide easy to understand data sets for teachers 4

 S121324
Strategy Rationale

Teachers need access to data that is clear and aligned directly with the assessments in order to use during instructional planning.

Action Step 1 5

Provide support to teachers in data retrieval through the PCG dashboard.

Person Responsible

Donna Jones

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Teachers use available materials effectively and with fidelity

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

District Curriculum Specialists, Assessment Department, and literacy coaches will assist teachers in accessing and using data from various assessments.

Person Responsible

Donna Jones

Schedule

Semiannually, from 8/24/2015 to 6/6/2016

Evidence of Completion

Use semester PLC meeting with literacy coaches will focus on data sources and analysis. This will be reflected in lesson plans as follow up.

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

District Assessment Department will provide data from quarterly assessments for teachers through the district dashboard, and curriculum specialists and literacy coaches will assist in collecting data for other types of assessments.

Person Responsible

Donna Jones

Schedule

Semiannually, from 8/24/2015 to 6/6/2016

Evidence of Completion

Teachers access student data to inform instructional decisions through various means

G3.B2.S2 Strategy 2: Provide professional development on data retrieval and analysis 4 S121325**Strategy Rationale**

Teachers need guidance in the retrieval and analysis of data from various assessment sources. Teachers need direct instruction in how to use data to determine student learning needs in order to adjust instruction.

Action Step 1 5

District Curriculum Specialists and Literacy Coaches will provide professional learning in the area of data retrieval and use.

Person Responsible

Donna Jones

Schedule

On 6/5/2015

Evidence of Completion

Teachers will be able to identify student learning needs by using appropriate data sources.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

District Curriculum Specialists and Literacy Coaches will work with teachers to use data in designing lesson plans on an individual basis.

Person Responsible

Donna Jones

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans will reflect the data used to develop the activities.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

To support the effectiveness, curriculum specialists will meet with PLC groups at schools to provide continued training in interpreting various data sources.

Person Responsible

Donna Jones

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will access reports and use in providing remediation for students in their lesson plans.

Implementation Timeline

Professional Development Opportunities

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

G1. All students, in all subgroups, will increase proficiency on FCAT 2.0 and EOCs in the area of Science.

G1.B1 Lack of rigor in teacher questioning and classroom activities

G1.B1.S1 Provide professional development to train teachers to unpack the standards and plan challenging lessons that will focus on student learning. Teachers will learn how to ask higher order questions and create lessons that will increase students' critical thinking and problem solving skills.

PD Opportunity 1

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

Facilitator

District Science Specialist, District Instructional Coaches

Participants

Science Teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G1.B2 Lack of student engagement during classroom instruction

G1.B2.S1 Provide professional development that will demonstrate strategies for actively engaging students in the inquiry-based learning process. Use coaching and modeling strategies to train teachers to keep class activities and assignments active, engaging, and student-centered

PD Opportunity 1

Provide professional development to train teachers to create lessons that will require student to actively participate in the inquiry-based learning process. Preparing inquiry-based learning lessons that require students to do an activity, to think about it via self evaluations and actively discuss what they are doing will increase student engagement.

Facilitator

District science specialist, District Instructional Coaches

Participants

Science teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G2. Increase the percentage proficient on FSA Mathematics and EOCs by at least 2% for all AMO Target categories.

G2.B1 Insufficient rigor in mathematics instruction

G2.B1.S1 Train the Teacher Leaders to unpack the standards, study the test item specifications to impact the level of instruction to align with the cognitive complexity of each standard. We are using the Mathematical Practice Standards as a foundation for creating lessons with multiple approaches to activate different learning styles. Teacher Leaders are also trained to use appropriate formative assessment and use the data to inform instruction. The teacher leaders then go back and have training at their individual schools to disseminate the information.

PD Opportunity 1

District training in unpacking the standards and studying the test item specifications. Emphasis is on impacting the level of instruction to align with the cognitive complexity of each standard. We are using the Mathematical Practice Standards as a foundation for creating lessons with multiple approaches to activate different learning styles. Teachers are also trained to use appropriate formative assessment to impact instruction.

Facilitator

District Instructional coaches, District Math Curriculum Specialist

Participants

Math Teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G2.B2 Lack of student engagement with the mathematics beyond the procedural level

G2.B2.S1 Through the Teacher Leader program, train the teacher leaders on the use of research-based strategies that promote student engagement. The teacher leaders are then to go back to their schools and share with their peers.

PD Opportunity 1

District trainings on increasing mathematical discourse, writing in the math classroom, collaborative student structures, CRISS strategies, and the Mathematical Practice Standards.

Facilitator

District Instructional Coaches, District Math Curriculum Specialist

Participants

Math Teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

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	The district will provide professional development for unpacking the benchmarks. Training will include instructions on using the test item specifications for benchmark clarification and content limits.	\$0.00
2	G1.B2.S1.A1	Provide professional development to train teachers to create lessons that will require student to actively participate in the inquiry-based learning process. Preparing inquiry-based learning lessons that require students to do an activity, to think about it via self evaluations and actively discuss what they are doing will increase student engagement.	\$0.00
3	G2.B1.S1.A1	District training in unpacking the standards and studying the test item specifications. Emphasis is on impacting the level of instruction to align with the cognitive complexity of each standard. We are using the Mathematical Practice Standards as a foundation for creating lessons with multiple approaches to activate different learning styles. Teachers are also trained to use appropriate formative assessment to impact instruction.	\$0.00
4	G2.B2.S1.A1	District trainings on increasing mathematical discourse, writing in the math classroom, collaborative student structures, CRIS strategies, and the Mathematical Practice Standards.	\$0.00
5	G3.B1.S1.A1	Provide support to high school English Language Arts teachers	\$0.00
6	G3.B1.S2.A1	Provide support to ELA and reading teachers in implementing LAFS	\$0.00
7	G3.B2.S1.A1	Provide support to teachers in data retrieval through the PCG dashboard.	\$0.00
8	G3.B2.S2.A1	District Curriculum Specialists and Literacy Coaches will provide professional learning in the area of data retrieval and use.	\$0.00
Total:			\$0.00