



Manny Diaz, Jr., Commissioner of Education

## 2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

---

### 55 - St. Johns

Tim Forson, Superintendent

Cassandra Brusca, Northeast Executive Director

---

**Table of Contents**

---

<b>Part I: Current District Status</b>	<b>3</b>
<b>Part II: Needs Assessment</b>	<b>0</b>
<b>Goals Summary</b>	<b>12</b>
<b>Goals Detail</b>	<b>12</b>
<b>Action Plan for Improvement</b>	<b>15</b>
<b>Implementation Timeline</b>	<b>19</b>
<b>Professional Development Plan to Support Goals</b>	<b>20</b>
<b>Technical Assistance Plan to Support Goals</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>21</b>

## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

##### b. District Vision Statement

All students will choose a learning path that leads to a well-rounded graduate who demonstrates good character and leadership.

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

<http://www.stjohns.k12.fl.us/plan/>

#### 2. Supports for School Improvement

##### a. Alignment of Resources

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

The district aligns resources in a variety of ways to meet the needs of all students and maximize desired student outcomes. The district provides Title I services to the neediest schools through an analysis of the free/reduced lunch rates at all schools. Funds are provided to schools to provide additional supplemental support to students and staff to meet the needs of the students.

The office that coordinates the Title I grants (Federal Programs Department) also coordinates the Title II and Title III grants. The Title I grant is a formula driven grant that includes several district initiatives that schools benefit from, such as Professional Development among all of the Title I schools. The Title II grant provides staff for supplemental training with special focus on training on the Florida Standards and other district initiatives as determined through a comprehensive district needs assessment administered in the spring of each year. The office that coordinates the Supplemental Academic Instruction funding is our Planning, Accountability, & Assessment Department which provides funds to schools via a formula based on a variety of factors.

Interventions in our Focus school are coordinated through multiple district scheduled processes. A district committee meets to address the budget formula to address the method needed to provide funding to schools to include relevant data sources. This formula provides additional funding to each school to meet the unique needs of each school beyond the standard FTE formula which provides the necessary number of teacher to meet statutory requirements. The committee consists of Directors, Principals and Budget staff. The committee meets during the year and makes the recommendation to the Superintendent and School Board before developing spring budgets for the following year.

Financial budgets are reviewed during annual budget meetings with school staff and select district departments (Finance, Human Resources, School Staff, Grants and select District Administrators). In addition schools monitor funds via an online data system that is live to provide accurate data to school and district staff.

**b. School Allocation Process**

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

The district has a staffing committee which meets weekly and is led by our budget director. The committee monitors resources and allocations for all schools. Student demographic changes are monitored through the process to provide equitable resources. Annually, a school budget meeting is held with all departments that are involved with the allocation of resources.

The processes used for the weekly review include an analysis of student/teacher ratio, number of new students and number of students with IEPs, specifically their matrix levels.

The additional funding that each school receives is based on unique school demographics and is provided for schools to best meet the needs of their students.

**c. Modifications to System Policies and Practices**

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

A primary policy/practice that the district implements is the system where each school is provided additional general operating funds to meet the unique needs of the students based on a formula addressing multiple student identifiers, including matrix level, free/reduced lunch rates, socioeconomic factors and other student data. The person who gathers this information and shares it is our Associate Superintendent of Accountability and Intervention Services. School based leadership teams will be able to provide additional services for students as their unique population requires.

Additional funds (Title I, SAR, & SAI) are being spent this year to strengthen systems that support school-based leadership teams implement interventions. Funds are being spent on the following programs: iReady Computer Reading remediation, Being a Writer, Making Meaning, Leveled Literacy Intervention kits, and Ready Florida ELA curriculum workbooks for re-teaching. Funds will also be spent on the following staff to create time during the school day for interventions: an additional ESE teacher, two certified tutors to implement interventions four hours per day, seven paraprofessionals for extended day programs, two full time paraprofessionals to cover instructional planning time for teachers, and three days of paid pre-planning for teachers.

Follow-up will occur during the school year next year as the weekly staffing committee meets to review school staffing needs. All existing funding sources are reviewed during these meetings.

**d. Operational Flexibility**

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

We have School Based Leadership in the St Johns County School District. The principal has final recommendation for staffing, scheduling and assignment of available resources.

**3. Sustainability of Improvement**

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

The district will sustain improvements for schools through the following actions:

1. Continue the process where the district identifies the unique student needs which impact student learning and provide additional funding to schools based on this formula
2. A new position was created at the district level to provide support to schools in analyzing school data, creating strategies, implementing formative assessments, and supporting Title I schools through progress monitoring efforts. This Administrator on Assignment will serve Title I schools.
- 3.. Additional funding was appropriated from the general operating budget to provide an additional 6th grade ELA teacher at the middle school to which our DA elementary school feeds.
4. An additional ESE instructional position was created at the school to support the needs of ESE students
5. A focus on formative assessments and using data to drive instruction will continue once the focus designation is removed.
6. The district will continue to monitor budget allocations and provide funds to all schools equitably.

## B. Stakeholder Involvement

### 1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361897>

### 2. Family and Community Engagement

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

The district created a Parent Involvement webpage which can be viewed here:

<http://www.stjohns.k12.fl.us/federal/parents/>

Our Parent Involvement Plan is uploaded to this page annually and outlines the steps the district takes to include stakeholders as part of the educational process. Additionally, parents/guardians are encouraged to participate in their school's School Advisory Council, PTO, literacy nights, and workshops. Schools host a Title I annual meeting/Open House at the beginning of each school year at which parents/guardians are able to meet their child's teacher.

### 3. Engagement of School Leadership

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

N/A

## C. Effective Leadership

### 2. District Leadership Team:

**Sherman, Scott, scott.sherman@stjohns.k12.fl.us****Title** Other**Phone****Supervisor's Name** Brennan Asplen**Supervisor's Title** Other**Role and Responsibilities** Mr. Sherman serves as the Associate Superintendent of Accountability & Intervention Services. He oversees all aspects of the school improvement processes.**Morell, David, david.morell@stjohns.k12.fl.us****Title** Director**Phone** (904) 547-8910**Supervisor's Name** Scott Sherman**Supervisor's Title** Other**Role and Responsibilities** Mr. Morell is the Director of Planning, Accountability, & Assessment. He oversees all aspects of school improvement, assessment, data management, and accountability.**Hurley, Andrew, andrew.hurley@stjohns.k12.fl.us****Title** Other**Phone** (904) 547-8917**Supervisor's Name** David Morell**Supervisor's Title** Director**Role and Responsibilities** Mr. Hurley is the Accountability Coordinator and oversees school improvement and accountability for the district.**Nunes, Jennifer, jennifer.nunes@stjohns.k12.fl.us****Title** Other**Phone** 904-547-7500**Supervisor's Name** Lorna Kirkham**Supervisor's Title** Director**Role and Responsibilities** Ms. Henry is an Administrator on Assignment for Title 1. She is responsible for analyzing school data, creating strategies, implementing formative assessments, and supporting Title 1 schools through progress monitoring efforts.

<b>Kirkham, Lorna, lorna.kirkham@stjohns.k12.fl.us</b>	
<b>Title</b>	Director
<b>Phone</b>	904-547-8926
<b>Supervisor's Name</b>	Scott Sherman
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Ms. Kirkham is the Director of Federal Programs for our school district. She serves as our district support person in terms of our school level needs in regards to Federal Programs.

<b>Stephan, Christine, christine.stephan@stjohns.k12.fl.us</b>	
<b>Title</b>	Director
<b>Phone</b>	904-547-7644
<b>Supervisor's Name</b>	Dawn Sapp
<b>Supervisor's Title</b>	Other
<b>Role and Responsibilities</b>	Ms. Stephan is the Director for Elementary Education. She works in the curriculum department and oversees all aspects of elementary education, including curriculum.

### 3. Educator Quality

#### a. School Leadership Teams

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

School leadership teams are created at the district level. All building level administrators (Principals, Assistant Principals, and 10 month Assistant Principals) are hired and placed by the district's executive cabinet. Careful consideration is made as each leadership team is developed. Principals and assistant principals are evaluated annually via the Florida School Leaders Assessment and professional development is provided throughout the school year during role alike meetings as well as four phases of Leadership Academies. Decisions to retain or replace school leaders are made after a thorough review of their end-of-year evaluation data.

#### b. Instructional Staff

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

Instructional staffing decisions are made at the school level as St Johns County School District operates under a site-based management system. Instructional staff in St Johns County are evaluated using our district created "Empowering Effectiveness in Educators" model. Each teacher receives an observable component as well as a data score as part of their summative evaluation. School based leaders follow district and education association protocol when making staffing decisions.

## D. Professional Capacity

### 1. Common Planning Time

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

Common planning time is worked into the school day. For 2016-17, school and district leadership convened during the summer to create a schedule in which teachers have time to meet and plan during the year. Teachers not only meet with each other during common planning time but content area curriculum program specialists will be planning with teachers weekly throughout the school year. There will also be bi-weekly visits with the school's Instructional Literacy Coach as teachers plan and prepare high yield instructional strategies. A master schedule was developed over the summer that maximizes the amount of time teachers can plan and deliver high quality instruction in ELA and mathematics. K-3 students will receive 150 minutes of reading instruction per day which includes a 40-50 minute intervention block. 4-5 students will receive 125-130 minutes of reading instruction during the instructional day with an additional 40 minutes of reading remediation added at the start of the day.

### 2. Instructional Coaches

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

Modeling effective lessons, lesson studies, data analysis, and professional development on the Florida standards will occur during the entire school year. A school based team, including an Instructional Literacy Coach will provide continuous professional development for teachers. The assistant principal will lead full day problem solving/Response to Intervention data reviews with teacher teams and input from the Instructional Coach. Additionally, district based program specialists will provide support to the instructional coaches and teachers in implementing the curriculum for all students to learn. The Director of Elementary Education and Title I coordinator will be collaborating with the school based administration in monitoring the daily activities of coaches to ensure their work is creating results.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs

#### a. Reading

**1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.**

Yes

***District Reading Plans***

[https://www.floridacims.org/districts/st-johns?current\\_tab=reading](https://www.floridacims.org/districts/st-johns?current_tab=reading)

#### b. Writing

##### 1. Description of Programs

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



**Being a Writer**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Being a Writer is being used for K-5 writing instruction.

**Program Type****School Type****Description****c. Mathematics****1. Description of Programs**

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

**Discovery Education Assessments**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Discovery Education data analysis will be used to improve math instruction and student performance.

**MFAS/mini-assessments**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	MFAS/mini-assessments will be used formatively to help guide instruction.

**Curriculum map resources**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	The curriculum department provides curriculum maps as a resource for teachers to use to help plan and deliver instruction.

**Go Math! Houghton Mifflin Harcourt**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Go Math! is available for teachers to assist in content delivery

**d. Science****1. Description of Programs**

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

**Formative assessments, curriculum maps, and data review.**

**Program Type** Core, Intensive Intervention

**School Type** Elementary School

**Description** Science-formative assessments/curriculum maps, data review, and classroom visits will be used in conjunction with support from the science instructional program specialist to help guide instruction.

**National Geographic**

**Program Type**

**School Type** Elementary School

**Description** National Geographic science

**2. Instructional Alignment and Pacing****a. Program Monitoring**

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

Fidelity checks are conducted annually by the curriculum department to ensure that schools are aligning their instruction to the Florida Standards with fidelity.

In addition to what each teacher is doing to promote learning and measure student performance, state and district formative assessment data is provided in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade levels/content areas to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

**b. Supports for Student Transitions**

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

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

No

*a. Link to Student Progression Plan*

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

An additional ELA teacher was allocated from the general operating budget to the middle school from which our elementary students feed.

**c. Alignment of Pacing Guides to Florida Standards**

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

Yes

## 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.** Students will increase their math proficiency and learning gains by 20% through the use of formative assessments and remediation measured by the Florida Standards Assessment in 2017.
- G2.** Students will increase their reading proficiency and learning gains by 20% through the use of formative assessments and remediation measured by the Florida Standards Assessment in 2017.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Students will increase their math proficiency and learning gains by 20% through the use of formative assessments and remediation measured by the Florida Standards Assessment in 2017. 1a

G078029

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics Achievement	2016-17	65.0
District-Wide	Math Gains	2016-17	69.0

### Targeted Barriers to Achieving the Goal 3

- Teacher understanding of best practices in teaching the math standards

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum specialists
- Universal screening data
- Progress monitoring
- MFAS
- 

### Plan to Monitor Progress Toward G1. 8

Reviewing FSA mathematics achievement and learning gains data.

#### Person Responsible

Lorna Kirkham

#### Schedule

On 6/30/2017

#### Evidence of Completion

FSA mathematics achievement and learning gains data.

**G2.** Students will increase their reading proficiency and learning gains by 20% through the use of formative assessments and remediation measured by the Florida Standards Assessment in 2017. **1a**

 G077700

### Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2016-17	60.0
District-Wide	ELA/Reading Gains	2016-17	56.0

### Targeted Barriers to Achieving the Goal **3**

- Teacher understanding of best practices in teaching the reading standards

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- Curriculum specialists
- Universal screening data
- Progress monitoring
- Title I Coordinator
- Formative assessments

### Plan to Monitor Progress Toward G2. **8**

FSA ELA data

#### **Person Responsible**

Lorna Kirkham

#### **Schedule**

On 6/30/2017

#### **Evidence of Completion**

FSA ELA achievement and learning gains data.

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

**G1.** Students will increase their math proficiency and learning gains by 20% through the use of formative assessments and remediation measured by the Florida Standards Assessment in 2017. **1**

 G078029

**G1.B1** Teacher understanding of best practices in teaching the math standards **2**

 B205548

**G1.B1.S1** Training in data analysis **4**

 S217310

### Strategy Rationale

Teachers and instructional leaders will be able to identify standards that did not perform well so they can develop strategies to improve student learning.

### Action Step 1 **5**

There will be continuous professional development in data analysis throughout the school year.

#### Person Responsible

Donna Frank

#### Schedule

Weekly, from 8/1/2016 to 5/24/2017

#### Evidence of Completion

Agendas, Professional Development calendar, Outlook calendar

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

The Director of Elementary Education will monitor professional development activities

**Person Responsible**

Christine Stephan

**Schedule**

Monthly, from 8/1/2016 to 5/24/2017

***Evidence of Completion***

Agendas from monthly CAST team meetings

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

Progress monitoring data review

**Person Responsible**

Donna Frank

**Schedule**

Quarterly, from 8/1/2016 to 5/24/2017

***Evidence of Completion***

Discovery Education assessment data



**G2.** Students will increase their reading proficiency and learning gains by 20% through the use of formative assessments and remediation measured by the Florida Standards Assessment in 2017. 1

G077700

**G2.B1** Teacher understanding of best practices in teaching the reading standards 2

B205647

**G2.B1.S1** Teachers will receive training and modeling in best practices for teaching Florida ELA Standards. 4

S217408

### Strategy Rationale

Teachers will be able to implement strategies and best practices to deliver ELA instruction

### Action Step 1 5

Professional development in best practices teaching the Florida ELA Standards

#### Person Responsible

Christine Stephan

#### Schedule

Biweekly, from 8/1/2016 to 5/24/2017

#### Evidence of Completion

Agendas, Outlook calendar,

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

The Director of Elementary Education will monitor professional development activities

#### Person Responsible

Christine Stephan

#### Schedule

Monthly, from 8/1/2016 to 5/24/2017

#### Evidence of Completion

Agendas from monthly Curriculum Area Specialist Team (CAST)team meetings

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

Review of ELA progress monitoring data

**Person Responsible**

Christine Stephan









**Schedule**

Monthly, from 8/1/2016 to 5/24/2017

***Evidence of Completion***

Data reports from progress monitoring programs, including iReady and Discovery Education.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.MA1  M267817	Progress monitoring data review	Frank, Donna	8/1/2016	Discovery Education assessment data	5/24/2017 quarterly
G1.B1.S1.MA1  M267808	The Director of Elementary Education will monitor professional development activities	Stephan, Christine	8/1/2016	Agendas from monthly CAST team meetings	5/24/2017 monthly
G1.B1.S1.A1  A272822	There will be continuous professional development in data analysis throughout the school year.	Frank, Donna	8/1/2016	Agendas, Professional Development calendar, Outlook calendar	5/24/2017 weekly
G2.B1.S1.MA1  M267824	Review of ELA progress monitoring data	Stephan, Christine	8/1/2016	Data reports from progress monitoring programs, including iReady and Discovery Education.	5/24/2017 monthly
G2.B1.S1.MA1  M267823	The Director of Elementary Education will monitor professional development activities	Stephan, Christine	8/1/2016	Agendas from monthly Curriculum Area Specialist Team (CAST) team meetings	5/24/2017 monthly
G2.B1.S1.A1  A272833	Professional development in best practices teaching the Florida ELA Standards	Stephan, Christine	8/1/2016	Agendas, Outlook calendar,	5/24/2017 biweekly
G1.MA1  M267818	Reviewing FSA mathematics achievement and learning gains data.	Kirkham, Lorna	6/30/2017	FSA mathematics achievement and learning gains data.	6/30/2017 one-time
G2.MA1  M267825	FSA ELA data	Kirkham, Lorna	6/30/2017	FSA ELA achievement and learning gains data.	6/30/2017 one-time

## V. Professional Development Opportunities

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

**G1.** Students will increase their math proficiency and learning gains by 20% through the use of formative assessments and remediation measured by the Florida Standards Assessment in 2017.

**G1.B1** Teacher understanding of best practices in teaching the math standards

**G1.B1.S1** Training in data analysis

### PD Opportunity 1

There will be continuous professional development in data analysis throughout the school year.

#### Facilitator

Donna Frank

#### Participants

All math teachers

#### Schedule

Weekly, from 8/1/2016 to 5/24/2017

**G2.** Students will increase their reading proficiency and learning gains by 20% through the use of formative assessments and remediation measured by the Florida Standards Assessment in 2017.

**G2.B1** Teacher understanding of best practices in teaching the reading standards

**G2.B1.S1** Teachers will receive training and modeling in best practices for teaching Florida ELA Standards.

### PD Opportunity 1

Professional development in best practices teaching the Florida ELA Standards

#### Facilitator

Curriculum specialists

#### Participants

K-5 ELA teachers

#### Schedule

Biweekly, from 8/1/2016 to 5/24/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	There will be continuous professional development in data analysis throughout the school year.	\$0.00
2	G2.B1.S1.A1	Professional development in best practices teaching the Florida ELA Standards	\$0.00
Total:			\$0.00