

## 2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 04 - Bradford

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

##### District Vision Statement

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

#### 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**

Bradford is a small district so each administrator works with many projects. This helps to ensure alignment of resources. The district leadership meets for Academic Cabinet Meetings bimonthly to discuss personnel, instructional programs and alignment of resources. During this meeting problem solving occurs as needed. Budgets, resources and schools needs are reviewed and discussed. This ensures coordination, eliminates duplication and fragmentation, and ensures that Fed project services are supplemental. The attendees include the administrators that coordinate Title I, Title X, Title VI, Title II, IDEA, Student Services, Curriculum, and Professional Development and the Superintendent. Human Resource and Finance are included in the meetings depending on the agenda. Interventions in Priority and Focus schools are supported through the school improvement grant 1003a. The Title I Director works with the principals to review data and determine the needs. Funds are allocated to ensure that each school's needs are addressed.

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

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

**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 seek to modify the Multi-Tiered Systems of Support to include an Early Warning Support System and to clarify the data collection process. Evidence from the Bradford Systems Review indicates a need to address the EWS. Through multiple district discussions it has also been determined that the process for analyzing data and making decisions regarding student progress also needs to be discussed.

Steps to make modifications:

1. Review of MTSS plan.
2. Early Warning System & Signs established and embedded in the plan.
3. Support for administration to share with staff.
4. Follow-up meetings to review data.

Steps to clarify data collection and review:

1. Check with other districts.
2. Plan a meeting to review the findings.
3. Create a chart to identify resources and types of data for each Tier.
4. Meet with Principals to share information.

**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**

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

### Sustainability of Improvement

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

To ensure that Focus and Priority schools continue to improve the district will provide the following support:

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

### Stakeholder Involvement

#### PIP Link

<https://www.floridacims.org/documents/275317>

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

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

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

implemented for the following year.

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

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

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

## **Effective Leadership**

### **District Turnaround Lead**

#### **Employee's Name and Email Address**

Prevatt, Lisa, prevatt.lisa@mybradford.us

#### **Employee's Title**

Assistant Superintendent

#### **Employee's Phone Number**

(904) 966-6032

#### **Employee's Phone Extension**

na

#### **Supervisor's Name**

Chad Farnsworth

#### **Supervisor's Title**

Superintendent

#### **Employee's Role and Responsibilities**

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

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

### **District Leadership Team:**

**Clyatt, Carol, clyatt.carol@mybradford.us****Title** Director**Phone** 9049666816**Supervisor's Name** Lisa Prevatt**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

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

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

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

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

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

**Farnsworth, Chad, farnsworth.chad@mybradford.us****Title** Superintendent**Phone** (904) 966-6807**Supervisor's Name** na**Supervisor's Title** Superintendent**Role and Responsibilities**

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

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

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

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

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

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

**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**

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

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

Bradford County has one District Reading Coach and two Teacher Support Colleagues that provide support in reading, math and science. Coaching services within the district are based on need. Schools that are identified as focus or priority receive a higher percentage of time. The district monitors the daily activities of the coaches by reviewing each coach's weekly calendar. The district also has monthly meetings to review coaching cycle forms, data, and problem solve any concerns.

## 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:***

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

**Program Type** Core, Supplemental

**School Type** Elementary School

#### Description

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

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

#### 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:***



## Envision Math

**Program Type** Core

**School Type** Elementary School

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

## 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

**Program Type** Core

**School Type** Elementary School

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

## 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**

Core instruction and intervention programs are monitored through principal, instructional coaches and district feedback from classroom walk-throughs, a review of teacher evaluation data, and a review of progress monitoring data. The district utilizes time during curriculum meetings and coaches' meetings to discuss core instruction and intervention. Based on the data, the focus may change. District data

meetings after each progress monitoring provide an opportunity to review teacher evaluation data and progress monitoring data. These meetings are focused on school data and implementation of the school improvement process. If the data does not indicate student growth, then the district and principal review the process in place at the school and create an action plan for change.

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

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

No

*Provide the hyperlink to the plan*

*Provide the page numbers of the plan that addresses this question*

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

**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.*

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*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.

The problem identification process took place in the spring as district admin, school admin and coaches reviewed the data, program implementation, and teachers' concerns. Through this process it became apparent that the root causes to the identified problems were inconsistency in the county and weak core instruction. From this the district and school administrators went through a process of streaming lining programs, setting expectations, and developing a structure for monitoring.

#### 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.

As Bradford analyzed the information we realized 3 things:

1. Inconsistent implementation of programs (software), textbooks.
  2. Curriculum Maps were not guiding instruction.
  3. Planning did not address the depth of the standards.
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## 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.**      If core instruction is aligned to the standards, well planned and implemented with high expectations with the inclusion of differentiated instruction and tracking of student goals, then Southside, Starke and Lawtey Elementary School will have increased learning gains in Reading and Math and increased proficiency in Science.

## 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.** If core instruction is aligned to the standards, well planned and implemented with high expectations with the inclusion of differentiated instruction and tracking of student goals, then Southside, Starke and Lawtey Elementary School will have increased learning gains in Reading and Math and increased proficiency in Science. **1a**

 G043890

### Targets Supported **1b**

Focus	Indicator	Year	Target
0081 - Southside Elementary School	ELA/Reading Gains	2015-16	35.0
0131 - Lawtey Elementary School	ELA/Reading Gains	2015-16	35.0
0081 - Southside Elementary School	Math Gains	2015-16	35.0
0131 - Lawtey Elementary School	Math Gains	2015-16	35.0
0051 - Starke Elementary School	ELA/Reading Gains	2015-16	35.0
0081 - Southside Elementary School	FCAT 2.0 Science Proficiency	2015-16	50.0
0131 - Lawtey Elementary School	FCAT 2.0 Science Proficiency	2015-16	50.0
0051 - Starke Elementary School	FCAT 2.0 Science Proficiency	2015-16	50.0
0051 - Starke Elementary School	Math Gains	2015-16	65.0

### Resources Available to Support the Goal **2**

- Core Connections Writing
- Common Core Standards
- Developmental Studies Center: Making Meaning and Vocabulary
- Marzano Design Questions 2, 3, 4
- Books: Pathways to the Common Core, Teach Like a Pirate, Marzano
- Reading Coaches and Curriculum Resource Teachers
- Text: Novels, Non-fiction text, Exemplars
- Achieve 3000
- Discovery Streaming
- Date: Fair, Star, Performance Matters, Achieve 3000
- Collin's Writing
- District Reading Coach and Teacher Support Colleagues
- Curriculum Maps

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

- Planning not aligned with the standards; therefore, instruction not aligned to the standards. Lack of knowledge & understanding of the expectations and implications for instruction in the Florida standards.
- Fidelity to Instructional Programs and Standards

**Plan to Monitor Progress Toward G1. 8**

Progress will be monitored through a review of data from i-observation, i-Ready, Achieve 3000, Writing prompts and Performance Matters.

**Person Responsible**

Lisa Prevatt

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

I-observation data that supports an Increase in differentiation and teachers' scores improving in domains 2 and 3. Assessment data in i-Ready, Achieve 3000, and Performance Matters showing an increase in student performance.

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

**G1.** If core instruction is aligned to the standards, well planned and implemented with high expectations with the inclusion of differentiated instruction and tracking of student goals, then Southside, Starke and Lawtey Elementary School will have increased learning gains in Reading and Math and increased proficiency in Science. **1**

 **G043890**

**G1.B1** Planning not aligned with the standards; therefore, instruction not aligned to the standards. Lack of knowledge & understanding of the expectations and implications for instruction in the Florida standards. **2**

 **B107676**

**G1.B1.S1** Classroom support by the district reading coach and teacher support colleagues. To include the coaching cycle for classroom instructions, professional development, as requested by teachers and administrators, data analysis, and support for the reading block. **4**

 **S119110**

### Strategy Rationale

In order to meet individual needs, teachers require embedded coaching and professional development that is targeted and specific. An instructional coach has the ability to provide ongoing support.

### Action Step 1 **5**

Classroom support will be provided by the district reading coach for ELA standards and teacher support colleagues for math and science standards which will include the coaching cycle for classroom instructions, professional development as requested by teachers and administrators and data analysis.

### Person Responsible

Carol Clyatt

### Schedule

Weekly, from 8/24/2015 to 6/3/2016

### Evidence of Completion

Coaching cycle logs, agendas, and sign in sheets from meetings and professional development.

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

Monitoring for fidelity of implementation will occur through a review of the district reading coaches' and curriculum resource teachers' schedules, admin classroom walk throughs and admin participation in professional development meetings. District Coaches meeting will occur bi-weekly to review and discuss support.

**Person Responsible**

Carol Clyatt

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Coaches log, Curriculum Resource Teacher's schedule, agenda and sign-in sheets from meetings

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

Monitoring for effectiveness will occur through a review of assessment data. The data will be reviewed during the year at district coaches' meetings, curriculum meetings, and district data meetings.

**Person Responsible**

Carol Clyatt

**Schedule**

Every 6 Weeks, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

I-Ready reading and math data, Performance Matters formative assessments, Achieve 3000, Writing prompt data



**G1.B1.S2** Implementation of Lesson Study. To include: research related to the standards and effective instruction, lesson planning, observation and critiquing, reflection, and application to individual classrooms. Focus will be on Higher Order Thinking and Summarizing. 4

 S119111

### Strategy Rationale

Lesson Study provides teachers the opportunity to collaborate and learn together. It creates a safe environment where the focus is on the lesson and not the teacher. From the Lesson Study teachers will be able to see a lesson from a different perspective.

### Action Step 1 5

Lesson Study will be implemented. It will include research related to the standards and effective instruction, lesson planning, observation and critiquing, reflection, and application to individual classrooms. Teachers will be released from classroom duties for 3, half days in the first semester of school.

#### Person Responsible

Lisa Prevatt

#### Schedule

Monthly, from 10/12/2015 to 12/18/2015

#### Evidence of Completion

Agendas, sign-in sheets, powerpoints/hand-outs

### Action Step 2 5

Ongoing support for implementation of Lesson Study for administrators and instructional coaches. To include Curriculum meetings and district coaches' meetings for problem solving and district participation in lesson study.

#### Person Responsible

Lisa Prevatt

#### Schedule

Monthly, from 10/12/2015 to 12/18/2015

#### Evidence of Completion

Minutes from Curriculum Meetings

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Fidelity of Implementation will be monitored through the artifacts from the Lesson Study.

**Person Responsible**

Lisa Prevatt

**Schedule**

Monthly, from 10/12/2015 to 12/18/2015

***Evidence of Completion***

Agenda, Powerpoint/Hand-outs, Minutes, Sign-In Sheet

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Effectiveness will be determined through teacher surveys, classroom i-Observation data and an increase in reading and math scores on mid-year data.

**Person Responsible**

Lisa Prevatt


**Schedule**

Annually, from 10/12/2015 to 12/18/2015

***Evidence of Completion***

Teacher surveys, Progress monitoring data, i-Observation data

**G1.B1.S3** Weekly guided lesson planning in reading, math, and science utilizing the lesson plan template. This will be provided by the instructional coaches. 4

 S191030

### Strategy Rationale

If lesson plans are well developed and aligned to the standards, then core instruction will be more effective and student academic performance will increase.

### Action Step 1 5

Guided Lesson Planning provided for teachers in reading, math, and science.

#### Person Responsible

Lisa Prevatt

#### Schedule

Weekly, from 9/21/2015 to 6/3/2016

#### Evidence of Completion

Instructional Coaches' Schedules, Teacher Lesson Plans

### Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Coaches' meetings will occur to review the process and discuss barrier/concerns. Coaches' schedules will be reviewed. District will participate in some guided planning meetings.

#### Person Responsible

Lisa Prevatt

#### Schedule

Biweekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Coaches schedule reflects planning occurring at the schools. District observation notes from participation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Techers Lesson plans will be reviewed by principals. Classroom walk-throughs by school and district admin and coaches will support the implemetation of the plans and confirm instruction is aligned to the standards.

**Person Responsible**

Lisa Prevatt

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Classroom walk-throughs by admin and coaches will support the implemetation of the plans and confirm instruction is aligned to the standards. Progress monitoring data in i-Ready, Achieve 3000, and Performance Matters will increase.

**G1.B3 Fidelity to Instructional Programs and Standards** 2
 B107678

**G1.B3.S1** Administrators will set high expectations for the implementation of core instructional programs. Teachers will be expected to use the programs with fidelity and to follow the curriculum maps for their grade level/content. 4

 S119114
**Strategy Rationale**

Students in Bradford County should receive the same education regardless of the school they are attending. Programs utilized by the district have been researched. The research is based on fidelity to the process. Curriculum maps were created based on the standards and aligned to the core instructional programs. Therefore, teachers should follow the curriculum maps and utilize the core instructional programs.

**Action Step 1** 5

Pacing Guides were created for the year. Teachers were given an opportunity to provide input. Ongoing creation of curriculum maps to align with the standards.

**Person Responsible**

Lisa Prevatt

**Schedule**

Quarterly, from 4/1/2015 to 3/31/2016

**Evidence of Completion**

Completed Curriculum Maps, Maps will be available on Google Docs

**Action Step 2** 5

Professional Development on new Instructional Programs will be provided to teachers.

**Person Responsible**

Lisa Prevatt

**Schedule**

On 12/31/2015

***Evidence of Completion***

Agendas, Sign-In Sheets

**Action Step 3** 5

Instructional Coaches will work with teachers to revise pacing guides and curriculum maps. Teachers from each grade level will be invited to participate.

**Person Responsible**

Lisa Prevatt

**Schedule**

On 6/30/2016

***Evidence of Completion***

Revised Pacing Guides and Curriculum Maps

**Action Step 4** 5

Review Instructional Programs. Send a survey to teachers for input. Review the information with the District Lead Team and Principals. Utilize the problem solving process to determine programs and professional development needs for 2017.

**Person Responsible**

Lisa Prevatt

**Schedule**

On 5/30/2016

***Evidence of Completion***

Teacher surveys, Agenda/minutes/sign in sheet from meeting,

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Monitoring of Curriculum Maps, PD participation, and Classroom Implementation of programs and pacing. Principals, District Admin and Instructional Coaches will help monitor and support the process.

**Person Responsible**

Lisa Prevatt

**Schedule**

Monthly, from 9/1/2015 to 6/1/2016

***Evidence of Completion***

Agendas and sign-in sheets from PD. Curriculum monitoring structures review meetings with evidence provided by the school and district admin.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Effectiveness will be monitored and supported through the instructional coaching model, principal/district follow-up conversations with personnel on areas of concern.

**Person Responsible**

Lisa Prevatt

**Schedule**

Monthly, from 9/21/2015 to 6/3/2016

***Evidence of Completion***

Classroom walk-throughs indicate that teacher pacing is similar. Data on programs indicate appropriate time/usage and that students' scores are increasing.

**Implementation Timeline**

## Professional Development Opportunities

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

**G1.** If core instruction is aligned to the standards, well planned and implemented with high expectations with the inclusion of differentiated instruction and tracking of student goals, then Southside, Starke and Lawtey Elementary School will have increased learning gains in Reading and Math and increased proficiency in Science.

**G1.B1** Planning not aligned with the standards; therefore, instruction not aligned to the standards. Lack of knowledge & understanding of the expectations and implications for instruction in the Florida standards.

**G1.B1.S1** Classroom support by the district reading coach and teacher support colleagues. To include the coaching cycle for classroom instructions, professional development, as requested by teachers and administrators, data analysis, and support for the reading block.

### PD Opportunity 1

Classroom support will be provided by the district reading coach for ELA standards and teacher support colleagues for math and science standards which will include the coaching cycle for classroom instructions, professional development as requested by teachers and administrators and data analysis.

#### Facilitator

District Reading Coach and Teacher Support Colleagues

#### Participants

English Language Arts/ Reading, Math and Science Teachers

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016



**G1.B1.S2** Implementation of Lesson Study. To include: research related to the standards and effective instruction, lesson planning, observation and critiquing, reflection, and application to individual classrooms. Focus will be on Higher Order Thinking and Summarizing.

### **PD Opportunity 1**

Lesson Study will be implemented. It will include research related to the standards and effective instruction, lesson planning, observation and critiquing, reflection, and application to individual classrooms. Teachers will be released from classroom duties for 3, half days in the first semester of school.

#### **Facilitator**

Principals, Reading Coach, Teacher Support Colleagues

#### **Participants**

All classroom teacher

#### **Schedule**

Monthly, from 10/12/2015 to 12/18/2015

### **PD Opportunity 2**

Ongoing support for implementation of Lesson Study for administrators and instructional coaches. To include Curriculum meetings and district coaches' meetings for problem solving and district participation in lesson study.

#### **Facilitator**

Lisa Prevatt

#### **Participants**

Administrators and Instructional Coaches

#### **Schedule**

Monthly, from 10/12/2015 to 12/18/2015

## **G1.B3 Fidelity to Instructional Programs and Standards**

**G1.B3.S1** Administrators will set high expectations for the implementation of core instructional programs. Teachers will be expected to use the programs with fidelity and to follow the curriculum maps for their grade level/content.

### **PD Opportunity 1**

Professional Development on new Instructional Programs will be provided to teachers.

#### **Facilitator**

PD Faciliators from programs and Instructional Coaches

#### **Participants**

Teachers, Admin and Instuctional Coaches

#### **Schedule**

On 12/31/2015

## 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	Classroom support will be provided by the district reading coach for ELA standards and teacher support colleagues for math and science standards which will include the coaching cycle for classroom instructions, professional development as requested by teachers and administrators and data analysis.	\$0.00
2	G1.B1.S2.A1	Lesson Study will be implemented. It will include research related to the standards and effective instruction, lesson planning, observation and critiquing, reflection, and application to individual classrooms. Teachers will be released from classroom duties for 3, half days in the first semester of school.	\$0.00
3	G1.B1.S2.A2	Ongoing support for implementation of Lesson Study for administrators and instructional coaches. To include Curriculum meetings and district coaches' meetings for problem solving and district participation in lesson study.	\$0.00
4	G1.B1.S3.A1	Guided Lesson Planning provided for teachers in reading, math, and science.	\$0.00
5	G1.B3.S1.A1	Pacing Guides were created for the year. Teachers were given an opportunity to provide input. Ongoing creation of curriculum maps to align with the standards.	\$0.00
6	G1.B3.S1.A2	Professional Development on new Instructional Programs will be provided to teachers.	\$0.00
7	G1.B3.S1.A3	Instructional Coaches will work with teachers to revise pacing guides and curriculum maps. Teachers from each grade level will be invited to participate.	\$0.00
8	G1.B3.S1.A4	Review Instructional Programs. Send a survey to teachers for input. Review the information with the District Lead Team and Principals. Utilize the problem solving process to determine programs and professional development needs for 2017.	\$0.00
<b>Total:</b>			<b>\$0.00</b>