

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

10 - Clay

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

Table of Contents

Part I: Current District Status	3
Part II: Expected Improvements	0
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	20
Appendix 1: Professional Development Plan to Support Goals	31
Appendix 2: Technical Assistance Plan to Support Goals	35
Appendix 2: Budget to Support Goals	36

Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

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

Provide the district's vision statement

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

Supports for School Improvement

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

A comprehensive needs assessment is done yearly to identify needs in resources, curriculum and instruction. School board policies. Our data management system, FOCUS, as well as our local benchmark assessments system, Performance Matters, helps us track all facets of the needs of students and maximize student outcomes.

All district administrators who oversee federal and state funding for schools collaborate on the allocation of resources to ensure alignment to the district initiatives and strategic plan.

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

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

District Policies and Practices

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

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

N/A

Sustainability of Improvement

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

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

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/24409>

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

See attached plan.

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

Clay County has one school that received a D grade for the 13-14 school year. The Director of Professional Development, School Improvement and Assessment along with the Assistant Superintendent for Instruction developed a support plan for the school. The school administrators and

the Instructional Division Leadership team reviewed the plan, revised the plan and will collaborate throughout the year on the implementation of the plan.

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

Weiskopf, Emily, edweiskopf@oneclay.net

Employee's Title

Director

Employee's Phone Number

(904) 284-6547

Employee's Phone Extension

Supervisor's Name

Diane Kornegay

Supervisor's Title

Assistant Superintendent

Employee's Role and Responsibilities

Role: Director of Professional Development, School Improvement, and Assessment

Responsibilities:

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

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Kornegay, Diane, dlkornegay@oneclay.net

Title	Assistant Superintendent
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Phone

Supervisor's Name	Charlie Van Zant
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Supervisor's Title	Superintendent
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Role and Responsibilities	Assistant Superintendent for Instruction
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Weiskopf, Emily, edweiskopf@oneclay.net

Title	Director
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Phone

Supervisor's Name	Diane Kornegay
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Supervisor's Title	Assistant Superintendent
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Role and Responsibilities	Director of School Improvement, Professional Development and Assessment
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wingate, mike, mwingate@oneclay.net

Title	Director
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Phone

Supervisor's Name	Diane Kornegay
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Supervisor's Title	Assistant Superintendent
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Role and Responsibilities	Director of Academic Services
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roth, terry , troth@oneclay.net

Title	Director
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Phone

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

Because we are in our first year of the process with a D school, we have not taken steps to change leadership teams. We have taken the approach of providing a leadership mentor as well as providing

more leadership professional development to help the leadership team in place become more effective.

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

Because we are in our first year of the process with a D school, we have not taken steps to change replace teaching staff. We have taken the approach of providing focused, intentional professional development to help the teaching staff in place become more effective.

Public and Collaborative Teaching

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

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

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

The school in this status has a both a reading and math coach who have received intensive training in coaching and instructional strategies that support effective teaching for student success on the Florida Standards. The district curriculum specialists oversee the coaches in this school to provide guidance, support, and training so that they impact instruction.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Yes

Writing

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

Being a Writer**Program Type** Core**School Type** Elementary School

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

-devstu.org site

Mathematics

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

Go Math**Program Type** Core**School Type** Elementary School

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

Carnegie Learning**Program Type** Core**School Type** Middle School

Description Math Grades 6 – 8
Standard
6 - 8
Carnegie Math, Florida Edition
Carnegie

Go Math! Florida

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

Prentice Hall

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

Carnegie

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

Program Type**School Type****Description**

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

Science

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

National Geographic and Harcourt Science

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

Florida Comprehensive Science

Program Type Core

School Type Middle School

Description

Science - M/J Comprehensive Science, Course 1
6

Florida Comprehensive Science, Print with Online Access, 2012/1st Edition

Florida Student Edition Plus Student Digital Path (Custom Edition for Clay County)

Science - M/J Comprehensive Science, Course 2
7

Florida Comprehensive Science, Print with Online Access, 2012/1st Edition

Florida Student Edition Plus Student Digital Path (Custom Edition for Clay County)

Science - M/J Comprehensive Science, Course 3
8

Florida Comprehensive Science, Print with Online Access, 2012/1st Edition

Florida Student Edition Plus Student Digital Path (Custom Edition for Clay County)

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

Instructional Alignment and Pacing

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

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

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

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

Yes

Provide the hyperlink to the plan<http://oneclay.net/instruction/#secondary>*Provide the page numbers of the plan that addresses this question*

28-41, 72-76

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

Yes

Needs Assessment**Underperforming Subgroups****Reading****Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	74%	65%	No	77%
American Indian	76%	62%	No	79%
Asian	82%	78%	No	84%
Black/African American	61%	51%	No	65%
Hispanic	72%	63%	No	75%
White	76%	68%	No	79%
English language learners	47%	40%	No	53%
Students with disabilities	57%	39%	No	61%
Economically disadvantaged	65%	55%	No	69%

Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	72%	67%	No	75%
American Indian	74%	59%	No	77%
Asian	87%	85%	No	88%
Black/African American	61%	52%	No	65%
Hispanic	69%	65%	No	72%
White	74%	70%	No	77%
English language learners	57%	52%	No	62%
Students with disabilities	57%	43%	No	62%
Economically disadvantaged	63%	57%	No	67%

Step Zero

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Both elementary and secondary schools will transition from the NGSSS to the Florida State Standards.
- G2.** All high schools will form small learning communities beginning 2014-15 with their 9th grade cohort.
- G4.** Student Engagement will increase in ALL classrooms in all content areas.
- G5.** All Instructional personnel will focus on citing evidence to support thinking to increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Both elementary and secondary schools will transition from the NGSSS to the Florida State Standards.

1a

G044395

Targets Supported 1b

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
District-wide	Florida Standards Assessment (FSA) English Language Arts proficiency rate	70.0		
District-wide	Florida Standards Assessment (FSA) Mathematics proficiency rate	70.0		

Resources Available to Support the Goal 2

- District Trainings Webinars PD 360

Targeted Barriers to Achieving the Goal 3

- Understanding of standards

Plan to Monitor Progress Toward G1. 8

Implementation of FL State standards

Person Responsible

Emily Weiskopf

Schedule

On 5/25/2015

Evidence of Completion

PM assessments Formative Assessment Data FL State Assessment scores

G2. All high schools will form small learning communities beginning 2014-15 with their 9th grade cohort.

1a

 G044396

Targets Supported 1b

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
District-wide	Students graduating in 4 years with a standard high school diploma	90.0		

Resources Available to Support the Goal 2

- AAIS Institute Curriculum Specialists CTE Director and Specialists

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Effective teaming and project based learning training by the AAIS Institute

Person Responsible

Emily Weiskopf

Schedule

On 5/25/2015

Evidence of Completion

Attendance rates Quarterly grades Academy team Meeting Logs Graduation Rate

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

G044398

Targets Supported 1b

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
District-wide	Florida Standards Assessment (FSA) English Language Arts proficiency rate	70.0		
District-wide	Florida Standards Assessment (FSA) Mathematics proficiency rate	70.0		
District-wide	Biology I End-of-Course assessment passing rate	70.0		

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

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

Person Responsible**Schedule**

Annually, from 9/30/2014 to 5/11/2015

Evidence of Completion

Local progress monitoring data State assessment data

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

 G044399

Targets Supported **1b**

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
District-wide	Florida Standards Assessment (FSA) Mathematics proficiency rate	70.0		
District-wide	Florida Standards Assessment (FSA) English Language Arts proficiency rate	70.0		
District-wide	FCAT 2.0 Science % Proficient	70.0		
District-wide	Biology I End-of-Course assessment passing rate	70.0		

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G5. **8**

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

Person Responsible

Emily Weiskopf

Schedule

Semiannually, from 9/8/2014 to 2/23/2015

Evidence of Completion

One Clay Writes, local and state assessments

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Both elementary and secondary schools will transition from the NGSSS to the Florida State Standards. **1**

 G044395

G1.B1 Understanding of standards **2**

 B109102

G1.B1.S1 District Curriculum Specialists will hold monthly or quarterly trainings on the implementation of the Florida State Standards. **4**

 S120598

Strategy Rationale

Spending time unpacking the standards will ensure teacher understanding of each element of the standard and how mastery can be demonstrated.

Action Step 1 **5**

Monthly or district trainings

Person Responsible

Emily Weiskopf

Schedule

On 5/25/2015

Evidence of Completion

Sign In sheets

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

trainings in Florida State Standards standards

Person Responsible

Emily Weiskopf

Schedule

On 5/25/2015

Evidence of Completion

sign in sheets and registration on Nav Plus

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

Implementation of FL State Standards

Person Responsible

Emily Weiskopf

Schedule

On 5/25/2015


Evidence of Completion

Classroom Walkthrough data


G2. All high schools will form small learning communities beginning 2014-15 with their 9th grade cohort. 1

 G044396

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

 B109103

G2.B1.S1 Summer Training for those teachers who will begin the 2014-15 school year teaching and supporting the 9th grade academy cohort. Academy coach will be housed at each school. Academy Team Meetings will be held twice a month to discuss cohorted students. Visits from AAIS consultants to meet with academy teams as well as district leaders will be ongoing throughout the year. 4

 S120599

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Emily Weiskopf

Schedule

On 8/1/2016

Evidence of Completion

Contracts for consultants Sign in sheets

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

AAIS Institute training of effective teaming and project based learning

Person Responsible

Emily Weiskopf

Schedule

On 7/4/2016

Evidence of Completion

Sign in Sheets

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

Implementation of effective teaming and project based learning



Person Responsible

Schedule

On 5/25/2015

Evidence of Completion

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

G4. Student Engagement will increase in ALL classrooms in all content areas. 1 G044398**G4.B1 Teacher knowledge of how to use the Clay County Framework for Intentional Teaching** 2 B109105**G4.B1.S1 Training for District Curriculum Specialists in Engagement Strategies** 4 S120602**Strategy Rationale**

For district teacher leaders to be able to train teachers in the framework, they must have training on how to intentionally utilize each component of the framework in all content areas.

Action Step 1 5

Framework for Intentional Teaching Training at weekly department meetings

Person Responsible

Emily Weiskopf

Schedule

On 6/15/2015

Evidence of Completion

Department Meeting Agendas

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

Weekly collaboration around the framework at the PD department meetings as well as an expectation that EVERY district training be tied to the framework components.

Person Responsible

Emily Weiskopf

Schedule

Weekly, from 7/21/2014 to 6/8/2015

Evidence of Completion

Meeting agendas/handouts

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


Classroom Walk-throughs as well as formal observations will be conducted by district personnel (walk-throughs) and school administrators (formal observations)

Person Responsible**Schedule**

Monthly, from 10/6/2014 to 5/18/2015

Evidence of Completion

Classroom Walkthroughs on Framework documented in the Observation 360 system

G4.B1.S2 Training for Teachers in Engagement Strategies 4
 S120603
Strategy Rationale

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

Action Step 1 5

Engagement Strategies trainings

Person Responsible**Schedule*****Evidence of Completion***

Sign in sheets

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

Kagan Engagement Strategies

Person Responsible**Schedule*****Evidence of Completion***

Survey from August Inservice Day Classroom Walkthrough engagement templates

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


Use of Engagement strategies in all classrooms

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthroughs

G4.B1.S3 Training for Administrators in Engagement Strategies 4
 S120604

Strategy Rationale

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

Action Step 1 5

Training on Highly Effective Engaged Classrooms

Person Responsible

Schedule

Evidence of Completion

Plan for trainings Sign in Sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Admin training of Highly Engaged Classrooms

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthrough data from PD 360

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Administrator training in the Highly Engaged Classroom


Person Responsible**Schedule*****Evidence of Completion***

Classroom Walkthrough data from PD360


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

 G044399

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

 B109106

G5.B1.S1 Implement a Group Learning Target Plan for teachers with the system goal of citing evidence to support thinking. 4

 S120605

Strategy Rationale

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

Action Step 1 5

Within each PLC team, Learning Targets will be developed and monitored through the use of a Group Learning Target Plan.

Person Responsible

Emily Weiskopf

Schedule

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

Evidence of Completion

Each School will keep record of the PLC teams Group Learning Target Plans

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

Each administrator will keep a copy (electronic or paper) of each team's Group Learning Target Plan

Person Responsible

Emily Weiskopf

Schedule

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

Evidence of Completion

Administrator files

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

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

Person Responsible

Schedule

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

Evidence of Completion

Classroom Walkthrough reports from the Observation 360 system

G5.B1.S2 Utilize outside consultants for training and modeling. 4 S120606**Strategy Rationale**

Utilizing "experts in the field" will allow for new thinking and strategies to come to the forefront in our county.

Action Step 1 5

Outside consultants will be brought in to facilitate a modified lesson study approach that will include planning, modeling lessons, and debriefing as well as planning for future instruction.

Person Responsible

Emily Weiskopf

Schedule

On 5/25/2015

Evidence of Completion

Sign In Sheets PO for Consultant

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

District administrator will oversee the training by outside consultants to monitor alignment to our district initiatives as well as alignment to the Clay County Framework for Intentional Teaching

Person Responsible

Emily Weiskopf

Schedule

Quarterly, from 10/20/2014 to 5/25/2015

Evidence of Completion

Sign In Sheets at trainings, summaries written by consultants of training

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Classroom Walkthroughs done by district personnel and school administrators

Person Responsible

Schedule

On 5/25/2015

Evidence of Completion

Classroom Walkthrough data from Observation 360 team

Implementation Timeline

Professional Development

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

G1. Both elementary and secondary schools will transition from the NGSSS to the Florida State Standards.

G1.B1 Understanding of standards

G1.B1.S1 District Curriculum Specialists will hold monthly or quarterly trainings on the implementation of the Florida State Standards.

PD Opportunity 1

Monthly or district trainings

Facilitator

Curriculum specialists

Participants

content area teachers

Schedule

On 5/25/2015

G2. All high schools will form small learning communities beginning 2014-15 with their 9th grade cohort.

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

G2.B1.S1 Summer Training for those teachers who will begin the 2014-15 school year teaching and supporting the 9th grade academy cohort. Academy coach will be housed at each school. Academy Team Meetings will be held twice a month to discuss cohorted students. Visits from AAIS consultants to meet with academy teams as well as district leaders will be ongoing throughout the year.

PD Opportunity 1

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

Facilitator

Supervisor of PD

Participants

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

Schedule

On 8/1/2016

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

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

G4.B1.S1 Training for District Curriculum Specialists in Engagement Strategies

PD Opportunity 1

Framework for Intentional Teaching Training at weekly department meetings

Facilitator

PD Director

Participants

Curriculum Specialists, ESE Curriculum Specialists, Reading Supervisor, Title 1 personnel

Schedule

On 6/15/2015

G4.B1.S2 Training for Teachers in Engagement Strategies

PD Opportunity 1

Engagement Strategies trainings

Facilitator

PD Supervisor

Participants

District Curriculum Specialists, Supervisor of Reading, Supervisor of PD, Curriculum Coordinator

Schedule

G4.B1.S3 Training for Administrators in Engagement Strategies

PD Opportunity 1

Training on Highly Effective Engaged Classrooms

Facilitator

Supervisor of PD

Participants

All District Administrators

Schedule

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

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

G5.B1.S1 Implement a Group Learning Target Plan for teachers with the system goal of citing evidence to support thinking.

PD Opportunity 1

Within each PLC team, Learning Targets will be developed and monitored through the use of a Group Learning Target Plan.

Facilitator

PD Director

Participants

All certified teachers

Schedule

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

G5.B1.S2 Utilize outside consultants for training and modeling.

PD Opportunity 1

Outside consultants will be brought in to facilitate a modified lesson study approach that will include planning, modeling lessons, and debriefing as well as planning for future instruction.

Facilitator

PD Supervisor

Participants

Content area teachers Administrators

Schedule

On 5/25/2015

Technical Assistance

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

Budget Rollup**Summary**

Description	Total
Grand Total	0