2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

72 - FAU Lab Sch

Dr. Valerie Bristor, Superintendent
Gayle Sitter, Region 5 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

The Alexander D. Henderson University Schooll/FAU High School has a three-fold mission of (1) being a demonstration site for teacher education; (2) developing curricula; (3) conducting research (F.S. 228.053).

Provide the district's vision statement

The Alexander D. Henderson University School/FAU High School (ADHUS/FAUHS) is a national exemplary model for school systems and teacher preparation programs improving education for diverse student populations through innovative, faculty-developed research and curriculum.

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

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.

District Policies and Practices

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

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

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/131404

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

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

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

Employee's Title

Employee's Phone Number

Employee's Phone Extension

Supervisor's Name

Supervisor's Title

Employee's Role and Responsibilities

District Leadership Team
Provide the following contact information for each member of the district leadership team.**:**

Title
Phone
Supervisor's Name
Supervisor's Title
Role and Responsibilities

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

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

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

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

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:

Program Type

School Type

Description

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:

Program Type

School Type

Description

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:

Program Type

School Type

Description

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

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

Description

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

No

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	81%	79%	No	83%
American Indian				
Asian	87%	92%	Yes	89%
Black/African American	78%	71%	No	81%
Hispanic	81%	76%	No	83%
White	82%	83%	Yes	84%
English language learners	66%	49%	No	69%
Students with disabilities	60%	52%	No	64%
Economically disadvantaged	75%	70%	No	78%

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	78%	79%	Yes	81%
American Indian				
Asian	87%	96%	Yes	89%
Black/African American	74%	67%	No	77%
Hispanic	78%	78%	No	80%
White	80%	84%	Yes	82%
English language learners	66%	51%	No	70%
Students with disabilities	56%	52%	No	61%
Economically disadvantaged	74%	71%	No	77%

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

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

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Implementation Timeline

Professional Development

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

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**