

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

34 - Lafayette

Mr. Robert Edwards, Superintendent
Wayne Green, Region 2 Executive Director

Table of Contents

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

Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Building a Community of Learners

Provide the district's vision statement

To provide all students with educational opportunities within a safe environment conducive to learning which will enable them to become successful students and positive productive citizens.

Supports for School Improvement

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

The Lafayette County School District subscribes to a data-driven focus for continuous improvement and has a process in place for continuous school improvement. The district plan is approved by the Board of Education and articulates the goals and focal points which will guide LCSD and its schools for the year ahead. At the school level, the School Leadership Team, principal, and school improvement chairperson analyze the data to determine if targeted goals were met. The team produces new goals for the coming year that are aligned with the district's vision, mission, and strategic plan and drafts the School Improvement Plan (SIP). The principal then meets with the School Advisory Council (SAC) to gather further input and approval for the plan. The district Administrative Team reviews both school plans and may provide additional input to ensure that they include a focus on increasing rigor in learning opportunities for students as well as closing gaps between current and expected student performance goals. SIPs are presented to the Board in September for final approval. Current district and school improvement plans are based on data analysis and a transition to Florida Standards. Student achievement data is collected throughout the year and compared with classroom, school, and district expectations to ensure that goals are being met. LCSD requires formalized progress monitoring by principals every nine weeks to assess improvement and assist teachers in adjusting instruction based on data results to better meet student need. The Administrative Team includes the superintendent, the director of teaching and learning, the finance director, the MSID/network administrator, support director, the two school principals and the two school assistant principals. The team meets weekly to address current issues, analyze performance data, and discuss improvement efforts. Additionally, the Administrative Team reviews all plans, including the SIPs, the Pupil Progression Plan, and the Title IA, IC, IIA, III, XI, X, the IDEA, as well as any RTTT initiative plans, for alignment with the district's Core Beliefs. The Administrative Team also oversees the equitable distribution of all funds as well as compliance with all state and federal guidelines and requirements.

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 Finance Director is director is directly responsible for making sure the allocations are carried out. However, the Administrative Team also oversees the equitable distribution of all funds as well as compliance with all state and federal guidelines and requirements.

District Policies and Practices

At this time, Lafayette County School District does not intend to add, modify or remove any specific policies or practices. Two Assistant Principal Positions were created last year and added to each school in order to strengthen the school based leadership teams at each school.

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

The Managed Turnaround option under section 1008.33, FS, Lafayette County School district chooses, is option number (1): Convert the school to a district-managed turnaround 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

Lafayette County School District is a highly effective school district based on it's most current (13-14) Value Added Measure Scores. The elementary school is a B school and the high school has the points for an A however due to the graduation rate was a B the 2014-15 school year based on most current 13-14 testing data. LCSD is not a DA school. However, we plan to sustain our improvements by continuing to increase the rigor and student engagement through out all grad levels as we move our students into Career and College Readiness, we also want to determine strategies to enlist more stakeholder involvement.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131417>

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

All during the year parents have the opportunity to become involved in Open Houses (Meet your Teacher), Quarterly Parent-Teacher conferences, as needed conferences, Informal Volunteer Orientations, School Advisory Council Meetings and Parent Teacher Organizations. There is one school in the district that receives Title I funds, that school will hold an Annual Title I Meeting at the beginning of every year. Information concerning time, dates and of all activities and meetings will be made available in school newsletters, the local newspaper, take home flyers, school websites, and in some cases the automated phone call system for the district.

Parents at each school are encouraged to join the School Advisory Council in order to have the opportunity to participate in the decision making process for each school. The School Advisory Council is

the decision making entity for each school. They will discuss strategies for the School Improvement Plan as well as the Parent Involvement Plan (for the Title I School). The council is also responsible for helping to develop the School Improvement Plan at each school.

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

The District Improvement Plan, aligned with the state strategic plan, bases its development on local and state performance data, the Pupil Progression Plan, and the 5-year Work Plan. Additionally, each school has an Improvement Plan (SIP) that is aligned with the district improvement plan. The School Improvement Plans are driven and supported by the established district vision and mission. The School Leadership Team, principal, and school improvement chairperson annually write a draft of the SIP based on district goals, data analysis and identified needs. The principal then meets with the SAC for collaboration and input on the plan. After the SAC's final review, district staff reviews the SIP and schedules it for approval by the Board of Education in September. These plans guide the teaching and learning process by giving direction to schools, departments, and supporting services. LCSD is part of the North East Florida Educational Consortium (NEFEC), a service organization that supports the district in strengthening teaching and learning as well as building capacity.

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

Hart, Gina, ghart@lcsbmail.net

Employee's Title

Director

Employee's Phone Number

(386) 294-4137

Employee's Phone Extension

Supervisor's Name

Robert Edwards

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

Director of Teaching and Learning Services: duties include all federal projects (Title IA, IC, IIA, III, VI, X, IDEA), Curriculum, Reading, Assessment and Accountability, Human Resources (Hiring, firing, evaluations), Teacher Certification, Equity, Home Ed, Virtual Instruction and Bargaining Negotiator for district.

District Leadership Team

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

Newman , Lisa, lnewman@lcsbmail.net**Title** Assistant Principal**Phone****Supervisor's Name** Danny Glover**Supervisor's Title** Principal**Role and Responsibilities** Assists principal in supervision of school site, conducts teacher observation, acts as School Improvement leader for School, helps conduct and organize faculty and staff training as well as student schedules. Maintains safety and organization of school site.**Glover , Danny , dglover@lcsbmail.net****Title** Principal**Phone****Supervisor's Name** Robby Edwards**Supervisor's Title** Superintendent**Role and Responsibilities** Educational leader for elementary school. Maintains safety and well being of faculty and staff. Conducts observations and evaluations of faculty and staff.**Clark, Stephen, sclark@lcsbmail.net****Title** Assistant Principal**Phone****Supervisor's Name** Stewart Hancock**Supervisor's Title** Principal**Role and Responsibilities** Acts as Adult Ed principal and CTE coordinator. Assists principal in supervision of school site, conducts teacher observation, acts as School Improvement Chair for Schools, helps conduct and organize faculty and staff training as well as student schedules. Maintains safety and organization of school site.

Hancock, Lisa, lhancock@lcsbmail.net**Title** Instructional Technology**Phone****Supervisor's Name** Gina Hart**Supervisor's Title** Director**Role and Responsibilities** Acts as District Assessment Coordinator for the district. Plans, Schedules and facilitates instructional technology training for teachers consistently all year long.**Singletary , Debbie , dsingletary@lcsbmail.net****Title** Other**Phone****Supervisor's Name** Gina Hart**Supervisor's Title** Director**Role and Responsibilities** Maintains all ESE files for the district. Schedules and facilitates all meetings with ESE parents, teachers, students and staff. Works with each school site as RtI support.**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

Lafayette County School District is one of the smallest school districts in Florida, and is set in a rural and sparsely populated area of north Florida. There are two schools: Lafayette Elementary School (PK-5) and Lafayette High School (6-12). Currently, each school is showing academic improvement based on state test data. Based on the most current student data (13-14) information, the elementary is a B and the middle/high school combination has the points for an A, however, due to graduation rates, fell into the B category based on 13-14 student achievement data. Ensuring quality leadership is an ongoing focus and priority for both schools. All school leaders meet Florida's Highly Qualified status and have participated in the Principal Leadership Academy through the North Florida Educational Consortium. Each school leader is given a state approved evaluation based on 40% academic improvement, 40% observation and 20% deliberate practice. A score of Highly Effective or Effective is acceptable. Scores of Needs Improvement or Unsatisfactory will result in an individualized professional development plan designed to improve the targeted areas of concern. If the evaluation scores continue to be low a second year or show no change, the member may be released from their annual contract.

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

Lafayette County School District is one of the smallest school districts in Florida, and is set in a rural and sparsely populated area of north Florida. There are two schools: Lafayette Elementary School (PK-5) and Lafayette High School (6-12). Currently, each school is showing academic improvement based on state test data. Based on the most current student data (13-14) information, the elementary is a B and the middle/high school combination has the points for an A, however, due to graduation rates, fell into the B category based on 13-14 student achievement data. Ensuring quality instructors is an ongoing focus and priority for both schools. All instructors meet Florida's Highly Qualified status or are working on gaining the status. Each school instructor is given a state approved evaluation based on 40% academic improvement, 40% instructional practice observation and 20% deliberate practice. A score of Highly Effective or Effective is acceptable. Scores of Needs Improvement or Unsatisfactory will result in an individualized professional development plan designed to improve the targeted areas of concern. If the evaluation scores continue to be low a second year or show no change, the instructor may be release from their annual contract, or if the instructor is on professional contract, they may be moved to another area of instruction as well as not receive performance based compensation.

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

Lafayette County School District is one of the smallest school districts in Florida, and is set in a rural and sparsely populated area of north Florida. There are two schools: Lafayette Elementary School (PK-5) and Lafayette High School (6-12). Currently, each school is showing academic improvement based on state test data. Based on the most current student data (13-14) information, the elementary is a B and the middle/high school combination has the points for an A, however, due to graduation rates, fell into the B category based on 13-14 student achievement data. We currently do not have any Focus and Priority Schools in the school district, however, common planning time occurs daily at the elementary school among grade levels K-5. Professional Learning Communities made up of teachers with common issues allow them to collaborate once a month at each school. Progress Monitoring meetings occur every nine weeks at both schools, these meetings provide additional time focused on teachers developing and using common assessment data to inform and differentiate instruction.

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

Lafayette County School District is one of the smallest school districts in Florida, and is set in a rural and sparsely populated area of north Florida. There are two schools: Lafayette Elementary School (PK-5) and Lafayette High School (6-12). Currently, each school is showing academic improvement based on state test data. Based on the most current student data (13-14) information, the elementary is a B and the middle/high school combination has the points for an A, however, due to graduation rates, fell into the B category based on 13-14 student achievement data. The elementary is a B and the middle/high school combination has the points for an A, however, due to graduation rates, will probably fall in the B category when scores finally come out. We currently do not have any Focus and Priority Schools in the school district, however, there is a Reading Coach/Teacher Support Colleague at each school. This support colleague models lessons, helps to analyze data and provides professional development on Florida's standards. LCSD also has a District Technology Coach, who focuses on helping teachers analyze their data and utilize the Performance Matters platform. The technology coach also provides professional development on various instructional tools and websites on the Florida standards (such as CPalms). Both the Reading Coach/TSC and the Technology Coach maintain a calendar of events where

they record their daily activities. The Reading Coach/TSC's impact is evaluated by the school's Reading data. Areas of concern are pinpointed through School improvement plans every year and thus become the schoolwide focus. This year, the district Technology coach is a new position, the impact on instruction is being monitored by teacher observations conducted by the school leaders.

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:

Collins Writing Program

**Program
Type**

Core

**School
Type**

Elementary School, Middle School, High School

Description

The Collins Writing Program integrates best practices into a simple, usable and effective approach that improves instruction and student engagement through writing across the curriculum. The proven instructional models enhance learning in any subject area including science, mathematics, and trade classes in career and technology schools. Collins writing features:

- frequent, risk-free writing assignments to increase academic engagement
- authentic assessments that quickly measure student performance
- performance tasks that force students to apply what they know
- a portfolio system that incorporates both teacher and student reflection

Frequent feedback and accountability are hallmarks of the Collins Writing Program and a key to any school improvement initiative. The goal of Collins writing is to continuously improve teaching and learning no matter if a school is considered advanced, proficient, adequate.

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--Elementary

Program Type Core

School Type Elementary School

Description GO Math! is a focused program designed to meet the objectives and intent of the Florida Standards for Mathematics. GO Math! was specifically written to provide thorough coverage of the Florida Standards with an emphasis on depth of instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum. These efforts are apparent in the ways lessons begin with context-based situations and progress toward more abstract problems. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teachers Editions. The program is designed so that teachers can easily create the environments necessary for teaching the Florida Standards for Mathematics with depth without having to develop new materials.

Glencoe Florida Math Connects Plus -- Middle School

Program Type Supplemental

School Type Middle School

Description Florida Math Connects is being correlated to the Florida Standards. A crosswalk is provided to use supplemental materials to create a standard-based curriculum. Glencoe Math is designed to support the unique teaching styles of the teacher, teacher ideas and the needs of the students.

Bedford, Freeman and Worth's Practice of Statistics--High School

Program Type Core

School Type High School

Description Practice of Statistics directly reflects the college Board course description for AP Statistics. The curriculum combines data analysis with innovative pedagogy.

Edgenuity - Online Curriculum

Program Type Core

School Type High School

Description State approved technology based curriculum for Geometry, Algebra II and College Readiness Math.

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:

Journeys

Program Type Supplemental

School Type Elementary School

Description A reading curriculum used in grades K - 5 that has the science content embedded in the curriculum. With standards-based instruction integrated into every unit and lesson, Journeys provides the resources needed to plan and assess effectively, as well as teach and engage students.

National Geographic Science K - 5

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.

Prentice Hall's Florida Comprehensive Science--Middle School

Program Type Core

School Type Middle School

Description Comprehensive Science 1, 2, and 3 provides many options for teachers for delivering lessons that are aligned to the standards. The curriculum assist teachers in activating students in innovative, creative ways that drive life-long learning.

Science Fusions - Middle School

Program Type Supplemental

School Type Middle School

Description Science Fusion gives students a meaningful way to interact with science. Every activity is an opportunity for students to ask questions, think critically, and make informed decisions. Students are asked to inquire, think, predict, analyze, and apply. These skills are the foundation for success in science, in school, and in life. With Science Fusion, students do much more than read about science concepts. Students use their curiosity, as well as their reasoning skills, to discover, interact, and apply what they've learned. Science delivers a holistic science experience, based on inquiry and application across print, digital, and hands-on resources.

Prentice Hall Miller Levine Biology--High School

Program Type Core

School Type High School

Description The curriculum inspires students to interact with trusted and up-to-date biology content. The unique storytelling style used in the curriculum engages students in biology, with a greater focus on written and visual analogies.

Delmar/Cengage --Herren's The Science of Agriculture: The Biological Approach--High School

Program Type Core

School Type High School

Description The curriculum includes a thorough examination of the controversy and concerns over the use of genetic engineering, genetically modified organisms, cloning, and their perceived and potential dangers to humans and the environment. Each chapter begins with clearly-stated learning objectives, followed by key terminology. Chapters close with student learning activities intended to extend learning beyond the text material. end-of-Chapter test questions, in True/False; Short Answer/Discussion; and Multiple Choice formats help to evaluate students' understanding of the concepts presented in the text.

Pearson's Chemistry Plus

Program Type Core

School Type High School

Description Core Chemistry Skills and Math Review Modules allow students of various levels and learning styles to practice and master quantitative skills. Modern real-world applications help students connect chemical principles to events in their world, while stories involving careers illustrate the importance of chemistry in future careers.

Edgenuity - Online Curriculum

Program Type Supplemental

School Type High School

Description State Approved technology based curriculum being used as a support curriculum for Chemistry.

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

District Staff meetings are held once a week, wherein school leaders and district administrators meet to discuss pertinent information concerning the two schools. iObservation data is reviewed to determine if instructional practice is being implemented with fidelity. Every nine weeks, school wide progress monitoring data is reviewed to determine whether or not the Florida standards are being implemented effectively, if not, a plan is set in place by the district leadership team and implemented by the school leaders. Data from Performance Matters will help compare and contrast the different monitoring tools the district is currently using to obtain a better picture of the student's progress.

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

Currently, Lafayette County School District does not have a Focus and Priority school in the district, however, we do have a structure in place for students to transition from one school to another. Lafayette District Schools is a small, school district with only two schools, one elementary and one middle school/high school combination. It is set in a rural, sparsely populated area of north Florida. At the elementary school and the middle/high school, vertical and horizontal articulation is ongoing between grade level and subject area teachers. Teachers are given time to plan and collaborate in order to work out transitional issues between grade levels.

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

Yes

Needs Assessment

The needs assessment requires the district to complete a thorough analysis of available district- and school-level data in order to identify points of strength as well as opportunities for growth.

The "Step Zero" online tool, along with supporting documents available in the **Toolkit**, has been developed to support this path of inquiry, which is the pre-work necessary to prepare for the 8-step planning and problem-solving process, captured in **Part III** of this survey.

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education, but is offered as a tool for needs assessment. In this section, the district may select a portfolio from the list to incorporate the charts from that portfolio. To create a portfolio, click the blue **Go to Step Zero** button below.

Data Uploads

Data uploads are not required by the Florida Department of Education, but are offered as a tool for the needs assessment. In this section, the district may upload files of locally available data charts and graphs being used as evidence of need.

Note: Graphs and charts summarizing the data are preferable to tabular data.

The following documents were submitted as evidence for this section:

15-16_Comprehensive_Needs_Assessment.docx

<i>Comprehensive needs assessment for Lafayette.</i>
--

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.

Based on the data available, both schools, including the Title I A school, Lafayette Elementary, and the middle school / high school combination school, Lafayette High School are B schools and are not in DA status. The Title IA school, Lafayette Elementary, needs to continue to focus on improving their Reading Scores, Writing scores and Math Scores based on the data from the 2014 FCAT. When looking at the 2015 progress monitoring data using the Discovery Ed progress monitoring assessment, Reading continues to be a need in all grades, however, significant areas of concern are seen in Speaking/ Listening in 2nd grade; Language in 3rd grade; Writing in 2nd, 3rd and 4th grade; and Information in 3rd grade and 4th grade. Math appears to continue to be much stronger in all of the grade levels with the weakest areas of concern in Fractions in 3rd grade; Measurement and Data in 3rd grade as well as 4th grade. The 2015 FSA information received from the state indicated 19 3rd grade students out of 97 scored in the lowest quartile in Reading. Third grade Reading continues to be a priority need at LES. Based on the 2014 FCAT scores, Lafayette High School (a non-Title IA school) needs to continue to focus on improving Reading overall, however, LHS showed improvement in all three areas of Reading, Math and Writing. Based on the 2015 EOC data available, Lafayette High School (a non-Title IA school) is exceeding the state's average performance scores in Civics, 8th grade Science, Biology and US History.

The Professional Development Survey revealed the faculty rated the following training as the top three priorities in the district: 35% Florida Standards; 55 % Curriculum Mapping; 10% Writing. Other areas of concern were: Math interventions at 12 %, Language and Literacy in Preschool classrooms at 2%, Differentiated Instruction at 16%; higher level thinking strategies at 23 %, Technology in the classroom at 28 %; and Kagan Strategies at 19%. Data collected from an informal survey included the following professional development concerns: 9% wanted in-service in Planning, 16% in Higher Order thinking, 9% in Accelerating Learning for all Students, 10% in LAFS/MAFS Unit Design, 11% in Writing, 12% in Science, 15% in Technology Integration, 8% in Instructional Strategies for All Learners and 10% in FL Standards. Data and input from the Professional Development Survey, teacher requests and data from the previous year's School Grade reports, as well of the previous School Improvement plans indicated a need in the following areas: 1) Continue PLC professional learning to continue and build upon the collaboration practices in the district schools. 2) Offer more Kagan strategies to increase effective, interactive, cooperative learning in the classroom. 3) Subject area (Reading, Math, Science and Writing were noted specifically) professional learning at all grade levels to increase proficiency of instructional practice. 4) Professional learning on using Technology in the classroom in order to help teachers integrate technology into their curriculum and instructional practice. 5) Continue to provide Classroom management professional learning. 6) Certification fees for subject area test for teacher to become highly qualified. 7) Continue to provide in-service on Florida Standard implementation. 8) Parent

Involvement In-service. 9) Continue to provide in-service on Curriculum Mapping, Vertical Alignment and Rigor to impact the achievement level of all students. 10) Continue to provide training in Crisis Prevention Intervention. 11) Continue to provide training on Response to Intervention strategies and the process of RtI.

No great needs were identified by any group on either of the school surveys. Parents are generally pleased with the progress their students are making and with the quality of instruction being provided. Parents were also satisfied with the discipline administered by the schools and felt it to be consistent and fair.

100% of the teachers fell into the effective or highly effective rating in 14-15. The district uses the Marzano model to observe and evaluate teachers and has just completed the 4th year. The Marzano iObservation data reveals that strategies in higher order thinking continues to be a weakness for instructional practice as a whole. The district analyzed the most current VAM data along with previous VAM data. A review of the data revealed over half of the teachers had a positive score in the combined Reading and Math aggregate. The majority of the students are performing above the predicted performance level. However Low Socio Economic continues to struggle.

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.

Based on the data available, the greatest need continues to be in the area of student achievement of at-risk students by assisting teachers in the analysis of student data to ensure the most successful strategies are used with each student. All students' needs should be addressed in a timely manner through the RtI process.

Placing focus on the students most at risk at school for failure will have a much larger impact on student achievement.

Strategic Goals

This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to the DIAP in the **District Problem Solving** module.