

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

21 - Gilchrist

Mr. Robert G. Rankin, Superintendent
Wayne Green, Region 2 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

In accordance with the state goals, Gilchrist County's mission is to create an environment of educational excellence by meeting the physical, social, intellectual, and emotional needs of its citizens through an on-going program of improvement and accountability.

Provide the district's vision statement

The vision of the Gilchrist County School District is to continually provide high-performing schools which include diversified experiences to all students so that they exit college and/or career ready, are productive, contributing citizens, and have an appreciation for and willingness to serve their community.

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

District resources are identified and aligned through the collaboration of district and school leaders during monthly instructional team meetings in order to meet the needs of all students and maximize the level of student growth.

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.

Overall resources are allocated to each school by the finance director, who collaborates with the district team to ensure that needs are met and that comparability and other fiscal requirements are met. Additional federal resources are allocated based on program-specific data. For example, Title I funds are allocated based on the proportion of low-income students at each Title I school. The district allocates Title I funds to any school over the district poverty average. Title II funds are allocated based on professional development and highly qualified needs. An evaluation of previous year strategies takes place as a part of the application process each year.

District Policies and Practices

School-based leadership teams, as well as district level leaders, are supported with practices such as on-going professional development and training. Leadership participate in the NEFEC Principal Academy, the summer leadership training, Marzano trainings, Aspiring Leaders program, PBS training, Department of Education trainings, consultant-provided PDs, etc.

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

Not Applicable - We are not a Turn-Around district.

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

N/A - Not in Differentiated Accountability, no Focus or Priority schools.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131399>

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

In October of each year, the district creates and submits a Parental Involvement Plan to ensure that barriers are removed that may hinder parents from participating successfully in their child's education. The plan is collaboratively developed with input from teachers and parents. We invite parents to participate in school improvement efforts through membership in committees or groups, such as PTA/PTO and the School Advisory Council and District Advisory Council. Also, we survey parents as a part of the accreditation process to give parents the opportunity to anonymously provide input on the effectiveness of strategies that have an ultimate impact on student learning. Parents are given the opportunity to participate in Families Building Better Learners, ESOL parent meetings, feedback opportunities with parent activities, program-specific surveys, and UDL parent surveys, and opportunities for parental communication via websites and social media. .

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

N/A - No Turnaround Plans

Effective Leadership

District Leadership Team

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

Rankin, Rob, rankinr@mygcsd.org	
Title	Superintendent
Phone	(352) 463-3200
Supervisor's Name	
Supervisor's Title	
Role and Responsibilities	School Superintendent

Parrish, Ronda, parrishr@mygcsd.org

Title	Assistant Superintendent
Phone	352-463-3200
Supervisor's Name	Rob Rankin
Supervisor's Title	Superintendent
Role and Responsibilities	Assistant Superintendent

Osteen, Wendy, osteenw@mygcsd.org

Title	Director
Phone	352-463-3265
Supervisor's Name	Rob Rankin
Supervisor's Title	Superintendent
Role and Responsibilities	Elementary Education

Gartin, Linda, gartinl@mygcsd.org

Title	Director
Phone	352-463-3207
Supervisor's Name	Rob Rankin
Supervisor's Title	Superintendent
Role and Responsibilities	Secondary Education

Powers, Patricia, powersp@mygcsd.org

Title	Director
Phone	352-463-4408
Supervisor's Name	Rob Rankin
Supervisor's Title	Superintendent
Role and Responsibilities	Resource Development

Rowland, Lisa, rowlandl@mygcsd.org

Title	Director
Phone	352-463-3153
Supervisor's Name	Rob Rankin
Supervisor's Title	Superintendent
Role and Responsibilities	Exceptional Student Education

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:

Core Connections

Program Type

Core

School Type

Elementary School, Middle School, High School

Description

An authentic method of teaching writing that covers all eventualities. No matter the content area or the purpose, our students are taught that focused, organized writers write for clear purposes and fully elaborate their points AND that readers expect to read writing that is focused, organized, and fully elaborated.

Gilchrist Tiered Writing Program

Program Type

Supplemental

School Type

Elementary School

Description

Tiered writing program to meet the needs of struggling writers

Collections

Program Type

Supplemental, Intensive Intervention

School Type

Middle School, High School

Description

Through our core ELA Collections program, we are able to use supplemental writing strategies to meet the needs of struggling writers.

Collins Writing

Program Type

Supplemental

School Type

Middle School, High School

Description

This program is designed to improve students' thinking and writing skills simultaneously through the use of the three essential principles.

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, Supplemental, Intensive Intervention
School Type	Elementary School
Description	Go Math is our core math program that also provides supplemental and intensive intervention strategies to meet the needs of struggling math students.

McGraw Hill

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	McGraw-Hill is our core math program that also provides supplemental and intensive intervention strategies to meet the needs of struggling math students.

Houghton-Mifflin Harcourt

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	HMH is our core math program that also provides supplemental and intensive intervention strategies to meet the needs of struggling math students.

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:

HMH Science Fusion

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School
Description	Science Fusion is a state of the art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, tablet, or using a science textbook. Supplemental and intensive instructional is also provided through Science Fusion.

Pearson Interactive Science

Program Type Core, Supplemental, Intensive Intervention

School Type Middle School

Description Pearson Interactive Science is a next generation science program featuring an innovative write-in student edition that makes learning personal, relevant, and engaging.

Pearson Science

Program Type Core, Supplemental, Intensive Intervention

School Type High School

Description Pearson Science curriculum is used as a core instructional program, as well as for supplemental and intensive intervention for struggling students.

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

This process occurs through monthly instructional team meetings, as well as classroom observations. Fidelity checks are completed in ELA/Reading classrooms by district and school admin and instructional coaches. Alignment with Florida Standards is maintained through curriculum maps and performance scales based on the standards associated with each course. Action plans are designed based on regular data review.

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

N/A - No Focus or Priority Schools

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:

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.

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.

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.

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

- G2.** To provide a safe and secure campus.
- G3.** To introduce career opportunities, provide exemplary CTE programs, and prepare students to enter the workforce and/or postsecondary education.
- G4.** To create an environment in which effective teachers are recruited and retained, create a relevant learning environment, and provide curriculum that is relevant.
- G5.** Achieve financial stability through efficiencies, maximizing revenues through grant applications, all the while using benchmarks to measure outcomes.
- G6.** Align and coordinate federal programs to ensure continuous improvement in the 5 Domains known to drive student outcomes in schools and districts

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

G2. To provide a safe and secure campus. 1a

G050972

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)		100.0

Resources Available to Support the Goal 2

- School Resource Officer
- Truancy Officer
- Dean / Additional AP at secondary level
- secure campuses
- some cameras
- emergency procedures
- trained staff (AED, CPR, First Aid, seizure, other health related)
- school health

Targeted Barriers to Achieving the Goal 3

- increased unpredictability of human behavior

Plan to Monitor Progress Toward G2. 8

Instructional team review of risk management data

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

instructional team agendas

G3. To introduce career opportunities, provide exemplary CTE programs, and prepare students to enter the workforce and/or postsecondary education. 1a

 G050971

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)		100.0

Resources Available to Support the Goal 2

- community and business support
- existing career programs
- certified / qualified instructors
- STEM Scholars program

Targeted Barriers to Achieving the Goal 3

- limited exposure to advanced careers

Plan to Monitor Progress Toward G3. 8

Analyze CTE STEM program data

Person Responsible


Patricia Powers

Schedule

Evidence of Completion

Data submitted to DOE (Performance Indicator data)

G4. To create an environment in which effective teachers are recruited and retained, create a relevant learning environment, and provide curriculum that is relevant. 1a

 G050969

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Effective+ Teachers		100.0

Resources Available to Support the Goal 2

- professional growth opportunities
- districts experts
- funding resources
- teacher support and embedded PD
- time resources - scheduled opportunities
- deliberate practice

Targeted Barriers to Achieving the Goal 3

- need to establish formal human capital management system

Plan to Monitor Progress Toward G4. 8

Visioning committee chairs will monitor progress toward goal of 75% retention rate.

Person Responsible

Ronda Parrish

Schedule

Evidence of Completion

Meeting agendas

G5. Achieve financial stability through efficiencies, maximizing revenues through grant applications, all the while using benchmarks to measure outcomes. 1a

 G050967

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)		100.0

Resources Available to Support the Goal 2

- District-level expert
- Policies and procedures that support goal
- School board and staff support
- grant dollars
-

Targeted Barriers to Achieving the Goal 3

- unfunded mandates

Plan to Monitor Progress Toward G5. 8

Superintendent, Board, and Finance Director will monitor progress toward maintaining financial stability

Person Responsible

Schedule

Evidence of Completion

Board reports

G6. Align and coordinate federal programs to ensure continuous improvement in the 5 Domains known to drive student outcomes in schools and districts **1a**

 G050879

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	AMO Math - All Students		81.0
District-Wide	AMO Reading - All Students		79.0
District-Wide	FCAT 2.0 Science Proficiency		75.0

Resources Available to Support the Goal **2**

- Funding
- Common Vision / Direction
- Internal Experts
- State Guidance
-

Targeted Barriers to Achieving the Goal **3**

- Communication about project requirements

Plan to Monitor Progress Toward G6. **8**

Performance Matters progress monitoring data will be analyzed after mid-year assessment period

Person Responsible

Patricia Powers

Schedule

Daily, from 2/2/2015 to 2/27/2015

Evidence of Completion

Mid-Year AMO Update PowerPoint Presentation

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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


G4. To create an environment in which effective teachers are recruited and retained, create a relevant learning environment, and provide curriculum that is relevant. **1**

 **G050969**

G4.B4 need to establish formal human capital management system **2**

 **B127963**

G4.B4.S2 Provide individualized professional development to meet teachers' needs **4**

 **S140094**

Strategy Rationale

ensure professional growth and learning

Action Step 1 **5**

Provide opportunities for professional growth through various trainings linked to needs

Person Responsible

Wendy Osteen

Schedule

Evidence of Completion

MIP and In-Service Point Reports

Action Step 2 **5**

Create a school calendar that ensures additional PD opportunities

Person Responsible

Wendy Osteen

Schedule

Evidence of Completion

School Calendar (Board Approved)

Plan to Monitor Fidelity of Implementation of G4.B4.S2 6

HR collection and submission of documents

Person Responsible

Wendy Osteen

Schedule

Evidence of Completion

State report of in-service points earned

Plan to Monitor Effectiveness of Implementation of G4.B4.S2 7

HR evaluation of teacher retention rate

Person Responsible

Schedule


Evidence of Completion

report of %age of teachers that are retained from year to year

G5. Achieve financial stability through efficiencies, maximizing revenues through grant applications, all the while using benchmarks to measure outcomes. **1**


 G050967

G5.B1 unfunded mandates **2**

 B127954

G5.B1.S3 Establish elements for comparisons with other districts and report periodically to the Board.

4

 S140083

Strategy Rationale

ensure the reasonable nature of costs

Action Step 1 5

Research financial comparisons with other districts and report to Board

Person Responsible

Schedule

Evidence of Completion

Board agenda and financial plan/documents

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Superintendent will ensure financial reporting annually for compliance

Person Responsible

Schedule

Evidence of Completion

comparison report presented to Board


Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Superintendent and finance director will analyze reserve fund balance


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

Annual evaluation of reserve fund balance (report)

G6. Align and coordinate federal programs to ensure continuous improvement in the 5 Domains known to drive student outcomes in schools and districts 1

 G050879

G6.B6 Communication about project requirements 2

 B127602

G6.B6.S2 Meeting with applicable staff to improve knowledge of federal program goals, requirements, and resources available. 4

 S139737
Strategy Rationale

Improved knowledge of federal program goals, requirements, and resources available will promote better alignment and coordination for student learning.

Action Step 1 5

Hold collaborative meeting to share information about federal program goals, requirements, and resources available.

Person Responsible

Patricia Powers

Schedule***Evidence of Completion***

Agenda, Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G6.B6.S2 6

DOE monitoring of program coordination

Person Responsible

Patricia Powers

Schedule

Daily, from 11/3/2014 to 11/28/2014

Evidence of Completion

DOE self-monitoring process will document compliance with coordination and integration efforts

Plan to Monitor Effectiveness of Implementation of G6.B6.S2 7

Director of federal programs will monitor the effectiveness of this strategy

Person Responsible

Patricia Powers

Schedule

Daily, from 2/2/2015 to 2/27/2015

Evidence of Completion

Mid-Year Data Analysis

Getting Started

Click on either the blue **Go to Problem Solving** button or the orange **Problem Solving** button at the top right-hand corner of the page to get started. Clicking the blue button will take you to the **Goals** page in the current tab, whereas the orange button will open the **Goals** page in a new tab.

Action Plan Details

Strategic goals established in **District Problem Solving** appear in the DIAP when one or more strategies entered in support of the goal are "tagged" to the DIAP. At that time, each tagged strategy (i.e., activity) will also populate below. More information about tagging is available in the **Step 4** guidance tab in the **District Problem Solving** module.

Implementation Timeline

Professional Development Opportunities

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

Technical Assistance Items

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

G6. Align and coordinate federal programs to ensure continuous improvement in the 5 Domains known to drive student outcomes in schools and districts

G6.B6 Communication about project requirements

G6.B6.S2 Meeting with applicable staff to improve knowledge of federal program goals, requirements, and resources available.

PD Opportunity 1

Hold collaborative meeting to share information about federal program goals, requirements, and resources available.

Facilitator

Director of Resource Development

Participants

Assistant Superintendent Director of Elementary Education Director of Secondary Education

Schedule

Budget

Budget Data

1	G4.B4.S2.A1	Provide opportunities for professional growth through various trainings linked to needs	\$0.00
2	G4.B4.S2.A2	Create a school calendar that ensures additional PD opportunities	\$0.00
3	G5.B1.S3.A1	Research financial comparisons with other districts and report to Board	\$0.00
4	G6.B6.S2.A1	Hold collaborative meeting to share information about federal program goals, requirements, and resources available.	\$0.00
Total:			\$0.00