



Manny Diaz, Jr., Commissioner of Education

## 2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 01 - Alachua

Carlee Simon, Superintendent

Cassandra Brusca, Northeast Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

We are committed to the success of every student!

##### b. District Vision Statement

Our vision for our students is that they will graduate with the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. We want our graduates to excel in their chosen careers and be productive and contributing members of the global community.

##### c. Link to the district's strategic plan (optional).

[http://www.sbac.edu/files/\\_uTCAAd\\_/5bba39da3b28593f3745a49013852ec4/Draft\\_Action\\_Plan\\_11-13-13.pdf](http://www.sbac.edu/files/_uTCAAd_/5bba39da3b28593f3745a49013852ec4/Draft_Action_Plan_11-13-13.pdf)

#### 2. Supports for School Improvement

##### a. Alignment of Resources

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 Florida Continuous Improvement Model is used to ensure that data based problem solving is used for the implementation and monitoring of our DIAP. This includes funding of FCIM Instructional Coach at

all Title I schools who are part of the school based leadership team which analyzes student data with the purpose of making instructional decisions to meet needs of students. These school-based teams develop Intervention groups for individual or small-group instruction. FCIM Instructional Coaches collect student

data, prepare Data Walls or Data Notebooks, conduct Data Chats, train intervention teachers on intervention programs, and maintain Tutorial Documentation for evaluation. Teachers work in collaborative teams during common planning time to review student data, to evaluate effectiveness of intervention, and plan for instruction. Educational Planning Team meetings are held to review and discuss students' academic improvement plans. The Response to Intervention process is used continuously to monitor student progress. Title I Department, the Curriculum Department, and the Office of Professional Development provide continuous support to FCIM Instructional Coaches and monitors the Florida Continuous Improvement Model during monthly meetings, onsite visits, and walk-throughs. FCIM Instructional Coaches receive needs based, focused training conducted by Title I department that includes experts from other district departments.

Support for interventions at each high-need school is coordinated at the district level. Additional resources are provided to schools on a need and eligibility basis from federal sources such as Title I, Title II-A, and Title III. These funds and resources are used, in accordance with program guidelines, to support the purchase of supplementary curriculum materials, provide instructional support personnel, and teacher training. Title II-A funds curriculum coaches and subject-area specialists, teacher mentors, and direct teacher training. High-need schools receive priority for Title II-A funding and for support personnel (for example, instructional coaches).. Additional staffing and support for

curriculum programs are provided by district curriculum specialists. Each school is provided with funding for school-based staff development, but this, too, is coordinated at the district level to assure alignment with school improvement goals and objectives. Title I requires that part of school allocated Title I funds be used for staff development and professional learning communities based on specific school needs.

#### **b. School Allocation Process**

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.

All schools are staffed based on a district-wide allocation formula. Schools also receive categorical budgeted funds which are used at the discretion of the principal within district guidelines. These allocations are directed from the Budget and Finance division and overseen by the Assistant Superintendent for Business Services. Schools receive Title I allocations using Rank and Serve, with the highest needs schools receiving a larger Per Pupil Allocation. These funds and resources are used in accordance with federal programs guidelines, which require that schools include such in their school improvement plan and must be pre-approved by the Director of Title I before any expenditures are obligated.

#### **c. Modifications to System Policies and Practices**

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The district will negotiate with the Collective Bargaining Unit and develop MOU's to establish policies and practices. This will include, but is not limited to: Extended Day compensation, Incentive Pay, Bonus Pay, and any policies and practices for addressing ineffective teachers and staff.

#### **d. Operational Flexibility**

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.

Schools across the district are provided with instructional units sufficient to meet class-size requirements and based on a standard district-wide allocation formula. This basic instructional unit allocation formula applies to focus and priority schools; however additional "flexible" staffing units will also be provided. The additional teacher units may be scheduled to best meet the needs of the school and will provide added flexibility in scheduling, staffing, and may be used to provide additional intensive remediation, to eliminate multi-age/multi-grade combination classes, and/or to further reduce class size. Each principal of a DA school is given complete flexibility in staffing his/her school with the most qualified personnel. Additional funding is provided to all high-need schools through federal programs (Title I) and district resources. Principals are given budgetary flexibility within federal programs guidelines.

### **3. Sustainability of Improvement**

**a.** 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.

The Superintendent of Schools has identified a district support team for each school. Teams are comprised of appropriate district staff to provide ongoing, intensive technical assistance, specific guidance, and related support on strategies consistent with comprehensive instructional reform measures as outlined in the District Intervention and Assistance Plan and each School Improvement Plan. The district support team (Superintendent, Executive Directors, Deputy Superintendent, Curriculum Supervisors, Teacher Specialists, and Coaches) will identify barriers to achieving goals, monitor program activities and evaluate progress as data driven programs change, and inform the Superintendent and all stakeholders involved of changes and or progress.

Additionally, each school will continue to maintain an Administrative Support Team (AST) comprised of the Principal and key staff. District based Instructional Coaches will be assigned to each school and will also be members of the AST. The AST will provide day-to-day management of reform efforts at the school level in coordination with the district support team.

District curriculum coaches/professional development specialists and subject-area specialists will provide embedded staff development and support to all teachers on a weekly basis. Curriculum coaches include staff with expertise in student engagement, curriculum development, lesson planning, classroom management, and technology. Curriculum coaches and district curriculum specialists will provide additional staff development in monthly cohort groups, which are aligned to the evaluation competencies.

Principals are given flexibility within federal program guidelines with pre-approval process over the budgeting of these funds. Additional resources are provided to all high-need schools on a need and eligibility basis from federal sources such as Title II-A. Resources for after-school programming have traditionally also been provided to schools exhibiting a need for extended school day programming. Title I funds are budgeted to purchase supplemental instructional programs and materials, to pay teacher stipends, and for supplies for Extended Day Intervention at all Title I schools. This is administrated at school level by the Title I FCIM Instructional Coach and monitored by Title I department Director. Title I Teacher Specialist reviews data monthly during school site visits. Each school is provided with funding for school-based staff development, and this is coordinated at the district level to assure alignment with school improvement goals and objectives. Each principal, however, has discretion to prioritize available staff development funds to meet individual staff needs and needs identified through the school improvement process.

The district support team will remain active at all priority and focus schools. The district support team will meet regularly to review data and assess progress toward continued school improvement. The district support team, under the direction of the Executive Director of K-12 Curriculum, will coordinate meetings and will work with the school principal and staff to access relevant data, conduct classroom walk-throughs, collect and share data, and gather feedback to be shared with the Superintendent of Schools and her Leadership Team regarding continued improvement strategies.

## B. Stakeholder Involvement

### 1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

### 2. Family and Community Engagement

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

District curriculum staff members contributed information for the preparation of the DIAP. Contributing departments included Project Development, Title I, Elementary and Secondary Curriculum, School Improvement, Research and Development, Staff Development, Student Services, Exceptional Student

Education, and Human Resources. Parents and school staff members participated in strategic planning and school improvement through School Advisory Council meetings and other parent and community meetings

from which strategies and recommendations provided input into the final District Improvement and Assistance Plan. Every school must have School Advisory Council which is made up of parents, school staff (teachers and educational support personnel), community members and when appropriate, students. SACs are actively involved in all aspects of the School Improvement process including development, implementation, and evaluation.

In addition to the SAC, turnaround schools have a Community Assessment Team. The members of this team include the RED, the district turnaround lead, the principals, assistant principals, FCIMS Instructional Coaches, Director of Title I/III, and School Renewal, the Executive Director of K-12 Curriculum and School Improvement, the Curriculum Supervisors, parents of students currently enrolled at the schools, and community members/business partners. The members of this team continuously collaborate throughout the School Improvement Plan Problem Solving Process. These members create action plans, evaluate the impact on student data, and then make new decisions based on that data.

Each school must complete a Title I Parent Involvement Plan every year where they must show evidence of parental input. Parent input is gathered in the form of Parent Evaluations for every Title I funded Parent Involvement activity, during parent teacher conferences where the Title I Home School Compact is shared, specific meeting that parents and community members are invited to attend to provide input, and district parent surveys. A Title I District Parent Involvement Plan is also required and evidence of stakeholder input in the development must be uploaded. The District PIP, School PIP, Home School Compact and Title I Parents' Rights Letter are distributed to every Title I student at the beginning of school year. Title I Director and Title I Teacher Specialist work closely with school leadership during this process.

### **3. Engagement of School Leadership**

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

District staff members (Superintendent, Executive Directors/Turnaround Lead, and Curriculum Supervisors) meet, and will continue to meet, regularly (monthly) with the principals of each school requiring intervention to review progress, discuss challenges, and to formulate plans designed to address weaknesses. Data is disaggregated and the results of district assessments are also considered across grade levels at each school. District staff discusses options available to schools and also provides support for curriculum delivery and staff development among school staff.

## **C. Effective Leadership**

### **1. District Turnaround Lead**

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

Wise, Jennifer, wisejl@gm.sbac.edu

#### **b. Employee's Title**

Director

#### **c. Employee's Phone Number**

(352) 955-7444

#### **d. Employee's Phone Extension**

N/A

**e. Supervisor's Name**

Donna Jones

**f. Supervisor's Title**

Assistant Superintendent

**g. Employee's Role and Responsibilities**

The district has identified a support team for each school comprised of appropriate district staff, to provide ongoing, intensive technical assistance, specific guidance, and related support on strategies consistent with comprehensive instructional reform measures as outlined in the District Intervention Assistance Plan (DIAP). The district support team will provide mentoring to the appointed principal and school staff at targeted and comprehensive support schools. The district support team will identify barriers to achieving goals, monitor program activities and evaluate progress.

**2. District Leadership Team:****Jones, Donna, jonesdm@gm.sbac.edu****Title** Assistant Superintendent**Phone** (352) 955-7544**Supervisor's Name** Karen Clarke**Supervisor's Title** Superintendent**Role and Responsibilities**

- Provide leadership, direction and oversight for curriculum and instruction.
- Provide leadership for the continued analysis, development and monitoring of short and long range plans for improving instructional programs.
- Participate in the planning and development of an effective research base for implementing curriculum process and training.
- Keep informed and disseminate information about current research, trends, and best practices in areas of responsibility.

**Diaz, Pamela, diazpw@gm.sbac.edu****Title** Director**Phone** (352) 955-7634**Supervisor's Name** Karen Clarke**Supervisor's Title** Superintendent**Role and Responsibilities** Writes and administers the Title I Part A grant including the School Improvement Grant 1003(a).

**Wise, Jennifer, wisejl@gm.sbac.edu****Title** Director**Phone** (352) 955-7444**Supervisor's Name** Donna Jones**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities**

Develop, design, and assist schools in implementation of curriculum models for improving student achievement.

- Direct the development of the School Improvement Plan.
- Keep informed and disseminate information about current research, trends, and best practices.
- Facilitate the development, implementation and evaluation of staff development activities.
- Promote innovative programs to enhance student achievement.
- Work closely with district and school staff to support school improvement initiatives and processes.

**Berry, Kevin, berrykj@gm.sbac.edu****Title** Administrator**Phone** 352-955-7812**Supervisor's Name** Jennifer Wise**Supervisor's Title** Director**Role and Responsibilities** Supervisor of Elementary Curriculum and School Improvement**Kidwell Diehlman, Donna, kidweld@gm.sbac.edu****Title** Director**Phone****Supervisor's Name** Donna Jones**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Executive Director of ESE/Support Services**Carter, Isabel, carterig@gm.sbac.edu****Title** Director**Phone****Supervisor's Name** Jennifer Wise**Supervisor's Title** Director**Role and Responsibilities** Director of Professional Development



**Bracewell, Kristopher, bracewellk@gm.sbac.edu**

**Title** Other

**Phone**

**Supervisor's Name** Jennifer Wise

**Supervisor's Title** Director

**Role and Responsibilities** Supervisor of Assessment--manages and maintains the district's instructional progress monitoring system

### 3. Educator Quality

#### a. School Leadership Teams

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

The district will review all district and state student data with a focus on Florida Standards Assessment Tests as the main criteria for evaluating a school leadership team. If the data is unsatisfactory for 2 years, the Superintendent will make the decision on which team members need to be removed from the school.

#### b. Instructional Staff

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.

The district will not rehire teachers at focus and priority schools unless they are effective or highly effective. Or, If a teacher has three years of data that support unsatisfactory student growth, the district will collaborate with the bargaining unit on reassigning the teacher.

### D. Professional Capacity

#### 1. Common Planning Time

**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 district has provided additional instructional units to priority schools to eliminate combination and or multi-age classes.

The district support team works directly with principals at priority and focus schools to ensure that school schedules allow for common planning time for ALL grade level teams.

#### 2. Instructional Coaches

**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 district utilizes local, state, and federal funds to provide supplemental coaches for priority and focus schools. Coaches report directly to the school's principal for on-going collaboration and planning.

ALL coaches submit weekly logs to the Director of Project Development and/or the Director of Professional Development.

Coaches attend school-based data review meetings coordinated by the FCIMS Instructional Coach. In addition, teachers on special assignment (subject area specialists) and instructional coaches participate in DOE site visits. DOE site visits reflect on data chats, classroom walk-throughs, coaching plans, and professional development planning.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs

#### a. Reading

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

Yes

#### **District Reading Plans**

[https://www.floridacims.org/districts/alachua?current\\_tab=reading](https://www.floridacims.org/districts/alachua?current_tab=reading)

#### b. Writing

#### **1. Description of Programs**

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

#### High School Core: HMH Collections

<b>Program Type</b>	Core, Intensive Intervention
<b>School Type</b>	High School
<b>Description</b>	High School English: HMH Collections High School Intensive Reading: PW Impact

#### Elementary Core

<b>Program Type</b>	Core, Supplemental, Intensive Intervention
<b>School Type</b>	Elementary School
<b>Description</b>	Core: Reading Street by Pearson Intervention: My Sidewalks by Pearson Assessment aligned for Florida Standards Achieve 3000 Istation Extended Day Intervention in Language Arts

**Middle School Core**

<b>Program Type</b>	Core, Intensive Intervention
<b>School Type</b>	Middle School
<b>Description</b>	Middle School Language Arts Core: Scholastic Code X Middle School Reading Core: Perfection Learning Middle School Intervention: Scholastic Read 180

**c. Mathematics****1. Description of Programs**

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

**HMH Florida Go Math**

<b>Program Type</b>	Core
<b>School Type</b>	Middle School
<b>Description</b>	Core program for middle school students in M/J Mathematics 1 and 2 Advanced.

**McGraw-Hill Algebra 1**

<b>Program Type</b>	Core
<b>School Type</b>	Middle School
<b>Description</b>	Core program for middle school students in Algebra 1.

**HMH Algebra 1**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school students in Algebra 1.

**Pearson Algebra 1**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school students in Algebra 1 Honors.

**Pearson Geometry**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school students in Geometry and Geometry Honors.

**Glencoe Algebra 2**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school students in Algebra 2.

**Larson Algebra and Trigonometry, 7th ed**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school students in Algebra 2 Honors.

**McDougal Littell Algebra 2 Concepts and Skills and Algebra Nation workbooks**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for students in Liberal Arts Math.

**Blitzer Algebra and Trigonometry**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school students in Math For College Readiness

**McGraw-Hill My Math**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Core elementary program K-5th grades

**McGraw-Hill Number Worlds**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	Elementary School
<b>Description</b>	Elementary intervention program

**McGraw-Hill Triumphs**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	Elementary School
<b>Description</b>	Elementary intervention program

**Pearson Algebra 2**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school students in Algebra 2 Honors

**d. Science****1. Description of Programs**

*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 Science**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Core science program for elementary students

**iScience by McGraw-Hill**

<b>Program Type</b>	Core
<b>School Type</b>	Middle School
<b>Description</b>	Core program for middle school students in grades 6-8

**Physical Science Concepts in Action by Pearson**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school students in regular physical science classes

**Conceptual Physical Science by Pearson**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school physical science honors

**Biology (Florida Edition) by Holt McDougal**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school Biology 1 regular students

**Modern Biology (current printing) by Holt McDougal**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school Biology 1 honor students

**Chemistry Matter and Change by Glencoe**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school Chemistry regular

**Modern Chemistry (current printing) by Holt**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school Chemistry honors

**Essentials of Human Anatomy and Physiology, FL Edition, by Pearson (Marieb)**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core Program for high school Anatomy and Physiology regular

**Human Anatomy and Physiology, FL Edition, by Pearson (Marieb)**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core Program for high school Anatomy and Physiology honors

**Florida Earth Science, Florida Edition, by Glencoe**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school Earth Science regular

**Earth Science by Pearson**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school Earth Science Honors

**Environmental Science by Pearson**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school Environmental Science

**Conceptual Physics by Pearson**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school Physics regular

**Physics with Principals and Applications by Pearson**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school Physics honors

**Conceptual Integrated Science by Pearson**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for Integrated Science 1, 2, and 3 students regular

**The Sciences an Integrated Approach by Wiley**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Core program for high school Integrated Science honors

**2. Instructional Alignment and Pacing****a. Program Monitoring**

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.

Title I schools complete a Title I Intervention Plan at the beginning of school year which guides intervention throughout year. These plans are approved by Director of Title I and monitored by Title I Teacher Specialist, who make school site visits monthly to work with Title I Lead Teachers, FCIM Instructional Coaches and other school leadership. FCIM Instructional Coaches complete FCIM Record of Meeting forms to document Data Chats, which include action plan and person(s) responsible so that decisions made can be monitored for implementation. Each Title I Intervention Teacher completes Data Record Sheets, Assessment Sheets, Attendance Reports and keeps Lesson Plans for every intervention group they instruct.

Principals conduct quarterly data reviews with our Deputy Superintendent. These data reviews include narratives explaining the implementation of curriculum in response to student data.

### **b. Supports for Student Transitions**

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

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

Yes

##### *a. Link to Student Progression Plan*

[http://www.sbac.edu/files/\\_IQKCy\\_/c6f2a362254a19ff3745a49013852ec4/2015-16\\_Student\\_Progression\\_Plan.pdf](http://www.sbac.edu/files/_IQKCy_/c6f2a362254a19ff3745a49013852ec4/2015-16_Student_Progression_Plan.pdf)

##### *b. Provide the page numbers of the plan that address this question.*

E-1 - E-16

### **c. Alignment of Pacing Guides to Florida Standards**

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

Yes

## **II. Needs Assessment**

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

**b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.**

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. 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 1: Performance of struggling learners.

Data Summary: Learning gains of lowest quartile students at targeted schools are below the state and district averages. For example, Metcalfe was ranked last among elementary schools in our district for gains of the lowest quartile in ELA at 34%. Likewise, Terwilliger's lowest quartile gains in Math was the worst in the district at 28%.

Problem 2: Teachers' pedagogical skills and experience.

Data Summary: Teachers at targeted schools have less experience and fewer advanced degrees, on average, than at schools in the district. For example, Metcalfe has the lowest percentage of teachers with advanced degrees of all elementary schools in the district at 40% and Terwilliger ranks 3rd lowest with 42%. Hawthorne has the least experienced faculty of any district high school with an average of 7.4 years. The average years' experience at the other district high schools range from 10.2 to 13.4.

Problem 3: Difficulty differentiating instruction for learners with varied needs.



Data Summary: There are significant achievement gaps at all three schools between white and black students, economically disadvantaged and non-disadvantaged students, and students with disabilities and their non-disabled peers. For example, only 6 % of students with disabilities performed above level 3 in ELA in 2017 at Metcalfe, and only 7% at both Terwilliger and Hawthorne. The gap between these students and non-disabled students at Terwilliger was 42 percentage points.

Problem 4: Meeting students' social and emotional needs.

Data Summary: Large percentages of students at the targeted schools missed significant amounts of instruction due to absences and suspensions. Twenty-six percent of students at Hawthorne had more than 15 days of unexcused absences, and Terwilliger and Metcalfe had 14% and 12% respectively. Between the three schools, there were 241 out of school suspensions.

## **B. 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 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.

Problem 1: Data indicate that more targeted instruction is needed to result in gains of the lowest achieving students at all three schools. Additional time is required for focused instruction so that these students will learn at a rate comparable to their grade-level peers.

Problem 2: On average, teachers at the target schools do not have experience or pedagogical training comparable to the faculties of other district schools. To bridge this knowledge and skills gap, additional professional development and coaching support is required.

Problem 3: Significant achievement gaps exist among subgroups of students. Barriers to achievement especially impact students of color, students with disabilities, and economically disadvantaged students in these schools. Additional strategies and resources are necessary to differentiate instruction within the traditional classroom setting.

Problem 4: Challenges meeting students' social and emotional needs in these schools create significant obstacles to academic achievement. Students are missing significant chunks of instructional time due to removals for inappropriate behavior or unexcused absences. The root causes stem from myriad home, community, and school factors. The schools must be resourced to play a greater role in addressing these needs in order to increase student achievement.

## 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.** All students, in all subgroups, will increase proficiency on the Statewide Science Assessment and EOCs in the area of Science.
- G3.** All students, in all subgroups, will increase FSA Mathematics and high school Algebra 1 EOC achievement by at least 2%.
- G4.** All students, in all subgroups, will increase their proficiency as measured by the on the FSA ELA assessment.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G2.** All students, in all subgroups, will increase proficiency on the Statewide Science Assessment and EOCs in the area of Science. **1a**

 G049468

### Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	Statewide Science Assessment Achievement	2017-18	2.0
District-Wide	Bio I EOC Pass	2017-18	2.0
District-Wide			

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

- Lack of rigor in teacher questioning and classroom activities
- Lack of student engagement during classroom instruction

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Science Specialist and/or District Instructional Coaches are providing coaching for Science teachers at priority and focus schools.
- District Science specialist is providing support for Science teachers at schools without an assigned Instructional Coach.
- District Science Specialist and District Instructional Coaches will use SSA and Biology EOC data to provide targeted support and coaching to schools.
- Title 1 and Instructional Technology provide funding for supplemental programs such as: GEMS, AIMS, Brain Pop, Discovery Education, and Picture Perfect Science for use as reteach and enrichment instructional opportunities.
- District STEM coaches will work with the elementary schools (including ALL of the priority and focus schools) to support problem-solving and critical thinking skills development as well as to support the instruction of the Next Generation Sunshine State Standards in Science.
- Additional school-based coaches provide instructional coaching for the turn-around schools.

### Plan to Monitor Progress Toward G2. **8**

Class observations, lesson plans. Class and district assessments

#### Person Responsible

Jennifer Wise

#### Schedule

Quarterly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Data from progress monitoring assessments in grades 3-8 and Biology. Data from 5th and 8th Grade SSA and Biology EOC.

**G3.** All students, in all subgroups, will increase FSA Mathematics and high school Algebra 1 EOC achievement by at least 2%. **1a**

 G044629

### Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics Achievement	2017-18	60.0
District-Wide	FSA Math Achievement - Black/African American	2017-18	60.0
All High Schools	Algebra I EOC Pass Rate	2017-18	60.0

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

- Insufficient rigor in mathematics instruction
- Lack of student engagement with the mathematics beyond the procedural level

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Secondary Math Curriculum Specialist will participate in Book/Lesson study with math teachers at Hawthorne High School
- District Math Curriculum Specialists are providing support for math teachers at schools without an assigned Instructional Coach.
- Title 1 provides for Title 1 elementary schools: Funding for FOUR INSTRUCTIONAL COACHES to work with priority and focus schools; Triumphs Core Math Intervention Materials; Math Reads; Every Day Counts Calendar Math.
- The District provides Istation which offers game-like computer adaptive formative assessments for elementary schools.
- District Math Curriculum Specialist is working with elementary and secondary math teachers to align district curriculum and assessments to the test item specifications for the Florida Standards Assessments, Algebra 1 EOC, and Geometry EOC.
- Turn Around Option schools will have school-based instructional coaches to support mathematics K-5.
- Digital Classroom Plan (DCP) is providing funding for Standards-based training for Kindergarten, 1st, and 2nd grade training.
- A district-wide PLC will target grades K-5 teachers and will provide resources to use work stations to differentiate instruction within the mathematics block.
- There will be a face to face training in September, December, and March for high school Algebra 1 teachers. Math Nation will conduct the professional developments on unpacking Algebra 1 standards and implementing mathematical best practices. We will look at Algebra 1 resources from Math Nation, textbook, and Schoolspire formally known as PCG.
- District Math Curriculum Specialist will have a monthly PD with elementary teachers using CPALMS and Canvas.
- District Math Curriculum Specialist will have frequent walk throughs at Hawthorne Middle/High and Terwilliger Elementary.

**Plan to Monitor Progress Toward G3.** 8

District Math Specialist will analyze the results from quarterly AIMS

**Person Responsible**

Derrick Frazier

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Quarterly AIMS Results

**G4.** All students, in all subgroups, will increase their proficiency as measured by the on the FSA ELA assessment. **1a**

 G044630

### Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	60.0
District-Wide	FSA ELA Achievement - Black/African American	2017-18	42.0
District-Wide	ELA/Reading Lowest 25% Gains	2017-18	60.0

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

- Lack of implementation of standards-based instruction
- Limited exposure to text based writing in content area.
- Difficulty providing differentiated instruction due to limited time and personnel

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Learning Communities
- Social Studies Specialist and Office of Professional Development will provide coaching and training in the DBQ Project.
- District ELA Specialists are working with Teachers in professional learning communities to align curriculum and assessments to the test item specifications for the Language Arts Florida Standards in order to promote standards based instruction
- District Instructional Coaches will work with schools following a job embedded coaching model
- District ELA Specialists and/or District Instructional coaches provide targeted instructional coaching at district schools.
- Additional school-based Instructional Coaches provide instructional coaching for the turn around and focus schools.
- Access to additional Curriculum Resources

### Plan to Monitor Progress Toward G4. **8**

Review Data from Quarterly Progress Monitoring Assessments, and curriculum based progress monitoring assessments

#### Person Responsible

Jennifer Wise

#### Schedule

Quarterly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Data from Quarterly Progress Monitoring Assessments, ISIP, and curriculum-based progress monitoring assessments will be analyzed for student growth.

## District Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy


 = Problem Solving Step

 S123456 = Quick Key


**G2.** All students, in all subgroups, will increase proficiency on the Statewide Science Assessment and EOCs in the area of Science. 1

 G049468

**G2.B1** Lack of rigor in teacher questioning and classroom activities 2

 B123734

**G2.B1.S1** Provide professional development through PLCs to train teachers to unpack the standards and plan challenging lessons that will focus on student learning. Teachers will learn how to ask higher order questions and create inquiry lessons that will increase students' critical thinking and problem solving skills. 4

 S135594

### Strategy Rationale

Increasing rigor will help students to understand science content that is complex and challenging. It encourages teachers to have high expectations for teaching and student learning. Rigorous instruction will increase the students' ability to analyze, synthesize, and think critically as they learn at a higher level.

### Action Step 1 5

The district will provide online and face to face professional development for unpacking the benchmarks. Training will include instructions on using the test item specifications for benchmark clarification and content limits.

#### Person Responsible

Maureen Shankman

#### Schedule

Quarterly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Lesson plans, classroom observations, and assessments



**Action Step 2** 5

The district will provide online and face to face support for the Claim, Evidence and Reasoning (CER) framework for trained teachers in the district. The CER framework will allow students to develop rigorous scientific explanations.

**Person Responsible**

Maureen Shankman

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Samples of student work and lesson plans

**Action Step 3** 5

Embedded instructional support will be provided to the focus and priority schools through site-based coaches to implement strategies.

**Person Responsible**

Isabel Carter

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Classroom observations, lesson plans, and assessments

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

Lesson plans will show the implementation of a standards based curriculum that includes an increase in rigor of lessons and student assignments.

**Person Responsible**

Jennifer Wise

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans, documentation of classroom observations, and meetings with teachers

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

Classroom observations and meetings with teachers

**Person Responsible**

Maureen Shankman

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Student performance on class and progress monitoring assessments.

**G2.B1.S2** Provide support for professional development in the Claim Evidence Reasoning (CER) Framework to assist students in developing higher order scientific explanations. The framework assists teachers by providing a method to explain scientific phenomena by breaking it into segments that are manageable for students. 4

 S209992

### Strategy Rationale

Engaging in scientific inquiry requires students to collect evidence and make logical claims supported by scientific principles. Through this process, students develop a deeper understanding of content by constructing explanations that are supported by sound argument. Data from the 2017 SSA indicates a need to focus on increasing our achievement on the Nature of Science strand of the Science assessment.

### Action Step 1 5

Provide classroom support to teachers in developing lessons to strengthen scientific explanations using the Claim, Evidence, and Reasoning (CER) framework.

#### Person Responsible

Maureen Shankman

#### Schedule

Quarterly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Lesson plans and classroom observations.

### Action Step 2 5

Embedded instructional support will be provided to the Turn-Around school through site-based instructional coaches

#### Person Responsible

Jennifer Wise

#### Schedule

Monthly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Lesson plans and documentations of classroom observations

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Teachers will submit lesson plans to reflect implementation of the strategy

**Person Responsible**

Jennifer Wise

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson Plans and classroom observations

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

To determine the effectiveness, the science specialist will observe classrooms for implementation

**Person Responsible**

Maureen Shankman

**Schedule**


Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Classroom observations

**G2.B2** Lack of student engagement during classroom instruction **2** B123737

**G2.B2.S1** Provide professional development that will demonstrate strategies for actively engaging students in the inquiry-based learning process. The 5 E method provides a model of instruction that allows teachers to provide lessons that are active, authentic and engaging. **4**

 S136294**Strategy Rationale**

Using the 5E instructional model allows students to construct meaning by making connections from previous ideas to new ideas. Inquiry science follows the natural process of problem solving by engaging students in lessons and activities that stimulate students' curiosity. When students are curious about a topic they take ownership for their learning. Engaged students are motivated to explore, explain and elaborate complex concepts and processes.

**Action Step 1** **5**

Provide online professional development to train teachers to develop lessons using the 5E model of scientific inquiry. The 5E model requires teachers to use the cycle of engage, explore, explain, elaborate and evaluate.

**Person Responsible**

Maureen Shankman

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Lesson plans and documentations of classroom observations

**Action Step 2** **5**

Embedded instructional support will be provided at Turn-around Option Schools for coaching to implement strategies.

**Person Responsible**

Jennifer Wise

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Minutes and agendas from coach/curriculum specialist planning sessions

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Classroom observations, meetings with teachers, and lesson plans

**Person Responsible**

Jennifer Wise

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Documentations of classroom observations and teacher meetings, lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Classroom observations and meetings with individual teachers

**Person Responsible**

Maureen Shankman

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018


***Evidence of Completion***

Lesson plans, documentations of classroom observations and meetings with teachers


**G3.** All students, in all subgroups, will increase FSA Mathematics and high school Algebra 1 EOC achievement by at least 2%. 1

 G044629

**G3.B1** Insufficient rigor in mathematics instruction 2

 B109830

**G3.B1.S1** District Math Curriculum Specialist will have a monthly PD with elementary teachers using CPALMS and collaborating with each other through Canvas. The District Professional Development Department will help facilitate this strategy. 4

 S121320

### Strategy Rationale

The CPALMS Beyond Standards video series serves to facilitate a deeper understanding and effective implementation of the K-5 mathematics standards for educators throughout the state. There have been much teacher turnover at the elementary level. It is imperative to solidify the base and to make sure we are all speaking the same mathematical language and the expectations are the same throughout the district.

### Action Step 1 5

Using CPALMS, teachers will explore the meaning behind the standards, strategies for instructional success, and student responses to various approaches. Teachers will have an opportunity to gain insight from leading researchers in education as well as hear directly from fellow teachers who are putting tried-and-true methods into practice in the field. Using Canvas, teachers will share what they have learn from the videos and share a lesson plan/activity that reflects such learning.

#### Person Responsible

Derrick Frazier

#### Schedule

Monthly, from 8/14/2017 to 6/8/2018

#### Evidence of Completion

Teachers will create and share lesson plans/activities which align to the Florida Math Standards in level of rigor and demonstrate the use of the Mathematical Practice Standards. Appropriate assessment is used to monitor student progress.

**Action Step 2** **5**

School-based Instructional Coaches will provide feedback and coaching to teachers at Turn-Around-Plan schools.

**Person Responsible**

Isabel Carter

**Schedule**

Monthly, from 8/14/2017 to 6/8/2018

***Evidence of Completion***

Coaching logs

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** **6**

District Math Specialist will monitor participation in Canvas and review submitted lesson plans and teachers' lessons learn from the video.

**Person Responsible**

Derrick Frazier

**Schedule**

On 6/1/2018

***Evidence of Completion***

District Math Specialist review submitted lesson plans and teachers' lessons learn from the video.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** **7**

District Math Specialist will analyze the results from quarterly AIMS

**Person Responsible**

Derrick Frazier

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Data collected by Alachua Instructional Monitoring System as well as classroom assessments will be studied to determine effectiveness. Classroom observations made by school administrators, instructional coaches, and district curriculum specialists.



**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

District Math Specialist will analyze the 2018 results from the FSA Mathematics for Elementary Math

**Person Responsible**


Derrick Frazier

**Schedule**

On 6/1/2018

***Evidence of Completion***

A yearly comparison of the 2016/17 to the 2017/18 FSA Mathematics for grades 3-5

**G3.B2** Lack of student engagement with the mathematics beyond the procedural level **2** B109831

**G3.B2.S1** District Math Curriculum Specialist will have a monthly PD with elementary teachers using CPALMS and collaborating with each other through Canvas. The District Professional Development Department will help facilitate this strategy. **4**

 S121321**Strategy Rationale**

Teachers need to be provided a variety of strategies that are proven to be effective in increasing student engagement.

**Action Step 1** **5**

Teachers will have the opportunity to create and share lesson plans/activities that demonstrate student engagement based upon the knowledge that they gained from CPALMS. Teachers will a chance to share a reflection of what they have learned and willing to implement towards student engagement.

**Person Responsible**

Derrick Frazier

**Schedule**

Quarterly, from 8/15/2017 to 6/1/2018

**Evidence of Completion**

District Math Specialist will monitor participation in Canvas and review submitted lesson plans and teachers' lessons learn from the video.

**Action Step 2** **5**

School-based instructional coaches will provide intensive coaching and feedback at Turn-around Option Plan schools.

**Person Responsible**

Isabel Carter

**Schedule**

Weekly, from 8/15/2017 to 6/1/2018

**Evidence of Completion**

Coaching Logs

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

District Math Specialist review submitted lesson plans and teachers' lessons learn from the video.

**Person Responsible**

Derrick Frazier

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Submitted lesson plans and teachers' lessons learn from the video.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

District Math Specialist will analyze the results from quarterly AIMS for K - 5

**Person Responsible**

Derrick Frazier

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Quarterly AIMS results K -5

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

District Math Specialist will analyze the results from 2018 Math FSA for grades 3 - 5

**Person Responsible**

Derrick Frazier

**Schedule**

On 6/15/2018

***Evidence of Completion***

District Math Specialist will analyze the results from 2018 Math FSA for grades 3 - 5.

**G4.** All students, in all subgroups, will increase their proficiency as measured by the on the FSA ELA assessment. 1

G044630

**G4.B1** Lack of implementation of standards-based instruction 2

B109832

**G4.B1.S1** Develop an understanding of standards based instruction through professional development.

4

S121322

### Strategy Rationale

Teachers are accustomed to using resources as they are organized as opposed to altering the order of resources to meet the standards. Teachers need professional development in organizing standards to create the most effective instructional sequence, and then aligning appropriate resources to those standards.

### Action Step 1 5

Teachers will work to study the Florida Standards and determine the skills included in them.

#### Person Responsible

Isabel Carter

#### Schedule

Weekly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Meeting notes, PD Materials

### Action Step 2 5

Professional Development will be offered to teachers in the use of the scope and sequence in instructional planning.

#### Person Responsible

Kevin Berry

#### Schedule

Monthly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Evidence will be collected through lesson plans, and principal walk throughs.

**Action Step 3** 5

School based Instructional Coaching

**Person Responsible**

Isabel Carter

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Coaches will provide logs/calendars of their activities. Sign-in sheets, follow up activities, and lesson plans are examples of products to provide evidence of job embedded coaching.

**Action Step 4** 5

High School teachers of students in intensive reading classes will form a cohort to develop engaging, standards-based lessons utilizing the Teengagement reading resource.

**Person Responsible**

Donaldson Fitzpatrick

**Schedule**

Monthly, from 9/21/2017 to 5/24/2018

***Evidence of Completion***

Evidence will be collected through lesson plans and teacher surveys.

**Action Step 5** 5

Middle School teachers of students reading below grade level will form a cohort to develop engaging, differentiated, standards-based lessons.

**Person Responsible**

Donaldson Fitzpatrick

**Schedule**

Monthly, from 9/27/2017 to 4/10/2018

***Evidence of Completion***

Evidence will be collected through lesson plans and teacher surveys.

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

District Curriculum Specialists will meet with Professional Development Specialists

**Person Responsible**

Isabel Carter

**Schedule**

Biweekly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

Teachers will perform follow up activities such as lesson plans.

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

Quarterly Progress Monitoring Assessment Data, and data from unit and collection assessments will be examined to determine student progress by literacy coaches and district curriculum specialists

**Person Responsible**

Kristopher Bracewell

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Evidence will be collected through reports from the above data sources.

**G4.B1.S2** Implement PLC meetings for sustained implementation of standards based instruction. 4 S121323**Strategy Rationale**

PLC meetings allow for groups of teachers along with the ELA Specialists to study Florida Standards, adopted resources, and continue work on aligning resources to standards.

**Action Step 1** 5

Provide support to ELA and reading teachers in implementing LAFS

**Person Responsible**

Kevin Berry

**Schedule**

Quarterly, from 8/14/2017 to 6/2/2018

***Evidence of Completion***

Teachers use best practices and student data to improve reading proficiency

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

ELA Curriculum Specialists will join a PLC group.

**Person Responsible**

Jennifer Wise

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Lesson study, classroom visit notes and reflections about instruction from PLC group

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

District Curriculum Specialists will meet with literacy coaches/PD Specialists to discuss planning of PLC group

**Person Responsible**

Jennifer Wise

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Agendas, presentations and plans for professional learning opportunities

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

Review and analyze district and statewide assessment data (AIMS and FSA ELA).

**Person Responsible**

Jennifer Wise

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

District data as produced in SchoolSpire data dashboard, FSA district and school-wide score reports



**G4.B1.S3 Focused Instructional Coaching for priority and focus schools** 4

S210007

**Strategy Rationale**

Priority and focus schools need enhanced job embedded instructional coaching to fully implement standards based instruction. This will allow for teachers to continue to align resources to standards and adjust the organization of standards for the most effective instruction.

**Action Step 1** 5

Professional Development Specialists and FCIM Instructional Coaches will meet with school leadership teams to determine teacher and student needs. They will offer professional development and instructional coaching as recommended.

**Person Responsible**

Isabel Carter

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Meeting minutes, notes, action plans

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

Meet with PD specialists to review log notes and discuss the focus of current work.

**Person Responsible**

Isabel Carter

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

coaches' logs, meeting notes

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

Noting the foci of the coaches' work, review applicable state and district ELA assessment data.

**Person Responsible**

Kristopher Bracewell


**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018


**Evidence of Completion**

AIMS assessment data accessed through SchoolSpire, FSA score reports

**G4.B2** Limited exposure to text based writing in content area. 2

 B109833

**G4.B2.S3** Each school will create a school-wide writing plan. 4

 S210060

**Strategy Rationale**

PD needs assessment and data from Professional Development Specialists indicate a need in this area. In order to maximize the effectiveness of writing instruction, schools must have a collaborative, vertically-aligned writing plan.

**Action Step 1** 5

Provide professional development to school teams.

**Person Responsible**

Kevin Berry

**Schedule**

Monthly, from 9/19/2017 to 6/1/2018

**Evidence of Completion**

Teachers will bring student artifacts to subsequent training sessions.

**Plan to Monitor Fidelity of Implementation of G4.B2.S3** 6

Review and analyze materials and artifacts created for and as a result of professional development.

**Person Responsible**

Kevin Berry

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Handouts, Digital Versions of Presentation Materials, Sign-In Sheets, Student/Teacher Artifacts

**Plan to Monitor Effectiveness of Implementation of G4.B2.S3** 7

PD specialists will meet with school-based FCIM instructional coaches and APs to review impacts on student learning.

**Person Responsible**



Isabel Carter

**Schedule**

Monthly, from 10/13/2017 to 6/1/2018

***Evidence of Completion***

Minutes from data team discussions, student artifacts, student data

**G4.B3** Difficulty providing differentiated instruction due to limited time and personnel **2** B249346**G4.B3.S1** Implement and support the use of Istation as a comprehensive supplemental curriculum software. **4** S262807**Strategy Rationale**

Istation supports differentiated instruction by assessing students, providing them with individualized learning paths, and provides teachers with real-time data to inform their instruction and access to small group lesson plans. Students in several Florida districts who have utilized this program have shown significant increases in ELA learning gains and proficiency.

**Action Step 1** **5**

Negotiate the contract with Istation (given the grant is no longer available)

**Person Responsible**

Kevin Berry

**Schedule**

On 7/7/2017

***Evidence of Completion***

Completed contract

**Action Step 2** **5**

Provide Professional Development for School-Based Trainers and Training Teams.

**Person Responsible**

Kevin Berry

**Schedule**

Monthly, from 5/29/2017 to 6/1/2018

***Evidence of Completion***

PD attendance sheets, Training materials, webinar activity data sheets

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Review school implementation reports weekly.

**Person Responsible**

Kevin Berry

**Schedule**

Weekly, from 9/4/2017 to 6/28/2018

**Evidence of Completion**

School assessment and usage reports, teacher implementation reports

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Review ISIP assessment data to note changes in student performance. Compare with district progress monitoring data.

**Person Responsible**

Kristopher Bracewell

**Schedule**

Monthly, from 9/4/2017 to 6/28/2018













**Evidence of Completion**

Executive Summary Reports by District and by School

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G4.B3.S1.A1 A346980	Negotiate the contract with Istation (given the grant is no longer available)	Berry, Kevin	4/26/2017	Completed contract	7/7/2017 one-time
G4.B1.S1.A5 A351596	Middle School teachers of students reading below grade level will form a cohort to develop...	Fitzpatrick, Donaldson	9/27/2017	Evidence will be collected through lesson plans and teacher surveys.	4/10/2018 monthly
G4.B1.S1.A4 A349512	High School teachers of students in intensive reading classes will form a cohort to develop...	Fitzpatrick, Donaldson	9/21/2017	Evidence will be collected through lesson plans and teacher surveys.	5/24/2018 monthly
G2.MA1 M095805	Class observations, lesson plans. Class and district assessments	Wise, Jennifer	8/14/2017	Data from progress monitoring assessments in grades 3-8 and Biology. Data from 5th and 8th Grade SSA and Biology EOC.	6/1/2018 quarterly
G3.MA1 M070930	District Math Specialist will analyze the results from quarterly AIMS	Frazier, Derrick	8/14/2017	Quarterly AIMS Results	6/1/2018 quarterly
G4.MA1 M090026	Review Data from Quarterly Progress Monitoring Assessments, and curriculum based progress...	Wise, Jennifer	8/14/2017	Data from Quarterly Progress Monitoring Assessments, ISIP, and curriculum-based progress monitoring assessments will be analyzed for student growth.	6/1/2018 quarterly
G3.B1.S1.MA1 M070907	District Math Specialist will analyze the results from quarterly AIMS	Frazier, Derrick	8/14/2017	Data collected by Alachua Instructional Monitoring System as well as classroom assessments will be studied to determine effectiveness. Classroom observations made by school administrators, instructional coaches, and district curriculum specialists.	6/1/2018 quarterly
G3.B1.S1.MA4 M279000	District Math Specialist will analyze the 2018 results from the FSA Mathematics for Elementary Math	Frazier, Derrick	8/14/2017	A yearly comparison of the 2016/17 to the 2017/18 FSA Mathematics for grades 3-5	6/1/2018 one-time
G3.B1.S1.MA1 M356859	District Math Specialist will monitor participation in Canvas and review submitted lesson plans and...	Frazier, Derrick	8/14/2017	District Math Specialist review submitted lesson plans and teachers' lessons learn from the video.	6/1/2018 one-time
G3.B2.S1.MA1 M070928	District Math Specialist will analyze the results from quarterly AIMS for K - 5	Frazier, Derrick	8/14/2017	Quarterly AIMS results K -5	6/1/2018 quarterly
G3.B2.S1.MA1 M070925	District Math Specialist review submitted lesson plans and teachers' lessons learn from the video.	Frazier, Derrick	8/14/2017	Submitted lesson plans and teachers' lessons learn from the video.	6/1/2018 monthly
G3.B2.S1.A1 A131559	Teachers will have the opportunity to create and share lesson plans/activities that demonstrate...	Frazier, Derrick	8/15/2017	District Math Specialist will monitor participation in Canvas and review submitted lesson plans and teachers' lessons learn from the video.	6/1/2018 quarterly
G3.B2.S1.A2 A261592	School-based instructional coaches will provide intensive coaching and feedback at Turn-around...	Carter, Isabel	8/15/2017	Coaching Logs	6/1/2018 weekly
G4.B1.S1.MA1 M090025	Quarterly Progress Monitoring Assessment Data, and data from unit and collection assessments will...	Bracewell, Kristopher	8/14/2017	Evidence will be collected through reports from the above data sources.	6/1/2018 quarterly
G4.B1.S1.MA1 M090023	District Curriculum Specialists will meet with Professional Development Specialists	Carter, Isabel	8/7/2017	Teachers will perform follow up activities such as lesson plans.	6/1/2018 biweekly
G4.B1.S1.A1 A131560	Teachers will work to study the Florida Standards and determine the skills included in them.	Carter, Isabel	8/14/2017	Meeting notes, PD Materials	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A2 A261597	Professional Development will be offered to teachers in the use of the scope and sequence in...	Berry, Kevin	8/14/2017	Evidence will be collected through lesson plans, and principal walk throughs.	6/1/2018 monthly
G4.B1.S1.A3 A261633	School based Instructional Coaching	Carter, Isabel	8/14/2017	Coaches will provide logs/calendars of their activities. Sign-in sheets, follow up activities, and lesson plans are examples of products to provide evidence of job embedded coaching.	6/1/2018 weekly
G2.B1.S1.MA1 M095049	Classroom observations and meetings with teachers	Shankman, Maureen	8/14/2017	Student performance on class and progress monitoring assessments.	6/1/2018 quarterly
G2.B1.S1.MA1 M095048	Lesson plans will show the implementation of a standards based curriculum that includes an increase...	Wise, Jennifer	8/14/2017	Lesson plans, documentation of classroom observations, and meetings with teachers	6/1/2018 quarterly
G2.B1.S1.A1 A150502	The district will provide online and face to face professional development for unpacking the...	Shankman, Maureen	8/14/2017	Lesson plans, classroom observations, and assessments	6/1/2018 quarterly
G2.B1.S1.A2 A261593	The district will provide online and face to face support for the Claim, Evidence and Reasoning...	Shankman, Maureen	8/14/2017	Samples of student work and lesson plans	6/1/2018 quarterly
G2.B1.S1.A3 A261595	Embedded instructional support will be provided to the focus and priority schools through...	Carter, Isabel	8/14/2017	Classroom observations, lesson plans, and assessments	6/1/2018 daily
G2.B2.S1.MA1 M096866	Classroom observations and meetings with individual teachers	Shankman, Maureen	8/14/2017	Lesson plans, documentations of classroom observations and meetings with teachers	6/1/2018 quarterly
G2.B2.S1.MA1 M096865	Classroom observations, meetings with teachers, and lesson plans	Wise, Jennifer	8/14/2017	Documentations of classroom observations and teacher meetings, lesson plans	6/1/2018 monthly
G2.B2.S1.A1 A151369	Provide online professional development to train teachers to develop lessons using the 5E model of...	Shankman, Maureen	8/14/2017	Lesson plans and documentations of classroom observations	6/1/2018 quarterly
G2.B2.S1.A2 A261708	Embedded instructional support will be provided at Turn-around Option Schools for coaching to...	Wise, Jennifer	8/14/2017	Minutes and agendas from coach/ curriculum specialist planning sessions	6/1/2018 weekly
G4.B3.S1.A2 A346981	Provide Professional Development for School-Based Trainers and Training Teams.	Berry, Kevin	5/29/2017	PD attendance sheets, Training materials, webinar activity data sheets	6/1/2018 monthly
G4.B1.S2.MA1 M253027	Review and analyze district and statewide assessment data (AIMS and FSA ELA).	Wise, Jennifer	8/14/2017	District data as produced in SchoolSpire data dashboard, FSA district and school-wide score reports	6/1/2018 quarterly
G4.B1.S2.MA1 M090028	ELA Curriculum Specialists will join a PLC group.	Wise, Jennifer	8/14/2017	Lesson study, classroom visit notes and reflections about instruction from PLC group	6/1/2018 monthly
G4.B1.S2.MA2 M090029	District Curriculum Specialists will meet with literacy coaches/PD Specialists to discuss planning...	Wise, Jennifer	8/14/2017	Agendas, presentations and plans for professional learning opportunities	6/1/2018 quarterly
G2.B1.S2.MA1 M252630	To determine the effectiveness, the science specialist will observe classrooms for implementation	Shankman, Maureen	8/14/2017	Classroom observations	6/1/2018 monthly
G2.B1.S2.MA1 M252629	Teachers will submit lesson plans to reflect implementation of the strategy	Wise, Jennifer	8/14/2017	Lesson Plans and classroom observations	6/1/2018 quarterly
G2.B1.S2.A1 A261766	Provide classroom support to teachers in developing lessons to strengthen scientific explanations...	Shankman, Maureen	8/14/2017	Lesson plans and classroom observations.	6/1/2018 quarterly
G2.B1.S2.A2 A261767	Embedded instructional support will be provided to the Turn-Around school through site-based...	Wise, Jennifer	8/14/2017	Lesson plans and documentations of classroom observations	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S3.MA1  M253029	Noting the foci of the coaches' work, review applicable state and district ELA assessment data.	Bracewell, Kristopher	8/14/2017	AIMS assessment data accessed through SchoolSpire, FSA score reports	6/1/2018 quarterly
G4.B1.S3.MA1  M253028	Meet with PD specialists to review log notes and discuss the focus of current work.	Carter, Isabel	8/14/2017	coaches' logs, meeting notes	6/1/2018 weekly
G4.B1.S3.A1  A262039	Professional Development Specialists and FCIM Instructional Coaches will meet with school...	Carter, Isabel	8/14/2017	Meeting minutes, notes, action plans	6/1/2018 weekly
G4.B2.S3.MA1  M253186	PD specialists will meet with school-based FCIM instructional coaches and APs to review impacts on...	Carter, Isabel	10/13/2017	Minutes from data team discussions, student artifacts, student data	6/1/2018 monthly
G4.B2.S3.MA1  M253185	Review and analyze materials and artifacts created for and as a result of professional development.	Berry, Kevin	8/14/2017	Handouts, Digital Versions of Presentation Materials, Sign-In Sheets, Student/Teacher Artifacts	6/1/2018 monthly
G4.B2.S3.A1  A262144	Provide professional development to school teams.	Berry, Kevin	9/19/2017	Teachers will bring student artifacts to subsequent training sessions.	6/1/2018 monthly
G4.B1.S2.A1  A131561	Provide support to ELA and reading teachers in implementing LAFS	Berry, Kevin	8/14/2017	Teachers use best practices and student data to improve reading proficiency	6/2/2018 quarterly
G3.B1.S1.A1  A131558	Using CPALMS, teachers will explore the meaning behind the standards, strategies for instructional...	Frazier, Derrick	8/14/2017	Teachers will create and share lesson plans/activities which align to the Florida Math Standards in level of rigor and demonstrate the use of the Mathematical Practice Standards. Appropriate assessment is used to monitor student progress.	6/8/2018 monthly
G3.B1.S1.A2  A261590	School-based Instructional Coaches will provide feedback and coaching to teachers at...	Carter, Isabel	8/14/2017	Coaching logs	6/8/2018 monthly
G3.B2.S1.MA3  M357767	District Math Specialist will analyze the results from 2018 Math FSA for grades 3 - 5	Frazier, Derrick	5/28/2018	District Math Specialist will analyze the results from 2018 Math FSA for grades 3 - 5.	6/15/2018 one-time
G4.B3.S1.MA1  M368797	Review ISIP assessment data to note changes in student performance. Compare with district progress...	Bracewell, Kristopher	9/4/2017	Executive Summary Reports by District and by School	6/28/2018 monthly
G4.B3.S1.MA1  M368794	Review school implementation reports weekly.	Berry, Kevin	9/4/2017	School assessment and usage reports, teacher implementation reports	6/28/2018 weekly



## V. Professional Development Opportunities

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

**G2.** All students, in all subgroups, will increase proficiency on the Statewide Science Assessment and EOCs in the area of Science.

### **G2.B1** Lack of rigor in teacher questioning and classroom activities

**G2.B1.S1** Provide professional development through PLCs to train teachers to unpack the standards and plan challenging lessons that will focus on student learning. Teachers will learn how to ask higher order questions and create inquiry lessons that will increase students' critical thinking and problem solving skills.

#### **PD Opportunity 1**

The district will provide online and face to face professional development for unpacking the benchmarks. Training will include instructions on using the test item specifications for benchmark clarification and content limits.

##### **Facilitator**

District Science Specialist, District Instructional Coaches

##### **Participants**

Science Teachers

##### **Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

#### **PD Opportunity 2**

The district will provide online and face to face support for the Claim, Evidence and Reasoning (CER) framework for trained teachers in the district. The CER framework will allow students to develop rigorous scientific explanations.

##### **Facilitator**

District Science Specialist, District Instructional Coaches

##### **Participants**

Science Teachers

##### **Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

**G2.B1.S2** Provide support for professional development in the Claim Evidence Reasoning (CER) Framework to assist students in developing higher order scientific explanations. The framework assists teachers by providing a method to explain scientific phenomena by breaking it into segments that are manageable for students.

### **PD Opportunity 1**

Provide classroom support to teachers in developing lessons to strengthen scientific explanations using the Claim, Evidence, and Reasoning (CER) framework.

#### **Facilitator**

Science Curriculum Specialist

#### **Participants**

Science Teachers

#### **Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

### **PD Opportunity 2**

Embedded instructional support will be provided to the Turn-Around school through site-based instructional coaches

#### **Facilitator**

District science specialist, District Instructional Coaches

#### **Participants**

Science teachers

#### **Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**G2.B2** Lack of student engagement during classroom instruction

**G2.B2.S1** Provide professional development that will demonstrate strategies for actively engaging students in the inquiry-based learning process. The 5 E method provides a model of instruction that allows teachers to provide lessons that are active, authentic and engaging.

**PD Opportunity 1**

Provide online professional development to train teachers to develop lessons using the 5E model of scientific inquiry. The 5E model requires teachers to use the cycle of engage, explore, explain, elaborate and evaluate.

**Facilitator**

District science specialist, District Instructional Coaches

**Participants**

Science teachers

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

**G3.** All students, in all subgroups, will increase FSA Mathematics and high school Algebra 1 EOC achievement by at least 2%.

**G3.B1** Insufficient rigor in mathematics instruction

**G3.B1.S1** District Math Curriculum Specialist will have a monthly PD with elementary teachers using CPALMS and collaborating with each other through Canvas. The District Professional Development Department will help facilitate this strategy.

**PD Opportunity 1**

Using CPALMS, teachers will explore the meaning behind the standards, strategies for instructional success, and student responses to various approaches. Teachers will have an opportunity to gain insight from leading researchers in education as well as hear directly from fellow teachers who are putting tried-and-true methods into practice in the field. Using Canvas, teachers will share what they have learn from the videos and share a lesson plan/activity that reflects such learning.

**Facilitator**

District Math Curriculum Specialist

**Participants**

Elementary Math Teachers

**Schedule**

Monthly, from 8/14/2017 to 6/8/2018

**PD Opportunity 2**

School-based Instructional Coaches will provide feedback and coaching to teachers at Turn-Around-Plan schools.

**Facilitator**

School-Based Coaches

**Participants**

K-12 teachers at Turn-around Option Plan schools.

**Schedule**

Monthly, from 8/14/2017 to 6/8/2018

**G3.B2** Lack of student engagement with the mathematics beyond the procedural level

**G3.B2.S1** District Math Curriculum Specialist will have a monthly PD with elementary teachers using CPALMS and collaborating with each other through Canvas. The District Professional Development Department will help facilitate this strategy.

**PD Opportunity 1**

Teachers will have the opportunity to create and share lesson plans/activities that demonstrate student engagement based upon the knowledge that they gained from CPALMS. Teachers will a chance to share a reflection of what they have learned and willing to implement towards student engagement.

**Facilitator**

District Math Curriculum Specialist

**Participants**

K-5 Math Teachers

**Schedule**

Quarterly, from 8/15/2017 to 6/1/2018

**G4.** All students, in all subgroups, will increase their proficiency as measured by the on the FSA ELA assessment.

**G4.B1** Lack of implementation of standards-based instruction

**G4.B1.S1** Develop an understanding of standards based instruction though professional development.

**PD Opportunity 1**

Teachers will work to study the Florida Standards and determine the skills included in them.

**Facilitator**

School based instructional coaches

**Participants**

All instructional staff

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**PD Opportunity 2**

Professional Development will be offered to teachers in the use of the scope and sequence in instructional planning.

**Facilitator**

ELA Specialists and the Office of Professional Development

**Participants**

Teachers from all schools

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**PD Opportunity 3**

School based Instructional Coaching

**Facilitator**

School-based instructional coaches

**Participants**

All instructional staff

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

#### **PD Opportunity 4**

High School teachers of students in intensive reading classes will form a cohort to develop engaging, standards-based lessons utilizing the Teengagement reading resource.

##### **Facilitator**

Curriculum specialist, instructional coaches

##### **Participants**

High-school reading teachers

##### **Schedule**

Monthly, from 9/21/2017 to 5/24/2018

**G4.B2** Limited exposure to text based writing in content area.

**G4.B2.S3** Each school will create a school-wide writing plan.

#### **PD Opportunity 1**

Provide professional development to school teams.

##### **Facilitator**

Literacy Coaches / PD specialists / FCIM instructional Coaches

##### **Participants**

School administrators, Elementary Teachers

##### **Schedule**

Monthly, from 9/19/2017 to 6/1/2018

**G4.B3** Difficulty providing differentiated instruction due to limited time and personnel

**G4.B3.S1** Implement and support the use of Istation as a comprehensive supplemental curriculum software.

**PD Opportunity 1**

Provide Professional Development for School-Based Trainers and Training Teams.

**Facilitator**

Kevin Berry, PD specialists, FCIM Instructional Coaches, Istation staff

**Participants**

All K-5 ELA teachers

**Schedule**

Monthly, from 5/29/2017 to 6/1/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G2.B1.S1.A1	The district will provide online and face to face professional development for unpacking the benchmarks. Training will include instructions on using the test item specifications for benchmark clarification and content limits.	\$0.00
2	G2.B1.S1.A2	The district will provide online and face to face support for the Claim, Evidence and Reasoning (CER) framework for trained teachers in the district. The CER framework will allow students to develop rigorous scientific explanations.	\$0.00
3	G2.B1.S1.A3	Embedded instructional support will be provided to the focus and priority schools through site-based coaches to implement strategies.	\$0.00
4	G2.B1.S2.A1	Provide classroom support to teachers in developing lessons to strengthen scientific explanations using the Claim, Evidence, and Reasoning (CER) framework.	\$0.00
5	G2.B1.S2.A2	Embedded instructional support will be provided to the Turn-Around school through site-based instructional coaches	\$0.00
6	G2.B2.S1.A1	Provide online professional development to train teachers to develop lessons using the 5E model of scientific inquiry. The 5E model requires teachers to use the cycle of engage, explore, explain, elaborate and evaluate.	\$0.00
7	G2.B2.S1.A2	Embedded instructional support will be provided at Turn-around Option Schools for coaching to implement strategies.	\$0.00
8	G3.B1.S1.A1	Using CPALMS, teachers will explore the meaning behind the standards, strategies for instructional success, and student responses to various approaches. Teachers will have an opportunity to gain insight from leading researchers in education as well as hear directly from fellow teachers who are putting tried-and-true methods into practice in the field. Using Canvas, teachers will share what they have learn from the videos and share a lesson plan/activity that reflects such learning.	\$0.00
9	G3.B1.S1.A2	School-based Instructional Coaches will provide feedback and coaching to teachers at Turn-Around-Plan schools.	\$0.00
10	G3.B2.S1.A1	Teachers will have the opportunity to create and share lesson plans/activities that demonstrate student engagement based upon the knowledge that they gained from CPALMS. Teachers will a chance to share a reflection of what they have learned and willing to implement towards student engagement.	\$0.00
11	G3.B2.S1.A2	School-based instructional coaches will provide intensive coaching and feedback at Turn-around Option Plan schools.	\$0.00
12	G4.B1.S1.A1	Teachers will work to study the Florida Standards and determine the skills included in them.	\$0.00
13	G4.B1.S1.A2	Professional Development will be offered to teachers in the use of the scope and sequence in instructional planning.	\$0.00
14	G4.B1.S1.A3	School based Instructional Coaching	\$0.00
15	G4.B1.S1.A4	High School teachers of students in intensive reading classes will form a cohort to develop engaging, standards-based lessons utilizing the Teengagement reading resource.	\$0.00



16	G4.B1.S1.A5	Middle School teachers of students reading below grade level will form a cohort to develop engaging, differentiated, standards-based lessons.	\$0.00
17	G4.B1.S2.A1	Provide support to ELA and reading teachers in implementing LAFS	\$0.00
18	G4.B1.S3.A1	Professional Development Specialists and FCIM Instructional Coaches will meet with school leadership teams to determine teacher and student needs. They will offer professional development and instructional coaching as recommended.	\$0.00
19	G4.B2.S3.A1	Provide professional development to school teams.	\$0.00
20	G4.B3.S1.A1	Negotiate the contract with Istation (given the grant is no longer available)	\$0.00
21	G4.B3.S1.A2	Provide Professional Development for School-Based Trainers and Training Teams.	\$0.00
Total:			\$0.00