2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

10 - Clay

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

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

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

b. District Vision Statement

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

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

No strategic plan link stored

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.

A comprehensive needs assessment is done yearly to identify needs in resources, curriculum and instruction. Our data management system, FOCUS, as well as our local benchmark assessments system, Performance Matters, helps us track all facets of the needs of students and maximize student outcomes.
All district administrators who oversee federal and state funding for schools collaborate on the allocation of resources to ensure alignment to the district initiatives and strategic plan.

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.

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

teacher strengths and needs. She works closely with other directors, including Academic Services, ESE/Student Services and Career and Tech Ed to ensure that resources are carefully matched to need based on evaluations of student achievement.

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.

In spring 2014, the Instructional Division was reorganized in order to improve communication among its departments and consolidate responsibilities which had been fragmented. There is a clear-cut "Go To" chart which has been made available to all district personnel. School-based administrators and curriculum specialists received training during summer 2014 and the summer of 2015 on Strengthening school-based PLCs as well as on implementing the Framework for Intentional Teaching, an approach that allows teachers to provide core instruction and interventions within each lesson. School personnel were trained via face-to-face and online sessions on the same material. School administrative teams received extensive training on the use of Professional Learning Communities in schools. The focus of PLC's has changed from self-directed professional development topics and book study sessions to weekly conversations about student achievement as a result of using new teaching practices. The ESE Department is working closely with schools to assist them in using the Multi-Tiered System of Supports process to provide specific interventions to students who are not making expected progress. As with any new system, the Professional Learning Communities are works-in-progress. The Director of School Improvement, Professional Development and Assessment is providing regular support at the monthly Curriculum Council meetings for school-based administrators, as well as ongoing support to school teams that write and implement School Improvement Plans.

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.

N/A

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.

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

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) 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

See attached plan.

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

Clay County has one charter school that received a F grade for the 15-16 school year. The Supervisor of Secondary Education who also oversees charter schools is working with the charter school principal to develop a support plan for the school.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address
Weiskopf, Emily, emily.weiskopf@myoneclay.net

b. Employee's Title
Director

c. Employee's Phone Number
(904) 284-6547

d. Employee's Phone Extension

e. Supervisor's Name
Jeff Umbaugh

f. Supervisor's Title
Assistant Superintendent

g. Employee's Role and Responsibilities

Role: Director of Professional Development, School Improvement, and Assessment
Responsibilities:
1. Provide leadership and direction in school improvement based on federal, state and district guidelines.
2. Facilitate planning and implementation and monitoring of school improvement at the district and school level based upon current student data.
3. Assist the Assistant Superintendent for Instruction in the evaluation of school improvement implementation.
4. Promote and facilitate positive public relations for the school improvement process.
5. Administer and supervise the District's Master Inservice Plan
6. Provide instructional leadership, direction, and monitoring of the development and implementation of district and school level professional development plans that have a positive impact on student achievement.
7. Coordinate, provide and evaluate professional development to enhance instructional leadership based upon state and district initiatives. Maintain, schedule and monitor professional development activities throughout the district.
8. Supervise the inservice certification process in accordance with Florida Statutes and the State Board of Education regulations.
9. Provide administrative leadership in the District's administration and supervision for all K-12

student assessment, required by the United States Department of Education, Florida Department of Education, or the Clay County School Board.

10. Provide schools and district with current K-12 student performance data from state and local assessments.

11. Provide leadership and assistance with the HRMD Leader program.

12. Coordinate, provide, and evaluate professional development to enhance teacher practices based on state and district initiatives.

2. District Leadership Team:

Kornegay, Diane, dlkornegay@oneclay.net	
Title	Assistant Superintendent
Phone	
Supervisor's Name	Charlie Van Zant
Supervisor's Title	Superintendent
Role and Responsibilities	Assistant Superintendent for Instruction

Weiskopf, Emily, emily.weiskopf@myoneclay.net	
Title	Director
Phone	
Supervisor's Name	Diane Kornegay
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of School Improvement, Professional Development and Assessment

wingate, mike, mwingate@oneclay.net	
Title	Director
Phone	
Supervisor's Name	Diane Kornegay
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Academic Services

roth, terry , troth@oneclay.net	
Title	Director
Phone	
Supervisor's Name	Diane Kornegay
Supervisor's Title	Director
Role and Responsibilities	Director of ESE

Umbaugh, Jeff, jumbaugh@oneclay.net	
Title	Assistant Superintendent
Phone	
Supervisor's Name	Diane Kornegay
Supervisor's Title	Superintendent
Role and Responsibilities	Provide input and oversight to the team.

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.

For the 16-17 we have no Focus or Priority Schools except 1 charter school. The Supervisor of Secondary Education is working closely with that school. The school has hired a consultant to assist them with their turnaround plan.

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.

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

We have no focus or priority schools.

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

We have no focus or priority schools.

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/clay?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:

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

Program Type	Core
School Type	Middle School, High School

Houghton Mifflin Harcourt - Collections

Description

The core writing curriculum for grades 6th - 12th centers around students reading complex, rich texts and providing opportunities to practice and apply close reading strategies with challenging content. Writing instruction is integrated in to reading and analyzing complex texts via direct instruction using mentor texts to inspire and inform writing, mini-lessons to learn the craft, and ongoing tasks to practice evidence-based writing from multiple sources. Instruction is also provided through the use of Performance Assessments where the teacher utilizes a three-step instructional process with highly engaging texts, interactive writing lessons, and scaffolded practice to prepare students to meet the demands of the Florida Standards for reading and writing. Through interactive writing lessons students are provided a model student response, teacher feedback, and practice developing careful analysis and arguments with well-defended claims. Students are required to apply text analysis to their writing, draw upon additional sources, and cite sufficient evidence in the completion of selected Performance Tasks.

For grades 6, 9-12, students are also provided scaffolded instruction on synthesizing ideas from multiple texts, conducting short research projects, and drawing conclusions with evidence. The curriculum utilizes digital tools to increase student engagement in writing to sources and critiquing peers' writing in a collaborative setting. Partners or peer groups may work collaboratively on writing and other performance tasks as well as review and evaluate each other's work. Students also have access to digital tools for marking text, citing evidence, making notes, and preparing for performance tasks. In addition, students can submit their work to e-rater for immediate feedback and scoring and to Turnitin for originality checks.

Most of the Junior Highs use the ACE strategy.
The Answer – Cite – Explain (ACE) writing strategy is designed to help students organize their writing and support their thinking to form constructed responses for informative/explanatory and argumentative compositions. This strategy has an emphasis on the application of learning where students must provide textual evidence to support their answers and expand their thinking to create a well-constructed paragraph. Students between 6th to 12th grade are targeted for this instructional strategy. Teachers deliver this strategy in small groups, whole class, or in a one on one environment. ACE directly aligns with the Florida Standards for writing as students are required to, "write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient information."

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:

Go Math

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

Carnegie Learning

Program Type	Core
School Type	Middle School
Description	Math Grades 6 – 8 Standard 6 - 8 Carnegie Math, Florida Edition Carnegie

Go Math! Florida

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

Prentice Hall

Program Type Core

School Type High School

Math - Geometry Standard

Prentice Hall Geometry, 2011, 1st Florida Edition
Math - Geometry Honors

Prentice Hall Geometry Honors, Gold Series, 2011, 1st Florida Edition
Math - Algebra II Standard

Description Prentice Hall Algebra 2, 2011, 1st Florida Edition
Math - Algebra II Honors

Prentice Hall Algebra 2 Honors, Gold Series, 2011, 1st Florida Edition
Math - Algebra I Standard

Prentice Hall Algebra I
Math - Algebra IA & IB

Prentice Hall Algebra I

Carnegie

Program Type

School Type High School

Algebra I
Standard & Honors
Carnegie FL Blended Algebra I
Carnegie
Geometry
Standard & Honors

Description Carnegie FL Blended Geometry
Carnegie
Algebra II
Standard & Honors

Carnegie FL Blended Algebra II
Carnegie

Program Type
School Type
Description

Program Type	Core
School Type	High School

Math - Trigonometry

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

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 and Harcourt Science

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

Florida Comprehensive Science

Program Type Core

School Type Middle School

Description
Science - M/J Comprehensive Science, Course 1
6
Florida Comprehensive Science, Print with Online Access, 2012/1st Edition
Florida Student Edition Plus Student Digital Path (Custom Edition for Clay County)
Science - M/J Comprehensive Science, Course 2
7
Florida Comprehensive Science, Print with Online Access, 2012/1st Edition
Florida Student Edition Plus Student Digital Path (Custom Edition for Clay County)
Science - M/J Comprehensive Science, Course 3
8
Florida Comprehensive Science, Print with Online Access, 2012/1st Edition
Florida Student Edition Plus Student Digital Path (Custom Edition for Clay County)

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

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.

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

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.oneclay.net/pupil-progression-plans.html

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

28-41, 72-76

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.

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.

District Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   The number of students scoring a level 3 or above on the FSA ELA assessments in grades 3-10 will increase by 5%.

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.

G1. The number of students scoring a level 3 or above on the FSA ELA assessments in grades 3-10 will increase by 5%. `1a`

🔍 G044395

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2016-17	62.0

Targeted Barriers to Achieving the Goal `3`

- access to lessons that are aligned to the standards

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District Curriculum Specialists core ELA curriculum Achieve 3000 District Trainings Webinars PLCs

Plan to Monitor Progress Toward G1. `8`

FSA reports and teacher surveys

Person Responsible

Emily Weiskopf

Schedule

On 5/25/2016

Evidence of Completion

Surveys will be sent to teachers on the maps and linked resources Data from the district benchmarks and FSA ELA reports will be analyzed as well.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

☐1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. The number of students scoring a level 3 or above on the FSA ELA assessments in grades 3-10 will increase by 5%. ☐1

🔑 G044395

G1.B4 access to lessons that are aligned to the standards ☐2

🔑 B212655

G1.B4.S1 Curriculum specialists will facilitate trainings to vet resources to link to each curriculum map. ☐4

🔑 S224923

Strategy Rationale

When resources are vetted and linked to the curriculum maps, teachers can easily access strategies that are aligned to the district instructional framework model. It also ensures that the standards are being taught to the level of rigor the assessment requires.

Action Step 1 ☐5

Collaborative sessions with teachers to vet and align resources to the curriculum maps

Person Responsible

Bonnie King

Schedule

Evidence of Completion

Curriculum maps on the OneclayU website will be evidence that resources are linked

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

District series of trainings to support vetting and linking of resources

Person Responsible

Bonnie King

Schedule

Evidence of Completion

Sign in sheets, Nav Plus tracking system of those who attended.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

U.oneclay.net usage reports will be collected

Person Responsible

Schedule

Evidence of Completion

We will collect usage reports on how many teachers have accessed the curriculum maps.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2015					
G1.MA1 🔍 M057722	FSA reports and teacher surveys	Weiskopf, Emily	9/8/2015	Surveys will be sent to teachers on the maps and linked resources Data from the district benchmarks and FSA ELA reports will be analyzed as well.	5/25/2016 one-time
2017					
G1.B4.S1.MA1 🔍 M283805	District series of trainings to support vetting and linking of resources	King, Bonnie	No Start Date	Sign in sheets, Nav Plus tracking system of those who attended.	No End Date quarterly
G1.B4.S1.MA1 🔍 M283806	U.oneclay.net usage reports will be collected		No Start Date	We will collect usage reports on how many teachers have accessed the curriculum maps.	No End Date one-time
G1.B4.S1.A1 🔍 A284671	Collaborative sessions with teachers to vet and align resources to the curriculum maps	King, Bonnie	No Start Date	Curriculum maps on the OneclayU website will be evidence that resources are linked	No End Date quarterly

V. Professional Development Opportuntities

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

G1. The number of students scoring a level 3 or above on the FSA ELA assessments in grades 3-10 will increase by 5%.

G1.B4 access to lessons that are aligned to the standards

G1.B4.S1 Curriculum specialists will facilitate trainings to vet resources to link to each curriculum map.

PD Opportunity 1

Collaborative sessions with teachers to vet and align resources to the curriculum maps

Facilitator

Bonnie King

Participants

K-12 ELA teachers

Schedule

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Collaborative sessions with teachers to vet and align resources to the curriculum maps	$0.00
		Total:	$0.00