



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

74 - FAMU Lab Sch

Dr. Patricia C Hodge, Superintendent
John Cannon, Region 1 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Provide the district's vision statement

Supports for School Improvement

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

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

District Policies and Practices

Provide the district's definition of “operational flexibility” provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting

Sustainability of Improvement

Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements

Stakeholder Involvement

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

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

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

Hodge, Patricia, patricia.hodge@famuedu

Employee's Title

Superintendent

Employee's Phone Number

(850) 412-5922

Employee's Phone Extension**Supervisor's Name****Supervisor's Title****Employee's Role and Responsibilities**

The Superintendent is the CEO of the school District. As such they are responsible for the fiscal, human resources and instructional management. The superintendent is the leader of the turnaround effort.

District Leadership Team

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

Grant, Sandra, sandra.grant@famuedu**Title****Phone**

(850) 412-5930

Supervisor's Name

Dr. Patricia Hodge

Supervisor's Title

Assistant Superintendent

Role and Responsibilities

Elementary Principal

Belle-McGlockton, Joan, joan.mcgllockton@famuedu**Title****Phone**

412-5930

Supervisor's Name

Dr. Patricia Hodge

Supervisor's Title

Superintendent

Role and Responsibilities

Secondary Principal

Educator Quality

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

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes

Public and Collaborative Teaching

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

Ambitious Instruction and Learning

Instructional Programs

Reading

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

No

Writing

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

Program Type	[none selected]
School Type	[none selected]
Description	

Mathematics

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

Program Type	[none selected]
School Type	[none selected]
Description	

Science

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

Program Type	[none selected]
School Type	[none selected]
Description	

Instructional Alignment and Pacing

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals

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

Will the district use its Student Progression Plan to satisfy this question?

0

Provide the hyperlink to the plan

Provide the page numbers of the plan that addresses this question

Description

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

No

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Step Zero

District Improvement Goals

Goals Summary

- G1.** Increase Teacher competencies regarding lesson segments addressing content aligned with the Marzano Teaching Model.
- G2.** Implement the Common Core literacy Standards across all grade levels.

Goals Detail

G1. Increase Teacher competencies regarding lesson segments addressing content aligned with the Marzano Teaching Model.

Targets Supported

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17

Resources Available to Support the Goal

- Instructional Coaches
- professional Development
- Evaluation System
- PAEC - Panhandle Area Educational Consortium EPDC (online professional development)
- PLC - Professional Learning Communities

Targeted Barriers to Achieving the Goal

- teacher lack of content knowledge
- Teachers lack the knowledge/ use of best practices

<i>Plan to Monitor Progress Toward the Goal</i>	
Increase in teacher competencies	
Person Responsible	
Schedule	
Evidence of Completion	walk through data, teacher evaluation data (informal and Formal). Mentor Logs

G2. Implement the Common Core literacy Standards across all grade levels.**Targets Supported**

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17

Resources Available to Support the Goal

- Common Core Curriculum
- Professional Development Janet Allen through PAEC
- Professional Development Odell Curriculum Training
- Textbook Adoption in elementary School
- Coaches support and monitoring of implementation

Targeted Barriers to Achieving the Goal

- Teacher resistance
- Students lack foundational skills to support new learning
- Limited resources to support technological requirements of new curriculum

<i>Plan to Monitor Progress Toward the Goal</i>	
Monitor the implementation of common core literacy standards	
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	observation/ evaluation data, student achievement data, progress monitoring data

District Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase Teacher competencies regarding lesson segments addressing content aligned with the Marzano Teaching Model.

G1.B7 teacher lack of content knowledge

G1.B7.S1 Require teachers that received needs improvement or unsatisfactory rating on their teacher evaluation to take course or workshop in their content areas.

Strategy Rationale

<i>Action Step 1</i>	
Identify Teachers that are required to participate in the Teacher Assistance Program	
<i>Focus</i>	District-wide
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	A list of teachers to be included in the TAP program

<i>Action Step 2</i>	
Enroll Teachers in the TAP program.	
<i>Focus</i>	District-wide
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	Teachers in need of assistance

<i>Action Step 3</i>	
Provide teachers professional development and mentoring in their areas of need.	
<i>Focus</i>	District-wide
<i>Person Responsible</i>	
<i>Schedule</i>	
<i>Evidence of Completion</i>	Sign - in sheets, work samples, lesson plans, walk through logs

Action Step 4	
Monitor teacher performance	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Walkthrough logs, teacher evaluations,

Plan to Monitor Fidelity of Implementation of G1.B7.S1	
Provision of teacher assistance program	
Person Responsible	
Schedule	
Evidence of Completion	sign in sheets, walk through logs, work samples and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B7.S1	
Effectiveness of the teacher assistance program	
Person Responsible	
Schedule	
Evidence of Completion	Satisfactory Teacher evaluations and walk through data

G1.B7.S2 Provide incentives to teachers that take additional courses in their content areas.

Strategy Rationale

Action Step 1	
Provide teachers that take additional courses with technology to assist in the completion of coursework.	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Teachers will be presented with a technological device

Action Step 2	
Assistance with payment of tuition for professional development in a need area as determined by mentor, principal and teacher.	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Reimbursement for acceptable completion of coursework.

Plan to Monitor Fidelity of Implementation of G1.B7.S2	
Provision of incentives to teachers that take additional coursework	
Person Responsible	
Schedule	
Evidence of Completion	List of teachers and incentives received

Plan to Monitor Effectiveness of Implementation of G1.B7.S2	
Incentive program	
Person Responsible	
Schedule	
Evidence of Completion	increase in in the completion of courses that teachers take in their content areas, increase in favorable teacher evaluations

G1.B8 Teachers lack the knowledge/ use of best practices

G1.B8.S1 Provide professional development in the use of instructional best practices

Strategy Rationale

Action Step 1	
Develop professional development on best practices in instruction using the Marzano's high yield strategies	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Development of a professional development program

Action Step 2	
Provide professional development on best practices in instruction using the Marzano's high yield strategies	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Development of a professional development program

Plan to Monitor Fidelity of Implementation of G1.B8.S1	
Provision of professional development in the use of instructional best practices	
Person Responsible	
Schedule	
Evidence of Completion	walkthrough logs, coaches logs, sign - in sheets, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B8.S1	
Professional development in the use of instructional best practices	
Person Responsible	
Schedule	
Evidence of Completion	walkthrough logs, coaches logs, sign - in sheets, lesson plans

G1.B8.S2 Support the use of instructional best practices

Strategy Rationale

Action Step 1	
Instructional Coaches will walk through and provide support and feedback on the use of instructional best practices	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Coaches logs, teacher support data

Action Step 2	
Principals will walk through and evaluate the use of instructional best practices	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Walkthrough and teacher evaluation data

Plan to Monitor Fidelity of Implementation of G1.B8.S2	
Supporting of use of instructional best practices	
Person Responsible	
Schedule	
Evidence of Completion	Walk through logs and evaluation data, lesson plans, observations

Plan to Monitor Effectiveness of Implementation of G1.B8.S2	
Support of the use of best practices	
Person Responsible	
Schedule	
Evidence of Completion	coach's logs, walk through data, teacher evaluation data

G2. Implement the Common Core literacy Standards across all grade levels.

G2.B1 Teacher resistance

G2.B1.S1 Use the instructional coaches to assist in planning, developing and presentation of lessons.

Strategy Rationale

Action Step 1	
Instructional coaches will provide coaching and modeling for the presentation and delivery of new standards.	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	walk through data, lesson plans, coaches' logs

Action Step 2	
Instructional coaches will provide support in planning and developing lessons	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	lesson plans, instructional coaches' logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Monitor the use of instructional coaches to assist teachers in the planning, development and delivery of new standards	
Person Responsible	
Schedule	
Evidence of Completion	lesson plans, walk through data, coaches' logs, evaluation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Monitor the effectiveness of assistance to teachers by instructional coaches	
Person Responsible	
Schedule	
Evidence of Completion	evaluation of support; coaches' logs, walk through data

G2.B1.S3 Provide teacher workshops to assist teachers in understanding the new standards.

Strategy Rationale

Action Step 1	
Provide professional development in unpacking the common core standards. Provide a crosswalk to teachers to aid in understanding the new standards.	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	agendas of trainings, sign-in sheets, lesson plans, walk through data

Plan to Monitor Fidelity of Implementation of G2.B1.S3	
Monitor the provision of workshops for teacher understanding	
Person Responsible	
Schedule	
Evidence of Completion	evaluation of professional development, sign-in sheets, walk through logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S3	
Provision of workshops for teacher understanding	
Person Responsible	
Schedule	
Evidence of Completion	lesson plans, walk through data, teacher evaluation data, evaluation of professional development

G2.B4 Students lack foundational skills to support new learning**G2.B4.S3** provide additional opportunities to students that are more than a grade level behind**Strategy Rationale**

Action Step 1	
Provide additional opportunities to struggling students	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	lesson plans, sign-in sheets and progress monitoring data

Plan to Monitor Fidelity of Implementation of G2.B4.S3	
Monitoring the provision of additional opportunities for student learning	
Person Responsible	
Schedule	
Evidence of Completion	sign in sheets, lesson plans, student academic improvement plans, progress monitoring data

Plan to Monitor Effectiveness of Implementation of G2.B4.S3	
what was the effectiveness of the additional educational opportunities for struggling students	
Person Responsible	
Schedule	
Evidence of Completion	student achievement data

G2.B4.S4 use the MTSS (multi-tier system of support) to assist students in the acquisition and retention of new knowledge**Strategy Rationale**

Action Step 1	
Deploy the MTSS for students who are more than one grade level behind in mastery of standards	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	MTSS folders and Rtl data, teacher data

Plan to Monitor Fidelity of Implementation of G2.B4.S4	
Monitoring the deployment of MTSS for students that are more than one grade level behind in mastery of standards	
Person Responsible	
Schedule	
Evidence of Completion	progress monitoring data, grades, Rtl folders (Data)

Plan to Monitor Effectiveness of Implementation of G2.B4.S4	
Monitor the effectiveness of the utilization of the MTSS to assist students	
Person Responsible	
Schedule	
Evidence of Completion	student achievement data, progress monitoring data,

G2.B5 Limited resources to support technological requirements of new curriculum

G2.B5.S1 Look for and apply for additional funding such as grants and federal assistance for new technology.

Strategy Rationale

Action Step 1	
Look For technology Grants that would be appropriate for DRS to make Application.	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Grant Coordinator will provide a portfolio of technology grants that would be appropriate for Application.

Action Step 2	
Apply for Technology Grants	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Completion of 3 to 5 technology grant applications for the purpose of purchasing new technologies to support the implementation of the new curriculum.

Action Step 3	
Create a Technology Plan	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Technology Plan

Action Step 4	
Incorporate Cyclical Timeline for the acquisition of new equipment and the retiring of out dated equipment.	
Focus	District-wide
Person Responsible	
Schedule	
Evidence of Completion	Creation of 10 to 15 year cyclical calendar that shows the in and out of technology equipment.

Plan to Monitor Fidelity of Implementation of G2.B5.S1	
Monitor the acquisition of grant information and the application process for 3 to 5 grants	
Person Responsible	
Schedule	
Evidence of Completion	Portfolio evidence of the RFA or RFP, copies of the actual application or proposal and award/ denial letter from the granting agent.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1	
Monitor the strategy of acquiring new technologies by searching for and applying for grants and federal assistance.	
Person Responsible	
Schedule	
Evidence of Completion	The purchase of new technologies for the implementation of common core standards in the school.

Implementation Timeline

Professional Development

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

G1. Increase Teacher competencies regarding lesson segments addressing content aligned with the Marzano Teaching Model.

G1.B7 teacher lack of content knowledge

G1.B7.S1 Require teachers that received needs improvement or unsatisfactory rating on their teacher evaluation to take course or workshop in their content areas.

PD Opportunity 1

Provide teachers professional development and mentoring in their areas of need.

Facilitator

Program Coordinator, PD Coordinator

Participants

Teachers in need of assistance

Schedule

Evidence of Completion

Sign - in sheets, work samples, lesson plans, walk through logs

PD Opportunity 2

Monitor teacher performance

Facilitator

Program Coordinator

Participants

Teachers in need of assistance

Schedule

Evidence of Completion

Walkthrough logs, teacher evaluations,

G1.B7.S2 Provide incentives to teachers that take additional courses in their content areas.**PD Opportunity 1**

Assistance with payment of tuition for professional development in a need area as determined by mentor, principal and teacher.

Facilitator

PD Coordinator

Participants

Teachers

Schedule**Evidence of Completion**

Reimbursement for acceptable completion of coursework.

G1.B8 Teachers lack the knowledge/ use of best practices**G1.B8.S1** Provide professional development in the use of instructional best practices**PD Opportunity 1**

Provide professional development on best practices in instruction using the Marzano's high yield strategies

Facilitator

PD Coordinator

Participants

Teachers

Schedule**Evidence of Completion**

Development of a professional development program

G2. Implement the Common Core literacy Standards across all grade levels.**G2.B1** Teacher resistance**G2.B1.S3** Provide teacher workshops to assist teachers in understanding the new standards.**PD Opportunity 1**

Provide professional development in unpacking the common core standards. Provide a crosswalk to teachers to aid in understanding the new standards.

Facilitator

DOE Trainer, instructional coaches, vendors

Participants

classroom teachers, coaches, administrators

Schedule**Evidence of Completion**

agendas of trainings, sign-in sheets, lesson plans, walk through data

Technical Assistance

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

Budget Rollup**Summary**

Description	Total
Grand Total	0