

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

38 - Levy

Mr. Jeffery Edison, 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 educate all students in a safe environment and to graduate them ready for college and career success.

b. District Vision Statement

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.

Instructional priorities are determined through the district needs assessment as part of the DIAP development process. The process for determining the use of federal, state and local funds includes collaboration between federal and general program coordinators/directors and the district finance office. The district instructional team meets at minimum two times per month to problem solve competing needs and determine strategic resourcing.

Team members assigned to priority and focus schools through our differentiated support model identify specific needs at these schools and the team works to develop specific strategies to address problem areas.

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.

The district uses a differentiated support model to work with all schools. Schools are identified by tier using the MTSS model based on student achievement data and school grades. Schools in the highest tier (III) receive additional district support (human capital). Mr. John Lott (Assistant Superintendent) leads the instructional team in weekly instructional meetings where each differentiated support team reviews the data from classroom walkthroughs, and instructional resources. This information is also shared with school administration and the Superintendent.

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.

Monthly PPLC's are held with school administration where the district instructional team works with administrators to remove barriers and provide supports for increased student achievement. Through

the PPLC's decisions have been made to modify lesson plan procedures, early release day activities, and human capital management systems. The PPLC group has added the differentiated support teams to assist with classroom walkthrough's at the school level. Student achievement and classroom walkthrough data are used to identify any changes that may need to be made in policy or practice.

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.

Improvements will be sustained through continued refinement of the differentiated support model. The district needs assessment will provide data to help the team problem solve where changes need to be made and interventions will continue. We will continue the differentiated support model to work toward the goal of increasing instructional capacity within the schools. As active members of the school communities we will continue to identify community partners and local stakeholders that can create sustainability in the schools.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361934>

2. Family and Community Engagement

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

The district annually submits a parent involvement plan. This plan is created with parents who are part of the DAC. Each school has a SAC committee. From this committee three parents are requested to become members of DAC to represent their school. This team meets about seven times per year to develop the parent involvement plan and discuss ways to keep parents informed and develop partnerships with their schools.

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

The district involves school leadership through PPLC meetings held at least monthly during the school year. They provide input and engage in problem identification and development of specific intervention plans to address barriers.

C. Effective Leadership

2. District Leadership Team:

Boughanem, Valerie, valerie.boughanem@levyk12.org	
Title	Other
Phone	352-486-5831
Supervisor's Name	Mr. John Lott
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	ESOL, Title III, and State Assessments
Brown, Laura, laura.klock@levyk12.org	
Title	Other
Phone	352-486-5231
Supervisor's Name	Mr. John Lott
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Pre- K Coordinator, Pre- K ESE Teacher, MTSS Coordinator, Truancy Officer, Dropout Prevention, Graduation Rate, Homeless Liaison
Rivers, Barb, barbara.rivers@levyk12.org	
Title	Director
Phone	352-486-5231
Supervisor's Name	Jeff Edison
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	MIS/Data & Accountability
Dean, Candy, candace.dean@levyk12.org	
Title	Director
Phone	352-486-5231
Supervisor's Name	Jeff Edison
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Human Resources

Hall, Rosalind, rosalind.hall@levyk12.org

Title	Director
Phone	352-486-5240
Supervisor's Name	Mr. Robert Hastings
Supervisor's Title	Superintendent
Role and Responsibilities	To provide leadership in the planning, development, implementation, and evaluation of Exceptional Student Education and Student Services programs and services designed to best meet the needs of students throughout the district.

Jones, Carol, carol.jones@levyk12.org

Title	Other
Phone	352-486-5231
Supervisor's Name	Mr. John Lott
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Career and Technical Education and Literacy Coordinator for the district

Homan, Michael, michael.homan@levyk12.org

Title	Other
Phone	352-486-5231
Supervisor's Name	Mr. John Lott
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Title Programs and School Improvement

Edison, Jeff, jeffery.edison@levyk12.org

Title	Assistant Superintendent
Phone	352-486-5231
Supervisor's Name	Robert Hastings
Supervisor's Title	Superintendent
Role and Responsibilities	Oversee administrative departments and functions of the school system.

Lott, John, john.lott@levyk12.org

Title	Assistant Superintendent
Phone	(352) 486-5231
Supervisor's Name	Robert Hastings
Supervisor's Title	Superintendent
Role and Responsibilities	Pre-K-12 Curriculum, Instruction, Assessment

Young, Marcy, youngma@levy.k12.fl.us

Title	Other
Phone	352-486-5231
Supervisor's Name	Dr. Hall
Supervisor's Title	Director
Role and Responsibilities	Oversee the evaluations and eligibility for students with disabilities. Oversee Section 504.

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.

We use our human capital management system to recruit and select high quality school based administrators. These administrator assignments are adjusted as needed according to data. Final decisions are made by the superintendent.

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 state approved teacher evaluation system incorporates student growth data as well as the four domains of teaching based upon Charlotte Danielson's research. Teachers who are ineffective and are have not shown improvement through the teacher assistance plan are not retained.

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

During the spring the instructional team schedules planning sessions to help administrators include planning time and maximize instruction for students.

Master schedules are turned in to the District Assistant Superintendents and reviewed to ensure that common planning time is occurring at 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

The district coordinates funding sources to ensure that all schools in the district have a reading coach. The district has a literacy coordinator who supports reading coaches. The reading coaches submit a coach's log to the Literacy Coordinator monthly.

The district has math and science cadre's for grades k-5. Focus and priority schools also participate and are given opportunities at their school to continue the cadre work above and beyond what is provided at the district level.

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/levy?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:

Reading Street

Program Type

Core

School Type

Elementary School

Description

The district adopted the Pearson Reading Street Common Core 2013 textbook for grade K-5. The series contains writing curriculum that focuses on informative/explanatory, argumentative/opinion, and narrative writing. In addition to explicit writing instruction and assignments, the program provides writing journals and, for grades 3-5, an on-line writing component.

Spring Board

Program Type

Core

School Type

Middle School, High School

Description

Secondary English Language Arts (grades 6-12) uses the College Board curriculum, SpringBoard, to support writing instruction. The embedded assessments in SpringBoard and the Writing Workshops provide extensive writing practice and feedback to improve writing skills.

Core Connections Writing

Program Type Supplemental

School Type Elementary School

Description Teachers of grades K-5 will receive training on teaching and scoring writing aligned to the Florida State ELA Standards. The training will teach the instructional shifts in the Florida Standards, writing pedagogy, and evaluation of student work. An emphasis is placed on writing as a response to complex text.

Collins Writing

Program Type Supplemental

School Type Middle School, High School

Description Collins writing helps students to develop writing fluency and the skills needed to do the kind of academic writing demanded by the Florida State Standards.

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 State-approved and district-adopted online and print textbooks for math instruction. Intervention components for struggling students are included in the resource materials.

McGraw Hill

Program Type Core

School Type Middle School

Description Middle schools offer intensive math classes with supplemental resources (i-Ready) to support struggling students.

Holt Algebra I, Algebra II, Geometry. Glencoe/McGraw-Hill is used for Pre-Calculus and Calculus.

Program Type Core

School Type Middle School, High School

Description District-adopted textbooks used to teach the Florida Standards in mathematics

i-Ready

Program Type Supplemental

School Type Elementary School, Middle School

Description i-Ready is a supplemental program which offers diagnostic and differentiated online instructional math support.

Agile Minds

Program Type Supplemental

School Type High School

Description Supplemental math program designed to differentiate math instruction in Algebra I

Program Type

School Type

Description

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

Program Type Core

School Type Elementary School

Description State Approved and district adopted 3rd-5th Science. Provides students with information that align with the Florida Science Standards, along with online resources.

Pearson**Program Type**

Core

School Type

Middle School

Description

State approved and district adopted text book for (8th grade science) provides the students with background information about the topics and fill in the blank activities to respond to the text. It has color diagrams to explain many of the concepts in science.

Pearson for Biology, Environmental Science, Integrated Science**Program Type**

Core

School Type

High School

Description

State Approved and district adopted Environmental Science Text it has an digital text that provides students with topical information that aligns with the Environmental Science Standards. It has diagrams and text features that explain and support many of the concepts in Science.

Lab Aids Chemistry**Program Type**

Core

School Type

High School

Description**Holt-McDougal Earth/Space Science and Marine Science****Program Type**

Core

School Type

High School

Description**Investigating and Questioning Our World through Science and Technology****Program Type**

Supplemental

School Type

Middle School

Description

An investigations- and inquiry-based program of study, with units focusing on life science, physical science, chemical science, and earth science

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.

The district instructional team, school based administrators, reading coaches, and program consultants conduct classroom walkthroughs, review lesson plans, and monitor school and district academic data to monitor core, supplemental, and intervention programs for fidelity and effectiveness.

Data used to determine fidelity and effectiveness include CWT data, student work, program implementation data, teacher VAM, and student academic data.

When there is evidence of poor implementation, district team members work closely with school administrators to ensure extra support is provided for teachers who need help with core or supplemental curriculum implementation. Supports may include, opportunities at district professional development days that focus on use of curriculum, district content area cadres with a focus on standards and the use of core and supplemental curriculum, providing mentor teachers, time for peer observations, and individualized "coaching" with reading coaches to align lessons with standards and determine support strategies needed for students.

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.levy.k12.fl.us/documents/SBLC_CSSP_2014-15.pdf

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

Baseline_Data_Review_for_Admin_Fall_2016.xls
Levy Progress Monitoring Baseline data all grades
SG_Preliminary.xls
School Grade Pts.
FSA_Combined_Schools_and_GL_2014-15_and_15-16.xls

<i>FSA, FCAT 2.0, and EOC proficiency by grade level and district</i>

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.

Strengths - EOC's in high school are at or above state average. Higher than state average on the pass rate of industry certification exams.

Areas of Improvement - ELA and Math scores in all grade level is below state average.

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.

Teachers need a greater understanding of the Florida Standards in order to implement high quality instruction that is standards based.

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. Prepare all students for college and career readiness.

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. Prepare all students for college and career readiness. 1a

G043560

Targets Supported 1b

Focus	Indicator	Year	Target
All Elementary Schools	FSA Mathematics Achievement	2016-17	60.0
All Elementary Schools	FSA ELA Achievement	2016-17	50.0
All Middle Schools	FSA ELA Achievement	2016-17	45.0
All Middle Schools	FSA Mathematics Achievement	2016-17	50.0
All High Schools	FSA ELA Achievement	2016-17	45.0
All High Schools	Algebra I EOC Pass Rate	2016-17	50.0

Targeted Barriers to Achieving the Goal 3

- Uneven implementation of the Florida Standards and high yield strategies that move learning forward.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Outside agencies that provide professional development; NEFEC, FDLRS, SED-NET, PBIS, PSRTI Project
- Federal Funding such as Title I, II, VI, III, IDEA/ Student Services
- Core curriculum district wide in reading, math, and science for elementary, middle and high school classes
- Teacher developed curriculum maps and pacing guides for all courses

Plan to Monitor Progress Toward G1. 8

Student work, formative and interim assessments, classroom walkthrough data and qualitative data from school administrators and district instructional team.

Person Responsible

Michael Homan

Schedule

Quarterly, from 8/10/2016 to 6/10/2017

Evidence of Completion

Student achievement on progress monitoring data (determined by subject) will increase by 10% each quarter. Interviews with school administrators during mid-year and or quarterly reviews will indicate that there is progress in the area of standards knowledge at the teacher level.

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

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

G1. Prepare all students for college and career readiness. **1**

 **G043560**

G1.B4 Uneven implementation of the Florida Standards and high yield strategies that move learning forward. **2**

 **B115611**

G1.B4.S1 The district instructional team will partner with school based administration and teachers to identify areas of critical need and provide direct and timely support of high yield strategies and standards based instruction. **4**

 **S192525**

Strategy Rationale

A focus on the standards with use of high yield instructional strategies will increase overall classroom achievement in all academic subjects and prepare all students for college and career success.

Action Step 1 **5**

The district instructional team will work with school based administrators and instructional coaches to develop a process for studying the Florida Standards and available resources for support (item specs and blueprints).

Person Responsible

John Lott

Schedule

Monthly, from 8/10/2016 to 6/10/2017

Evidence of Completion

Agenda's and notes from district instructional team meetings, administrator PLC's, and coach's PLC's. This will also include deliverable's that administrators will produce for use at the school level.

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

Activities for the PLC's will be a part of the instructional team meetings. At this time the team will develop the standard activities for the next round of PLC's with administrators and coaches.

Person Responsible

John Lott

Schedule

Monthly, from 8/10/2016 to 6/10/2017

Evidence of Completion

Notes from instructional team meetings, administrator and coach PLC, and plans from school based administrators will be collected at least quarterly.

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

At monthly administrator PLC meetings administrators will be asked to share how they are "studying" the standards at their school. District team members will also visit "study" sessions at school sites. District Instructional team members will also debrief how the standards activity was received at the PLC. Based on input decisions will be made on next steps.

Person Responsible

John Lott

Schedule

Monthly, from 8/10/2016 to 6/10/2017

Evidence of Completion

Administrators will have CWT data that will show whether or not teachers are able to provide lessons that have more rigor, active student engagement, and activities that align with the grade level standard. Administrators and coaches will provide the district team with PD schedules and content agendas that will indicate what standards and how they are "studying" at the school level.

G1.B4.S2 Provide a common time beyond the school day for teachers to work in instructional cadre's for the purpose of aligning standards with curriculum, refining instructional practices, analyzing classroom data, and creating student activities and assignments that will increase engagement in the classroom.

4

S192526

Strategy Rationale

Lagging and leading data indicates that students are not proficient with the Florida Standards. Teachers need more time to work with the standards and develop instructional practices that will ensure academic success for all students.

Action Step 1 5

Teachers will meet in like content areas (ELA, Math, Science, and Social Studies) K-12 after school hours to align standards with curriculum, refine instructional practices, analyze classroom data, and create student activities and assignments that will increase engagement in the classroom.

Person Responsible

Michael Homan

Schedule

Every 6 Weeks, from 8/10/2016 to 8/10/2017

Evidence of Completion

Sign in rosters, revised curriculum maps/lesson plans/ and focus calendars

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Assigned instructional facilitators will monitor and collect teacher artifacts from sessions and rosters.

Person Responsible

Michael Homan

Schedule

Every 6 Weeks, from 11/2/2016 to 8/10/2017

Evidence of Completion

Sign in rosters, revised curriculum maps/lesson plans/ and focus calendars.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administrators and Differentiated Support Team members will look for evidence of activities and lessons developed during instructional cadres in practice in the classroom.

Person Responsible

Michael Homan








Schedule

Monthly, from 11/2/2016 to 6/10/2017

Evidence of Completion

CWT data will demonstrate an increase in the use of activities that are aligned to the standards and increase student engagement and rigor.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1  M052262	Student work, formative and interim assessments, classroom walkthrough data and qualitative data...	Homan, Michael	8/10/2016	Student achievement on progress monitoring data (determined by subject) will increase by 10% each quarter. Interviews with school administrators during mid-year and or quarterly reviews will indicate that there is progress in the area of standards knowledge at the teacher level.	6/10/2017 quarterly
G1.B4.S1.MA1  M214160	At monthly administrator PLC meetings administrators will be asked to share how they are "studying"...	Lott, John	8/10/2016	Administrators will have CWT data that will show whether or not teachers are able to provide lessons that have more rigor, active student engagement, and activities that align with the grade level standard. Administrators and coaches will provide the district team with PD schedules and content agendas that will indicate what standards and how they are "studying" at the school level.	6/10/2017 monthly
G1.B4.S1.MA1  M214157	Activities for the PLC's will be a part of the instructional team meetings. At this time the team...	Lott, John	8/10/2016	Notes from instructional team meetings, administrator and coach PLC, and plans from school based administrators will be collected at least quarterly.	6/10/2017 monthly
G1.B4.S2.MA1  M214164	Administrators and Differentiated Support Team members will look for evidence of activities and...	Homan, Michael	11/2/2016	CWT data will demonstrate an increase in the use of activities that are aligned to the standards and increase student engagement and rigor.	6/10/2017 monthly
G1.B4.S1.A1  A234887	The district instructional team will work with school based administrators and instructional...	Lott, John	8/10/2016	Agenda's and notes from district instructional team meetings, administrator PLC's, and coach's PLC's. This will also include deliverable's that administrators will produce for use at the school level.	6/10/2017 monthly
G1.B4.S2.MA1  M214163	Assigned instructional facilitators will monitor and collect teacher artifacts from sessions and...	Homan, Michael	11/2/2016	Sign in rosters, revised curriculum maps/lesson plans/ and focus calendars.	8/10/2017 every-6-weeks
G1.B4.S2.A1  A234890	Teachers will meet in like content areas (ELA, Math, Science, and Social Studies) K-12 after school...	Homan, Michael	8/10/2016	Sign in rosters, revised curriculum maps/lesson plans/ and focus calendars	8/10/2017 every-6-weeks

V. Professional Development Opportunities

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

G1. Prepare all students for college and career readiness.

G1.B4 Uneven implementation of the Florida Standards and high yield strategies that move learning forward.

G1.B4.S1 The district instructional team will partner with school based administration and teachers to identify areas of critical need and provide direct and timely support of high yield strategies and standards based instruction.

PD Opportunity 1

The district instructional team will work with school based administrators and instructional coaches to develop a process for studying the Florida Standards and available resources for support (item specs and blueprints).

Facilitator

John Lott, Jeff Edison, Carol Jones, Barb Rivers, Valerie Boughanem, Laura Klock, Dr. Hall, Candy Dean, Marcy Young

Participants

School level Principals, Assistant Principals, and Reading Coaches

Schedule

Monthly, from 8/10/2016 to 6/10/2017

G1.B4.S2 Provide a common time beyond the school day for teachers to work in instructional cadre's for the purpose of aligning standards with curriculum, refining instructional practices, analyzing classroom data, and creating student activities and assignments that will increase engagement in the classroom.

PD Opportunity 1

Teachers will meet in like content areas (ELA, Math, Science, and Social Studies) K-12 after school hours to align standards with curriculum, refine instructional practices, analyze classroom data, and create student activities and assignments that will increase engagement in the classroom.

Facilitator

Michael Homan, Barb Rivers, Carol Jones, John Lott, Candy Dean

Participants

Teachers in ELA, Math, Science, and Social Studies across the district.

Schedule

Every 6 Weeks, from 8/10/2016 to 8/10/2017