2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

12 - Columbia

Mr. Terry L Huddleston, Superintendent
Wayne Green, Region 2 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

The mission of the Columbia County School District to provide students with the skills to become lifelong learners.

Provide the district's vision statement

The vision of the Columbia County School District is to create a safe, orderly learning environment conducive to the preparation of highly motivated students;to work to ensure that all students achieve to the maximum potential of their abilities; and to prepare students to be successful in their career/ technical training or higher education and in the workplace.

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

The district leadership team meets on a weekly basis to discuss progress monitoring data, resource allocation, and policies and procedures to ensure consistency across the district. Each Assistant Superintendent is responsible for allocating resources according to needs and monitoring those resources to insure fidelity. The leadership team collaborates using a modified version of the FCIM Problem Solving Model to determine how to best utilize resources for the highest impact on student learning and achievement.

Inventory of resources are maintained through the following means: certificated instructional personnel as well as non-instructional personnel are managed through a collaborative effort of the Director of Human Resources, Frank Moore and Assistant Superintendents, Alex Carswell and Narragansett Smith. The allocation of human resources is based on a staffing formula in addition to the recommendations of the DA Team. Curriculum resources are considered to be intangible, which are maintained by the Assistant Superintendent for Curriculum, Assessment and Accountability, Kathryn McElhaney. She facilitates tangible resources such as Instructional Coaches, Curriculum Resource Teachers and the Professional Development Coordinator. Policy and Procedures are developed through a collaborative effort of all district department heads, approved by the school board and implemented by the Superintendent. Fiscal planning and responsibility is a multi-tiered process between local, state and federal funds. The Assistant Superintendent for School Operations, Budgeting and School Operations, Alex Carswell and the Director of Finance, Bonnie Penner are responsible for maintaining local and state funds. Federal funds are maintained by the Administrator of Federal Programs, Joe Adkins and the Director of Special Services, Robin Talley.

Federal Funds are used to supplement and enhance student achievement and professional learning above and beyond that which is provided to all schools within the district. Instructional coaches support all schools in the district. Additionally, Teacher Support Colleagues, funded by the Teacher Incentive Fund Grant, support the schools in the following manner: a Mathematics TSC for grades K-5 and one for grades 6-12; one Science TSC for grades K-5 and one for grades 6-12. Title VI and Title I funds are used to provide tutors for extended learning opportunities that provides intensive

remediation for struggling students who are not meeting state proficiency levels in Reading and Math. Web-based differentiated supplemental instructional programs such as Stride Academy and Study Island are provided for the purpose of remediation and enrichment. Professional Development days are provided for data driven decision making, curriculum alignment and sharing of best instructional practices. The School Improvement Initiative 1003(a) grant is supporting the integration of Language Acquisition in the English Language Arts block at Fort White Elementary, Melrose Park Elementary and Niblack Elementary. Additionally, extended learning opportunities are provided during the summer to Title I schools to facilitate remediation to struggling students. This is provided for through Title I and the School Improvement Grant 1003(g) for Richardson Middle School. Moreover, additional professional development activities are enhanced through the coordination of Title I, Title II, Title VI funds, local school funds and professional development activities provided for through the DA Team.

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 resources provided by the district include: Instructional Coaches, Curriculum Resource Teachers, Web-based differentiated supplemental instructional programs that provide remediation and enrichment, District Professional Development Coordinator, Web-based professional development program that differentiates and individualizes professional development, support for school-based decision making through the eight step process, support in data analysis through Performance Matters and tutors that provide intensive remediation for students that need further differentiation. The district provides access to Performance Matters to all school sites and district level administrators. Performance Matters is a comprehensive assessment and data management system that provides access to student data on formative assessments and state assessments in the areas of reading, mathematics and science. In addition, reports from the district management system are prepared as requested to analyze behavioral data.
The district provides support for data analysis in the form of embedded professional development; financial support for data chats at the elementary level; common planning time at the secondary level; and school psychologist meetings and discussion at individual schools after each administration of the district progress monitoring assessments. Additional data chats are conducted as needed based on a data review of benchmark mini assessments. These data chats are led at the school level by the school-based leadership teams.
Instructional Coaches serve each school in the district to provide vertical curriculum alignment and instructional practices as well as mentoring, modeling of instructional practices and providing leadership in the development of lessons.
The district leadership team meets on a weekly basis to discuss progress monitoring data, resource allocation, policies and procedures to ensure consistency across the district. Each Assistant Superintendent is responsible for allocating resources according to need and monitoring those resources to insure fidelity. Additionally, through the monitoring process, Instructional Coaches are temporarily reassigned to schools as additional resources to provide intensive intervention and support in the areas of need.
The district is being supported by the Region 2 DA team, per the request of the Superintendent. The DA team in conjunction with district level as well as respective school-based leadership conduct instructional reviews and classroom walk-throughs. Following each instructional review, a debriefing occurs in which areas of instructional practices, student engagement, rigor and relevance are discussed to identify successes and areas of focus that require additional supports. In addition to the instructional reviews, the DA team provides support through professional development.

District Policies and Practices

Based on the identified barriers to the school improvement goal of creating an enhanced, more systemic MTSS across the district, school leadership would need the following systems/strategies revised to help support the success of these interventions (primarily Tier 1). All of these changes/

revisions would allow the school leadership, with backing from the district, to have the ability to make decisions and build individualized systems of accountability that would make school improvement initiatives more effective, meaningful, and lasting:

Data-driven differentiated instruction

- Ability to train all teachers in data-driven differentiated instruction, with the training itself differentiated based on teacher comfort level and need. Schools will need the flexibility in the PD design to customize to their school's needs.

- School leadership needs the district leadership support in making reflection and application (use) of PD concepts/strategies with accountability reflected in teacher observations, walk-throughs and instructional reviews.

- PD: Time to provide PD is often given during planning time or teachers are pulled out and given a sub for workshops, etc, With support from the district leadership, PD opportunities are to be increased through additional teacher workdays (this proposal is still in the approval process). With additional teacher workdays, at least half of those days could be devoted to PD in focused topics which support MTSS, including data-driven differentiated instruction.

Persons responsible: District turnaround lead and school principals

Implementation and follow-up: School leadership teams (especially administrators), teacher leaders (such as department heads) and instructional coaches

Rigorous or relevant standards-based instruction across subject areas

- School leadership will receive the autonomy to customize/select the PD necessary for their particular needs, based on school level (elementary or secondary) and previous school improvement initiatives.

- School leadership needs the district leadership's support in ensuring application (use) of PD concepts/strategies and reflection evident with accountability supported by teacher observations, walkthroughs and instructional reviews.

- PD: Time to provide PD is often given during planning time or teachers are pulled out and given a sub for workshops, etc, With support from the district leadership, PD opportunities are to be increased through additional teacher workdays (this proposal is still in the approval process). With additional teacher workdays, at least half of those days could be devoted to PD in focused topics which support MTSS, including data-driven differentiated instruction.

Persons responsible: District turnaround lead and school principals

Implementation and follow-up: School leadership teams (especially administrators), teacher leaders (such as department heads) and instructional coaches

Efficient use of existing learning time

- School leadership will have the ability to hold teachers accountable for efficient use of existing learning time by conducting observations, walkthroughs and instructional reviews and then making specific requirements for improvements where necessary.

- School leadership needs the district leadership support in making reflection and application (use) of PD concepts/strategies with accountability reflected in teacher observations, walkthroughs and instructional reviews.

- PD: Time to provide PD is often given during planning time or teachers are pulled out and given a sub for workshops, etc, Again, with support from the district leadership, PD opportunities are to be increased through additional teacher workdays (this proposal is still in the approval process). With additional teacher workdays, at least half of the days could be devoted to PD in focused topics which support MTSS, including data-driven differentiated instruction.

- Implementation and follow-up: School leadership teams (especially administrators), teacher leaders (such as department heads) and instructional coaches.

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

The school administrative team is given the autonomy to staff the school as needed within the parameters as outlined in state and federal guidelines for highly qualified teachers. The principal is allowed the flexibility under the guidance of the respective Assistant Superintendent to place teachers and staff in positions that best meet the needs of the students as well as the effective operation of the school. The union contract provides principals the flexibility to make considerations in the hiring of instructional personnel within the district who are requesting to fill a vacancy. The principal has the flexibility in the hiring practice to place the academic need of the school, experience as well as the effectiveness of the teacher, as the focus of the hiring process rather than seniority. The district is providing schools the flexibility to structure the master schedules in order to address increased learning time and increased time for professional development. School principals are provided flexibility to budget funds allocated to the school within District, State and Federal guidelines. Additional resources will be allocated to the schools and these could include additional staff, equipment, and financial allocations. By implementing these strategies, and allowing for needed flexibility, the expectation is that student performance will improve in the targeted areas, and ultimately, lead to higher graduation rates. Summative data will be reviewed annually to determine appropriations for the following year for human capital, curriculum materials/technology, and fiscal resources.

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**

The following information relates only to the school that received the SIG Grant: Richardson Middle School.
•Re-Organize Personnel
◦The targeted school will have the operational flexibility to staff the school in such a way that best promotes student achievement. The review of data will be the driving force behind such placements and a rationale will be given for each new instructional hire.
◦After the grant has expired, the additional instructional coach will transition to STEM specialists to assist the district in promoting STEM proficiency to all students. This position will continue to be funded by monies procured through redistribution of resources and realigning the educational foundation as current teachers retire, along with funding derived from community/business partnerships. An example of the district's ability to foster partnerships with local businesses, city and county municipalities is the robotics and logistic academies located at Columbia High School.
◦The STEM coach, during the implementation period, will have built capacity within the district and affected schools. This capacity will continue to be utilized and sustained by teachers at each school site, with ongoing monitoring done through data analysis and instructional reviews at least twice a year (fall and spring) by school and district leadership teams. An annual needs assessment will also be done and will be based on summative assessment results.
•Re-Distribute Resources
- The additional instructional coach that is on staff will be sent out as a member of the "Rapid Strike" Support Team that can be deployed to any school that needs intensive intervention based on student need. The "Rapid Strike" model was used during the school year 2013-14 with the existing instructional coaches.
◦Materials purchased through the SIG grant at Richardson Middle School will be utilized through increased STEM offerings.
◦The efficacy and sustainability of CTE programs at the secondary level will be reviewed, based on number of participants and amount of industry certifications offered/achieved by program. Following an annual review by district leadership, including the CTE program coordinator, programs that are not

effective or sustainable will have resources (including human capital) shifted or replaced to build/ sustain instructional capacity in areas of need, and/or student interest, such as certain STEM offerings.

- District leadership team will continue to annually review allocation and use of all resources (including human capital). This review will lead to the redistribution of resources to areas of need based on student interest, policy changes, and summative data analysis. This will be facilitated and supervised by the district turnaround lead, who will make final recommendations for appropriations targeting school improvement efforts to the Superintendent. Support in the decision-making process will be supported/informed with input from the FLDOE Region 2 DA Team, especially for schools who have a specific DA status.

•Reach out to Parents, Community Organizations: Unions, Civic Groups, Other Business Partners

- Parents will be invited to participate in the decision-making process for school improvement through the CAT team, community-wide meetings regarding model selection, and open house events at schools that are selected for SIG. Multimodal marketing and communication strategies will be used through the school districts' automated calling system, Web sites (district and school), e-mail lists, district app, and newspaper announcements.

- Prior to the grant expiring, funds will have been solicited from various organizations within our community that have an interest in promoting STEM education which will in turn increase the number of STEM proficient students within our district.

- Form Partnerships (funding):

Columbia County Public School Foundation, TIMCO, Target, US Cold Storage, hospitals, timber companies, military, and FDOT

- Coordination of federal and state funds occur in the following manner:

- Title I, Title II, Title VI, TIF, and local funds collaborate to provide professional development opportunities to assist teachers in developing skills needed to work with students to improve academic achievement among all subgroups;

- Title I and Title II collaborate to provide reimbursement to out of field NCLB core teachers who take and successfully pass the teacher certification exam and/or subject area exam providing the coverage is added to their certificate. Additionally, reimbursement is provided for the costs to add the coverage to their certificate;

- Titles I, Part A and Title II, Part A collaborate to provide PD360, which is a web-based on-demand professional development suite that can be tailored to the individual need of the teacher or instructional paraprofessional;

- Title I, Title II, and local funds (Reading Allocation) collaborate to provide schools with Instructional Coaches for embedded professional development, mentoring, modeling of best practices and data analysis of student achievement data to help assist with data driven instructional planning;

- Title I, Part A collaborates with Title I, Part C administered through the Alachua Multi-County Migrant Education Program to provide services to migrant students and their families;

- Title I and Title X collaborate to provide needed and necessary services, materials, supplies to all homeless students;

- Title I and ESE collaborate to avoid duplication of services provided by Title I and IDEA and maximize resources;

- Title I and VI collaborate with extended learning opportunities (tutors);

- Title VI and Title I collaborate with technology/software purchases.

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/131425

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

The district website at http://www.columbia.k12.fl.us is a continuous source of information for parents and community members. Each of the schools has a School Advisory Council in Place and are in accordance with Florida Statutes. Individual schools schedule parent involvement activities that are correlated to school improvement efforts.

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

The district holds bi-monthly meetings which involve school leadership. During these meetings, issues related to district initiatives are discussed. Site based administrators provide input and feedback on issues addressed at these meetings. In addition, frequent electronic communication is utilized to request input on various initiatives. School based administrators are also involved in

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
Carswell, Lex, carswella@columbiak12.com

Employee's Title
Assistant Superintendent

Employee's Phone Number
(386) 758-4935

Employee's Phone Extension

Supervisor's Name
Terry L. Huddleston

Supervisor's Title
Superintendent

Employee's Role and Responsibilities

Accountability for implementation of the Transformation Model will be coordinated by the Assistant Superintendent for School Operations, Budgeting and Secondary Education who will report directly to the Superintendent.
Turn Around Lead Role and Responsibilities:
• Monitor implementation of the SIP
• Monitor the administration of interim assessments
• Conduct conference calls with the school principal. The focus of these calls will be on the implementation of the strategies of the grant and student progress.
• Facilitate the provision of appropriate professional development
• Assist in the coordination of resources for the school
• Analyze data to ensure differentiation of instruction is taking place
• Collect and review academic coaches log (monthly)
• Meet bi-monthly with Superintendent to discuss implementation and progress

District Leadership Team
Provide the following contact information for each member of the district leadership team.**:**

Adkins, Joe, adkinsj@columbiak12.com

Title	Director
Phone	
Supervisor's Name	Narrangansett Smith
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Administer and coordinate federal programs.

Bullard, Beth, bullardb@columbiak12.com

Title	Administrator
Phone	
Supervisor's Name	Narrangansett Smith
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Coordinate elementary programs to include professional development.

Smith, Narragansett, smithn@columbiak12.com

Title	Assistant Superintendent
Phone	
Supervisor's Name	Terry Huddleston
Supervisor's Title	Superintendent
Role and Responsibilities	Manage various facets of the organization: Human Resources, Food Service, Special Service and Elementary Education

Moore, Frank, mooref@columbiak12.com

Title	Director
Phone	
Supervisor's Name	Narrangansett Smith
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Human Resources

Talley, Robin, talleyr@columbiak12.com	
Title	Director
Phone	
Supervisor's Name	Narragansett Smith
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Management of IDEA grants and coordination of ESE programs PreK-12, Student Support Services, Section 504 and Chrysalis Center

Huddleston, Terry, huddlestont@columbiak12.com	
Title	Superintendent
Phone	
Supervisor's Name	NA
Supervisor's Title	
Role and Responsibilities	Oversee all facets of the system

Dekle, Kay, deklek@columbiak12.com	
Title	Administrator
Phone	
Supervisor's Name	Lex Carswell
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Coordinate secondary programs, ESOL, Drop out prevention to include professional development

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

The Superintendent, with input from his Assistant Superintendents, makes School-Based Administrator appointments, and subsequent re-appointments, based on what he believes to be in the best interest of the school and the district, based on current school achievement data.

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

Principals review student data along with classroom observation data prior to making reappointment decisions. This is reviewed with the Assistant Superintendent.

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

Common planning time is embedded daily for each grade level at our elementary schools. At the secondary level, the master schedule is built to allow for common planing prior to the beginning of the student day. Additionally, using Title I and Title VI funds we are able to utilize substitute teachers in classrooms to allow entire grade levels to meet with the the Administrative Leadership Team for a half day per semester to have "Data Chats". During these meetings data is analyzed, strategies developed,best practices shared and focus calendars aligned.

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

All schools have the services of an Instructional Coach. Each of the two schools, one elementary and one secondary, with a Focus DA status are provided an instructional coach. Additionally, the district through a Teacher Incentive Grant, has housed the district Elementary Math Teacher Support Colleague at the elementary Focus school and the Secondary Science Teacher support Colleague at the secondary Focus school. All coaches are required to submit a coaching log to a district administrator, responsible for that respective level, elementary or secondary.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Writing

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

HMH Journeys	
Program Type	Core
School Type	Elementary School
Description	The core reading series includes writing components.

McDougall Littell Literature	
Program Type	Core
School Type	Middle School, High School
Description	The literature series includes writing components.

Program Type	Supplemental
School Type	Elementary School
Description	Core Connections

Program Type	Supplemental
School Type	Elementary School
Description	Being A Writer

Program Type	Supplemental
School Type	Middle School, High School
Description	Jamestown Publications

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:

HMH

Program Type	Core
School Type	Elementary School
Description	

Holt McDougal

Program Type	Core
School Type	Middle School
Description	

Pearson/Prentice Hall

Program Type	Core
School Type	High School
Description	

Study Island

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	Study Island delivers engaging and affordable programs that assist students in mastering skills, through practice , review and reinforcement.

Algebra Nation

Program Type	Supplemental
School Type	Middle School, High School
Description	

Accelerated Math

Program Type	Supplemental
School Type	Elementary School
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:

HMH Science Fusion

Program Type	Core
School Type	Elementary School
Description	

Glencoe/McGraw Hill

Program Type	Core
School Type	Middle School
Description	

Holt Rinehart/Winston; Glencoe/McGraw Hill

Program Type	Core
School Type	High School
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

As part of an overarching MTSS model, the district leadership of the Columbia School District monitors the efficacy of core instruction (tier 1) and intervention programs (tier 2), along with effective alignment to the Florida Standards through four primary methods: Instructional reviews, progress monitoring, data-driven-decision-making and professional development. See below for details on each.

a) Instructional Reviews:
District staff will conduct instructional reviews and classroom walkthroughs at least two times a year, per school, with the help of FLDOE Region 2 DA team members. These reviews focus on meaningful standards-based instruction in the core content areas and designated intervention classes (i.e., Intensive Reading) with appropriate student engagement and rigor as two of several areas of focus.

Continuous improvement, centered around standards-based instruction, is the primary focus of the reviews, especially from one review to the next at any given site. It is important to note that ongoing instructional leadership will be provided at the school site by the school's leadership team with more frequent formal and informal observations and walkthroughs.

The district is being supported by the Region 2 DA team, per the request of the Superintendent, even at schools that do not have a current DA status. In addition to instructional reviews, and access to DA team members as a resource to school principals, PD opportunities from Region 2 staff are available for each school in the district. This support from Regional team members aids the district leadership in ensuring fidelity and alignment to Florida Standards, along with the effective implementation of established and emerging best practices in both core instruction and intervention classes.

b) Progress Monitoring

Progress monitoring is carried out with district wide assessments in reading, math, science and writing. These interim reports on progress monitoring are reviewed by district leadership and decisions are made regarding how resources are allocated in accordance with school need. These resources could be tutors, instructional materials/programs, PD, etc. District-wide progress-monitoring assessments are done at the beginning of the school year, followed by mid-year and, in some cases, end of the year assessments. These PMAs are district-created. Additionally, FAIR is used for an additional progress monitoring tool in all Intensive Reading classes at the secondary level ans STAR is used at the elementary level. Additionally, progress monitoring is done through common summative assessments at the school level with data collected by school site administration and reported to the district leadership through the principal or designee.

Assessments are reviewed as part of data disaggregation to determine the quality and appropriateness of items and their alignment to standards. This process ensures that items are revised or replaced to allow for authenticity of assessment and data.

c) Data-Driven-Decision-Making

Access to Performance Matters, a comprehensive assessment and data management system, along with FOCUS, are both provided to all school sites and district level administrators. Performance Matters provides users access to student data for a minimum of two years on formative assessments and state assessments for three-year trend data. Along with the access to the system, training is made available a few times each year and is tailored to the needs of the district. District-wide data analysis is directed by a member of the district level team, and comparison student achievement reports are prepared and disseminated to district and school administrators. These reports are analyzed for potential areas of "opportunity" with PD and resource allocation. While the district looks mainly at whole group and subgroup data, it is expected that each school site disaggregate data down to the individual teacher, class, and student, level.

In addition, reports from FOCUS are prepared as requested to analyze behavioral and attendance data. Schools will prepare both attendance and behavior reports for dissemination and discussion. District leadership cross-references behavioral and attendance data when judging the efficacy of core instruction and intervention programs.

At the school level district leadership provides support for PD in data analysis; financial support for data chats at the elementary level; common planning time at the secondary level; and school psychologist meetings and discussion at individual schools.

The implementation of the Early Warning Systems component in the Performance Matters platform will provide data for schools to comply with SB 850.

d) Professional Development

Using all available data from progress monitoring and instructional reviews, along with surveys from teachers, students, and stakeholders, the district leadership will decide the most effective and necessary areas of focus for professional development. Again, the focus here is on continuous improvement of the core instruction and intervention programs, by facilitating the building of capacity at each school site.

The district is directing implementation of professional development to ensure consistent instructional

delivery. Each school has at least one instructional coach who is the primary point of contact at each site for delivery of district-developed PD or coordinator of PD offered by outside vendors, including the DA Region 2 team members.

PD in the district will be occur before and during each school year, and will be flexible and reflective (such as through online Moodle modules), with a focus on continuous school improvement not only in the core areas and intervention programs, but in all areas of instruction whenever possible.

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?
Yes

Provide the hyperlink to the plan

http://www.columbia.k12.fl.us/Student%20Progression%20Plan%202014%202015.pdf

Provide the page numbers of the plan that addresses this question

19-26

Description

Tutoring, RtI district process

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

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	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	66%	58%	No	70%
American Indian	63%	40%	No	67%
Asian	78%	73%	No	80%
Black/African American	49%	36%	No	55%
Hispanic	65%	53%	No	69%
White	72%	65%	No	75%
English language learners	48%	38%	No	53%
Students with disabilities	49%	32%	No	55%
Economically disadvantaged	60%	49%	No	64%

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	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	66%	55%	No	69%
American Indian	50%	19%	No	55%
Asian	87%	88%	No	89%
Black/African American	51%	37%	No	56%
Hispanic	68%	55%	No	71%
White	70%	61%	No	73%
English language learners	55%	49%	No	60%
Students with disabilities	51%	30%	No	56%
Economically disadvantaged	60%	48%	No	64%

Step Zero

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 schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes. [copy]

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G2. All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes. [copy] `1a`

🔍 G030590

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	FSA - Mathematics - Proficiency Rate	2015-16	60.0
District-Wide	FSA - English Language Arts - Proficiency Rate	2015-16	60.0

Resources Available to Support the Goal `2`

- Instructional coaches to serve all schools.
- Paraprofessionals at elementary level.
- Tutors in schools for students in lowest quartile.
- Data chats: principal & teachers (elementary).
- Common planning.
- DA support for professional development.
- Unified instructional prioritization at district.
- Expansion of Performance Matters for progress monitoring and data analysis.
- Teacher Support Colleagues

Targeted Barriers to Achieving the Goal `3`

- Complete understanding of Florida Standards and Test Specifications

Plan to Monitor Progress Toward G2. `8`

Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications

Person Responsible
Beth Bullard

Schedule
Semiannually, from 7/1/2015 to 7/1/2015

Evidence of Completion
Agendas; sign in sheets

Plan to Monitor Progress Toward G2. `8`

Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.

Person Responsible
Beth Bullard

Schedule
Semiannually, from 7/1/2015 to 7/1/2015

Evidence of Completion
Agendas; sign in sheets

Plan to Monitor Progress Toward G2. `8`

Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary

Person Responsible
Beth Bullard

Schedule
Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion
Published DIPGs

Plan to Monitor Progress Toward G2. `8`

Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction

Person Responsible
Beth Bullard

Schedule
Semiannually, from 7/1/2015 to 7/1/2015

Evidence of Completion
Assessments correlated to Florida Standards

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G2. All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes. [copy] 1

🔑 G030590

G2.B1 Complete understanding of Florida Standards and Test Specifications 2

🔑 B071216

G2.B1.S1 Provide Professional Learning opportunities that allow for collaboration of grade level and content area teachers to unpack standards and identify effective instructional strategies that engage students. 4

🔑 S080011

Strategy Rationale

Increase knowledge of standards and how to effectively engage students in differentiated learning activities.

Action Step 1 5

Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications

Person Responsible

Wendy Stevens

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Agendas; sign in sheets

Action Step 2 `5`

Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.

Person Responsible

Wendy Stevens

Schedule

Monthly, from 7/1/2015 to 7/1/2015

Evidence of Completion

Agendas; sign in sheets

Action Step 3 `5`

Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary

Person Responsible

Beth Bullard

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Published DIPGs

Action Step 4 `5`

Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction

Person Responsible

Jennifer Saucer

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Assessments correlated to the Florida Standards

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

Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications

Person Responsible

Wendy Stevens

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Agendas; sign in sheets

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

Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.

Person Responsible

Wendy Stevens

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Agendas; sign in sheets

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

Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary

Person Responsible

Beth Bullard

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Published District Instructional Planning guides

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

Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction

Person Responsible

Jennifer Saucer

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

assessments correlated to Florida standards

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

Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications

Person Responsible

Beth Bullard

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Classroom observational data, as collected by the site based administrators

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

Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.

Person Responsible

Beth Bullard

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

PD documentation

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

Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary

Person Responsible

Beth Bullard

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Published DIPGs

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

Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction

Person Responsible

Beth Bullard

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Assessments correlated to Florida Standards

Implementation Timeline

Professional Development

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

G2. All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes. [copy]

G2.B1 Complete understanding of Florida Standards and Test Specifications

G2.B1.S1 Provide Professional Learning opportunities that allow for collaboration of grade level and content area teachers to unpack standards and identify effective instructional strategies that engage students.

PD Opportunity 1

Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications

Facilitator

Region 2 DA Team Members; Instructional Coaches, District Instructional Support Staff

Participants

Administrators, teacher and support staff

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

PD Opportunity 2

Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.

Facilitator

Teacher Support Colleagues;Instructional Coaches, Principals

Participants

Teachers; Instructional Coaches

Schedule

Monthly, from 7/1/2015 to 7/1/2015

PD Opportunity 3

Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary

Facilitator

Instructional Coaches, District Instructional Support Staff

Participants

Teachers,TSCs, school administrators

Schedule

Annually, from 7/1/2015 to 6/30/2016

PD Opportunity 4

Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction

Facilitator

Teacher Support Colleagues, Instructional Coaches

Participants

teachers

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

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**