



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

02 - Baker

Mrs. Sherrie Raulerson, 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 Baker County School District is committed to meeting the needs of all students in a safe, nurturing, and encouraging environment. The Baker County School District involves parents, students, teachers, and community members in the process of determining goals that meet students' needs.

Provide the district's vision statement

The Vision of the Baker County School District is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

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

Participants in the District Improvement Assistance Plan development are selected across all District Services, all Schools, District Parent Advisory Council (includes Community Members) , and the District Leadership Team.

The District Improvement Assistance Plan is developed in collaboration with identified and agreed upon needs within our schools and our District. Needs assessments and data analysis help inform goal setting. All Improvement Plans are workshopped with our school board and undergo a peer review, which allows a greater audience and a process for input and feedback.

The Region II Differentiated Accountability Team is partnering with our District to assist in meeting the needs of Professional Development and data analysis to inform better instruction. We participate in the Florida Department of Education Multi-Tiered System of Supports District Action Planning and Problem- Solving (DAPPS) Process Inter-project. DAPPS is an ongoing support along with Region II DA Team to help us monitor and align resources to areas of the greatest need for improvement.

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.

Baker County School District allocates resources to schools based on identified needs as determined by the school-level administration, district directors, executive director of finance, associate superintendent of human resources, and superintendent. The allocation process includes the Executive Leadership Team, the District Action Planning and Problem Solving (DAPPS) and the District Leadership Team (DLT). The frequency of our District Level review is at least once per month. Some schools conduct and report data review and decision-making to the DLT twice per month. DAPPS/DLT Action Plans are reviewed regularly and adjusted as determined by the review of outcomes.

District Policies and Practices

Continue Using a Structured Planning and Problem-Solving Process to Reach District and School Goals

Vision Baker County School District will have the capacity to accelerate and maximize student academic achievement and social-emotional outcomes through successful implementation and evaluation of Multi- Tiered System of Supports and application of Data-based Problem-solving.

Mission

The Baker County School District Leadership Team will:

- *Develop, implement, and sustain a comprehensive system of Professional Development, at all levels, for

Multi-Tiered System of Supports (MTSS) and Data-based Problem-solving, as identified by Needs Assessments.

- *Develop and Implement a system of accountability that will ensure fidelity and implementation of Multi- Tiered

System of Supports (MTSS) and Data-based Problem-solving.

Expectations for the MTSS School Based Leadership Team

The purpose of the intervention team is to serve as a problem-solving unit at the local building level.

The District Leadership Team (DLT) provides a model of interactive professionalism and serves as an interactive consultant panel for school based leadership teams.

School Based Leadership Team Composition (Core and Targeted Instructional Programs) / School Based Response to Intervention (Rtl) Team Composition (*Intensive Differentiated Instructional Program) Administration

- *Sets a positive, supportive tone for the meetings

- *Attends meetings and actively participates

- *Maintain focus to reach the identified goals (see Education Systems Focus Areas p.5)

- *Delivers a consistent message of implementation over time

- * Each School Based Leadership Team (SBLT) will meet at least two times per month

- *Administrator makes meeting time “sacred”

- *Meetings are scheduled well in advance

- *Agenda is focused and is provided ahead of time

- *Facilitator, Timekeeper, and Record Keeper are identified and increase efficiency

Team Structure

- *Roles are clearly defined and filled

- *Facilitator is a school-based employee

- *Responsibilities are shared

The Problem Solving Process

- *The MTSS SBLT will model the eight or four step problem solving process as their way of work. (Depending on the reason for the problem-solving.)

- *The DBLT will coordinate with the SBLT professional development activities for MTSS and the eight or four step problem solving process

- *Action plans or intervention plans are developed and those responsible report back regarding progress *The problem solving process is posted or projected for all to see

- *Common data are posted or projected for all to see

- *Each member of the team has a copy of the action plans that are developed. The plan clearly identifies the person(s) responsible. The plan is updated based on progress.

Fidelity of Implementation

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

Not Applicable for Baker County School District.

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

Baker County School District has participated with DAPPS and with DA Members for two years. All support and professional development has been approached from a gradual release model with planned, intentional capacity building at all levels within our district. An example of those selected for transfer of responsibility include District School Improvement Designee, many directors, all school principals, all assistant school principals, all instructional coaches, all guidance counselors, and many instructors.

Our District has created, adopted, and monitored District Expectations for MTSS. Baker County School District will have the capacity to accelerate and maximize student academic achievement and social-emotional outcomes through successful implementation and evaluation of Multi-Tiered System of Supports and application of Data-based Problem-solving.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131384>

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

BAKER Title I, Part A Parental Involvement Plan

I, Sherrie Raulerson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the

parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;

- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of “parental involvement” defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.) Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The mission of the Baker School County School District is to provide successful and effective parental involvement policies, programs, and activities to strengthen relationships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of our children.

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: The Baker School District will take the following actions to involve parents in the joint development of its district-wide parental involvement plan and LEA plan:

1. Invite parents to various Parent Involvement District School Advisory Council meetings. (Parents are invited to become active members of their Title I SAC. Each Title I School SAC elects parent representatives to serve on the LEA DPAC. These elected officials serve on the LEA Parent Involvement District School Advisory Council.)
2. Ensure all Title I principals place the Title I Parent Involvement Plan on their school advisory council agenda for parental review.
3. Provide online and or hard copies of the Title I Parent Involvement Plan.
4. Provide opportunities for personal meetings with parents.
5. Create surveys for parents that are available in multiple formats
6. Ensure that the local school conducts a parent orientation within the first weeks of school.
7. Host an open house in each community school.
8. Provide on-going Title I information in all school communication forums.

To involve parents in the process of school review and school improvement and in determining how parental involvement allocation will be spent, the Baker School District will:

1. Utilize the pertinent information from the annual survey to revise/update school improvement plan strategies.
2. Identify barriers that prevent parental involvement.
This identification will be made by careful review of local SAC participation (minutes, monthly discussions with principals, District SAC meetings)
3. Involve parents in identifying solutions to barriers.
4. Ensure the District Advisory Council addresses identified parental issues. (Process of selecting members of the group: Each Title I School Advisory Council elects parent representatives to serve on the LEA DPAC.)
5. Communicate the results of the evaluation to parents.
6. Share district and school evaluation results with every school in order to build capacity.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: The Baker School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

1. Develop and disseminate parent involvement workshop activities to assist parents in understanding the curriculum and how to help their child in academic achievement. These activities are designed by the individual schools and the LEA. The planning for the activities begin in August each year and the activities are monthly at each Title I School and six times a year at the LEA level ending in July. The persons responsible for school level Parent Involvement activities include the principal, assistant principal, reading coach, and parent SAC members. The persons responsible for LEA level Parent Involvement activities include the Title I Director, principals, assistant principals, reading coaches, and parent DPAC members.

2. Provide Title I Parent's Guides.

3. Provide content within the parent's guide to assist in student achievement, Parents-Right-To Know details, Title One Programs, NCLB Requirements, etc.

The LEA will monitor the implementation of the schools' parental involvement programs by participating in many of the Title I Schools' Parent Involvement Activities, making fidelity checks, and monitoring newsletters, invitations, newspaper and website information, parent event evaluations and sign-in sheets. The LEA will compare activities and actions against the schools' current Parental Involvement Plans at least four times per school year. (LEA school-level PIP reviews are conducted September, December, February, and April.)

Before development of each year's school-level parental involvement plan, the LEA holds a workshop with all Title I schools to review the requirements of Section 1118 and requires the LEA's approval on all developed school-level PIP before final vote by SAC and submission online to FLDOE. During this LEA level PIP meeting areas identified in evaluations and surveys are discussed to brainstorm ways to better serve our parents, too.

School-level Parent Involvement Policies will be reviewed at the District level, as well as taking the following actions:

1. Require that each school improvement plan contains parental involvement strategies.
2. Collaborate with school leadership to provide technical assistance regarding effective parent involvement activities.
3. District staff to attend local SAC meetings and/or open house activities to present parent involvement information.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count Program Coordination

- 1 Head Start Establishment of joint meetings; Dissemination of information via electronic formats; Inclusion of parent topics/issues on meeting agendas; Host meetings with school staff, district staff, for the purpose of collaboration activities, IEP strategy development, articulation

- 2 FDLRS /Child Find Establishment of joint meetings; Dissemination of information via electronic formats; Inclusion of parent topics/issues on meeting agendas; Host meetings with school staff, district

staff, for the purpose of collaboration activities, IEP strategy development, articulation
 3 The Clay, Nassau, Baker, Bradford Early Learning Coalition Establishment of joint meetings; Dissemination of information via electronic formats; Inclusion of parent topics/issues on meeting agendas; Host meetings with school staff, district staff, for the purpose of collaboration activities, IEP strategy development, articulation

4 Episcopal Children's Services Establishment of joint meetings; Dissemination of information via electronic formats; Inclusion of parent topics/issues on meeting agendas; Host meetings with school staff, district staff, for the purpose of collaboration activities, IEP strategy development, articulation

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: The Baker School District will take the following actions to conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation regarding its parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The actions to be implemented are:

1. Ensure the district school advisory council annually reviews and revises the prior year evaluation results
2. Survey the schools to get feedback and evaluate the district parent involvement program
3. Include parent involvement questions in climate surveys
4. Utilize the parent involvement survey
5. Ensure forms are culturally sensitive to all backgrounds of parents
6. Establish a meeting with each administrator at the end of the year and utilize results for planning the subsequent year's project.
7. Carefully review and explain results with the local school advisory council prior to the completion of the process of updating the school improvement plan.
8. Maintain documented proof (sign in sheets, agenda) of discussion and opportunity for input regarding survey results.
9. Make recommendations to each participating school for strategies in improving parent involvement for inclusion in the school improvement plans.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement
 Timeline Evidence of Effectiveness

- 1 Reading/Parent/School Capacity Building-7 Keys to Comprehension Book Study Title I Coordinator Florida Standards proficiency Jan/Feb, 2015 Event Evaluations and Assessment Results
- 2 Math Training/parent education; Active Parenting Now Title I Coordinator Florida Standards proficiency Mid Oct-Feb, 2015 Event Evaluations and Assessment Results
- 3 Kindergarten Readiness Classes for Parents and Students Title I Coordinator with PreK/K Center School Readiness/Building Parents' Capacity to Assist in establishing good routines for student success Jan through April 2015 Event Evaluations and Assessment Results
- 4 After School Tutoring Transportation Title I Coordinator Florida Standards and Next Generation Standards proficiency October through March 2015 Report Card Grades, Attendance, and Assessment Results

5 Florida Standards and Next Generation Sunshine State Standards/Common Core Standards; Hard copy dissemination of materials Assistant Principal and classroom teacher Provide parents at teacher-student-parent conference with grade specific information outlining the NGSSS and Common Core Standards their child will be taught during the school year. Places to help guide parents and the school planner will be discussed as tools for parents to assist their child. September-October 2015 Progress reports, report cards, DEA Assessments, FAIR. Sign in sheets and signed compacts will be evidence of this activity.

6 All applicable assessments are discussed during Teacher-Student-Parent Conferences Classroom Teachers All Title I Schools hold school start up Compact Conferences to discuss all areas of academics for their child. Each teacher outlines all assessments; FCAT, FAIR, DEA ThinkLink, Reading Assistant, FastForWord, Orchard Math, Gates-MacGinitie, Teacher-Made Assessments, and Alternate assessment (FAA and/or CELLA) if applicable. September-October 2015 Progress reports, Student Planner, and report cards.

7 Response to Intervention Meetings Guidance Counselor, Classroom Teacher, Reading Coach and a Principal. Content and behavior specific meetings will be held to provide parents information on their child's progress on grade level proficiencies, strategies used in the classroom, and to plan to provide best academic support for child's success. On an as needed basis for academic struggling students. Progress reports, Student Planner, and report cards.

8 Grade Level Parent Nights Grade Level Department Chairs and selected Grade Level Teachers Grade level and Content Specific Sessions will be provided for parents. Actual lessons, strategies, and assessment items are reviewed to inform parents and to give them tools to assist in their child's education. Grade Level Nights occur between October and February 2013 Progress reports, Student Planner, and report cards. Parent Evaluations of the session's effectiveness.

9 Family Reading Nights Each School's Reading Coach and Media Specialist Accelerated Reader and other Reading/Literacy Programs are highlighted. Parents are also trained in how to help their child in comprehension, fluency, and vocabulary development. Mid Sept-March 2015 Event Evaluations and Assessment Results

10 GED Preparation Classes with Child care provided Adult Education Director Parents are offered the opportunity to attend in GED preparation classes at the Adult/Vocational Education School with child care provided. GED Preparation Classes run from Sept 2014 to June 2015 Attendance rosters and passed GED exams

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement
Timeline Evidence of Effectiveness

1 Reading/Parent/School Capacity Building--7 Keys to Comprehension Book Study Title I Coordinator Common Core & Next Generation Standards proficiency Jan/Feb, 2015 Parental Contact Logs, Event Evaluations, and Assessment Results

2 Active Parenting Now Title I Coordinator Common Core & Next Generation Standards proficiency Mid Oct-Feb, 2015 Parental Contact Logs, Event Evaluations, and Assessment Results

3 Making Children Mind Without Losing Yours, Dr. Leman Title I Coordinator Positive classroom environment to increase student academic achievement. Bringing out the best in students. Mid Oct-Feb, 2015 Improved classroom behavior, attendance, and academic performance.

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language

parents can understand [Section 1118(e)(5) and 1118(f)].

Response: In order to ensure information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, the school district will take the following actions:

1. Based upon need, the district will provide translation for documents, to the extent possible, for parents.

The LEA has purchased Parent Brochures regarding Title I and related services in Spanish for distribution. The LEA does have meeting notices in English, Spanish, and French Creole (Haitian). The LEA has local translators for Spanish that can be scheduled to assist in enrollment, attend conferences, RtI Meetings, and IEP Meetings. These translators also assist teachers in calling the parents to inform about special events, field trips, class parties, and Parent Night events. The LEA has a very limited number of translators to assist with Vietnamese and Chinese for the same purposes mentioned. The LEA has contracted services to get needed documents translated in a parent's native language in a very timely fashion. The LEA has contact with the Florida School of the Deaf and Blind for large print, Braille or American Sign Language referrals. The LEA's small size allows for monitoring of schools providing information in an understandable language because all of these services are coordinated through the LEA contact. Persons responsible for proper language translation are: LEA Title I Director, School Principal, School Guidance Counselor, and the Classroom Teacher.

2. The LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children) by contacting parents to assess their individual needs, such as: varied meeting times, understandable language (jargon free), language translation, sign language, large print, Braille, mobility, handicapped access, transportation or any other expressed need to participate in their child's education (to the extent practical).

3. Utilize the district parent leadership council to determine any expressed needs for format revisions to any district document.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

X Not Applicable

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities provided during the previous school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

Staff Training Summary

Provide a summary of the professional development activities provided during the previous school year by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 Multiple PD offered covering FSA and Literacy Skills-how to get parents involved in helping 6 80 Increased achievement in all areas

Private School Summary

Provide a summary of the parental involvement activities provided during the previous school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

X Not Applicable

count Content and Type of Activity Number of Participants Schools Participating Anticipated Impact on Student Achievement

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the current school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice.

(Optional)

count Content/Purpose Description of the Activity

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

Baker County School District allocates resources to schools based on identified needs as determined by the school-level administration, district directors, executive director of finance, associate superintendent of human resources, and superintendent. The allocation process includes the Executive Leadership Team, the District Action Planning and Problem Solving (DAPPS) and the District Leadership Team (DLT). The frequency of our District Level review is at least once per month. Some schools conduct and report data review and decision-making to the DLT twice per month. DAPPS/DLT Action Plans are reviewed regularly and adjusted as determined by the review of outcomes.

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

Voorhees, Susan, susan.voorhees@bakerk12.org

Employee's Title

Director

Employee's Phone Number

(904) 259-6776

Employee's Phone Extension

0

Supervisor's Name

David Davis

Supervisor's Title

Director

Employee's Role and Responsibilities

Director of Accountability and Special Programs

District Leadership Team

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

Voorhees, Susan, susan.voorhees@bakerk12.org

Title	Director
Phone	(904) 259-6776
Supervisor's Name	David Davis
Supervisor's Title	Director
Role and Responsibilities	Director of Accountability and Special Programs

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 deliberates and considers multiple aspects of the needs of our Priority school. Currently, the superintendent appointed an Executive Director (former high performing principal) to serve as principal of our Priority school. The superintendent regularly visits our Priority school and solicits input from her Executive Leadership Team, on a regular basis, regarding the school 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

Regular classroom walk throughs, formal observations, teacher conferencing, and data review are conducted to determine the status of effective teaching. The School-based Leadership MTSS Team regularly reviews academic performance and helps inform leadership of areas of strengths and areas of need. These areas can be drilled down to specific teachers. The district school improvement designee, school principal, and assistant principal determine areas of need and teacher assignments to be brought before the associate superintendent of human resources and our superintendent for consideration.

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

To ensure the master schedule allows for common planning time it is submitted and reviewed by the district school improvement designee.

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

Our small rural district does not have the funding to provide multiple full time coaches at a single school. For our one Priority school, the district has provided one full-time instructional coach, additional student services support conducted by the district student services specialist, and a consultant for all SBLT MTSS services.

Through our DAPPS Inter-project, we have also received specialized services in data analysis, building up proper core instruction and reviewing the differentiated services.

The district school improvement designee attends most of the specialized meetings and professional development opportunities, as well as, conducts walk throughs and regular meetings with the instructional coach and school administrators.

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:

Collins Writing

Program Type Core

School Type Elementary School, Middle School, High School

Description Collins Writing is an approach that crosses all content areas. Collins Writing has different types of writing that help a student practice their writing skills in multiple ways with frequency. Collins Writing also has a method for teachers to give corrective feedback in a very timely manner.

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:

Multiple Programs used across all grade levels

Program Type	Core
School Type	Elementary School, Middle School, High School
Description	Due to the very specific needs of students at differing age levels, multiple math instruction programs have been adopted to use a resources. Instructors draw their core instruction from many areas to address Florida Standards.

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:

uFutures, STEM, SUMS

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	Our schools have a STEM Focus and have used multiple sources such as SUMS at the elementary level and many of the middle grades have been paced through uFutures, Our teachers continue to draw upon many sources to address the NGSSS Science Standards.

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

The District DAPPS/DLT Team monitors from a district perspective and the DAPPS/DLT receive minutes and data reports from the SBLT MTSS. The DAPPS/DLT reviewed multiple sources of reading data including state assessments, FAIR, DEA, and STAR. The district responded by developing a plan to support all schools in addressing core reading instruction. The district immediately scheduled professional development to support the identified needs. The SBLT MTSS and the DLT MTSS monitored the implementation and impact of the professional development. The gap was narrowed but the district and schools still desire continued improvement in literacy performance. Continued professional development is occurring through our consortia and requested DA Inservice.

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

www.baker.k12.fl.us

Provide the page numbers of the plan that addresses this question

pages 8-46

Description

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	69%	58%	No	73%
American Indian	54%		No	58%
Asian	77%		No	79%
Black/African American	48%	33%	No	54%
Hispanic	70%	71%	No	73%
White	72%	62%	No	75%
English language learners				
Students with disabilities	50%	38%	No	55%
Economically disadvantaged	62%	49%	No	66%

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	70%	61%	No	73%
American Indian	73%	40%	No	75%
Asian	78%	100%	No	80%
Black/African American	50%	39%	No	55%
Hispanic	67%	73%	No	71%
White	73%	64%	No	76%
English language learners				
Students with disabilities	56%	43%	No	61%
Economically disadvantaged	63%	52%	No	67%

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

- G1.** Goal #1 In 2015-2016, if instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in science, then student academic performance will increase.
- G2.** In 2015-16 If instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in writing, then student academic performance will increase.
- G3.** In 2015-16 if instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in math and english language arts then student academic performance will increase.

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

G1. Goal #1 In 2015-2016, if instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students’ needs in science, then student academic performance will increase. 1a

G050864

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FCAT 2.0 Science Proficiency	2015-16	55.0
District-Wide	Bio I EOC Pass	2015-16	75.0

Resources Available to Support the Goal 2

- SUMS Curriculum uFutures Curriculum STEM BRIDGES Project Many resources for Science, distance learning, Discovery Streaming, Agriculture Projects Research-based curriculum at all grade levels

Targeted Barriers to Achieving the Goal 3

- Instructors' lack of knowledge and comfort level in Science Science content not blended enough to re-inforce reading and math skills, science taught in isolation instead of integration Consumables for hands-on experiences hard to manage storage, distribution and fund to keep stocked

Plan to Monitor Progress Toward G1. 8

District and School level classroom walk throughs to observe respectful, purposeful science instruction

Person Responsible

Susan Voorhees

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Observe Science instruction in classrooms and review results of monitoring Science Assessments: Team made and DEA. Also, FCAT and EOC results in Science.

G2. In 2015-16 If instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students’ needs in writing, then student academic performance will increase. **1a**

G050865

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FAA Writing Proficiency	2016-17	50.0

Resources Available to Support the Goal **2**

- Consultants available from Alachua and Flagler School Districts with proven success in Writing. District developed K-5 Writing Handbook Union County Collaboration on best practices in writing instruction Utilizing Collins Writing i all grade levels Region II DA Writing Professional Development Training District focus on writing across the curriculum

Targeted Barriers to Achieving the Goal **3**

- New instructors at all levels that feel inadequate to teach writing Buy in at all the schools to follow recommended daily schedules and conduct writing instruction with fidelity

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

Students' progress in writing will be monitored for inclusion of grade level appropriate writing instruction and strategies.

Person Responsible

Susan Voorhees

Schedule

Every 6 Weeks, from 10/1/2015 to 6/3/2016

Evidence of Completion

Growth in students' writing as evidenced by samples of Collins Writing types with Focus Area Corrections.

G3. In 2015-16 if instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in math and english language arts then student academic performance will increase. 1a

G050866

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	AMO Reading - All Students	2015-16	76.0
District-Wide	AMO Math - All Students	2015-16	77.0

Resources Available to Support the Goal 2

- Assistance from Region II DA Team in content specific areas Professional Development Offerings by our Consortia, NEFEC Professional Development by our DAPPS Team FLDOE Common Core Trainings Instructional Coaches Elementary Level Reading and Math Curriculum

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and implementation of differentiated instruction Becoming familiar with new reading and math curriculum Lack of formative assessments to inform instruction

Plan to Monitor Progress Toward G3. 8

Progress monitoring of lower quartile students using all available data sources such as: formative assessments, DEA assessments, STAR Reading and STAR math, FAIR testing, Study Island, Moby Math, PENDA Math, Read 180, and Reading Assistant

Person Responsible

Susan Voorhees

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

District Leadership Team, School-based Leadership Team, and classroom instructors meetings, agendas, and data reports. Also, action plans developed from the monitoring.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Goal #1 In 2015-2016, if instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in science, then student academic performance will increase. **1**

 G050864

G1.B1 Instructors' lack of knowledge and comfort level in Science Science content not blended enough to re-inforce reading and math skills, science taught in isolation instead of integration Consumables for hands-on experiences hard to manage storage, distribution and fund to keep stocked **2**

 B127551

G1.B1.S1 Instructors will participate in Professional Development Training provided by SUMS Trainers, NEFEC and uFUTURES Trainers. **4**

 S139680

Strategy Rationale

Participating in additional Science PD will improve confidence in science instructio.

Action Step 1 **5**

Establish all required professional development activities provided by SUMS, NEFEC, and uFUTURES

Person Responsible

Thomas Hill

Schedule

Monthly, from 9/8/2015 to 2/26/2016

Evidence of Completion

NEFEC Professional Development Schedules, uFUTURES announcements, email notifications and rosters.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Substitute request forms and PD Rosters will be monitored for participating in Science PD

Person Responsible

Thomas Hill

Schedule

Every 6 Weeks, from 9/25/2015 to 5/13/2016

Evidence of Completion

Substitute request forms and PD Rosters will be monitored for participating in Science PD. School administrators will observe classroom instruction for implementation of the PD.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

School administration will report to district results of science PD implementation based on classroom observations. Those who have Science Progress monitoring assessments will report results to district, too.

Person Responsible

Susan Voorhees

Schedule

Every 6 Weeks, from 10/19/2015 to 5/13/2016

Evidence of Completion

Increase in science academic achievement as evidenced by state assessments.

G2. In 2015-16 If instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in writing, then student academic performance will increase. 1

G050865

G2.B1 New instructors at all levels that feel inadequate to teach writing Buy in at all the schools to follow recommended daily schedules and conduct writing instruction with fidelity 2

B127552

G2.B1.S1 District seek and coordinate Writing Professional Development for all grade levels to address FSA Writing Component and ELA standards. 4

S139681

Strategy Rationale

Instructors need more specialized professional development in writing instruction to be confident in the content area.

Action Step 1 5

Establish all required professional development activities provided by NEFEC and DA. District provide Collins Writing Facilitator for Elementary and Secondary Writing PD.

Person Responsible

Thomas Hill

Schedule

Semiannually, from 10/20/2015 to 2/26/2016

Evidence of Completion

Student samples of all types of Collins Writing. School administration classroom observations of Collins Writing.

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

School Administration classroom observations and sampling of student Collins Writing activities.

Person Responsible

Susan Voorhees

Schedule

Quarterly, from 10/26/2015 to 5/27/2016

Evidence of Completion

School administrators' observation notes, student Collins Writing samples (multiple types and grade levels) and lesson plans showing Collins Writing use.

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

During team time, instructors will share their best practices. Facilitator will return to review samples of Collins Writing and to guide areas of concern identified by teachers and administrators.

Person Responsible

Thomas Hill

Schedule

Every 6 Weeks, from 11/9/2015 to 5/6/2016

Evidence of Completion

Team time minutes, PD rosters, and student samples of writing.

G3. In 2015-16 if instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in math and english language arts then student academic performance will increase. 1

 G050866

G3.B1 Lack of knowledge and implementation of differentiated instruction Becoming familiar with new reading and math curriculum Lack of formative assessments to inform instruction 2

 B127553

G3.B1.S1 The District will schedule Professional Development to help with strategic planning and differentiated instruction. Professional Development has already occurred to familiarize instructors with their new language arts and math curriculum. School-based Instructional Coaches will support and re-inforce Professional Development at the classroom level. 4

 S139682

Strategy Rationale

PD will increase the confidence of instructors in math and english language arts.

Action Step 1 5

District DAPPS/DLT Lead will coordinate support for the schools in MTSS and specifically differentiated Instruction.

Person Responsible

Susan Voorhees

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Review Attendance Rosters, Agendas, Minutes, and Data Analysis from SBLT MTSS. Survey SBLT needs.

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

DAPPS/DLTS and SBLT MTSS will regularly monitor differentiated instruction and interventions.

Person Responsible

Susan Voorhees

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

DAPPS/DLT Data review and SBLT implementation review. Final evidence will be the outcome of academic assessments.

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

District school improvement designee will visit all schools, but will regularly attend SBLT MTSS and DA meetings at the Priority school. Classroom walk throughs will be conducted to observe differentiated instruction and purposeful whole group instruction.

Person Responsible

Susan Voorhees

Schedule

Biweekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

DAPPS/DLT Data review and SBLT implementation review. Final evidence will be the outcome of academic assessments.

Implementation Timeline

Professional Development

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

G1. Goal #1 In 2015-2016, if instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in science, then student academic performance will increase.

G1.B1 Instructors' lack of knowledge and comfort level in Science Science content not blended enough to re-inforce reading and math skills, science taught in isolation instead of integration Consumables for hands-on experiences hard to manage storage, distribution and fund to keep stocked

G1.B1.S1 Instructors will participate in Professional Development Training provided by SUMS Trainers, NEFEC and uFUTURES Trainers.

PD Opportunity 1

Establish all required professional development activities provided by SUMS, NEFEC, and uFUTURES

Facilitator

NEFEC Univ of Florida

Participants

Science instructors

Schedule

Monthly, from 9/8/2015 to 2/26/2016

G2. In 2015-16 If instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in writing, then student academic performance will increase.

G2.B1 New instructors at all levels that feel inadequate to teach writing Buy in at all the schools to follow recommended daily schedules and conduct writing instruction with fidelity

G2.B1.S1 District seek and coordinate Writing Professional Development for all grade levels to address FSA Writing Component and ELA standards.

PD Opportunity 1

Establish all required professional development activities provided by NEFEC and DA. District provide Collins Writing Facilitator for Elementary and Secondary Writing PD.

Facilitator

Gary Chadwick, Collins Writing Facilitator Jim Collins, Developer

Participants

All teachers K-12

Schedule

Semiannually, from 10/20/2015 to 2/26/2016

Technical Assistance

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

G3. In 2015-16 if instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in math and english language arts then student academic performance will increase.

G3.B1 Lack of knowledge and implementation of differentiated instruction Becoming familiar with new reading and math curriculum Lack of formative assessments to inform instruction

G3.B1.S1 The District will schedule Professional Development to help with strategic planning and differentiated instruction. Professional Development has already occurred to familiarize instructors with their new language arts and math curriculum. School-based Instructional Coaches will support and reinforce Professional Development at the classroom level.

PD Opportunity 1

District DAPPS/DLT Lead will coordinate support for the schools in MTSS and specifically differentiated Instruction.

Facilitator

Beth Hardcastle and other USF staff support for Differentiated Instruction review and guidance

Participants

District and School MTSS, all school administrators, support faciitators, and instructional coaches

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Budget Rollup

Summary	
Description	Total
Goal 1: Goal #1 In 2015-2016, if instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in science, then student academic performance will increase.	0
Grand Total	0

Goal 1: Goal #1 In 2015-2016, if instructors will provide students with respectful, purposeful work during small group and whole group instruction using data to meet students' needs in science, then student academic performance will increase.		
Description	Source	Total
B1.S1.A1 - substitutes for classroom teachers	Title II	0
Total Goal 1		0