



**Pam Stewart, Commissioner**

## 2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 12 - Columbia

Mr. Lex Carswell (11-22-16), Superintendent  
Wallace Selph, Northwest Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

##### b. District Vision Statement

Bringing a World Class Education to Rural North Florida! Preparing College & Career Ready Students

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

No strategic plan link stored

#### 2. Supports for School Improvement

##### a. Alignment of Resources

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

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. The 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 the Assistant Superintendents, Todd Widergren and Cherie Hill. The allocation of human resources is based on a staffing formula. Tangible resources such as Instructional coaches and Curriculum Resource Teachers are managed through the Instructional Serves Department. 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 Superintendents, Todd Widergren and Cherie Hill, and the Director of Finance, Bonnie Penner, are responsible for maintaining local and state funds. Federal funds are maintained by the Director of Federal Programs, Joe Adkins and the Director of Special Services, Lynn Jamison.

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. 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 i-Ready, Achieve 3000 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.

### **b. School Allocation Process**

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

The 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. Additionally, through the monitoring process, Instructional Coaches may be temporarily reassigned to schools as additional resources to provide intensive intervention and support in the areas of need.

Elementary and Secondary principals meet monthly with the Assistant Superintendents. These meetings include timely professional development for administrators, sharing of best practices that lead to student achievement that is based on data, discussions on

curriculum alignment with instructional materials, and specific data analysis.

Monthly meetings are also held to facilitate collaboration between all district directors and school based administrators. Participants include the Superintendent, Assistant Superintendent, Director of Purchasing, Director of Human Resources, Director of Finance, Director of Special Services, Director of Federal Projects, Director of Technology Infrastructure and Networking, Director of Instructional Services, and all school principals.

### **c. Modifications to System Policies and Practices**

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

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, PD opportunities have been increased by adding two professional development days to the school calendar. Schools are making use of TIF grant funds to provide stipends for after school PD. The District PD Coordinator is planning for PD activities during the school day and after school to meet the preference of classroom teachers as determined by surveys.

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.

#### **d. Operational Flexibility**

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

Melrose Park Elementary School is beginning the first year in the SIG 4 grant. Richardson Sixth Grade Academy, formerly Richardson Middle School is a SIG 3 school that is listed for Targeted Support. Each school operates under a school-based management plan, has operational flexibility in budgeting, manages human capital through hiring and assignment of teachers and staff, is allowed flexibility in planning for professional development and is allowed to implement educational programs that meet the needs of the school.

### **3. Sustainability of Improvement**

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

Melrose Park Elementary School is beginning the first year in the SIG 4 grant and is not considered a targeted school. Sustainability will be addressed for Melrose Park Elementary in the coming years in the DIAP.

Richardson Sixth Grade Academy (RSGA), formerly Richardson Middle School (RMS) is a SIG 3 school that is listed for Targeted Support and is the focus for this section.

Richardson Middle School served students sixth through eighth grade in past years. For the 2017-2018 school year the school has been reorganized to serve sixth grade students only as Richardson Sixth Grade Academy. The decision to reorganize was a

district decision in order to promote student achievement and create a focus on students entering the middle school years. The reorganizational process provided the opportunity for the administrative staff at RSGA to use data as the driving force behind placement of faculty and staff and as a rationale for each new instructional hire.

Richardson Sixth Grade Academy has a new administrative staff with both the principal and assistant principal having served as administrators in “A” schools.

Human resources and capital resources from Richardson Middle School (RMS) and Lake City Middle School (LCMS) were redistributed between Richardson Sixth Grade Academy (RSGA) and LCMS. Materials and equipment purchased through the SIG 3 grant were retained at RSGA and materials pertaining to sixth grade at LCMS were funneled to the new RSGA.

The STEM focus that was present at RMS will be continued at RSGA through elective classes. The sixth grade academy will also offer an after-school program and a summer enrichment program that emphasizes STEM. RSGA also has 3 STEM labs that all students will visit and has added a technology-based program for videography and production. These programs and student opportunities will be sustainable due to the commitment of the school and district leadership.

RSGA has also retained a Positive Behavior Support Coach through SIG funding. This coach will work with students and staff to create a positive environment that nurtures the sixth grade student at all levels of MTSS. This positive environmental structure will be sustained through collaboration of faculty, staff, parents, community partners and students. Community stakeholder play an integral part in a Positive Behavior Support system.

The school will also enact strategies to increase communication with parents through multiple venues such as the school’s web-site and social media including Facebook and Twitter. Building a positive perception of the school by creating an information rich environment will help in breaking down barriers such as the disconnect between the school, community and families. The school will build similar structures in which staff can actively seek feedback from the parents. Parents will be invited to participate in all School Advisory Council meetings. The school will actively engage parents in school planning and review during Parent and Family Engagement Activities, Student Performance activities and STEM parent and community presentation given by students. Parents will be offered opportunities to attend events held at different times so that all parents will be able to participate. Student progress will be communicated regularly to parents in an effort to include them in the school improvement process.

The district will support Richardson Sixth Grade Academy in the efforts listed above. The sustainability for all projects hinges on the positive effects of the work. Sustainability is assured when success is measured in increased achievement in the areas of academics, behavior, and parent/community involvement. The coordination of funding from all sources will continue to be used to support effective work in these focus areas.

## **B. Stakeholder Involvement**

### **1. Parent and Family Engagement Plan (PFEP) Link**

A PIP has not been uploaded for this district.

## 2. Family and Community Engagement

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

The district website at <http://columbia.schoolblocks.com/> 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.

## 3. Engagement of School Leadership

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

The district 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.

## C. Effective Leadership

### 1. District Turnaround Lead

#### a. Employee's Name and Email Address

Hill, Cherie, [hillc@columbiak12.com](mailto:hillc@columbiak12.com)

#### b. Employee's Title

Assistant Superintendent

#### c. Employee's Phone Number

(386) 755-8015

#### d. Employee's Phone Extension

#### e. Supervisor's Name

Lex Carswell

#### f. Supervisor's Title

Superintendent

#### g. Employee's Role and Responsibilities

Accountability for implementation of the Transformation Model will be coordinated by the Assistant 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

### 2. District Leadership Team:

**Moore, Frank, mooref@columbiak12.com**

<b>Title</b>	Director
<b>Phone</b>	(386) 755-8043
<b>Supervisor's Name</b>	Cherie Hill
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Human Resources

**Adkins, Joe, adkinsj@columbiak12.com**

<b>Title</b>	Director
<b>Phone</b>	(386) 755-8043
<b>Supervisor's Name</b>	Cherie Hill
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Coordinates Federal programs

**Hill, Cherie, hillc@columbiak12.com**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	(386) 755-8043
<b>Supervisor's Name</b>	Lex Carswell
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Elementary Education

**Carswell, Lex, carswella@columbiak12.com**

<b>Title</b>	Superintendent
<b>Phone</b>	(386) 755-8003
<b>Supervisor's Name</b>	
<b>Supervisor's Title</b>	
<b>Role and Responsibilities</b>	

**Widergren, Todd, widergrent@columbiak12.com**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	386-755-
<b>Supervisor's Name</b>	Lex Carswell
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Secondary Education - Business

**Bullard, Beth, bullardb@columbiak12.com**

<b>Title</b>	Director
<b>Phone</b>	386-755-8043
<b>Supervisor's Name</b>	Cherie Hill, Todd Widergren
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Instructional Services

**3. Educator Quality****a. School Leadership Teams**

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

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.

**b. Instructional Staff**

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

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

**D. Professional Capacity****1. Common Planning Time**

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

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 planning prior to the beginning of the student day. Additionally, Title I and Title VI funds are utilized to provide 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.

**2. Instructional Coaches**

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

All schools have the services of an Instructional Coach. Richardson Sixth Grade Academy has a Positive Behavior Support coach. All coaches are required to submit a coaching log to a district administrator, responsible for that respective level, elementary or secondary. The log outlines the activities of the coach as they support individual teachers, groups of teachers and the school as a whole.

**E. Ambitious Instruction and Learning**

**1. Instructional Programs**

**a. Reading**

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

Yes

**District Reading Plans**

[https://www.floridacims.org/districts/columbia?current\\_tab=reading](https://www.floridacims.org/districts/columbia?current_tab=reading)

**b. Writing**

**1. Description of Programs**

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

**HMH Journeys**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	The core reading series includes writing components.

**McDougall Littell Literature**

<b>Program Type</b>	Core
<b>School Type</b>	Middle School, High School
<b>Description</b>	The literature series includes writing components.

**TOP Score**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	

**c. Mathematics**

**1. Description of Programs**

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

**HMH**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	

**Holt McDougal**

<b>Program Type</b>	Core
<b>School Type</b>	Middle School
<b>Description</b>	

**Pearson/Prentice Hall**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	

**Algebra Nation**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Middle School, High School
<b>Description</b>	

**d. Science****1. Description of Programs**

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

**HMH Science Fusion**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	

**Glencoe/McGraw Hill**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Middle School
<b>Description</b>	

**Holt Rinehart/Winston; Glencoe/McGraw Hill**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	

## Discovery Education

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School, Middle School
<b>Description</b>	Techbooks

## 2. Instructional Alignment and Pacing

### a. Program Monitoring

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

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.

#### b) Progress Monitoring

Progress monitoring is carried out with district wide assessments in reading, math, and science in the elementary grades and middle grades. 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 administered at the end of each quarter. These PMAs are district-created.

Additionally, i-Ready Diagnostic are administered in reading and math in all elementary and middle schools. Achieve 3000 assessments are used as a progress monitoring tool in all Intensive Reading classes at the secondary level. Progress monitoring is also accomplished through common summative assessments at the secondary 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 five years on formative assessments and eight years on state assessments for 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 Early Warning Systems component in the Performance Matters platform provides 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 or school determined PD. School-based or district based PD is also planned and implemented with the support of the District Coordinator of PD.

PD in the district may occur before, during or after the school day/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.

### **b. Supports for Student Transitions**

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

#### **1. Will the district use its Student Progression Plan to satisfy this question?**

Yes

##### *a. Link to Student Progression Plan*

[https://drive.google.com/file/d/0BwqAKzafA\\_iqX0Z1ZGIHVkxwWFk/view](https://drive.google.com/file/d/0BwqAKzafA_iqX0Z1ZGIHVkxwWFk/view)

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

19-26

Tutoring, RtI district process

### **c. Alignment of Pacing Guides to Florida Standards**

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

Yes

## **II. Needs Assessment**

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

**b.** *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*

The following documents were submitted as evidence for this section:

*No files were uploaded*

## **2. Problem Identification Summary**

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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 Achievement	2017-18	64.0
District-Wide	FSA ELA Achievement	2017-18	53.0

### Targeted Barriers to Achieving the Goal 3

- Complete understanding of Florida Standards and Test Specifications

### Resources Available to Help Reduce or Eliminate the Barriers 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.
- Unified instructional prioritization at district.
- Expansion of Performance Matters for progress monitoring and data analysis.
- Use of i-Ready in K-8

### 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 7/1/2017 to 7/1/2018

#### 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 7/1/2017 to 7/1/2018

**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 7/1/2017 to 6/30/2018

**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 7/1/2017 to 6/30/2018

**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

Beth Bullard

#### Schedule

Quarterly, from 7/1/2017 to 6/30/2018

#### 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

Beth Bullard

#### Schedule

Monthly, from 7/1/2017 to 6/30/2018

#### 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 7/1/2017 to 6/30/2018

**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**

April Bolkosky

**Schedule**

Quarterly, from 7/1/2017 to 6/30/2018

**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**

Beth Bullard

**Schedule**

Quarterly, from 7/1/2017 to 6/30/2018

**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**

Beth Bullard

**Schedule**

Monthly, from 7/1/2017 to 6/30/2018

**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 7/1/2017 to 6/30/2018

**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**

April Bolkosky

**Schedule**

Quarterly, from 7/1/2017 to 6/30/2018

**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 7/1/2017 to 6/30/2018

**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 7/1/2017 to 6/30/2018

**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 7/1/2017 to 6/30/2018

**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 7/1/2017 to 6/30/2018

***Evidence of Completion***

Assessments correlated to Florida Standards

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.MA3  M101873	Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed...	Bullard, Beth	7/1/2017	Published DIPGs	6/30/2018 annually
G2.MA4  M101889	Development and use a variety of diagnostic, summative and formative assessments to check standard...	Bullard, Beth	7/1/2017	Assessments correlated to Florida Standards	6/30/2018 semiannually
G2.B1.S1.MA1  M000554	Professional Development on the implementation of higher order thinking and questioning in...	Bullard, Beth	7/1/2017	Classroom observational data, as collected by the site based administrators	6/30/2018 semiannually
G2.B1.S1.MA6  M101865	Collaboration and PLCs on the development of test items based on the Florida Standards at required...	Bullard, Beth	7/1/2017	PD documentation	6/30/2018 semiannually
G2.B1.S1.MA7  M101866	Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed...	Bullard, Beth	7/1/2017	Published DIPGs	6/30/2018 annually
G2.B1.S1.MA8  M101868	Development and use a variety of diagnostic, summative and formative assessments to check standard...	Bullard, Beth	7/1/2017	Assessments correlated to Florida Standards	6/30/2018 semiannually
G2.B1.S1.MA1  M000553	Professional Development on the implementation of higher order thinking and questioning in...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	6/30/2018 quarterly
G2.B1.S1.MA3  M101854	Collaboration and PLCs on the development of test items based on the Florida Standards at required...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	6/30/2018 monthly
G2.B1.S1.MA4  M101856	Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed...	Bullard, Beth	7/1/2017	Published District Instructional Planning guides	6/30/2018 annually
G2.B1.S1.MA5  M101859	Development and use a variety of diagnostic, summative and formative assessments to check standard...	Bolkosky, April	7/1/2017	assessments correlated to Florida standards	6/30/2018 quarterly
G2.B1.S1.A1  A082917	Professional Development on the implementation of higher order thinking and questioning in...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	6/30/2018 quarterly
G2.B1.S1.A2  A159666	Collaboration and PLCs on the development of test items based on the Florida Standards at required...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	6/30/2018 monthly
G2.B1.S1.A3  A159669	Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed...	Bullard, Beth	7/1/2017	Published DIPGs	6/30/2018 annually
G2.B1.S1.A4  A159673	Development and use a variety of diagnostic, summative and formative assessments to check standard...	Bolkosky, April	7/1/2017	Assessments correlated to the Florida Standards	6/30/2018 quarterly
G2.MA1  M000552	Professional Development on the implementation of higher order thinking and questioning in...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	7/1/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA2  M101870	Collaboration and PLCs on the development of test items based on the Florida Standards at required...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	7/1/2018 semiannually

## V. Professional Development Opportunities

*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**

Instructional Coaches, District Instructional Support Staff

##### **Participants**

Administrators, teacher and support staff

##### **Schedule**

Quarterly, from 7/1/2017 to 6/30/2018

#### **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 7/1/2017 to 6/30/2018

### **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, school administrators

#### **Schedule**

Annually, from 7/1/2017 to 6/30/2018

### **PD Opportunity 4**

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

#### **Facilitator**

Instructional Coaches

#### **Participants**

teachers

#### **Schedule**

Quarterly, from 7/1/2017 to 6/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G2.B1.S1.A1	<b>Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications</b>	<b>\$0.00</b>
2	G2.B1.S1.A2	<b>Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.</b>	<b>\$0.00</b>
3	G2.B1.S1.A3	<b>Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary</b>	<b>\$0.00</b>
4	G2.B1.S1.A4	<b>Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>