



FLORIDA DEPARTMENT OF EDUCATION

Form DIAP-1

District Improvement and Assistance Plan

Rule 6A-1.099811
Effective December 2014

This is an outline of information requested in the online survey available at <https://www.floridaCIMS.org>.

District Improvement and Assistance Plan (DIAP)

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Purpose

The purpose of this document is to guide the district-level school improvement planning and problem-solving process throughout the year and coordinate strategies and resources at the district level that will lead to increased student achievement in Focus and Priority schools.

Instructions

Initial Submission

This document shall be completed and submitted online in the Bureau of School Improvement (BSI) District Improvement and Assistance Plan web application. The deadline for initial submission will be posted at <https://www.floridaCIMS.org> prior to the start of the school year, allowing notice of at least 30 days.

Mid-Year Reflection

While there is a deadline each school year by which the district improvement plan must be initially completed, it is for archival/research purposes only. The DIAP is intended to be a “living” document, allowing districts to continually problem solve how best to reach their goals and adjust strategies and resources as necessary to improve student achievement in identified schools. To encourage these ongoing discussions, the template includes a mid-year reflection to be completed within 30 days after the release of mid-year assessment data.

Districts are also encouraged to update information in Part I, if changes are made during the school year.

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All responses in Part I should be drafted specifically in reference to current identified needs of and supports provided to Priority and Focus schools and, where applicable, School Improvement Grant (SIG) 1003(g)-awarded schools. As needed, differentiate responses between these groups. The information gathered in Part I is intended to inform the review of data indicators in Part II and provide a foundation for identifying goals, resources and barriers during Part III.

Part I: Current District Status

A. Supportive Environment

1. District Mission and Vision

- a. Provide the district's mission statement.
- b. Provide the district's vision statement.

2. Supports for School Improvement Efforts

- a. 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.
- b. Describe the way in which the district allocates resources to ensure schools that demonstrate the greatest need receive the most support. Include the person(s) responsible, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.
- c. 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.
- d. 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.

3. Sustainability of School 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 (DA) 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.

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B. Stakeholder Involvement

1. Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts.
Districts are required to annually submit a parental involvement plan, in accordance with 20 United States Code section 6318(a)(2), for review and approval by the Bureau of Federal Educational Programs, which may be used to address this question. The online system links directly to this plan.
2. Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

C. Effective Leadership

1. District Turnaround Lead and Leadership Team

- a. Provide the following contact information for the district turnaround lead and each additional member of the district leadership team.
The department recommends district-based leadership teams include the turnaround lead; district superintendent or associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; information technology directors; and specialists in other areas relevant to the schools' circumstances, such as assessment, English language learners and gifted learners.
 - i. Employee's name and email address
 - ii. Employee's title
 - iii. Employee's phone number and extension
 - iv. Supervisor's name
 - v. Supervisor's title
 - vi. Employee's role and responsibilities

2. Educator Quality

- a. 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.
- b. 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.

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D. Public and Collaborative Teaching

1. 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), Florida Administrative Code.
2. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

- i. Verify that the district has an approved K-12 Comprehensive Researched-Based Reading Plan.

Districts are required to annually submit a comprehensive reading plan, detailing the specific use of their research-based reading instruction allocation, for review and approval by the Just Read, Florida! Office, in accordance with section 1011.62(9)(d), Florida Statutes. The online system links directly to this plan.

b. Writing, Mathematics and Science

- i. List and describe the core, supplemental and intensive intervention programs for writing, mathematics and science the district currently uses at the elementary, middle and high school levels.
- ii. Verify that the district's master plan of inservice activities, created and submitted in accordance with section 1012.98(4)(b)4., Florida Statutes, supports the programs listed above.

2. Instructional Alignment and Pacing

- a. 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 the programs 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.
- b. Describe the structures the district has in place to support students in Priority or Focus schools as they transition from one school to another.
Districts are required to establish a comprehensive student progression plan, in accordance with section 1008.25, Florida Statutes. If the district's established Student Progression Plan addresses this question, it may provide a hyperlink to the plan and include the page number(s) for reference.
- c. Verify that the district's instructional pacing guides are aligned to the Florida's standards for reading, writing, mathematics and science.

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Part II: Needs Assessment

Districts are required to review performance data of Focus and Priority schools in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the schools’ greatest strengths and needs.

A. Underperforming Subgroups

The online survey prepopulates a listing of all subgroups that did not meet Annual Measurable Objectives (AMOs) in reading or mathematics in the most recent year, pursuant to paragraph (2)(b) of Rule 6A-1.099811, Florida Administrative Code. The district should consider these unmet AMOs in addition to the special needs of subgroups that may not be represented on the district AMO report.

B. Step Zero

An online tool has been developed and is available to all districts, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation. This path of inquiry is referred to as “Step Zero” as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Part III of this plan.

Part III: 8-Step Planning and Problem Solving for Implementation

Develop implementation plans for the district’s highest-priority goals by engaging in a structured planning and problem-solving process. Use the following prompts to capture the process and plan components:

Step 1: a) Identify a strategic goal b) Establish targets (i.e., SMART goals) to be accomplished by the district and/or select schools successfully reaching the strategic goal.

The goal and targets together form a “Theory of Action” [e.g., If we (1a), then we will see (1b)], which will be tested and refined through this process.

Step 2: Brainstorm resources that are available to support the goal and barriers that could hinder achieving the goal. Organize barriers into thematic “buckets.”

Step 3: Prioritize barrier buckets and select one bucket of *alterable elements* (e.g., curriculum, instruction, environment, organizational systems) to address, based on the potential impact the elimination or reduction of the barrier would have on the goal and the cost and complexity of implementation.

Step 4: Brainstorm and prioritize strategies that could be used to eliminate or reduce the selected barrier bucket; include the rationale for each strategy. Select a strategy to develop an action plan for implementation.

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In Steps 5-8, details must include a description of the activity, the person(s) responsible for completing the activity, the start and end dates and frequency, and the evidence the person responsible will use to demonstrate completion of the activity.

Step 5: Develop an action plan by identifying all steps that will need to be taken to implement the selected strategy.

- Indicate whether the step is a professional development opportunity or technical assistance. These items will require additional details, including the facilitator and participants or the developer and intended audience.
- Indicate whether the step will require funding. Budget items will require additional details, including the function and object codes, the funding source, the amount needed at the district level or for a particular school, and a brief description.

Step 6: Determine how the action plan for the selected strategy will be monitored for fidelity of implementation; add distinct monitoring activities as needed.

Step 7: Determine how the selected strategy will be monitored for effectiveness at reducing or eliminating the selected barrier bucket; add distinct monitoring activities as needed.

Step 8: Determine how progress towards the goal and annual targets will be monitored, including the data that will be collected and reviewed throughout the year; add distinct monitoring activities as needed.

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Mid-Year Reflection

This section is to be completed after mid-year assessment data is available.

Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part III.

- Has the goal been achieved?
 - If yes, what evidence do you see to indicate you have achieved the goal?
 - If no, is desired progress being made to accomplish the goal?
 - If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?
 - If no, have the originally targeted barriers been eliminated or reduced?
 - If yes, what evidence do you see to indicate barriers have been eliminated or reduced?
 - If no, are the original strategies being implemented with fidelity as designed?
 - If yes, what evidence do you see to indicate strategies have been implemented with fidelity? Engage in a problem-solving process around *strategy development*, making edits as needed to Step 4.
 - If no, engage in a problem-solving process around *implementation fidelity*, making edits as needed to Step 6.

Appendix 1: Implementation Timeline

This report will be generated automatically based upon each action step and monitoring activity entered as part of the 8-step planning and problem-solving process in Part III.

Appendix 2: Professional Development and Technical Assistance Outlines

These reports will be generated automatically based upon each activity identified as Professional Development or Technical Assistance as part of the 8-step planning and problem-solving process in Part III.

Appendix 3: Budget

This report will be generated automatically based upon each budget item identified in the 8-step planning and problem-solving process in Part III.