

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability



### Form DIAP-1

## District Improvement and Assistance Plan

Rule 6A-1.099811

Effective August 2013

*This is a paper version of the online template.*

## **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. The plan also includes required components of the Title III District Improvement Plan under Section 3122(b)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6842.

### **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 <http://www.flbsi.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.

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### **Part I: District Improvement Planning**

#### **A. District Leadership Team**

Provide the following contact information for each member of the district leadership team, including the position dedicated to leading the turnaround effort at the district level.

1. Employee's Name
2. Position Title
3. Email Address
4. Phone Number
5. Function and Responsibility

#### **B. Plan Development and Stakeholder Involvement**

Summarize the process used to write this plan including how parents, school staff, and others were involved. If applicable, describe the Community Assessment Team's (CAT) role in the development of this plan, pursuant to Section 1008.345(6)(d).

#### **C. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)**

1. Describe your district's data-based problem-solving processes for the implementation and monitoring of your DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.
2. Describe the function and responsibility of each member of the district leadership team as it relates to MTSS and DIAP.
3. Describe the systems in place the leadership team uses to monitor the district's MTSS and DIAP.
4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).
5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.
6. Describe the plan for "increased learning time" or "extended day" as defined in paragraph (2)(m) of Rule 6A-1.099811, F.A.C., in your district's Priority schools. Include a description of the specific activities and number of total minutes each will contribute.

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### **Part II: Alignment of Strategies and Resources to Support Teaching and Learning**

#### **A. Strategies and Support for Targeted Student Subgroups**

1. Review the district's Annual Measurable Objective (AMO) most recent outcomes report at <http://schoolgrades.fldoe.org/>. Address the following questions for each subgroup not meeting targets in reading or mathematics, pursuant to paragraph (2)(a) in Rule 6A-1.099811, F.A.C. Consider the special needs of subgroups that may not be represented on your district AMO report.
  - a) What does research suggest about the specific learning needs of the student subgroups not meeting targets?
  - b) Why did the previous plan not sufficiently meet these needs?
2. Engage in a problem-solving process, using the following prompts:
  - Step 1: Identify goal(s) to help you achieve your AMO targets. Select which subgroup(s) and content area(s) the goal addresses.
  - Step 2: Brainstorm which resources are available to support the goal and barriers that could prevent achieving the goal. Prioritize barriers.
  - Step 3: Choose some barriers to address, based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).
  - Step 4: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.
  - Step 5: Identify action steps (including who, what, when, how) that will need to be taken to implement the identified strategies.
  - Step 6: Determine how strategies will be monitored for fidelity of implementation (including who, what, when, how).
  - Step 7: Determine how strategies will be monitored for effectiveness (including who, what, when, how).
  - Step 8: Determine how progress towards each goal will be monitored (including who, what, when, how).

#### **B. Alignment of Needs and Resources**

Based on school and student performance data at your Focus and Priority schools, describe the process the district will use to align strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources.

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### **C. Reading Resources**

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), F.S.

The district has an approved K-12 Comprehensive Researched-Based Reading Plan

### **D. Writing Resources**

List and describe the core and supplemental writing programs the district will use at the elementary, middle, and high school levels.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the writing programs listed above.

### **E. Mathematics Resources**

List and describe the core and supplemental mathematics programs the district will use at the elementary, middle, and high school levels.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the mathematics programs listed above.

### **F. Science Resources**

List and describe the core and supplemental science programs the district will use at the elementary, middle, and high school levels.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the science programs listed above.

### **G. Curriculum Alignment and Pacing**

Upload the district's instructional pacing guides that are aligned to the Common Core State Standards (CCSS) or Next Generation Sunshine State Standards (NGSSS) for reading, writing, mathematics, and science.

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### Part III: Mid-Year Reflection

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

- 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, re-engage the problem solving process at Step 4, making edits as needed to Part II of the DIAP.
        - If no, engage in a problem solving process around *implementation fidelity* of the original plan, and make edits as desired to Part II of the of the DIAP.