

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

30 - Holmes

Mr. Eddie Dixon, Superintendent
Melissa Ramsey, Region 1 Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	0
Goals Summary	8
Goals Detail	8
Action Plan for Improvement	10
Appendix 1: Professional Development Plan to Support Goals	14
Appendix 2: Technical Assistance Plan to Support Goals	0
Appendix 2: Budget to Support Goals	0

Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

The Holmes County School District shall provide a safe, nurturing environment and a comprehensive curriculum that will prepare students for college and careers.

Provide the district's vision statement

Educating today's students for tomorrow's world.

Supports for School Improvement

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

The district coordinates IDEA, Title I, Title II with state and local funds to staff our schools and provide instructional materials and professional development for staff. The instructional administrator, Title I administrator and ESE administrator collaborate through face-to face meetings, phone calls or email, to determine how to apply resources for the highest impact.

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 district allocates Title I funds to schools based on the number of FRPL students at the school. The schools are served in rank order according to the PSES.

District Policies and Practices

The school leadership team has 2 new staff members that will help coordinate the differentiated accountability activities for this year. The district instructional administrator and Title I administrator collaborate with the school leadership to implement interventions for improved student achievement.

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

NA

Sustainability of Improvement

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

The district will sustain the improvement by maintaining the district support for the school and leadership team, through site visits, technical assistance and professional development activities.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131429>

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

The district submitted a district parent involvement plan.

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

The district works directly with the school leadership team to implement interventions and school improvement activities.

Effective Leadership

District Leadership Team

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

Price, Pamela, pricep@hdsb.org	
Title	Administrator
Phone	850-547-9341
Supervisor's Name	Eddie Dixon
Supervisor's Title	Superintendent
Role and Responsibilities	Instructional administrator, supports schools with acquiring instructional materials, assessments, professional development.

Bush, Carmen, bushc@hdsb.org**Title** Administrator**Phone** 850-547-9341**Supervisor's Name** Eddie Dixon**Supervisor's Title** Administrator**Role and Responsibilities** Administrator of federal programs, support school improvement and administer Title I school-wide programs at all district schools.

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 district uses evaluation information to ensure that school leadership teams are high quality and have a record of increasing student achievement.

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

The district uses evaluation data to determine the effectiveness and provides support for teaching staff in need of improvement.

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

The district works with the school principal to ensure the principal's budget and school allocations are sufficient to ensure common planning at the priority school.

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

The district has a reading coach that serves all schools. The priority school has a curriculum, assessment and reading coach to support the school directly. The district and the school principal monitor the schedule and activities of the school coach.

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:

Teachers will utilize the Reading Street (grades K-1) and Journeys (grades 2-5) core reading series and the Tyner Small-Group Reading Instruction model and materials (grades K-2). Both of the core reading programs are correlated to the Common Core State Standards

Program Type	Core
School Type	Elementary School
Description	

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:

Teachers will utilize the newly updated core math series GoMath in grades K-5 which is correlated to the new Common Core State Standards.

Program Type	Core
School Type	Elementary School
Description	

Science

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

Elementary Science Fusion -Florida edition Houghton Mifflin Harcourt
Supplement program AIMS

Program Type	Core
School Type	Elementary School
Description	

Instructional Alignment and Pacing

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

The district follows the requirements in the reading plan to monitor the instructional and intervention programs. Discovery education data is used to determine fidelity and effectiveness.

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

Provide the page numbers of the plan that addresses this question

Description

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

No

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	66%	54%	No	70%
American Indian				
Asian				
Black/African American	54%	28%	No	59%
Hispanic	65%	56%	No	69%
White	67%	55%	No	71%
English language learners				
Students with disabilities	45%	26%	No	51%
Economically disadvantaged	62%	47%	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	63%	52%	No	67%
American Indian				
Asian				
Black/African American	51%	21%	No	56%
Hispanic	58%	48%	No	63%
White	64%	53%	No	68%
English language learners				
Students with disabilities	48%	25%	No	53%
Economically disadvantaged	60%	45%	No	64%

Step Zero

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** By the end of the 2015-2016 school year the ELA scores at PDLE and BHS will show that their students are at or above the 50th percentile as compared to the state.

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. By the end of the 2015-2016 school year the ELA scores at PDLE and BHS will show that their students are at or above the 50th percentile as compared to the state. 1a

 G049116

Targets Supported 1b

Focus	Indicator	Year	Target
All D Schools	FSA - English Language Arts - Proficiency Rate		50.0
District-Wide			

Resources Available to Support the Goal 2

- Professional development for writing provided by the DA team.
- Professional development on the new FSA and Florida standards, Tyner small group reading.
- Professional learning community for quality questioning and increased student engagement.

Targeted Barriers to Achieving the Goal 3

- New Florida ELA Assessment (writing portion)
- New Florida Standards as compared to Next Generation Sunshine State Standards (NGSS)

Plan to Monitor Progress Toward G1. 8

Local ELA assessments

Person Responsible

Pamela Price

Schedule

Quarterly, from 10/7/2015 to 5/12/2016

Evidence of Completion

Assessment data from baseline, mid-year and end of the year assessments

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. By the end of the 2015-2016 school year the ELA scores at PDLE and BHS will show that their students are at or above the 50th percentile as compared to the state. **1**

 G049116

G1.B1 New Florida ELA Assessment (writing portion) **2**

 B122699

G1.B1.S1 Provide professional development to teachers. Writing, ELA standards, rubrics. **4**

 S134570

Strategy Rationale

Action Step 1 **5**

Professional Development days

Person Responsible

Pamela Price

Schedule

Quarterly, from 8/4/2015 to 6/30/2016

Evidence of Completion

Sign in sheets, follow-up completed in epdc, follow-up walkthroughs

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

Classroom walk-throughs and weekly team meetings.

Person Responsible

Brent Jones

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student achievement data, walk-through data sheets, minutes from weekly meetings

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

The district will participate in meetings and site visits to monitor the intervention activities.

Person Responsible


Carmen Bush

Schedule

Every 2 Months, from 9/29/2015 to 9/29/2015

Evidence of Completion

sign in sheets, school data provided by the principal

G1.B2 New Florida Standards as compared to Next Generation Sunshine State Standards (NGSS) 2
 B122781
G1.B2.S1 Professional Learning Community high-order questioning 4
 S148797
Strategy Rationale

Increase teacher use of high-order questions to engage students and increase the rigor of instruction.

Action Step 1 5

The teachers will participate in a professional learning activities to increase their knowledge and skills in questioning.

Person Responsible

Pamela Price

Schedule

On 7/28/2016

Evidence of Completion

The curriculum coordinator will keep sign in sheets from the weekly professional learning community meetings along with minutes from the meetings describing the ideas the teachers share. The leadership team will collect data on the use of quality questions during classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly meetings will be held to monitor the fidelity of the strategy.

Person Responsible

Penney Brooks

Schedule

On 3/20/2015

Evidence of Completion

Sign in sheets and minutes from the meetings will be kept for documentation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Discovery Education Assessments will be used to monitor the effectiveness of the strategy.

Person Responsible

Penney Brooks

Schedule

On 6/5/2015

Evidence of Completion

DEA reports will be used to monitor the implementation, along with classroom walk-through data.

Implementation Timeline

Professional Development

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

G1. By the end of the 2015-2016 school year the ELA scores at PDLE and BHS will show that their students are at or above the 50th percentile as compared to the state.

G1.B1 New Florida ELA Assessment (writing portion)

G1.B1.S1 Provide professional development to teachers. Writing, ELA standards, rubrics.

PD Opportunity 1

Professional Development days

Facilitator

DOE

Participants

District Teachers

Schedule

Quarterly, from 8/4/2015 to 6/30/2016

G1.B2 New Florida Standards as compared to Next Generation Sunshine State Standards (NGSS)

G1.B2.S1 Professional Learning Community high-order questioning

PD Opportunity 1

The teachers will participate in a professional learning activities to increase their knowledge and skills in questioning.

Facilitator

Leadership teams, DA Staff

Participants

Teachers at PDLE and BHS

Schedule

On 7/28/2016

Budget Rollup

Summary

Description	Total
Goal 1: By the end of the 2015-2016 school year the ELA scores at PDLE and BHS will show that their students are at or above the 50th percentile as compared to the state.	2,000
Grand Total	2,000

Goal 1: By the end of the 2015-2016 school year the ELA scores at PDLE and BHS will show that their students are at or above the 50th percentile as compared to the state.

Description	Source	Total
B1.S1.A1 - Substitutes for teachers participating in writing professional development.	Title I Part A	1,000
B1.S1.A1 - Books for teachers participating in professional learning communities for effective questioning and increased student engagement.	Title I Part A	1,000
Total Goal 1		2,000