

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 36 - Lee

Dr. Greg Adkins, Superintendent  
Gayle Sitter, Region 5 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

##### Provide the district's mission statement

To ensure that each student achieves his/her highest potential

##### Provide the district's vision statement

To be a World-Class school system

#### 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 cabinet identifies and aligns district resources after each Assistant Superintendent completes a needs assessment in their specific departments. All decisions are made on the basis of supporting high quality instruction in schools. All DA schools, including focus and priority schools, receive 3 academic coaches, a minimum of 2 TIF teachers, Title 1 funding and additional supports as the budget allows. The inventory of resources is maintained through the budgeting and technology departments and at the school level.

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 gives each school in the system "flex" dollars for staffing. These flex dollars are generated through the budgeting department and monitored by Dr. Ami Desamours. Dr. Desamours responds to the distinct needs of the focus and priority schools by reviewing requests recommended by Martha Hayes, the Director of Turn Around Schools. An example would be an additional assistant principal placed at James Stephens, Manatee, and Colonial or lowering class size in struggling schools. All schools are served through the School Development department and can make their case through their Director for additional resources.

Many of the more remote schools (East Lee) have received permanent subs through the HR department, and "hard to fill" schools can now offer incentive bonuses to recruit teachers evaluated as effective and highly effective.

Data is monitored by the Director of Turn Around schools, Ashley Lamar, and school principals. TOPS 2 schools are also monitored by the district Leadership Team.

#### District Policies and Practices

Provide incentives to highly effective teachers who serve in struggling DA Schools. ( more qualified, experienced teachers in struggling schools.) HR

Provide permanent subs in hard to staff schools. (guarantee of instruction)HR

Open transfer window early to staff Turn Around Schools.(better qualified pool of candidates)HR

Change the Choice system to one batch to help distribute students to under-filled schools. (less

opportunity to have schools limited in socio-economic diversity) Marc Mora and team  
 Provide supplements to Principals of Hard to Staff schools.( High quality leaders in neediest schools)HR  
 Provide staff beyond allocations for Focus and Priority Schools. ( target specific data needs) Director of Turn Around Schools  
 Utilize DA consultants ( intervention) State  
 The Director of Turn around schools will implement and follow-up.

**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**

Schools will continue to have "operational flexibility" in scheduling, budgeting, hiring, teacher subject and grade assignment. Schools can work with the Assistant Superintendent of teaching and Learning to waiver or adopt specific instructional practices.

### 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**

Schools will continue to receive the support of the three instructional coaches for an additional year after coming out of Focus or Priority status.  
 Schools will continue to have flex budgeting and the assistance of a School Development specialist.  
 There will be no plans to redistribute staff or resources except as directed by data.

### Stakeholder Involvement

#### PIP Link

<https://www.floridacims.org/documents/131424>

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

See attached PIP.

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

The Director of Turn Around Schools works with the Superintendent and Assistant Superintendents to approve Turn Around Plans which are mutually decided upon by the DTA and school Leadership teams. All Turn Around Schools will hold a period each day to intervene or provide enrichment for students. Plans will be monitored by school administration, the DTA, and content area specialists, including DA consultants.

### 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**

Hayes, Martha, marthakh@leeschools.net

**Employee's Title**

Director

**Employee's Phone Number**

(239) 335-1540

**Employee's Phone Extension**

1456

**Supervisor's Name**

Dr. Nancy Graham

**Supervisor's Title**

Superintendent

**Employee's Role and Responsibilities**

Mrs. Hayes is the Director of Turnaround Schools. The Director of Turn Around Schools works specifically with the Focus and Priority Schools. Mrs. Hayes' responsibilities include eliminating organizational obstacles, advising and planning with principals, conducting instructional reviews, advocating or finding additional resources, collaborating with teachers, and acting as liason with the DA team.

**District Leadership Team**

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

**Graham, Nancy, nancyjg@leeschools.net****Title**

Superintendent

**Phone****Supervisor's Name**

Board of Education

**Supervisor's Title**

Board Member

**Role and Responsibilities**

Superintendent of Schools

**Kutz, Christy, christymk@leeschools.net****Title**

Assistant Superintendent

**Phone****Supervisor's Name**

Dr. Nancy Graham

**Supervisor's Title**

Superintendent

**Role and Responsibilities**

Over Teaching and Learning (curriculum)

**Ralph, Soretta, sorettaer@leeschools.net****Title** Director**Phone****Supervisor's Name** Christy Kutz**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Over elementary curriculum, instruction and professional development**LaMar, Ashley, ashleyal@leeschools.net****Title** Administrator**Phone****Supervisor's Name** jeanneanne Folaros**Supervisor's Title** Director**Role and Responsibilities** Data analysis**Ferguson, Tim, timothybf@leeschools.net****Title** Director**Phone****Supervisor's Name** Christy Kutz**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Executive Director of ESE, Interventions, and Student Services**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 assigns Principals and Assistant Principals to all schools. Five new principals were placed in Focus and Priority Schools last year. One new principal was placed this year. All but one principal assignments were based on effective previous experience as an Assistant Principal or Principal.

The principal works with the Director of Turn Around Schools, HR, and union leaders to decide on retention or replacement of leadership team members.

**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**

Lee County has worked out a process with the union to reconstitute schools. Two schools were reconstituted last year by the district. (Fort Myers Middle and Colonial) Two additional schools (James Stephens and Manatee) made significant staff changes by encouraging staff members to transfer if they were not supportive of the school's vision.

## 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 Flex budgeting allows leadership to provide common planning time.

**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 funds the three coaching positions at every DA school. The daily activity of the coaches is monitored by school administration and through their required logs.

## 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:***

#### Reading Street (Pearson) K-5 & Collections (Houghton Mifflin) for 6-12

**Program  
Type**

Core

**School  
Type**

Elementary School, Middle School, High School

**Description**

Each program addresses the three modes of writing for addressing the Florida's Standards. Each program provides instructional support, grading support, and intervention support to increase student achievement in writing.

#### 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:***

**Houghton Mifflin Harcourt 2013 1st Edition Go Math!**

**Program Type** Core

**School Type** Elementary School

**Description** GO Math! Florida is a Kindergarten- Grade 5 program specifically designed to meet the objectives and intent of the Next Generation Sunshine State Standards for Mathematics. The author team for GO Math! Florida consists of mathematics educators and district personnel and includes representation from both the Framing and Writing Committees of the Florida Standards. The team's balance between state and national perspectives as well as the team's research expertise and practical experience makes GO Math! Florida both accessible and mathematically sound.

**Compass Learning Odyssey**

**Program Type** Supplemental

**School Type** Elementary School, Middle School

**Description** Compass Learning Odyssey® includes lessons and activities that are built upon current and confirmed research about the way students actually think and learn. Odyssey software for elementary and secondary students makes differentiating and personalizing instruction easier, and its formative assessments and reporting tools help educators use real-time data to drive critical instructional decisions.

**Glencoe McGraw-Hill Florida Math 2015**

**Program Type** Core

**School Type** Middle School

**Description** Math in context so students see how math matters. Thousands of digital planning tools and interactive resources are available online in one, easy-to-use portal, ConnectED. Use them as-is or make them your own to spark student thinking. Rigor is built-in and supported throughout the program. The three components of rigor—conceptual understanding, application, and procedural skill and fluency—are embedded in resources, lessons, and even assessments.



**Glencoe Algebra 1 2015****Program Type** Core**School Type** High School

**Description** Math in context so students see how math matters. Thousands of digital planning tools and interactive resources are available online in one, easy-to-use portal, ConnectED. Use them as-is or make them your own to spark student thinking.

Rigor is built-in and supported throughout the program. The three components of rigor—conceptual understanding, application, and procedural skill and fluency—are embedded in resources, lessons, and even assessments.

**Pearson Prentice Hall Geometry & Algebra 2 2011****Program Type** Core**School Type** High School

**Description** Prentice Hall Mathematics offers comprehensive math content coverage, introduces basic mathematics concepts and skills, and provides numerous opportunities to access basic skills along with abundant remediation and intervention activities.

**Houghton Mifflin Larson Algebra 1, Algebra 2, Geometry 2011****Program Type** Core**School Type** High School

**Description** Hardcover Student Edition that provides practice of all Florida Standards for Mathematics and Standards of Mathematical Practice, and assessment and intervention support needed to reach and teach all students.

**Glencoe McGraw-Hill Precalculus****Program Type** Core**School Type** High School

**Description** Glencoe Precalculus ©2011 is a comprehensive program that prepares students to be successful in college or AP Calculus programs. Features of this program include: Graphing Technology Labs, leveled exercise sets, H.O.T. (Higher-Order Thinking) Problems, and Preparation for AP Calculus lessons within every chapter. Glencoe Precalculus also includes a complete technology suite that contains an online student edition, online teacher edition, Interactive Classroom, Advance Tracker, and ExamView® Assessment Suite.

**ALEKS**

**Program Type** Intensive Intervention

**School Type** Middle School, High School

**Description** Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking.

**Edgenuity**

**Program Type** Core, Supplemental, Intensive Intervention

**School Type** Middle School, High School

**Description** Edgenuity's powerful and flexible learning management system allows educators to measure and monitor student engagement, progress, and achievement—all in real time. This data empowers educators to do what they do best: motivate students and ensure they are truly understanding course material.

**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:**

**National Geographic School Publishing/Hampton-Brown: National Geographic Science, Florida Edition (2011)**

**Program Type** Core

**School Type** Elementary School

**Description** National Geographic Science delivers core science content. It focuses instruction directly on the science topics by centering chapters on Big Ideas. "Meet a Scientist" sections provide concrete examples of scientific study in practice. "Become an Expert" sections portray science through real-world contexts. Built to target key science standards, National Geographic Science is a research-based, core program that brings science learning to life through the lens of National Geographic.

**NYU/NSF Promoting Science among English Language Learners (P-SELL) Curriculum: Science – Grade 5 program in eleven (11) schools**
**Program Type**

Core

**School Type**

Elementary School

**Description**

The model for the P-SELL curriculum highlights a standards-based and inquiry-oriented approach to science teaching and learning for all students, especially ELLs (Lee & Buxton, 2008; Lee & Penfield, under review). Each lesson in the student book includes the key features, listed below, that correspond to the areas of (a) scientific inquiry and understanding, (b) English language development, and (c) state science standards and assessment.

**Holt McDougal: Florida Science Fusion (2012)**
**Program Type**

Core

**School Type**

Middle School

**Description**

ScienceFusion is a state-of-the-art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or using a science textbook. The digital curriculum, virtual labs and hands-on activities, and write-in science textbook develops important critical thinking skills that prepare students for success in future science courses and in the workplace.

**Anatomy & Physiology: Florida Hole's Essentials of Human Anatomy & Physiology (2011)**
**Program Type**

Core

**School Type**

High School

**Description**

Hole's Essentials of Human Anatomy and Physiology assumes no prior science knowledge and supports core topics with clinical applications, making difficult concepts relevant to students pursuing careers in the allied health field. The unparalleled teaching system is highly effective in providing students with a solid understanding of the important concepts in anatomy and physiology.

**Anatomy & Physiology Honors: Human Anatomy & Physiology, FL Edition (2012)**

**Program Type** Core

**School Type** High School

**Description** Human Anatomy & Physiology presents information in smaller and more digestible bites, making it easier to read and navigate. Plus: Twelve new Focus Figures help to build further upon the outstanding success of the previous edition's art program, and to aid in teaching additional tough topics; Clinical coverage has been increased throughout the text, as well; Every Homeostatic Imbalance section in the narrative is now assignable as Critical Thinking Questions in Mastering A&P; Chapters now conclude with an At the Clinic section, featuring 14 brand new Case Studies—all reviewed by an emergency room surgeon for accuracy and plausibility. Further practice with additional Case Studies, including new teaching notes.

**Biology 1: Miller & Levine Biology, FL Edition (2012)**

**Program Type** Core

**School Type** High School

**Description** The respected author team of Ken Miller and Joe Levine are back with a new edition of biology books to inspire students to interact with trusted and up-to-date biology content. The authors' unique storytelling style engages students in biology, with a greater focus on written and visual analogies.

**Biology 1 Honors: Glencoe Florida Biology (2012)**

**Program Type** Core

**School Type** High School

**Description** Glencoe Biology leads the way with the best ideas in Biology education. It can help all of your students succeed with its organization around major Themes, Big Ideas, and Main Ideas of biology and its strong support for reading comprehension. This program's comprehensive content is made relevant to students through engaging real-world contexts. A vast array of lab experiences builds strong inquiry skills. The abundance of differentiated instructional strategies helps teachers reach all learners. Seamlessly integrated technology allows teachers to save time and increase productivity!

**Chemistry 1: Pearson Chemistry, FL Edition (2012)**

**Program Type** Core

**School Type** High School

**Description** Prentice Hall Chemistry meets the needs of students with a range of abilities, diversities, and learning styles by providing real-world connections to chemical concepts and processes. The first nine chapters introduce students to the conceptual nature of chemistry before they encounter the more rigorous mathematical models and concepts in later chapters.

**Chemistry 1 Honors: Modern Chemistry (2012)**

**Program Type** Core

**School Type** High School

**Description** Holt McDougal Modern Chemistry © 2012 is a comprehensive high school chemistry textbook and digital program that presents a balanced and engaging approach to conceptual and problem-solving instruction. Designed to accommodate a wide range of student abilities within a general high school chemistry curriculum, the program offers a wealth of consistent support for reading and vocabulary, scientific inquiry, problem solving, and preparation for high-stakes testing.

**Environmental Science: Environmental Science, Your World Your Turn, FL Edition (2012)**

**Program Type** Core

**School Type** High School

**Description** Pearson's Environmental Science: Your World, Your Turn is based on real, current, and relevant content that brings the world of environmental science to life. All while making it personal and actionable for every student.

**Integrated Science 1: Miller & Levine Biology, Florida Foundation Series (2012)**

**Program Type** Core

**School Type** High School

**Description** The respected author team of Ken Miller and Joe Levine are back with a new edition of biology books to inspire students to interact with trusted and up-to-date biology content. The authors' unique storytelling style engages students in biology, with a greater focus on written and visual analogies.

**Integrated Science 3: Physical Science with Earth Science (2006)**

**Program Type** Core

**School Type** High School

**Description** Physical Science with Earth provides students with accurate and comprehensive content coverage of physical science integrated with Earth science. By integrating Earth and space science concepts within each unit, students can explore the physics and chemistry in greater depth by learning how those concepts apply to Earth and space systems.

**Marine Science 1: Marine Science – The Dynamic Ocean (2012)**

**Program Type** Core

**School Type** High School

**Description** Provide students with a unique way to learn about Marine Science — tracking the paths of animals in the ocean in real-time. This new, robust, high school course blends Life, Earth, and Physical Science and includes STEM pedagogical strategies that help students understand integrated science content in the context of the ocean — Earth's greatest resource. Your students will be hooked as they access hundreds of interactive, digital components and Earth images, while exploring exciting content and analyzing cutting-edge data.

**Physical Science: Pearson Physical Science – Concepts in Action, FL Edition (2012)**

**Program Type** Core

**School Type** High School

**Description** Prentice Hall Physical Science: Concepts in Action helps students make the important connection between the science they read and the science they experience everyday. Relevant content, lively explorations, and a wealth of hands-on activities help students understand that science exists well beyond the page and into the world around them.

**Physics 1: Physics A First Course, FL Edition (2010)****Program Type** Core**School Type** High School

**Description** Students learn best through direct experience and discovery. 36 hands-on investigations (two per chapter) and 8 lab skills activities. Completely integrated with readings in student text and teacher's guide. Students design and conduct experiments; construct and test conclusions; observe results; and gather, record, and analyze data. Key questions begin each investigation to focus the student on major concepts.

**Physics 1 Honors: Physics Principles and Problems (2009)****Program Type** Core**School Type** High School

**Description** Physics: Principles and Problems offers integrated support, abundant opportunities for problem solving, and a variety of realistic applications. The program has a balance of good conceptual presentation with a strong problem-solving strand. The program resources are organized in a way that saves you preparation time and allows you to meet the needs of students in your diverse classroom. New for 2009 features include more problems - Supplemental Problems, Challenge Problems, Pre-AP/Critical Thinking Problems and practice for end-of-course exams - better math support with unique Example Problems that offer "coaching notes" to aid comprehension, and Teacher-tested lab options!

**Activities in Math and Science (AIMS)****Program Type** Supplemental**School Type** Elementary School, Middle School, High School

**Description** AIMS is a non-profit organization dedicated to helping teachers give students a solid conceptual understanding of math and science. Our State-Specific Science for FL has been carefully developed to provide you with easy to use and engaging hands-on activities. All of the activities in these materials are aligned to the 2008 NGSSS. They will help you by: helping your students learn by doing; improving your students conceptual understanding; making science teaching easier for you!

### Aquatic Systems Mosquito Education

**Program Type** Supplemental

**School Type** Elementary School, Middle School, High School

**Description** The Aquatic Systems Mosquito Education (ASME) classroom programs are conducted in collaboration with classroom teachers. Programs are designed for students in kindergarten, 5th grade, 7th grade, and high school chemistry and biology classes. These environmental science programs support Florida's Next Generation Sunshine State Standards in a variety of areas. Films, readings, slide programs, discussions, art activities and lab experiences are utilized to teach the objectives of each unit. In addition, ASME instructors are active with local, state, and national committees devoted to mosquito control and environmental education.

### Compass Learning Odyssey

**Program Type** Supplemental

**School Type** Elementary School, Middle School

**Description** Compass Learning Odyssey® includes lessons and activities that are built upon current and confirmed research about the way students actually think and learn. Odyssey software for elementary and secondary students makes differentiating and personalizing instruction easier, and its formative assessments and reporting tools help educators use real-time data to drive critical instructional decisions.

### Engineering is Elementary

**Program Type** Supplemental

**School Type** Elementary School

**Description** EiE serves children and educators in grades K- 8 with research-based, teacher-tested curriculum materials for schools and out-of-school time programs. We also help teachers build skills and confidence in teaching engineering and technology in our professional development workshops. And through conference papers and publications, we share the knowledge we've gained with the national community of educational researchers.



**McGraw-Hill Education: Instant Science**

**Program Type** Supplemental

**School Type** Elementary School

**Description** Instant Science is an all-digital, literacy based science program which allows you to instantly add science to your busy K-6 classroom. Dynamic, flexible resources including games, animations, eBooks, Interactive Whiteboard activities, and videos allow teachers to teach any topic - Life, Earth and Physical Science anytime. Teacher's can assign individual lessons with rich videos, interactive stories, and online assessments to differentiate for the entire classroom.

**Vernier Software & Technology**

**Program Type** Supplemental

**School Type** Elementary School, Middle School, High School

**Description** Vernier puts easy-to-use data loggers, sensors, experiments and graphing/analysis software into the hands of students, helping educators develop the next generation of scientists and engineers.  
District resources include:  
Elementary Science with Vernier (2008)  
Earth Science with Vernier (2007)  
Forensics with Vernier (2008)  
Middle School Science with Vernier (2007)  
Physical Science with Vernier (2007)  
Advanced Biology with Vernier (2010)  
Advanced Chemistry with Vernier (2007)  
Agricultural Science with Vernier (2010)  
Biology with Vernier (2007)  
Chemistry with Vernier (2007)  
Investigating Biology through Inquiry (2012)  
Investigating Chemistry through Inquiry (2009)  
Investigating Environmental Science through Inquiry (2007)  
Human Physiology with Vernier (2008)  
Organic Chemistry with Vernier (2012)  
Physics with Vernier (2007)  
STEM with Vernier and LEGO Mindstorms NXT (2009)  
STEM 2 with Vernier and LEGO Mindstorms NXT (2009)  
Water Quality with Vernier (2007)

**WeatherBug Achieve**

**Program Type** Supplemental

**School Type** Elementary School, Middle School, High School

**Description** The NEW WeatherBug Achieve brings spontaneity and excitement to standards-based learning so students perform better and teachers are more satisfied. Share the thrill of discovery and engage every student with the NEW WeatherBug Achieve.

**Achieve3000**

**Program Type** Supplemental

**School Type** Middle School

**Description** From literacy to science, from elementary school to high school to adult learners, find the Achieve3000 differentiated instruction solutions that meet your specific needs. Achieve3000 believes in the potential of every student to achieve more. We have established ourselves as the leader in differentiated instruction by leveraging technology to deliver a truly unique experience for students in grades 2-12, as well as for adult learners. By reaching individual students based on a unique academic profile, we build confidence and improve outcomes.

**Achieve3000: World of Biology**

**Program Type** Supplemental

**School Type** High School

**Description** Achieve3000's World of Biology is a breakthrough in differentiated science curriculum for middle and high school — one that helps students achieve the literacy skills they need to succeed in biology and perform better on exams and high-stakes tests. Designed as a supplement to complement your existing biology text, World of Biology provides a standards-based biology curriculum with embedded recommendations to support STEM literacy initiatives.

**Edgenuity**

**Program Type** Supplemental

**School Type** Middle School, High School

**Description** Edgenuity's powerful and flexible learning management system allows educators to measure and monitor student engagement, progress, and achievement—all in real time. This data empowers educators to do what they do best: motivate students and ensure they are truly understanding course material.

**JASON Learning**

**Program Type** Supplemental

**School Type** Elementary School, Middle School, High School

**Description** JASON's curricula cover core content areas in STEM fields and are designed to be used as replacements for traditional textbooks or as enriching supplemental materials in upper elementary, middle school, and high school classrooms. The multimedia curricula include reading selections, hands-on activities, videos, and online games for students, and lesson plans, implementation tips, and a powerful digital platform for educators. All curricular components are rigorously aligned to national and state science standards along with Common Core mathematics and English language arts 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**

District mathematics academic plans, which include pacing, instructional materials and resources, and Florida's Mathematics Standards alignment, are provided to ensure teachers align lessons with Florida's Standards and pace instructional time appropriately. Throughout the school year, Executive Directors, Curriculum Coordinators, and school-based administrators perform several classroom walk-throughs in all schools to determine if pacing, lesson structure, and lesson-standard alignment are effective and delivered with fidelity in regards to the academic plans. Observation data in regards to pacing, standards alignment, and best practices is collected and shared with administrators and teachers during classroom walk-throughs. In addition, district mathematics common course exams aligned to Florida's Mathematics Standards in grades K through Algebra 2 serve as a means to determine progress and mastery of Florida's Mathematics Standards. In grades K-5, suggested district chapter assessments provide additional district data for progress monitoring of student progression and standards mastery. For schools with evidence of poor implementation, mathematics curriculum coordinators and teaching staff provide on-site and district level coaching and modeling, on-site and district level professional development training, and after school mathematics tutoring programs.

**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*

<http://academic.leeschools.net/pdf/14-15/Student%20Progression%20Plan%202014-15.pdf>

*Provide the page numbers of the plan that addresses this question*

10-52

*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%	59%	No	72%
American Indian	69%	60%	No	73%
Asian	79%	76%	No	81%
Black/African American	54%	39%	No	59%
Hispanic	63%	52%	No	67%
White	77%	70%	No	79%
English language learners	42%	25%	No	49%
Students with disabilities	47%	27%	No	53%
Economically disadvantaged	63%	50%	No	67%

#### 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	68%	62%	No	71%
American Indian	70%	66%	No	73%
Asian	84%	85%	No	86%
Black/African American	52%	43%	No	57%
Hispanic	63%	57%	No	67%
White	75%	71%	No	77%
English language learners	48%	39%	No	53%
Students with disabilities	48%	33%	No	53%
Economically disadvantaged	62%	54%	No	66%

### 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.** To increase student achievement, the district will use reading data in order to ensure classroom curricular decisions are targeted to meet the academic needs of each student.
- G2.** To increase student achievement, the district will use mathematics data in order to ensure classroom curricular decisions are targeted to meet the academic needs of each student.

## 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.** To increase student achievement, the district will use reading data in order to ensure classroom curricular decisions are targeted to meet the academic needs of each student. 1a

G030289

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	ELA/Reading Gains	2015-16	70.0

### Resources Available to Support the Goal 2

- 1.Common reading check and checkpoints in K-12 reading
- 2.Academic plans to guide instruction
- 3.Use of data system to analyze data through Performance Matters and Castle
- 4.CSDC Reading Coaches and Coaching Specialists
- 5.Instructional support at the district level to help teachers plan.
- 6.ESOL specialists to help teachers differentiate instruction for ELL students
- 7.K-12 District Adopted, Florida Standards Aligned Instructional Materials
- 8.Achieve3000 and STAR data to progress monitor

### Targeted Barriers to Achieving the Goal 3

- 3.More needs in school than the district instructional staff can meet

### Plan to Monitor Progress Toward G1. 8

The Director for Turn-Around Schools will meet quarterly with the Accountability and Curriculum Directors to assess reports which highlight the use and progress of the data collection system in making data driven decisions to positively impact curricular decisions that will result in increased student achievement.

#### Person Responsible

Martha Hayes

#### Schedule

On 6/10/2016

#### Evidence of Completion

System reports and curricular plans to improve learning.

**G2.** To increase student achievement, the district will use mathematics data in order to ensure classroom curricular decisions are targeted to meet the academic needs of each student. 1a

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### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Math Gains	2015-16	73.0
District-Wide	Math Lowest 25% Gains	2015-16	67.0

### Resources Available to Support the Goal 2

- Common mathematics checks in K-5 mathematics
- Common mathematics checkpoints in K-12 mathematics
- Academic plans to guide instruction
- Curriculum planning support provided by Coaching Specialists
- Use Performance Matters and Castle as a resource for analyzing data
- Instructional support at the district level to help model, coach, and mentor teachers
- ESOL specialists to help teachers differentiate instruction for ELL students.
- K-Precalculus District Adopted, Florida Standards Aligned Instructional Materials
- Compass Learning as a supplemental support and an additional way to track student data
- 6-Algebra 1: ALEKS as a supplemental support and an additional way to track student data

### Targeted Barriers to Achieving the Goal 3

- Providing district-wide professional development of content area best practices

### Plan to Monitor Progress Toward G2. 8

Check in with coaches and administrators

#### Person Responsible

Jennifer Edwards

#### Schedule

Monthly, from 8/19/2015 to 6/10/2016

#### Evidence of Completion

Trainings have been successfully delivered

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

Check in with coaches and administrators

**Person Responsible**

Candace Allevato

**Schedule**

Monthly, from 8/19/2015 to 6/10/2016

***Evidence of Completion***

Trainings have been successfully delivered



## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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


**G1.** To increase student achievement, the district will use reading data in order to ensure classroom curricular decisions are targeted to meet the academic needs of each student. **1**

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**G1.B3** 3. More needs in school than the district instructional staff can meet **2**

 B070542

**G1.B3.S1** Specific trainings to meet the needs of instructional staff that align with the Strategic and Academic Plan **4**

 S140051

#### Strategy Rationale

To support and improve classroom instruction

#### Action Step 1 **5**

SDLC will offer trainings during pre-school week.

#### Person Responsible

Soretta Ralph

#### Schedule

Monthly, from 8/19/2015 to 6/10/2016

#### Evidence of Completion

Inservice records and online course evaluations

#### Action Step 2 **5**

#### Person Responsible

#### Schedule

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Classroom Walk Throughs, Formal Observations

**Person Responsible**

Brian Curls

**Schedule**

Weekly, from 8/19/2015 to 6/10/2016

***Evidence of Completion***

CWT Reports, Observation History Reports, Evaluations

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

CWT Reports, Observations, Evaluations

**Person Responsible**

Brian Curls

**Schedule**

Weekly, from 8/19/2015 to 6/10/2016


***Evidence of Completion***

CWT Reports, Observations

**G2.** To increase student achievement, the district will use mathematics data in order to ensure classroom curricular decisions are targeted to meet the academic needs of each student. 1

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**G2.B1** Providing district-wide professional development of content area best practices 2

 B070544

**G2.B1.S1** Additional training to increase content knowledge and instructional strategies of teachers 4

 S079140

### Strategy Rationale

Updates to the Florida Standards for Mathematics

### Action Step 1 5

Targeted secondary mathematics trainings provided at schools' PLC meetings.

#### Person Responsible

Jennifer Edwards

#### Schedule

Monthly, from 8/19/2015 to 6/10/2016

#### Evidence of Completion

Increased scores

### Action Step 2 5

Targeted elementary mathematics trainings provided at schools' PLC meetings.

#### Person Responsible

Candace Allevato

#### Schedule

Monthly, from 8/19/2015 to 6/10/2016

#### Evidence of Completion

Increased scores

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

Follow-up support with school based personnel

### **Person Responsible**

Jennifer Edwards

### **Schedule**

Monthly, from 8/19/2015 to 6/10/2016

### ***Evidence of Completion***

Classroom observations, walk-throughs, and lesson plans.

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

Follow-up support with school based personnel

### **Person Responsible**

Candace Allevato

### **Schedule**

Monthly, from 8/19/2015 to 6/10/2016

### ***Evidence of Completion***

Classroom observations, walk-throughs, and lesson plans.

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

Increased scores on progress monitoring checkpoints.

### **Person Responsible**

Brian Curls

### **Schedule**

Quarterly, from 8/19/2015 to 6/10/2016

### ***Evidence of Completion***

Data from Performance Matters on grade level specific Checkpoints.

## Implementation Timeline

## Professional Development

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

**G1.** To increase student achievement, the district will use reading data in order to ensure classroom curricular decisions are targeted to meet the academic needs of each student.

**G1.B3** 3. More needs in school than the district instructional staff can meet

**G1.B3.S1** Specific trainings to meet the needs of instructional staff that align with the Strategic and Academic Plan

### **PD Opportunity 1**

SDLC will offer trainings during pre-school week.

#### **Facilitator**

Curriculum and Staff Development

#### **Participants**

Instructional Staff

#### **Schedule**

Monthly, from 8/19/2015 to 6/10/2016

## Technical Assistance

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase student achievement, the district will use reading data in order to ensure classroom curricular decisions are targeted to meet the academic needs of each student.	0
<b>Grand Total</b>	<b>0</b>

**Goal 1: To increase student achievement, the district will use reading data in order to ensure classroom curricular decisions are targeted to meet the academic needs of each student.**

Description	Source	Total
B3.S1.A1	Title II	0
B3.S1.A1		0
<b>Total Goal 1</b>		<b>0</b>