

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

36 - Lee

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

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

To ensure that each student achieves his/her highest personal potential

District 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, TIF teacher(s), 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 and Manatee 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. Mrs. Hayes also works through the intervention department to provide additional support for DA schools; a current example would be the addition of five district controlled paraprofessionals who can be assigned to schools by need.

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. The district has currently introduced additional monetary incentives to attract experienced successful principals to DA schools.

Data is monitored by the Director of Turn Around schools, the Executive Director of Elementary Schools, Brian Curls, school principals and TIF teachers/coaches. TOPS 2 schools are also monitored by the district Leadership Team.

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

- 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 monetary incentives to experienced, effective principals who elect to serve in DA schools
- Provide staff beyond allocations for Focus and Priority Schools. (target specific data needs) Director of Turn Around Schools
- Utilize DA consultants (intervention) State
- Monitoring and follow-up is the responsibility of the Turn Around Director.

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 waive or adopt specific instructional practices. This means each school can decide how to staff the school. One school might hire an additional counselor, where another might opt for a reading coach,

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.
- Schools will continue to have TIF teachers.
- There will be no plans to redistribute staff or resources except as directed by data.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275352>

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 DA principals on their school Turn Around Plans. The product is then vetted by the Assistant Superintendent of Teaching and Learning and, finally, the Superintendent. Plans are accepted or changed after discussion. All plans include standards based intervention periods to reteach or enrich as needed.

Effective Leadership

District Turnaround Lead

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. Greg Adkins

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:

Adkins, Greg, gregad@leeschools.net

Title	Superintendent
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Phone

Supervisor's Name	Board of Education
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Supervisor's Title	Board Member
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Role and Responsibilities	Superintendent of Schools
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Ralph, Soretta, sorettaer@leeschools.net

Title	Assistant Superintendent
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Phone

Supervisor's Name	Greg Adkins
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Supervisor's Title	Superintendent
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Role and Responsibilities	Mrs. Ralph is the Assistant Superintendent for Teaching and Learning and responsible for all aspects of the instructional program.
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Hayes, Martha, marthakh@leeschools.net**Title** Director**Phone****Supervisor's Name** Greg Adkins**Supervisor's Title** Superintendent**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, leading data analysis, conducting instructional reviews, advocating or finding additional resources, collaborating with teachers, and coordinating with the state DA team. She works collaboratively with the Executive Director of Elementary Schools and the Assistant Superintendent of Teaching and Learning.

Allevato, Candace , candacema@leeschools.net**Title** Other**Phone****Supervisor's Name** Melissa Robery**Supervisor's Title** Director**Role and Responsibilities** Elementary math.**Busenbark, Christine, christinerb@leeschools.net****Title** Other**Phone****Supervisor's Name** Brandy Macchia**Supervisor's Title** Director**Role and Responsibilities** Elementary language arts.**Macchia, Brandy, brandyam@leeschools.net****Title** Director**Phone****Supervisor's Name** Soretta Ralph**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Teaching and Learning in elementary schools.

Robery, Melissa, melissasr@leeschools.net

Title Director

Phone

Supervisor's Name Soretta Ralph

Supervisor's Title Assistant Superintendent

Role and Responsibilities Teaching and Learning in secondary (middle and high) 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 Superintendent assigns Principals and Assistant Principals. This year new principals were assigned to Colonial (Dr. Marsha Bur) and Mirror Lakes (Dwayne Courtney). Both principals have a record of increasing school grades and improving instruction in high poverty schools. The district has developed a differentiated pay scale to encourage established, effective principals to lead DA schools. Senior Turn Around Principals are allowed to bring pivotal school based personnel with them to support turn around efforts in their new assignment.

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. No schools were reconstituted during the 14/15 school year, but did experience significant , elective staff transfers.

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 staff schools to include common planning and PLC time at all levels.

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. Coaches are included in a continuous training loop that focus on "the art of coaching", modeling, "push in" strategies, and data analysis. Principals monitor the daily schedules and activities of coaches and responsible for their effective use.

All coaches log their daily activities which are usually posted on share point. In addition, coaches are monitored by their subject area coordinators.

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 Florida Standards for Mathematics (MAFS). 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.

Houghton Mifflin Harcourt Algebra 1 Honors, Geometry & Algebra 2 2015**Program Type** Core**School Type** Middle School, High School

Description Houghton Mifflin Harcourt Algebra 1, Geometry, and Algebra 2 offers an engaging and interactive approach to covering new state standards. This truly innovative high school mathematics program is designed for today's students with seamless integration of digital features for in-class and on-the-go learning. Focused, balanced, and rigorous instruction encompasses the philosophy and intent of the new state standards.

Cengage Precalculus With Limits 6th edition**Program Type** Core**School Type** High School

Description Designed to prepare students to study calculus, this text includes interesting applications, cutting-edge design, innovative technology, and an abundance of practice.

Cengage College Prep Algebra**Program Type** Core**School Type** High School

Description College Prep Algebra is a pedagogically sound, mathematically precise, and comprehensive textbook that prepares students for college. The text provides coverage for College Readiness standards with the student in mind, including well thought out examples, study tips, and technology tips. Teachers have access to both textbook resources and outside resource suggestions, videos, technology tools, and professional development.

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.

Uncovering Student Ideas in Science (NSTA Press)

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description These formative probes—which cover physical, life, Earth and space sciences, as well as nature of science and unifying themes—are invaluable formative assessment tools you can use either at the beginning of each topic or unit or as you progress through specific lessons. Accompanying each probe are detailed teacher materials that review science content; make connections to science standards and Benchmarks; summarize relevant research on learning; and suggest instructional approaches for elementary, middle, and high school students.

Uncovering Student Ideas in Primary Science (NSTA Press)

Program Type Supplemental

School Type Elementary School

Description What ideas do young children bring to their science learning, and how does their thinking change as they engage in “science talk”? Find out using the 25 field-tested probes in the newest volume of Page Keeley’s bestselling Uncovering Student Ideas in Science series, the first targeted to grades K–2.

Picture-Perfect Science & More Picture-Perfect Science (NSTA Press)

Program Type Supplemental

School Type Elementary School

Description The award-winning NSTA Press Picture-Perfect Science Lessons series combines science and reading in a natural way and provides easy-to-grasp background in physical science, life science, and Earth and space sciences. The classroom-tested lessons clearly identify the appropriate science standards and embed carefully selected reading strategies.

Everyday Earth & Space/Life/Physical Science Mysteries (NSTA Press)

Program Type Supplemental

School Type Elementary School, Middle School

Description Inspire classroom discussion and student inquiry with NSTA Press book Everyday Science Mysteries: Stories for Inquiry-Based Science Teaching and its companions: More Everyday Science Mysteries, Even More Everyday Science Mysteries, and Yet More Everyday Science Mysteries. The familiar and appealing storytelling format engages students' attention from the start. Then, by grounding the scientific concepts in familiar life experiences, the stories pique students' curiosity and help them make real-world connections.

Predict, Observe, Explain: Activities Enhancing Scientific Understanding (NSTA Press)

Program Type Supplemental

School Type Middle School

Description The POE strategy allows students to reflect on their experiences with and understanding of a subject before making a prediction about the outcome of an experiment and discussing the prediction with classmates. Following up this discussion with observations and then scientific explanations of the outcome gives students a more in-depth understanding of the subject at hand. Furthermore, the authors' POE strategy helps teachers gain insight into students' thinking throughout the learning process. Practicing the POE strategy also serves preservice teachers who need to develop strong pedagogy as they attempt to engage students in science learning and understanding.

Argument-Driven Inquiry in Biology: Lab Investigations for Grades 9-12 (NSTA Press)

Program Type Supplemental

School Type High School

Description 2015 REVERE Award Finalist, PreK-12 Learning Group, Association of American Publishers!
Argument-Driven Inquiry in Biology is your one-stop source for both information and instructional materials. The book starts by introducing you to the stages of argument-driven inquiry. These stages range from question identification, data analysis, and argument development to double-blind peer review and report revision. Then, it provides 27 field-tested labs that cover molecules and organisms, ecosystems, heredity, and biological evolution.
Supporting both science and literacy standards, the investigations are designed to be much more authentic than traditional laboratory activities—and they enable your students to practice how to read, write, speak, and use math in the context of science.

Argument-Driven Inquiry in Chemistry: Lab Investigations for Grades 9-12 (NSTA Press)

Program Type Supplemental

School Type High School

Description Transform your chemistry labs with this guide to argument-driven inquiry. Designed to be much more authentic than traditional laboratory activities, the investigations in this book give students the opportunity to work the way scientists do. They learn to identify questions, develop models, collect and analyze data, generate arguments, and critique and revise their reports. The 30 field-tested labs cover a broad range of topics related to chemical reactions and matter's structure and properties. The book contains introduction labs to acquaint students with new content and application labs to try out a theory, law, or unifying concept. This book was written by veteran teachers, is easy to use, and connects with today's standards. All labs include reproducible student pages, teacher notes, and checkout questions. If you've wanted to try an argument-driven approach to chemistry but haven't been sure how, this book will provide both the information and instructional materials you need to get started.

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, mathematics checkpoints 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 standards-based checks provide additional 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://www.leeschools.net/?a=Files.Serve&File_id=D27F7D30-269D-45E9-90A4-E9A7ABE4C107

Provide the page numbers of the plan that addresses this question

11-51

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

Yes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

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:

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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.

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 "why" or 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.

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

 G030290

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**

 G030289

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

 G030290

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 Opportunities

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 Items

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

Budget

Budget Data

1	G1.B3.S1.A1	SDLC will offer trainings during pre-school week.	\$0.00
2	G1.B3.S1.A2		\$0.00
3	G2.B1.S1.A1	Targeted secondary mathematics trainings provided at schools' PLC meetings.	\$0.00
4	G2.B1.S1.A2	Targeted elementary mathematics trainings provided at schools' PLC meetings.	\$0.00
Total:			\$0.00