

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

27 - Hernando

Dr. Lori Romano, Superintendent
Jim Browder, Region 4 Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	0
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Professional Development Plan to Support Goals	27
Appendix 2: Technical Assistance Plan to Support Goals	29
Appendix 3: Budget to Support Goals	29

Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

The Hernando County School District collaborates with parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

District Vision Statement

We're all about students!

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

Hernando County School District (HCSD) has been proactive to Differentiated Accountability (DA) requirements, and processes by which resource needs and allocations are identified, differentiated, coordinated, supported, and sustained collaboratively between District departments. HCSD is continuing to build capacity to support more coordinated, calculated processes and procedures. The District completed Year 3 updates of our 5-year strategic plan in May 2015. This 5-year plan includes more than (60) measurable objectives, purposefully aligned to state/federal requirements (i.e. AMOs), representing all district departments, and organized under (15) strategic focus areas defined by a diverse range of community stakeholders. District directors, supervisors, managers and coordinators met with members of the Superintendent's Cabinet three times in 2014-15 to discuss progress toward 5-year targets and to identify additional resources needed to affect planned improvements. In addition, HCSD implemented an efficient, research-based program evaluation protocol (PEP) process in 2013. Targeted "programs" and all new "programs (defined as requiring allocations of additional human, material, and/or fiscal resources) are now subject to annual reviews based on growth toward set measurable objectives to determine if these programs will be continued, revised, expanded, and/or eliminated. All PEP proposals, PD requests, Federal Programs requests, and even Board agenda items are now explicitly aligned to support at least one strategic focus area as part of the 2012-17 HCSD Strategic Plan. HCSD's Director of Federal Programs and Academic Services is responsible for collaborating with District resource managers, including state/federal grant managers, to coordinate and align available resources to data-defined needs at HCSD's Focus and Priority schools. The Director of Federal Programs and Academic Services along with resource/grant managers meet at least once per month for an Academic Services Meeting, Academic Advisory Committee and/or Executive Committee Meeting, for this purpose. As a result HCSD's Focus and Priority schools have received additional differentiated, supplemental supports through Title I, SIG 1003(a), and Title II. HCSD's Superintendent Lori M. Romano, Ph.D., has completely embraced structured problem-solving activities. As such, the District has provided significant training and support for structured problem-solving activities in 2013-2014, 2014-2015 and 2015-2016.

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 Hernando County School District (HCSD) currently allocates resources to schools equitably, meaning all schools usually receive the same resource allocations based on the number of students they serve, despite their unique differences and needs. The District is working to develop a differentiated school staffing formula to be implemented in the 2015-1016 school year. This formula will provide additional specialized staff to schools that serve, for example, the highest percentages of students who do not demonstrate proficiency on the state assessment in reading/math and/or the highest percentages of bottom-quartile (L25%) students who do not demonstrate sufficient growth. Also, the Director of Federal Programs and Academic Services has ensured that HCSD's Focus and Priority schools receive more Title I and Title II funds than any other Hernando County school, and she will work to ensure that new resource roll-outs (i.e. technology and textbooks) are delivered to Hernando County's DA schools first in 2014-15. Ultimately, the Superintendent of Schools is wholly responsible for allocating resources to schools; however, she views this as a responsibility shared by members of her Cabinet. As such, members of the Superintendent's Cabinet meet with DA principals and members of the Bureau of School Improvement's Region IV DA Team at least once per month to assess pervasive needs, to problem-solve to address pervasive needs, to monitor the effectiveness of resource-dependent interventions, and to develop and implement corrective action plans, as needed. The Director of Federal Programs and Academic Services works with DA Principals and the Regional Executive Directors DA Team to schedule professional development to address the needs at each DA School. In addition, as a preventative measure, professional development for all Hernando County Instructional Coaches and all administrators has been planned throughout the 2015-2016 School Year. The trainings include Standards Based Facilitated Lesson Planning for Coaches Training, and a Standards Based Lesson Planning Look-Fors Training, for administrators. In addition a CIMS Overview and Work Session, Mid-Year Reflection, 5 Essentials and 8 Step Planning and Problem Solving Process Training and multiple Data Chats have been scheduled.

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

One of the Hernando County School District's primary strategic focus areas involves: Fostering a culture of trust and appreciation to cultivate a shared sense of purpose and collaboration among all stakeholders. As such, continually fostering and sustaining a highly-effective partnership with local collective bargaining associations is a measured expectation that has been relatively easy to exceed after years of all stakeholders demonstrating an extreme willingness to listen and compromise and, most importantly, to always do what's best for Hernando County students. District staff and union representatives collaborated to develop, implement and sustain contract addenda that supported differentiated evaluation and performance pay for 2014-2015. In November, district staff and union representative will again meet to develop the differentiated evaluation and performance pay for 2015-2016.

Capacity to access/analyze local instructional improvement system (LIIS) and to regularly engage relevant stakeholders in structured problem-solving activities to identify root-causes and to develop, implement and effectively monitor corrective action plans is still emerging. Purposeful school-based leadership team meetings and district walk-throughs at all Hernando County schools are now commonplace, even desired. In addition multiple data chats and instructional reviews take place throughout the school year.

HCSD will work to re-prioritize distribution of instructional materials, new technologies, and technology upgrades and will now strive to distribute new/additional resources to our DA schools first. In addition, the Director of Federal Programs and Academic Services along with Student Services Department will work together to continue to develop and monitor Early Warning Systems usage. The Director Federal Programs and Academic Services will coordinate with stakeholders and Title Program Managers to coordinate, implement, and monitor support provided for schools and students.

He/she will coordinate with District staff to support needed changes and will bring other items to Cabinet for discussion and consensus.

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

The Hernando County School District (HCSD) does not have the SIG 1003(g) grant.

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

Sustainable school Improvement will occur through the school improvement and evaluation process. Data that is gathered for school improvement and evaluation will include qualitative and quantitative data. The District's focus (standards), mission, community partners, school based leadership, students, and parents will work together and give input on the school improvement process and interventions. Any reallocation or reduction of resources is based on specific strategies/programs that increase student performance. Schools will be trained on the 8 step process (problem solving) to determine root cause including the barriers for the school not performing at a higher level. The focus will be on problem solving the barriers and monitoring of the School Improvement Plan.

Overall, the plan involves building capacity among teachers to facilitate highly-engaging, rigorous, standards-based lessons and to provide differentiated supports in mainstream classrooms in all courses/subjects. Coaches, administrators and teachers will be trained on standards based facilitated lesson planning. Action steps will include planning for collaborative lesson planning and lesson study to be implemented for teachers. Collaborative lesson planning will focus on Standards, I Can/ Essential Question and the Formative Assessment.

In addition school administration, select school staff and coaches will participate in Data Chats. The focus is on the analysis of student work using a protocol to understand how to use student work/ formative assessment data to drive instruction and set expectations at their school site.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275346>

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

The Hernando County School District (HCSD) recognizes the critical importance of engaging families and the community in developing, implementing, and sustaining school improvement efforts. Parents and other community stakeholders are valued members of most District committees, including but not limited to the: Superintendent's Strategic Planning Steering Committee, Superintendent's Budget Advisory Committee, Council of Councils, Code-of-Conduct Review Committee, School Choice Committee, and Web Policy Review Committee. In addition, the District uses Title I funding to provide a Coordinator of Family Engagement who oversees (6) Parental Academy Liaisons and who facilitates district- and school-level Title I Family Engagement teams. Families and community were meaningfully involved in the creation of the District's focus areas and measurable objectives as part of the 2012-17 HCSD Strategic Plan, and School Advisory Council (SAC) members assist in the development, approval, and

implementation of annual school improvement plans, in part, through the District's Council of Councils committee. The District conducts regular stakeholder surveys, and responses are used to inform efforts to maintain the District's distinction as an AdvancED accredited school district.

The Director of Federal Programs and Academic Services works with schools to ensure that their School Improvement Plans are aligned with the DIAP and the District's Strategic Plan. The DIAP is shared with stakeholders to serve as one of the guiding resources for Hernando for the 2015-2016 school year. The Federal Programs Department, Student Services Department, along with Curriculum Instructional Staff will assist with creating and monitoring of the DIAP.

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

Hernando County does not have any turn around schools for 2015-2016. Academic Services leads the development of the DIAP and works with schools on developing their SIPs. The Director of Federal Programs and Academic Services works with schools to ensure that their School Improvement Plans are aligned with the DIAP and the District's Strategic Plan. Thus far, development and implementation of school improvement plans has been fueled through the collaborative efforts of members of the district-based leadership team (DBLT), school-based leadership teams, and the Bureau of School Improvements Region IV DA Team. The following trainings were provided to administrators: Continuous Improvement Management System, School Improvement Plan Overview, 8 Step Problem Solving Process, Standards Based Lesson Planning and Data Chats.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Kernan, Michelle, kernan_m@hcsb.k12.fl.us

Employee's Title

Director

Employee's Phone Number

(352) 797-7000

Employee's Phone Extension

412

Supervisor's Name

Gina Michalicka

Supervisor's Title

Administrator

Employee's Role and Responsibilities

Hernando County's Executive Director of Academic Services and the Director of Federal Programs and Academic Services serves as the District's Turnaround Lead. They are the direct supervisor for all school principals and meets with each principal regularly during the school year. They review their individual goals and objectives as well as their school's School Improvement Plan to ensure that it supports the District Improvement and Assistance Plan and the District's Strategic Plan. They also oversee Academic Services, Federal Programs, Professional Development, Assessment and Accountability, Technology and Information Services, Student Services and Community Education Departments.

District Leadership Team:

Romano, Lori, romano_l@hcsb.k12.fl.us	
Title	Superintendent
Phone	(352) 797-7000
Supervisor's Name	
Supervisor's Title	
Role and Responsibilities	The Superintendent of Schools oversees all District operations, including collaborating with staff and other stakeholders to ensure that sufficient human and material resources are allocated to support the District's vision, mission, guiding principles, and strategic focus areas, as stated in HCSD's 2012-17 Strategic Plan.
Pinder, Ray, pinder_r@hcsb.k12.fl.us	
Title	Principal
Phone	(352) 797-7025
Supervisor's Name	Gina Michalicka
Supervisor's Title	Administrator
Role and Responsibilities	As the Lead Principal for Middle Schools and a Instructional Leader of a DA School, it is his responsibility to communicate and help establish, monitor, coordinate, and correct all efforts in regards to student achievement for schools. These efforts include monitoring data, creating and providing appropriate MTSS supports for struggling students, and providing appropriate data driven professional development.
LeDoux, Mary, ledoux_m@hcsb.k12.fl.us	
Title	Principal
Phone	(352) 797-7045
Supervisor's Name	Gina Michalicka
Supervisor's Title	Administrator
Role and Responsibilities	As the Lead Principal for Elementary Schools and a Instructional Leader of a DA School, it is his responsibility to communicate and help establish, monitor, coordinate, and correct all efforts in regards to student achievement for schools. These efforts include monitoring data, creating and providing appropriate MTSS supports for struggling students, and providing appropriate data driven professional development.

Martin, Heather, martin_h@hcsb.k12.fl.us**Title** Administrator**Phone** (352) 797-7252**Supervisor's Name** Eric Williams**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** As Executive Director of Business Services she oversees the Equity, Policy, Investigation and Compliance to provides support to our Focus and Priority schools in areas of union contract compliance. She serves as the Chief Negotiator for the School Board for all bargaining units.**Dofka, Cathy, dofka_c@hcsb.k12.fl.us****Title** Director**Phone** (352) 797-7008**Supervisor's Name** Gina Michalicka**Supervisor's Title** Administrator**Role and Responsibilities**

The Director of Exceptional Student Support Services (ESSS) provides ongoing support through the ESE and Student Services staff to be a part of and to participate in developing and implementing the DIAP and SIPs. ESE staff participates in the DA and DIST meetings as well as joining school-based administrators in their walk-throughs to provide guidance on what to look for in an ESE classroom. The ESE department meets with Student Services on implementing MTSS in Hernando County. The ESE department reviews MTSS files and helps to direct schools on implementation of the process for audit purposes.

The Supervisor and Coordinator of ESE Instruction and the Instructional Specialists provide:

- ongoing modeling and facilitation of best practices
- site-based professional development based upon needs assessment
- assistance with developing plans that permit instructional techniques for students with disabilities
- guidance for parents in helping them understand the procedures for plan development for students with disabilities
- assistance and support in compliance to administrators and staff

Williams, Eric, williams_e@hcsb.k12.fl.us**Title** Assistant Superintendent**Phone** (352) 797-7000401**Supervisor's Name** Dr. Lori Romano**Supervisor's Title** Superintendent

Role and Responsibilities Hernando County's Deputy Superintendent reports directly to the Superintendent and is responsible for the development and implementation of the District's Strategic Plan, Communications and Public Relations Plan which supports the District's vision, mission, guiding principles, strategic focus areas and objectives as defined by the Strategic Plan.

Austin, Marcia, austin_m@hcsb.k12.fl.us**Title** Administrator**Phone** (352) 797-7000443**Supervisor's Name** Gina Michalicka**Supervisor's Title** Administrator

Role and Responsibilities The Supervisor of Secondary Programs supports the implementation of school improvement strategies outlined in the DIAP and SIPs by providing teachers and administrators with content specific professional development to include best practices. Additionally, she provides schools with instructional materials and supplemental resources to aid instruction. She also assist with the development of curriculum/pacing guides and common assessments that align with state standards.

Stewart, Cindy, stewart_c3@hcsb.k12.fl.us**Title** Administrator**Phone** (352) 797-7070 (x434)**Supervisor's Name** Michelle Kernan**Supervisor's Title** Director

Role and Responsibilities The Title I Supervisor provides oversight of the Title I and Title X programs in Hernando County Schools. School improvement strategies are supported through equitable funding that provides additional supplemental resources, programs, and personnel. The Title I Supervisor provides additional support for implementation of school improvement strategies at Title I schools through monthly site visits.

Michalicka, Gina, michalicka_g@hcsb.k12.fl.us**Title** Administrator**Phone** (352) 797-7070404**Supervisor's Name** Eric Williams**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** The Executive Director of Academic Services supports the implementation of school improvement strategies outlined in the DIAP and SIPs . She is the direct supervisor of principals and oversees the Exceptional Student Support Services, Technology Information Systems, Federal Programs and Academic Services Departments.**Clark, Paula, clark_p@hcsb.k12.fl.us****Title** Administrator**Phone** (352) 797-7016**Supervisor's Name** Michelle Kernan**Supervisor's Title** Director**Role and Responsibilities** The Hernando County's Coordinator of Title II and Professional Development supports efforts at Focus and Priority schools to retain and recruit highly-effective/ highly-qualified staff and to facilitate provisions of ongoing, job-embedded professional development programs designed to support DIAP and SIP goals. The Professional Development Department works with each DA school on determining professional development needs and writing and implementing school-wide professional development plans.**Kernan, Michelle, kernan_m@hcsb.k12.fl.us****Title** Director**Phone** 352-797-7070**Supervisor's Name** Gina Michalicka**Supervisor's Title** Other**Role and Responsibilities** Hernando County's Director of Federal Programs and Academic Services currently serves as the district's primary school improvement planning, district improvement and assistance planning, and differentiated accountability contact. This position requires collaboration with the Florida Department of Education's Region IV Differentiated Accountability team, Supervisors of Curriculum, ESE, Students Services and Career Technical Education to coordinate instructional support for identified low performing schools. The Director of Federal Programs is responsible for the completion of all DA and SIP documents and directly oversees Title I, SIG 1003(a), Title III, Race to the Top, as well as the coordination of all Federal Programs.

Harper, Betty, harper_b@hcsb.k12.fl.us**Title** Other**Phone** 352-797-7008**Supervisor's Name** Cathy Dofka**Supervisor's Title** Director

Role and Responsibilities The Supervisor of Student Services leads the efforts of Students Services personnel to support successful implementation of the multi-tiered system of supports (MTSS) with fidelity in schools. The staff guides and supports schools' efforts to utilize a data-based problem solving model to accelerate the academic and social/emotional outcomes for all students resulting in increased learning rates, as well as improved character and social skills.

Green, Eppie, green_e@hcsb.k12.fl.us**Title** Administrator**Phone** 352-797-7000**Supervisor's Name** Gina Michalicka**Supervisor's Title** Administrator

Role and Responsibilities The Supervisor of Elementary Programs supports the implementation of school improvement strategies outlined in the DIAP and SIPs by providing teachers and administrators with content specific professional development to include best practices. Additionally, she provides schools with instructional materials and supplemental resources to aid instruction. She also assist with the development of curriculum/pacing guides and common assessments that align with state standards.

Stratton, John, stratton_j@hcsb.k12.fl.us**Title** Principal**Phone** (352) 797-7020**Supervisor's Name** Gina Michalicka**Supervisor's Title** Administrator

Role and Responsibilities As the Lead Principal for High Schools and a Instructional Leader of a DA School, it is his responsibility to communicate and help establish, monitor, coordinate, and correct all efforts in regards to student achievement for schools. These efforts include monitoring data, creating and providing appropriate MTSS supports for struggling students, and providing appropriate data driven professional development.

Beach , Dyleeng , beach_d@hcsb.k12.fl.us**Title** Administrator**Phone** 352-797-7000 x 224**Supervisor's Name** Cindy Stewart**Supervisor's Title** Administrator**Role and Responsibilities**

The Coordinator of Evaluation, Data Analysis and Research is responsible for designing, facilitating, and supporting the Title I efforts to proactively measure, assess, and make decisions of Title I initiatives and programs. In addition, she collaborates in continuous improvement efforts related to Title I, differentiated accountability, and student achievement. She reviews and reports program data to assess program effectiveness as it related to student achievement and district initiatives.

Educator Quality

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team

The District determines and ensures that Focus and Priority Schools have a school leadership team of high quality, including the Principal and Assistant Principal, with a record of increasing student performance in a setting with similar challenges by debriefing with the principal and/or school leadership team where progress reports/updates are available and next steps are discussed. This is followed up by Principal meetings with DA School Principals and all Principals where progress towards SIP goals and data is discussed. Continuous professional development for leadership is also made available.

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

Determination of retaining or replacing members of teaching staff in Focus and Priority Schools is made using the Hernando County Performance Evaluation System. Struggling teachers in need of support will be provided support by the school and district staff. Support may include coaching and/or professional development.

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 schools establish a common planning time within their master schedule to allow meetings to occur and/or SIG grant funds may be used for planning time to occur before or after school. District walk-throughs are conducted for look-fors and evidence that collaborative planning is being reflected in classroom instruction by grade level/subject.

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 focuses additional Title I resources to support DA Schools. In addition the district focuses school level coaching support to DA Schools.

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:

Scott Foresman Reading Street Common Core for Florida Writing to Sources

Program Type Core

School Type Elementary School

Description

- balanced practice in argument/opinion, informative, explanatory, and narrative writing
- writing tasks in response to multiple texts
- connects weekly writing tasks to unit writing projects
- unit research projects and performance tasks

Secondary Writing Curriculum

Program Type Core

School Type Middle School, High School

Description

- * Comprehension Instructional Sequence - multiple strategy instruction that promotes student development in reading comprehension, vocabulary, content-area knowledge, and critical thinking about complex texts
- * Instruction and assessments that focus on using text evidence to explain or justify a written response/argument
- * Anchor Sets and FCAT Writing Calibration Scoring Guides to develop a common understanding of the scoring criteria

EES "My Essay Scorer"

Program Type Supplemental

School Type Elementary School

Description EssayScorer is an online instructional writing tool that helps students learn the writing process and practice writing various types of essays. Teachers assign each class writing activities, which vary by essay type, grade level, and subject area. Students receive instant feedback and suggestions for revision. Teachers can view student work at any time and access class and student reports to monitor progress.

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:

Core Math Curriculum

Program Type Core, Intensive Intervention

School Type Elementary School, Middle School

Description enVision MATH Common Core is a program designed to help students develop conceptual understanding of important math concepts through problem-based interactive learning.

enVision Intervention Kit

Program Type Intensive Intervention

School Type Elementary School

Description FocusMATH is an intensive, K–6 math intervention program designed to fit any Response to Intervention (RtI) framework and work with any math program. focusMATH identifies at-risk students early and accelerates their learning with instruction that is intensive, balanced, and individualized. All grade levels consist of three units, each built around a specific NCTM Focal Point.

SRA Number Worlds

Program Type Intensive Intervention

School Type Elementary School

Description SRA Number Worlds is an intervention math program that focuses on students who are one or more grade levels behind in mathematics. All the tools teachers need to assess students' abilities, individualize instruction, build foundational skills and concepts, and make learning fun are provided in this math remediation program. Additionally, SRA Number Worlds includes a prevention program for Grades PreK-1 that builds foundational math skills and prepares younger children to understand more complex concepts later.

SuccessMaker Math

Program Type Supplemental

School Type Elementary School, Middle School

Description SuccessMaker provides a digitally-driven math learning experience that is singularly focused on the needs of each individual student for instruction that is truly and automatically differentiated with:

- * Mathematics content that combines instruction in fundamental skills with development of higher-order thinking strategies.
- * A completely customized learning path built around the program's ongoing, real-time analysis of each learner's actual performance.
- * On-demand intervention including scaffolded feedback, step-by-step tutorials and prerequisite instruction triggered when a learner encounters challenges.
- * Powerful data management to monitor student progress, customize lessons and forecast achievement.

ExploreLearning Gizmos

Program Type Supplemental

School Type Elementary School, Middle School

Description Interactive online simulations for math and science education in grades 3-12.

iReady

Program Type Supplemental

School Type Elementary School, Middle School

Description Digitally-driven math learning experience that is singularly focused on the needs of each individual student for instruction that is truly and automatically differentiated with:

- * Mathematics content that combines instruction in fundamental skills with development of higher-order thinking strategies.
- * A completely customized learning path built around the program's ongoing, real-time analysis of each learner's actual performance.
- * On-demand intervention including scaffolded feedback, step-by-step tutorials and prerequisite instruction triggered when a learner encounters challenges.

Science

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

Elementary: Houghton Mifflin Harcourt Science Fusion (digital and print) core instructional materials including the following:

Program Type Core

School Type Elementary School

Description

- Inquiry flipcharts
- Virtual labs
- Inquiry activities (Directed, Guided, and Independent)
- Differentiated Inquiry (Easy, Average, Challenging)
- Hands on activities
- Active Reading
- Graphic Organizers
- Vocabulary and Interactive Glossary
- Integrated assessment
- Big Ideas and Benchmarks Assessments
- ScienceSaurus
- Florida State Standards for Science
- 5 E Model of Instruction
- Leveled Readers [Below-level, On-level (Enrichment), Above-level (Challenge)]
- Differentiation (ESOL)-Leveled Questioning
- Math Connection activities
- Summarizing Ideas
- Essential Questions
- Interdisciplinary connections (ex: Art, Music, Social Studies, Physical Education, Health, Writing)
- Online Student Edition including Audio

Middle: McGraw Hill, Glencoe (SEG) Florida Comprehensive Science 1,2,3 (digital and print) core instructional materials using the following:

Program Type	Core
School Type	Middle School
Description	<p> Inquiry launch labs Inquiry mini labs Inquiry extensions Foldables Link Vocabulary and Key Concepts Hands on activities Active Reading Graphic Organizers Vocabulary and Interactive Glossary Florida State Standards for Science Differentiation (ESOL)-Leveled Questioning Critical Thinking Math skills Math skills handbook Reference handbook Summarizing Ideas Essential Questions Multilingual eGlossary Brain Pop Videos Online Student Edition including Audio Supplemental Reading Essentials workbooks </p>

High School: McGraw Hill, Glencoe (SEG) Florida Biology (digital and print) core instructional materials using the following:

Program Type	Core
School Type	High School
Description	<p> Inquiry-Based instruction Theme Focus Scientific Inquiry Lab Manager CD-ROM Foldables Link Vocabulary and Key Concepts Hands on activities Active Reading Graphic Organizers Vocabulary and Interactive Glossary Florida State Standards for Science\National Science Content Standards Differentiation Instruction (Classroom Solutions) Critical Thinking Writing Support Math skills Skillbuilder handbook (Math skills) Reference handbook Summarizing Ideas Essential Questions Bilingual Glossary (Spanish) Multilingual eGlossary Online Student Edition including Audio Supplemental Reading Essentials workbooks Backward Mapping Exam View Assessment Suite\MiniLabs and BioLabs Video Labs Virtual Labs WebQuest Service Learning/Community Service Alternative Assessment Strategies Test-Taking Strategies Formative and Summative Assessments Standardized Test Practice Visual Presentations ELL Strategies for Science </p>

ExploreLearning Gizmos

Program Type	Supplemental
School Type	Elementary School, Middle School
Description	Interactive online simulations for math and science education in grades 3-12.

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

Hernando County School District (HCSD) administrators currently use a comprehensive instructional review process that mirrors DA instructional reviews and that includes up-to-date progress monitoring data presentations, classroom observations, and structured problem-solving activities based on School Improvement Plan (SIP) goals/strategies, and aggregated classroom observation data to monitor whether core instructional and intervention programs are implemented with fidelity, are aligned with the appropriate course/subject standards, and are effective. HCSD's District staff conduct instructional reviews and onsite walk-throughs at all schools. DA Schools are scheduled for a District Walk-Through monthly, when scheduling allows and other schools a schedule District Walk-Through by semester. Additional walk-throughs are conducted based on need or by request of the school administrator. A District Walk Through document was developed that allows for trend data to be analyzed. The walk-through document aligns with the instructional maps that were developed and the Hernando County Model Classroom Best Practices Focus Areas. Visits focus on identifying appropriate training and resource needs and on developing and implementing differentiated district-level direct support systems. Focus and Priority schools will continue to use District progress monitoring assessments, including iReady for instruction in Reading K-2, Florida Assessments for Instruction in Reading (FAIR), the District Writing Assessment Program (DWAP), and science and math assessments through Performance Matter's Student Assessment Module (SAM). District progress monitoring assessments are scheduled 2-3 times per year. Data will be analyzed to support continuous improvement efforts (FCIM) during school-based leadership team (SBLT) meetings, as well as department and grade level team meetings. Data are used to fuel ongoing, structured problem-solving activities, and are often used to identify professional development needs and coaching cycle support gaps. Following the provision of PD and coaching cycle supports, expected improvements in instruction will be monitored as part of formative administrative walk-through observations. In addition, the Focus and Priority schools will use supplemental Title I-funded progress monitoring assessments, including progress monitoring assessments as part of Pearson's SuccessMaker and iReady. District administrators constantly monitor progress and up-to-date progress monitoring data, during Cabinet meetings, meetings with FLDOE DA staff, Meetings with DA principals and Principals, and other scheduled problem-solving events.

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.hernandoschools.org/attachments/article/578/MSPceduresManual2014-15.pdf>

Provide the page numbers of the plan that addresses this question

3

Please see the District's Student Progression Plan on page 3 at the link below:
www.hernandoschools.org/attachments/article/578/MSPceduresManual2014-15.pdf

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

Yes

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.** The district will support all schools to demonstrate authentic engagement in rigorous, standards based daily lessons in all core-academic and content-area courses.

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. The district will support all schools to demonstrate authentic engagement in rigorous, standards based daily lessons in all core-academic and content-area courses. 1a

G034969

Targets Supported 1b

Focus	Indicator	Year	Target
0252 - Pine Grove Elementary School	Level 1 - All Grades	2015-16	
0211 - Spring Hill Elementary School	Level 1 - All Grades	2015-16	
0161 - Westside Elementary School	Level 1 - All Grades	2015-16	
0241 - D. S. Parrott Middle School	Level 1 - All Grades	2015-16	
District-Wide	AMO Math - All Students	2015-16	73.0
District-Wide	AMO Reading - All Students	2015-16	76.0
District-Wide	FCAT 2.0 Science Proficiency	2015-16	

Resources Available to Support the Goal 2

- Stakeholder Support (Administrators, Coaches, Parents, Volunteers and Business Partners)

Targeted Barriers to Achieving the Goal 3

- Teacher Capacity to Support Instructional Improvements
- District Structure for SIP (coordination of efforts)

Plan to Monitor Progress Toward G1. 8

District staff and members of FLDOE's DA Team will meet monthly to review status of schools. District walk-throughs will occur throughout the year to "look-for" increases in standards-alignment, rigor, and engagement advanced through additional administratively-directed planning period activities. (Look fors are based on Model Classroom Best Practices.) Schools trend walk through data, Follow Up Action Plans, progress monitoring data and Mid-Year Reflection will be reviewed by the District DA Support Team. Coaches Training logs will be reviewed to ensure training are being provided along with follow up support.

Person Responsible

Michelle Kernan

Schedule

On 6/30/2016

Evidence of Completion

Walk Through Data Reports, Action Plan Follow Up Reports, Data Reports, Mid-Year Reflection, DA Support Team School Improvement Calendar , E-mails and Training Sign In Sheets.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

G1. The district will support all schools to demonstrate authentic engagement in rigorous, standards based daily lessons in all core-academic and content-area courses. **1**

 **G034969**

G1.B1 Teacher Capacity to Support Instructional Improvements **2**

 **B083172**

G1.B1.S1 The district will provide targeted professional development based on school and teacher needs, and train coaches and teachers to unpack the standards and tie to rigorous lesson planning. In addition, training on using student work and/or formative assessment data to inform instruction. **4**

 **S093851**

Strategy Rationale

All District and Title I Coaches will be trained in the Coaching Cycle (Level I and II) and Standards Based Lesson Planning including the use of formative assessments. Teachers and Administrators will also be trained by the State DA Team and/or Coaches.

Action Step 1 **5**

Provide targeted professional development on facilitated planning for teachers and district and site based coaches, with a focus on coaching support. In addition coaches, administrators, and select school staff will be trained on a data chat protocol using student work and/or formative assessment.

Person Responsible

Michelle Kernan

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Sign In Sheets and handouts. Training will also be reflected on the 2015-2016 DA Support Calendar

Action Step 2 5

Schedule to provide professional development

Person Responsible

Michelle Kernan

Schedule

On 6/30/2016

Evidence of Completion

Schools' Master Schedule to show 4 hours of PD per week, Sign In Sheets, Coaching logs, Trainings that are reflected on the 2015-2016 DA Support Training Calendar.

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

Executive Director of Academic Services and the Director of Federal Programs and Academic Services will support coaches in providing professional development at all schools. Coaching logs will be reviewed to ensure training aligned with Hernando County Model Classroom Best Practices is being provided. The Director of Federal Programs and Academic Services will coordinate with Region IV DA Team to schedule Facilitated Lesson Planning Training, Data Chat Protocol or training based on data. Trainings provided by Region IV DA will be reflected on the 2015-2016 DA Support Training Calendar.

Person Responsible

Michelle Kernan

Schedule

On 6/30/2016

Evidence of Completion

School Master Schedule, Sign In Sheets, Coaching Reports, 2015-2016 DA Support Training Calendar

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

District staff and members of FLDOE's DA Team will meet monthly to review the status of schools. District staff and Region IV DA Team "walk-through" observation data, will be used to schedule and prioritize profession development to schools/teachers along with follow up support. Coaches Training logs will be reviewed to ensure trainings are being provided. District walk-throughs will occur throughout the year to "look-for" increases in standards-alignment, rigor, and engagement advanced through additional administratively-directed planning period activities using the District Walk-Through document.

Person Responsible


Michelle Kernan

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Executive Director of Academic Services, Director of Federal Program and Academic Services Calendars, Coaching logs, Walk-Through Calendar and Reports, and/or Follow Up Action Plans.

G1.B3 District Structure for SIP (coordination of efforts) 2
 B181306

G1.B3.S1 The district will develop and use an electronic data collection tool for identifying school and district trends based on Hernando County's Model Classroom Best Practices. 4

 S192787
Strategy Rationale

Analyzing data and student work through out the year will focus attention on continuous improvement.

Action Step 1 5

Walk Through Action Follow Up Plan

Person Responsible

Gina Michalicka

Schedule

Semiannually, from 9/1/2014 to 6/30/2016

Evidence of Completion

Completed Action Plan Follow Up Form. District Walk Through data is available on the Google Drive.

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

Walk Through Calendar developed

Person Responsible

Michelle Kernan

Schedule

Monthly, from 8/1/2016 to 8/1/2016

Evidence of Completion

District Walk-Through Calendar will be developed and sent out to District and School Staff. Reports/results of walk-throughs will be available on the Google Drive. Summary of activities will be provided to Board during the Superintendents Update. Prior to the second walk through the Action Form will be reviewed with participants of the walk-through. Results to determine if the Action Plan was successful will be discussed during the exit meeting.

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

Data Driven Decision Making (Analyzing trend data and student data)

Person Responsible

Gina Michalicka

Schedule

Monthly, from 8/1/2015 to 6/30/2016

Evidence of Completion

Documentation on Administrative Training on Data, District Non-Negotiable, Model Classroom Best Practices and Data Chats.

Implementation Timeline

Professional Development Opportunities

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

G1. The district will support all schools to demonstrate authentic engagement in rigorous, standards based daily lessons in all core-academic and content-area courses.

G1.B1 Teacher Capacity to Support Instructional Improvements

G1.B1.S1 The district will provide targeted professional development based on school and teacher needs, and train coaches and teachers to unpack the standards and tie to rigorous lesson planning. In addition, training on using student work and/or formative assessment data to inform instruction.

PD Opportunity 1

Provide targeted professional development on facilitated planning for teachers and district and site based coaches, with a focus on coaching support. In addition coaches, administrators, and select school staff will be trained on a data chat protocol using student work and/or formative assessment.

Facilitator

Region IV DA Team, Gina Michalicka and Michelle Kernan

Participants

All instructional coaches, administrators and select school staff

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

PD Opportunity 2

Schedule to provide professional development

Facilitator

Gina Michalicka and Michelle Kernan

Participants

Teachers

Schedule

On 6/30/2016

G1.B3 District Structure for SIP (coordination of efforts)

G1.B3.S1 The district will develop and use an electronic data collection tool for identifying school and district trends based on Hernando County's Model Classroom Best Practices.

PD Opportunity 1

Walk Through Action Follow Up Plan

Facilitator

Gina Michalicka and Michelle Kernan

Participants

School staff/School Based Leadership team which includes the Principals, Assistant Principals and select staff staff will complete and submit the form. District Staff (Executive Director, Director, Supervisors, Coordinators and/or Coaches) along with School Staff will review prior to the next walk through.

Schedule

Semiannually, from 9/1/2014 to 6/30/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide targeted professional development on facilitated planning for teachers and district and site based coaches, with a focus on coaching support. In addition coaches, administrators, and select school staff will be trained on a data chat protocol using student work and/or formative assessment.	\$0.00
2	G1.B1.S1.A2	Schedule to provide professional development	\$0.00
3	G1.B3.S1.A1	Walk Through Action Follow Up Plan	\$0.00
Total:			\$0.00