2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

28 - Highlands

Mr. Wallace P Cox, Superintendent

Jim Browder, Region 4 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Mission:
By uniting all stakeholders, we will prepare our students to be college and career ready, empower our students to achieve personal excellence, and foster responsible citizens.
CORE VALUES:
We believe that all students can learn
We believe that all people have value and can add value.
We believe that embracing diversity strengthens communities.
We believe that family is the first and most powerful influence on a person's life.
We believe individuals are responsible for their choices and actions.
We believe that honesty and integrity are vital

Provide the district's vision statement

"Leading Together to Achieve Excellence"

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 Leadership Team will have scheduled meetings in order to monitor the District's MTSS & DIAP. Through these meetings, the leadership team will review and ensure that there are visible connections between the MTSS framework with the District and schools' mission statements and organizational improvement efforts. Through open dialogue the leadership team will ensure alignment between policies and procedures across the district, schools and at all grade levels as delineated in the DIAP. On an ongoing basis, the leadership team will review the district wide assessment data to ensure that all decisions are data driven from the individual student level to the District level. In addition, the leadership team will celebrate and communicate outcomes with all stakeholders. Furthermore, monthly meetings are held with Region VI RED and district staff to provide collaboration and support to DA schools.

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 MTSS Leadership Team will utilize the 8 Step Problem Solving process to monitor the implementation of the DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. Further, the District MTSS Leadership Team meets monthly in order to evaluate the development of MTSS by monitoring consensus, infrastructure, and implementation and to apply strategic problem solving processes to monitor and revise (if necessary) the DIAP
Through the 8 Step Problem Solving process, the District is able to conduct School Instructional

Reviews, including in-depth participation of school staff, which further provides opportunities for monitoring the implementation of the DIAP. The District's strategic planning process includes meetings and surveys for staff, parents and community partners (among others) that make recommendations on how the District should focus its resources. In addition, the district staff meets monthly with the Region IV RED to collaborate and support DA schools.

District Policies and Practices

The Leadership Team will have scheduled meetings in order to monitor the District's MTSS and DIAP.

Through these meetings, the leadership team will review and ensure that there are visible connections between the MRTSS framework with the District and schools' mission statements and organizational improvement efforts. Through open dialogue the leadership team will ensure alignment between policies and procedures across the district, schools and at all grade levels as delineated in the DIAP. On an ongoing basis, the leadership team will review the district wide assessment data to ensure that all decisions are data driven from the individual student level to the District level. In addition, the leadership team will celebrate and communicate outcomes with all stakeholders.

The content specialists will work directly with the school and district leadership teams to develop a plan to address needs based on student achievement data. The content area specialists, who typically work equally with all schools, will use an adjusted calendar which focuses their efforts in language arts, math, and science at schools with greatest need. The Assistant Superintendent of Curriculum will be responsible for implementing this strategy.

The resource/dean, MTSS resource and STEM resource teachers are not typically allocated in the elementary setting. This strategy will allow school leadership to focus on instructional improvements, while the dean assists in behavior support. The administration, MTSS resource, STEM resource and the dean will also work with teachers to develop positive academic and behavioral strategies that they will implement within their classrooms. The ultimate goal of this strategy would be to phase out the need of these positions. This would be accomplished by implementing positive behavior strategies, increasing student academic rigor, and maximizing instructional engagement. The principal will be responsible for implementing this strategy.

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 district is providing the school with operational flexibility for such issues as staffing, calendar/ time, and budgeting to implement a comprehensive approach to substantially improve student outcomes. School leaders exercise autonomy to align policies and practices with the major reform efforts outlined in the school's turnaround plan. Examples of resource use will reflect enhanced flexibility and align with the major reform efforts outlined in the school's turnaround plan.

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 improvement will occur through the school improvement and evaluation processes. Data gathered through the school improvement and evaluation process includes qualitative and quantitative data. The district divisions, community partners, school-based leadership, parents, students, and teachers work together and give input on interventions. The Leadership Team along

with the DSCA/CAT includes stakeholder input throughout the process to ensure progress monitoring and to strengthen the interventions. Ongoing interventions throughout the process are evaluated in order to modify and strengthen

strategies that are effective in increasing student achievement. The reallocation or reduction of resources is based on specific strategies and programs that contributed to the success of the school. The School Board of HIghlands County commits to the sustainability of effective interventions by utilizing various funding sources, strengthening district core practices, and anticipating and solving issues to barriers.

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/131430

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

The Curiculum and Instruction Department leads the development of the District Assistance and Intervention
Plan (DIAP). This department works in tandem with a Community Assessment Team and the District School Advisory Committee that provides input into the district's School Improvement Process. This team is made up of district-level staff, principals,assistant principals, teachers, parents, students and community members.

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

This year, the writing of the DIAP was completed in effort with the Curriculum and Instruction staff and Student Services and Federal Programs staff. The plan reflects district-wide initiatives, programs and practices. The Curriculum and Instruction Department ensures that all schools' School Improvement Plans are
aligned with the DIAP and the district's Strategic Plan. The DIAP is shared with stakeholders to serve as a guiding resource for our district during the 14-15 school year.

Effective Leadership

District Turnaround Lead
Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address
Longshore, Brenda, longshob@highlands.k12.fl.us

Employee's Title
Assistant Superintendent

Employee's Phone Number
(863) 471-5555

Employee's Phone Extension

Supervisor's Name
Wally Cox

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

The Turnaround Lead is responsible for the implementation of School Improvement Grants, Race to the Top, and Differentiated Accountability requirements designed to support persistently low performing schools. This position requires collaboration with the Florida Department of Education's Region IV Differentiated Accountability team and the Directors of Elementary, Middle, Secondary, ESE, and Student Services to coordinate instructional support for identified low performing schools. The Turnaround Lead will facilitate the completion of required documents, manage allocated resources, and coordinate the Differentiated Accountability instructional review process. In addition, the role of the Turnaround Lead is to manage, organize, and implement problem solving in identified schools.

District Leadership Team
Provide the following contact information for each member of the district leadership team.**:**

Longshore, Brenda, longshob@highlands.k12.fl.us	
Title	Assistant Superintendent
Phone	(863) 471-5555
Supervisor's Name	Wally Cox
Supervisor's Title	Superintendent
Role and Responsibilities	The Assistant Superintendent of Curriculum and Instruction oversees the areas of Accountability and Assessment, Elementary and Secondary Education, Federal Title 1, ESOL/Migrant, ESE, and Student Services. Transformation will adhere to the following guiding principles: *collaborate with the Superintendent on decision making and communication for school-based administrators *direct and supervise the overall activities of planning, developing, coordinating, implementing, and evaluating all district curriculum and instructional support programs K-12 *plan, implement and evaluate a systemic approach to Pre-K through grade 12 curriculum *initiate the development of programmatic goals and learning objectives on a district-wide basis within the scope of School Board policy, administrative directives, assessed student needs and operational constraints. *provide overall leadership and appropriate resources for on-going district-wide curriculum development and review to ensure articulation of standards, objectives, and skills for Pre-K through grade 12.

Heckman, Ruth, heckmanr@highlands.k12.fl.us	
Title	Director
Phone	863-471-5555
Supervisor's Name	Dr. Brenda Longshore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	As the Director of Secondary and Advanced Academics Programs, Dr. Heckman will coordinate the planning, implementation, articulation, and evaluation of relevant curriculum and instructional programs and materials for secondary schools and advanced academics K-12 that result in increased student achievement. She will lead and coordinate the analysis of data and the application of the eight-step problem solving process as secondary schools and advanced academics personnel establish goals and objectives for the school improvement process and the evaluation of instructional programs, strategies and interventions at the school and district levels.

Lethbridge, Andrew, lethbria@highlands.k12.fl.us	
Title	Director
Phone	863-471-5555
Supervisor's Name	Dr. Brenda Longshore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Mr. Lethbridge, the Director of Elementary Programs, will coordinate the planning, implementation, articulation, and evaluation of relevant curriculum and instructional programs and materials for Elementary Programs (Pre-K-5) that result in increased student achievement. He will lead and coordinate the analysis of data and the application of the eight-step problem solving process as elementary personnel establish goals and objectives for the school improvement process and the evaluation of instructional programs, strategies and interventions at the school and district levels. He will assist district and school administrators in conducting needs assessments to plan professional development for school-based staff as related to curriculum and instruction. Additionally, he will assist elementary administrators in seeking resources to support curriculum-related professional development programs.

Wood, Deborah, woodd@highlands.k12.fl.us

Title	Other
Phone	863-471-5555
Supervisor's Name	Dr. Brenda Longshore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The Federal Programs Resource will collaborate with principals to provide appropriate programs and related services for Title 1 and migrant students in a coordinated system to meet student needs.

Landress, Pat, landresp@highlands.k12.fl.us

Title	Director
Phone	863-471-5555
Supervisor's Name	Dr. Brenda Longshore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The Director of Student Support Services will collaborate with principals to provide appropriate programs and related services for exceptional students and student support services in a coordinated system to meet student needs.

Davis, Marcia, davism6@highlands.k12.fl.us

Title	Director
Phone	863-471-5555
Supervisor's Name	Dr. Brenda Longshore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The Coordinator of Student Services will assist in the development, implementation of district student services. Mrs. Davis will assist school personnel in the development of a coordinated system to deliver student services to meet individual school needs such as bullying programs, truancy and attendance support and support for student 504 plans through the collaboration of school psychologists and social workers. Additionally, the Coordinator of Student Services oversees the implementation of assessments.

Starling, Tina, starlingt@highlands.k12.fl.us	
Title	Instructional Coach
Phone	863-471-5555
Supervisor's Name	Dr. Brenda Longshore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The K-12 Language Arts Curriculum Specialist will work collaboratively with district and school staff to develop strategies, establish diagnostic and intervention services where appropriate or deemed necessary, and assist in directing curricular/ instructional decision-making to directly impact student growth and achievement. The Language Arts Curriculum Specialist will model, mentor, and provide assistance to reading and content area teachers in the application of effective classroom instruction, macro-planning, lesson planning, and reading strategies in the content area. Additionally, Mrs. Ervin will facilitate professional development and assist the school-based reading leadership teams as a resource in order to promote data driven decision making.

Hardesty, Cathy, hardestc@highlands.k12.fl.us	
Title	Other
Phone	863-471-5555
Supervisor's Name	Dr. Brenda Longshore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The K-12 Science Curriculum Specialist will work collaboratively with district and school staff to develop strategies, establish diagnostic and intervention services where appropriate or deemed necessary, and assist in directing curricular/ instructional decision-making to directly impact student growth and achievement. The Science Curriculum Specialist will model, mentor, and provide assistance to science content area teachers in the application of effective classroom instruction, macro-planning, lesson planning, and reading strategies in the content area. Additionally, Ms. Hardesty will facilitate professional development and assist the school-based leadership teams as a resource in order to promote data driven decision making.

Westergom, Jennifer, westergj@highlands.k12.fl.us	
Title	Other
Phone	863-471-5555
Supervisor's Name	Dr. Brenda Longshore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The K-12 Mathematics Curriculum Specialist will work collaboratively with district and school staff to develop strategies, establish diagnostic and intervention services where appropriate or deemed necessary, and assist in directing curricular/ instructional decision-making to directly impact student growth and achievement. The Mathematics Curriculum Specialist will model, mentor, and provide assistance to mathematics content area teachers in the application of effective classroom instruction, macro-planning, lesson planning, and reading strategies in the content area. Additionally, Mrs. Westergom will facilitate professional development and assist the school-based leadership teams as a resource in order to promote data driven decision making.

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 each Focus and Priority school has a school leadership team of high quality, including principal and assistant principal with a record of increasing student achievement in a setting with similar challenges by debriefing with the principal and/or school leadership team where progress report updates are completed and next steps are discussed. This is followed by a follow up collaborative meeting between the district and leadership where prepared questions for the principal and/or leadership team are discussed.
The district ensures that the leadership has the ability to lead the turnaround effort. Under the definition of "turnaround principles" in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current leadership in a focus or priority school and determined that it would like to retain that principal and his leadership team to lead the turnaround effort. The leadership review that is required to meet the turnaround leadership regarding providing strong leadership in a focus or priority school is fairly narrow and is conducted for the specific purpose of determining whether the leadership has the ability
to lead the turnaround effort.

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 Danielson Model - A Framework for Teaching. This initiative was supported through Race to the Top funding. The primary purpose of the system is to improve the quality of instruction and school leadership by insuring accountability for performance; provide a basis for improvement and self-growth through productive teacher performance appraisal; implement a performance

evaluation system that promotes collaboration among teachers, leaders and evaluators; and optimize student learning and academic growth.

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 a minimum of two (2) times a week, by grade level I elementary school and by subject area at the secondary level. If the master schedule cannot allow all grade level or subject area teachers to participate at the same time, the district will establish weekly common planning time after school for a minimum of 45 minutes a week.

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 organizational resources and (re) organized district staff to support turnaround by prioritizing turnaround efforts, intentionally articulating a framework for school improvement and aligning resources to support turnaround efforts within that framework. The district allocates additional human resources (instructional coaches) to support turnaround priorities.

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:

Writers' Workshop: Conferencing, Writing Process, Language Arts Florida Standards (K-5)	
Program Type	Core
School Type	Elementary School
Description	Resources include CPalms, Write Bright, Reading Street Common Core Writing to Sources

Effective Writing in Secondary Classrooms - Middle School

Program Type	Core, Supplemental
School Type	Middle School
Description	Core: SpringBoard is the College Board's college and career readiness program for all students, Grades 6-12, and is the adopted core program in Highlands County for Language Arts Grades 6-8. Through writing experiences in the SpringBoard texts as well as in writing workshops, students will be prepared to write in any tested genre and will gain the following: • Reading-writing connections that result in transferable literacy skills • Ability to produce writing in a variety of modes • Experience in using research to inform writing and to support credible argument • Skills in collaborating and communicating with other writers • Language development in writing and speech, as well as embedded grammar instruction that focuses on structure and effect in writing Writing is also incorporated across the curriculum through strategies which enhance teaching and learning in the content area classroom. AVID strategies for writing are utilized in content area classes as students learn to consider their audience and purpose for writing. Students engage in various writing processes to support their thinking by using text-based evidence. AVID strategies for writing include cornell notes, learning logs, process writing, quick writes and reflections, and peer evaluations. Professional development is provided to teachers and coaches focusing on effective learning strategies for writing across the curriculum, and using writing to monitor students' learning. Strategies may include: reader response, journal writing, writer's workshop, mapping, text structure writing frames, and writing a summary. Supplemental: Writing process and application objectives are aligned to the Language Arts Florida Writing Standards and are infused in weekly English/Language Arts lesson plans and curriculum maps. Additional supplemental resources include: Simple Solutions by Tamara Doehring, and Writing Across the Curriculum.

Effective Writing in Secondary Classrooms - High School

Program Type   Core, Supplemental

School Type

Description

Comprehension Instruction Sequence modules include a sequence of instruction that supports deeper engagement with text. Content area teachers receive training on this sequence as a part of the Next Generation Content Area Reading - Professional Development. The modules guide students to think more deeply by: 1) providing opportunities for students to interact with text, and think/write critically about information in the text, 2) providing opportunities for students to deepen their comprehension of text through question generation, and 3) providing opportunities for students to write as a means of learning in order to expand, refine, and deepen their understanding of content area information and concepts.

The Literacy Design Collaborative modules are another means by which writing is embedded at the high school level. LDC teaching "tasks" provide opportunities for students to demonstrate that they have learned college and career skills. The task articulates the texts students are assigned, how the students will grapple with the texts (for example, the selected template's cognitive demands), and what written product students will complete in response to the reading. Written products are organized around the main writing demands outlined in the CCSS: Argumentation, Informational/Explanatory, or Narrative.

Writing is also incorporated across the curriculum through strategies which enhance teaching and learning in the content area classroom. AVID strategies for writing are utilized in content area classes as students learn to consider their audience and purpose for writing. Students engage in various writing processes to support their thinking by using text-based evidence. AVID strategies for writing include cornell notes, learning logs, process writing, quick writes and reflections, and peer evaluations.

Professional development is provided to teachers and coaches focusing on effective learning strategies for writing across the curriculum, and using writing to monitor students' learning. Strategies may include: reader response, journal writing, writer's workshop, mapping, text structure writing frames, and writing a summary.

Supplemental: Writing process and application objectives are aligned to the Language Arts Florida Writing Standards and are infused in weekly English/Language Arts lesson plans and curriculum maps. Additional supplemental resources include: Simple Solutions by Tamara Doehring, and Writing Across the Curriculum.

Opportunities for Writing to Learn - Elementary

Program Type	Core, Supplemental
School Type	Elementary School
Description	"Effective writing skills are important in all stages of life from early education to future employment. In the business world, as well as in school, students must convey complex ideas and information in a clear, succinct manner. Inadequate writing skills, therefore, could inhibit achievement across the curriculum and in future careers, while proficient writing skills help students convey ideas, deliver instructions, analyze information, and motivate others." (National Center for Education Statistics,U.S. Department of Education,The Condition of Education 1998, p. 70) Highlands County adopted Reading Street Common Core as its Comprehensive Core Reading Program. Writing to Sources is one component of the program that gives students opportunities to learn and demonstrate skills and knowledge 1)to substantiate claims and and communicate in writing what they learned from text(s), 2) to collaborate with peers, adding quality experiences in the art of using text-based evidence, and 3) to practice with all modes of writing - argument, informative/ explanatory, and narrative. There are also many opportunities within the 90-minute reading block that that allow students to make their thinking visible through writing, including the following: *quick writes/reflections *graphic organizers *question generation to clarify meaning *predictions *summarizing(e.g. main idea, author's point of view, character change, plot resolution, etc) *writing extensions (e.g. new ending) *interactive notebooks

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 - Go Math!

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School
Description	Core Student/Teacher Edition Mega Math Interactive White Board Lessons Animated Math Standards Practice e-Glossary iTools Supplemental Critical Area Projects Reteach Resources Enrichment Resources Grab and Go Activity Center Cards Real World Videos Concept Readers Intervention Soar to Success RTI Intensive Intervention RTI Strategic Intervention

i-Ready

Program Type	Supplemental, Intensive Intervention
School Type	Elementary School, Middle School
Description	Grades K-5 Diagnostic Assessments (online) Prescriptive Lesson Intervention Tools For Instruction Progress Checks Grades K-8 Toolbox of Resources (digital) Florida Ready Lessons Interactive Lessons for Supporting Skills Practice and Problem Solving Fluency Lessons Math Center Activities.

Big Ideas Learning - Course 1, Course 1 Adv, Course 2, Course 2 Adv, Pre-Algebra, Honors Algebra 1

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	Core Student/Teacher Edition Record and Practice Journal Multi-Language Glossary Progress Checks Supplemental Vocabulary Flash Cards Study Help/Graphic Organizers My Dear Aunt Sally Game Intervention Interactive Activities Game Closet Intensive Intervention Activities Lesson Tutorials Skills Review Differentiated Lessons Basic Skills Resources

Houghton Mifflin Harcourt - Algebra 1, Geometry, Algebra 2

Program Type	Core, Supplemental, Intensive Intervention
School Type	High School
Description	Core Student/Teacher Editions Multilingual Glossary Problem Solving Practice A, B, C Personal Math Trainer Power Presentations Interactivities TechKeys/Graphing Calculator Activities Algebra Tiles Supplemental OnCore Interactive Whiteboard Lessons Explorations in Core Math Chapter Project Parent Resources Career Resources Challenge Intervention Are you Ready? Ready to Go On? Success for Every Learner Review for Mastery Reading Strategies Lesson Tutorial Videos Homework Help

Pearson - Liberal Arts Math and Math for College Readiness

Program Type	Core
School Type	High School
Description	Core Student/Teacher Edition Student Extra Practice Student Organizer

MATHXL - Liberal Arts Math and Math for College Readiness

Program Type	Supplemental, Intensive Intervention
School Type	High School
Description	Supplemental/Intervention (online) Homework Assessment Study Plan

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:

Scott Foresman Interactive Science (Grades K-5)	
Program Type	Core
School Type	Elementary School
Description	Elementary Supplemental Science and Scientifically Research-based Program(s): FCAT Explorer/Florida Achieves Online program developed and managed by FLDOE. Has simulation activities and FCAT/EOC science test item bank Science Fair Discovery Education Online program that addresses science content, videos, lessons, and exploration Happy Scientist Online resource with standards based videos and lessons Study Jams Free online resource providing short video clips to teach content BrainPop Online resource which uses video, quizzes, and activities to teach content

Comprehensive Science 1 - Holt McDougal Florida Science Fusion Course 1; Advanced Comprehensive Science 1 - Holt McDougal Florida Science Fusion Course 1; Comprehensive Science 2 - Holt McDougal Florida Science Fusion Course 2; Advanced Comprehensive Science 2 - Holt McDougal Florida Science Fusion Course 2; Comprehensive Science 3 - Holt McDougal Florida Science Fusion Course 3; Advanced Comprehensive Science 3 - Holt McDougal Florida Science Fusion Course 3

Program Type	Core
School Type	Middle School
Description	Middle School Supplemental Science and Scientifically Research-based Program(s): FCAT Explorer/Florida Achieves Online program developed and managed by FLDOE. Has simulation activities and FCAT 2.0 science test item bank Science Fair Opportunity to participate in Regional Science and Engineering Fair - Heartland Region Discovery Education Online program that addresses science content, videos, lessons, and exploration Happy Scientist Online resource with standards based videos and lessons Study Jams Free online resource providing short video clips to teach content BrainPop Online resource which uses video, quizzes, and activities to teach content Oddesyware (Course Recovery) Computer remediation program meant to target content weaknesses and achieve credit in previously failed courses

Earth/Space Science Regular and Honors, - Pearson Earth Science 2012/1st edition (Tarbuck); International Baccalaureate Environmental Systems and Societies 1 and 2; Biology Regular, Honors, Advanced Placement, International Baccalaureate Biology 1 and 3 - Pearson Miller and Levine Biology 2012/ 1st edition; Chemistry Regular, Honors, Advanced Placement, International Baccalaureate Chemistry 1 and 2 - Holt Chemistry; Physics Regular and Honors; Anatomy and Physiology Regular and Honors - Glencoe/McGraw-Hill Holes Essentials of Human Anatomy

Program Type	Core
School Type	High School
Description	High School Supplemental Science and Scientifically Research-based Program(s): FCAT Explorer/Florida Achieves Online program developed and managed by FLDOE. Has simulation activities and FCAT 2.0/EOC science test item bank Science Fair Opportunity to participate in Regional Science and Engineering Fair - Heartland Region Discovery Education Online program that addresses science content, videos, lessons, and exploration Study Jams Free online resource providing short video clips to teach content Oddesyware (Course Recovery) Computer remediation program meant to target content weaknesses and achieve credit in previously failed courses

Instructional Alignment and Pacing

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

The district's Instructional Pacing Guides are aligned to the Florida Standards (FS) or
Next Generation Sunshine State Standards (NGSSS) for reading, writing, mathematics, and science. These documents are available digitally and comprise an important component of the district's Instructional
Improvement System. In addition the district implements a series of formative and baseline assessments throughout the year. The results are available to district, school and instructional staff to monitor student progress as evidence of standard implementation. Reports are generated indicating the strengths and weaknesses of classes, students and schools in reference to specific standards. In addition the district has developed an informal and formal observational tool for use by administrators and peer evaluators when observing teachers and learning in classrooms. Observations are recorded digitally and made available for immediate review by the teacher. This leads to very productive discussions about the implementation of core instructional and intervention 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.highlands.k12.fl.us/SBHC/Curriculum/SPP_1314.pdf

Provide the page numbers of the plan that addresses this question

30-44 (Elementary) 45-65 (Secondary)

Description

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

Needs Assessment

Underperforming Subgroups

Reading

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	63%	51%	No	67%
American Indian	61%	65%	No	65%
Asian	84%	83%	No	85%
Black/African American	47%	31%	No	53%
Hispanic	57%	44%	No	62%
White	71%	60%	No	74%
English language learners	42%	22%	No	49%
Students with disabilities	42%	25%	No	49%
Economically disadvantaged	57%	43%	No	62%

Mathematics

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	65%	55%	No	69%
American Indian	54%	63%	No	59%
Asian	84%	87%	No	86%
Black/African American	48%	33%	No	54%
Hispanic	61%	50%	No	65%
White	72%	65%	No	75%
English language learners	50%	38%	No	55%
Students with disabilities	46%	30%	No	52%
Economically disadvantaged	60%	48%	No	64%

Step Zero

District Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase % of students scoring Level 3 or above on 5th grade NGSSS Science FCAT 2.0 from 47% to 50%

G2.   Increase % of students scoring above 50th percentile on ELA FSA from 43% to 45%

G3.   Increase % of students scoring above 50th percentile on Math FSA Grades 3-8 from 47% to 50%

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. Increase % of students scoring Level 3 or above on 5th grade NGSSS Science FCAT 2.0 from 47% to 50% `1a`

🔑 G069071

Targets Supported `1b`

Focus	Indicator	Year	Target
All Elementary Schools		2015-16	50.0

Resources Available to Support the Goal `2`

- District Instructional Coaches
- School Instructional Coaches
- Aligned Curriculum
- District Science Connection Meetings

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding and implementation of NGSSS Science standards

Plan to Monitor Progress Toward G1. `8`

Monthly site visits to schools

Person Responsible

Brenda Longshore

Schedule

On 5/20/2016

Evidence of Completion

Instructional shifts made in classrooms

G2. Increase % of students scoring above 50th percentile on ELA FSA from 43% to 45% `1a`

`G050000`

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	FSA - English Language Arts - Proficiency Rate		45.0

Resources Available to Support the Goal `2`

- District Instructional Coaches
- School Instructional Coaches
- Aligned Curriculum
- District Reading Monthly Meetings
-

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding and implementation of the Florida Standards.

Plan to Monitor Progress Toward G2. `8`

Monthly site visits to schools

Person Responsible
Brenda Longshore

Schedule
Monthly, from 9/7/2015 to 5/20/2016

Evidence of Completion
Shift in instructional practices in the classrooms

G3. Increase % of students scoring above 50th percentile on Math FSA Grades 3-8 from 47% to 50% `1a`

`G049998`

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	FSA - Mathematics - Proficiency Rate	2015-16	50.0

Resources Available to Support the Goal `2`

- District Instructional Coaches
- School Instructional Coaches
- Aligned Curriculum
- District Math Connections

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding and implementation of the Florida Standards.

Plan to Monitor Progress Toward G3. `8`

Monthly site visits to schools

Person Responsible
Brenda Longshore

Schedule
On 5/20/2016

Evidence of Completion
Shift in instructional practices in the classrooms

District Action Plan for Improvement

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase % of students scoring Level 3 or above on 5th grade NGSSS Science FCAT 2.0 from 47% to 50% `1`

🔑 G069071

G1.B1 Lack of understanding and implementation of NGSSS Science standards `2`

🔑 B179488

G1.B1.S1 District Instructional Coach provide guidance in dissecting standards `4`

🔑 S190817

Strategy Rationale

All science teachers will have a better understanding of the science standards

Action Step 1 `5`

District Science Coach will provide support at needy schools

Person Responsible

Cathy Hardesty

Schedule

On 5/20/2016

Evidence of Completion

ERO, Agenda's, Training Materials

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

Will have evidence that the district instructional science coach have trained school coaches in dissecting standards

Person Responsible

Brenda Longshore

Schedule

On 5/20/2016

Evidence of Completion

ERO, Agenda, Training Material

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

Instructional coaches have a deeper understanding of the NGSSS standards

Person Responsible

Brenda Longshore

Schedule

On 5/20/2016

Evidence of Completion

Evaluation of school based instructional coaches at their school site

G2. Increase % of students scoring above 50th percentile on ELA FSA from 43% to 45% `1`

🔑 G050000

G2.B1 Lack of understanding and implementation of the Florida Standards. `2`

🔑 B127461

G2.B1.S1 The district will provide district support to the most needy schools. `4`

🔑 S139574

Strategy Rationale

To assist in understanding of the Florida Standards district coaches will assist with unpacking standards with individual schools, grade levels, and teams.

Action Step 1 `5`

District specialists will provide PD district support on FI Standards

Person Responsible

Tina Starling

Schedule

Monthly, from 9/7/2015 to 5/20/2016

Evidence of Completion

Agenda, ERO, training materials

Action Step 2 `5`

District Specialists will provide PD support to schools on FI Standards.

Person Responsible

Tina Starling

Schedule

Monthly, from 9/7/2015 to 5/20/2016

Evidence of Completion

Agenda, ERO, Training materials

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

Will have evidence that the district instructional coaches are training school coaches and teachers on FI Standards

Person Responsible

Brenda Longshore

Schedule

Every 6 Weeks, from 9/7/2015 to 5/20/2016

Evidence of Completion

ERO records, feedback on PD evaluation forms from attendees, sign in sheets, monthly meetings with principals

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

Instructional coaches have a deeper understanding of the FI Standards and the instructional shifts needed

Person Responsible

Brenda Longshore

Schedule

Monthly, from 1/9/2014 to 1/6/2015

Evidence of Completion

Evaluation of school based instructional coaches at their site.

G2.B1.S2 The district will provide school based instructional coaches. `4`

S139575

Strategy Rationale

To support teachers in individual classrooms and provide onsite modeling, coaching, and professional development.

Action Step 1 `5`

Provide allocations for each school location to provide school based instructional coaching.

Person Responsible

Brenda Longshore

Schedule

On 5/20/2016

Evidence of Completion

Allocations sheets

Action Step 2 `5`

Schools will advertise and hire for instructional coaches.

Person Responsible

Brenda Longshore

Schedule

On 5/20/2016

Evidence of Completion

advertisements, rosters, hiring recommendation forms

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Meet with school based administrators and check on deeper understanding of standards & instructional shifts

Person Responsible

Brenda Longshore

Schedule

On 5/20/2016

Evidence of Completion

Meeting schedule/calendar

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monthly principals meetings to check on deeper understanding of FI Standards

Person Responsible

Brenda Longshore

Schedule

On 5/20/2016

Evidence of Completion

Student & staff evaluations

G3. Increase % of students scoring above 50th percentile on Math FSA Grades 3-8 from 47% to 50% `1`

`G049998`

G3.B1 Lack of understanding and implementation of the Florida Standards. `2`

`B126771`

G3.B1.S1 The district will provide district support to the most needy schools `4`

`S139603`

Strategy Rationale

To assist in understanding of the Fl Standards district coaches will assist with unpacking standards with individual schools, grade levels, and teams.

Action Step 1 `5`

District Specialists will provide PD district support on Fl Standards

Person Responsible

Jennifer Westergom

Schedule

Monthly, from 9/7/2015 to 5/20/2016

Evidence of Completion

Agenda, ERO, Training Material

Action Step 2 `5`

District Specialists will provide PD support to schools on Fl Standards

Person Responsible

Jennifer Westergom

Schedule

Monthly, from 9/7/2015 to 5/20/2016

Evidence of Completion

Agenda, ERO, Training Materials

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Meet with school based administration and check on deeper understanding of standards and instructional shifts

Person Responsible

Brenda Longshore

Schedule

Every 6 Weeks, from 9/7/2015 to 5/20/2016

Evidence of Completion

Meeting schedule/calendar

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Monthly principals meetings to check on deeper understanding of FI Standards

Person Responsible

Brenda Longshore

Schedule

Monthly, from 9/7/2015 to 5/20/2016

Evidence of Completion

Student and staff evaluations

Implementation Timeline

Professional Development

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

G1. Increase % of students scoring Level 3 or above on 5th grade NGSSS Science FCAT 2.0 from 47% to 50%

G1.B1 Lack of understanding and implementation of NGSSS Science standards

G1.B1.S1 District Instructional Coach provide guidance in dissecting standards

PD Opportunity 1

District Science Coach will provide support at needy schools

Facilitator

Cathy Hardesty

Participants

Science Teachers, Administrators

Schedule

On 5/20/2016

G2. Increase % of students scoring above 50th percentile on ELA FSA from 43% to 45%

G2.B1 Lack of understanding and implementation of the Florida Standards.

G2.B1.S1 The district will provide district support to the most needy schools.

PD Opportunity 1

District specialists will provide PD district support on Fl Standards

Facilitator

Tina Starling

Participants

Instructional Coaches

Schedule

Monthly, from 9/7/2015 to 5/20/2016

PD Opportunity 2

District Specialists will provide PD support to schools on Fl Standards.

Facilitator

Tina Starling

Participants

Coaches & Teachers

Schedule

Monthly, from 9/7/2015 to 5/20/2016

G3. Increase % of students scoring above 50th percentile on Math FSA Grades 3-8 from 47% to 50%

G3.B1 Lack of understanding and implementation of the Florida Standards.

G3.B1.S1 The district will provide district support to the most needy schools

PD Opportunity 1

District Specialists will provide PD district support on Fl Standards

Facilitator

Jennifer Westergom

Participants

Instructional Coaches

Schedule

Monthly, from 9/7/2015 to 5/20/2016

PD Opportunity 2

District Specialists will provide PD support to schools on Fl Standards

Facilitator

Jennifer Westergom

Participants

Coaches & Teachers

Schedule

Monthly, from 9/7/2015 to 5/20/2016

Budget Rollup

Summary	
Description	**Total**
Goal 2: Increase % of students scoring above 50th percentile on ELA FSA from 43% to 45%	1,991,500
Grand Total	**1,991,500**

Goal 2: Increase % of students scoring above 50th percentile on ELA FSA from 43% to 45%		
Description	**Source**	**Total**
B1.S1.A1 - Notes		1,500
B1.S2.A1 - Notes		1,500,000
B1.S2.A1 - Notes		490,000
Total Goal 2		**1,991,500**