2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

27 - Hernando

John Stratton, Superintendent
, Southwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. 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.

b. District Vision Statement

To inspire and support the pursuit of individual greatness.

c. Link to the district's strategic plan (optional).

https://www.hernandoschools.org/our-district/strategic-plan

2. Supports for School Improvement

a. Alignment of Resources

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 4 updates of our 5-year strategic plan. This 5-year plan includes more than (60) measurable objectives, purposefully aligned to state/federal requirements, representing all district departments, and organized under (15) strategic focus areas defined by a diverse range of community stakeholders. HCSD is continuing to implemented an efficient, research-based program evaluation protocol (PEP) process. 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. 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 beginning in 2013-14 and continuing in 2016-17.

b. School Allocation Process

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 Director of Federal Programs and Academic Services has ensured that HCSD's Focus and Priority schools receive more Title I and Title II resources than any other Hernando County school. 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 the Bureau of School Improvement's Region IV DA Team's Regional Executive Director throughout the year, while the Director of Federal Programs and Academic Services and Coordinator of Evaluation, Data Analysis and Research meetings with both the Regional Executive Director and/or the DA State Representative 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 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 2016-2017 school year. The trainings include Standards Based Facilitated Lesson Planning for Coaches, a Standards Based Lesson Planning Look-Fors, and Student Work Analysis Protocol (SWAP). 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 throughout the year.

c. Modifications to System Policies and Practices
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 2016-2017.

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 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.

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.

d. Operational Flexibility
Provide the district's definition of "operational flexibility"Â? 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.

3. Sustainability of Improvement

a. 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) and step zero, 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 and student work analysis protocol (SWAP). 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 SWAP.

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.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link
https://www.floridacims.org/documents/361919

2. Family and Community Engagement
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, Organizing to Lead, 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 (3) Parental Academy Liaisons and (2) Teacher on Assignment for Parent Academy, who develop parental training and 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. Currently we have five schools (D.S. Parrott Middle School, Fox Chapel Middle School, Pine Grove Elementary, Spring Hill Elementary, and Westside Elementary) participating in the 5 Essentials Survey which includes a parent survey. The 5Essentials results are included as a strategy or goal in their SIP.

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 2016-2017 school year. The Federal Programs Department, Student Services Department, along with Curriculum Instructional Staff will assist with creating and monitoring of the DIAP.

3. Engagement of School Leadership
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 the 2016-2017 school yea. 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.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address
Kernan, Michelle, kernan_m@hcsb.k12.fl.us

b. Employee's Title
Director

c. Employee's Phone Number
(352) 797-7000

d. Employee's Phone Extension
412

e. Supervisor's Name
John Stratton

f. Supervisor's Title
Administrator

g. 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.

2. District Leadership Team:

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	Gina Michalicka
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	John Stratton
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

Michalicka, Gina, michalicka_g@hcsb.k12.fl.us	
Title	Assistant Superintendent
Phone	(352) 797-7000
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	John Stratton
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.

Stratton, John, stratton_j@hcsb.k12.fl.us	
Title	Administrator
Phone	(352) 797-7070
Supervisor's Name	Gina Michalicka
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	John Stratton
Supervisor's Title	Administrator
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.

McDowell, Erica, mcdowell_e@hcsb.k12.fl.us	
Title	Administrator
Phone	352-797-7000
Supervisor's Name	John Stratton
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.

Beach , Dyleeng , beach_d@hcsb.k12.fl.us	
Title	Administrator
Phone	352-797-7000 x 224
Supervisor's Name	Michelle Kernan
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.

3. Educator Quality

a. School Leadership Teams
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.

b. Instructional Staff
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.

D. Professional Capacity

1. Common Planning Time
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.

2. Instructional Coaches
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, Title I and the district focuses school level coaching support to DA Schools.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

District Reading Plans
https://www.floridacims.org/districts/hernando?current_tab=reading

b. Writing

1. Description of Programs
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

c. Mathematics

1. Description of Programs
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.

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.

d. Science

1. Description of Programs
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	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

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	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

ExploreLearning Gizmos

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

2. Instructional Alignment and Pacing

a. Program Monitoring
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 more frequently, as scheduling allows and other schools are scheduled District Walk-Through throughout the school year. 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, including but not limited to the Student Work Analysis Protocol (SWAP). Focus and Priority schools will continue to use District progress monitoring assessments, including iReady for instruction in Reading K-5, the District English Language Arts Writing (DELAW) assessment, 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 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/or 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.

b. Supports for Student Transitions
Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?
Yes

a. Link to Student Progression Plan

http://www.hernandoschools.org/attachments/article/578/MSProceduresManual2014-15.pdf

b. Provide the page numbers of the plan that address this question.

3

Please see the District's Student Progression Plan on page 3 at the link below:
www.hernandoschools.org/attachments/article/578/MSProceduresManual2014-15.pdf

c. Alignment of Pacing Guides to Florida Standards
Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

District Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To streamline Multi Tiered Systems of Support (MTSS) and behavior at Moton Elementary by hiring an Resource Teacher to coordinate, communicate and monitor MTSS. In addition, hire an Elementary Assistant targeting positive behavior systems and behavior.

G2. Improve teacher and student proficiency with new purchased technology (student lap top and carts)

G3. Increase the number of Highly Effective Teachers and Effective Teachers (VAM scores) at Moton Elementary.

G4. If the district develops systems with clear and precise communication with regards to expectations then, student achievement will be positively impacted

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To streamline Multi Tiered Systems of Support (MTSS) and behavior at Moton Elementary by hiring an Resource Teacher to coordinate, communicate and monitor MTSS. In addition, hire an Elementary Assistant targeting positive behavior systems and behavior. `1a`

🔑 G094182

Targets Supported `1b`

Focus	Indicator	Year	Target
All Turnaround Schools	FSA ELA Achievement	2017-18	45.0
All Turnaround Schools	FSAA Mathematics Achievement	2017-18	48.0
All Turnaround Schools	ELA/Reading Lowest 25% Gains	2017-18	45.0
All Turnaround Schools	Math Lowest 25% Gains	2017-18	44.0

Targeted Barriers to Achieving the Goal `3`

- High need population requires oversight and monitoring of Multi Tiered Systems of Support

Resources Available to Help Reduce or Eliminate the Barriers `2`

- UniSIG Grant

Plan to Monitor Progress Toward G1. `8`

MTSS Reports, Student Data and Discipline Reports

Person Responsible
Joe Frana

Schedule
Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion
MTSS Reports, Student Assessment Data, Program (I-Ready, ST Math..) Data Chat Reports and Behavior Reports.

G2. Improve teacher and student proficiency with new purchased technology (student lap top and carts)
1a

🔍 G093734

Targets Supported 1b

Focus	Indicator	Year	Target
All Turnaround Schools	FSA ELA Achievement	2017-18	45.0
All Turnaround Schools	FSA Mathematics Achievement	2017-18	48.0

Targeted Barriers to Achieving the Goal 3

- Majority of technology outdated-student access limited and student proficiency is limited

Resources Available to Help Reduce or Eliminate the Barriers 2

- UniSIG Grant to fund Student Laptops with Carts

Plan to Monitor Progress Toward G2. 8

Walk Through data will reflect use of computers in supporting rigorous instruction/student work

Person Responsible
Michelle Kernan

Schedule
Every 6 Weeks, from 10/31/2017 to 5/31/2018

Evidence of Completion
Walk Through data, Progress Monitoring and FSA scores

G3. Increase the number of Highly Effective Teachers and Effective Teachers (VAM scores) at Moton Elementary. `1a`

🔍 G093726

Targets Supported `1b`

Focus	Indicator	Year	Target
All Turnaround Schools	FSA ELA Achievement	2017-18	45.0
All Turnaround Schools	FSA Mathematics Achievement	2017-18	48.0

Targeted Barriers to Achieving the Goal `3`

- Attracting Highly Effective and Effective Teachers

Resources Available to Help Reduce or Eliminate the Barriers `2`

- UniSIG Grant - Bonuses for Highly Effective Teachers based on VAM score

Plan to Monitor Progress Toward G3. `8`

Monitor to ensure all positions are filled with Highly Effective or Effective Teachers (VAM Scores)

Person Responsible
Joe Frana

Schedule
On 6/30/2018

Evidence of Completion
Personnel Action Forms, Teacher VAM scores

G4. If the district develops systems with clear and precise communication with regards to expectations then, student achievement will be positively impacted 1a

🔍 G034969

Targets Supported 1b

Focus	Indicator	Year	Target
0271 - Moton Elementary School	ELA/Reading Gains	2017-18	47.0
District-Wide	FSA Mathematics Achievement	2017-18	64.0
0271 - Moton Elementary School	Math Gains	2017-18	51.0
District-Wide	FSA ELA Achievement	2017-18	57.0

Targeted Barriers to Achieving the Goal 3

- Lack of standard alignment due to lack of understanding of standards
- Lack of Consistency - District Non-Negotiables

Resources Available to Help Reduce or Eliminate the Barriers 2

- Stakeholder Support (Administrators, Coaches, Parents, Volunteers and Business Partners)
- Professional Development - Core Connections

Plan to Monitor Progress Toward G4. 8

The goal will be reached when there is a process in writing of how the district is monitoring and providing feedback to school (Plan for communicating). Updated walk-through document is used at all schools with common language.

Person Responsible

Gina Michalicka

Schedule

On 6/29/2018

Evidence of Completion

Plan for walk through monitoring and communication. Walk Through trend data shows increase in focus areas. Student progress monitoring data, Florida Standards Assessments

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To streamline Multi Tiered Systems of Support (MTSS) and behavior at Moton Elementary by hiring an Resource Teacher to coordinate, communicate and monitor MTSS. In addition, hire an Elementary Assistant targeting positive behavior systems and behavior. 1

🔑 G094182

G1.B1 High need population requires oversight and monitoring of Multi Tiered Systems of Support 2

🔑 B252882

G1.B1.S1 Hire an Resource Teacher that will support teachers in providing Tiered Support and the overall MTSS Process 4

🔑 S266883

Strategy Rationale

When teachers are responsible for knowing, sharing students data and providing interventions the accountability and will enhance student success.

Action Step 1 5

Hire a Resource Teacher to support MTSS

Person Responsible

Joe Frana

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

MTSS Plan and Reports

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

MTSS supports will be reviewed monthly to ensure fidelity

Person Responsible

Cari O'Rourke

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

MTSS reports, Student data reports

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

Administration will monitor the MTSS Supports and Process

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

MTSS Reports, Behavior Reports, Student Data

G2. Improve teacher and student proficiency with new purchased technology (student lap top and carts) [1]
G093734

G2.B1 Majority of technology outdated-student access limited and student proficiency is limited [2]
B251552

G2.B1.S1 Purchase student laptops (87 HP X360 Laptop and 3 Anywhere Carts AC Plus), starting with grade 5 and move down grade level by grade level until all laptops are distributed. [4]
S265296

Strategy Rationale

This will support Moton in their overall SIP goal of providing rigorous instruction.

Action Step 1 [5]

Purchase laptop with carts and provide access to teachers/students

Person Responsible

Michelle Kernan

Schedule

On 6/30/2018

Evidence of Completion

Bids, Purchase Order, Walk Through data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Once funds become available order laptops/carts and deliver to school (Ensure Moton Distributes to classrooms/students)

Person Responsible

Michelle Kernan

Schedule

On 6/30/2018

Evidence of Completion

Purchase Orders, school inventory

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 [7]

Walk Through to ensure laptops are being used to support rigorous instruction/student work

Person Responsible

Joe Frana

Schedule

Monthly, from 10/31/2017 to 6/30/2018

Evidence of Completion

Walk Through Data

G3. Increase the number of Highly Effective Teachers and Effective Teachers (VAM scores) at Moton Elementary. [1]

🔑 G093726

G3.B1 Attracting Highly Effective and Effective Teachers [2]

🔑 B251525

G3.B1.S1 Teachers with a current Highly Effective VAM score that are/will be a core classroom teacher at MES will receive a $7,000 bonus and Teachers with a Effective VAM score that are/will be a core classroom teacher will receive a $5,000 bonus. Bonuses will be provided to recruit and retain Highly Effective and Effective Teachers in the follow way: $1000 upon starting at Moton. At the end of the 17-18 school year they will receive the remainder ($6,000 - Highly Effective or $4,000 - Effective). Teacher must complete the school year at Moton to qualify for this bonus. [4]

🔑 S265263

Strategy Rationale

To fill positions with Highly Effective and/or Effective Teachers and be in compliance with State Statutes.

Action Step 1 [5]

Advertise and communicate classroom teacher positions with bonus language

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

Job Postings, Communications on job openings, Staff Roster with VAM score

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

Ensure job posting include bonus language, teachers hired will have a VAM score of Effective or Highly Effective

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

Snap shots of posting on Search Soft, Copies of announcements of position, Finance confirmation of bonus being distributed to eligible teachers.

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

Progress Monitor Effective and HE Teachers using District Assessment and FSA Data

Person Responsible

Juretta Carr

Schedule

On 6/30/2018

Evidence of Completion

Data reports using both District and State Assessments by teacher, Teacher VAM Scores

G4. If the district develops systems with clear and precise communication with regards to expectations then, student achievement will be positively impacted `1`

🔑 G034969

G4.B2 Lack of standard alignment due to lack of understanding of standards `2`

🔑 B083174

G4.B2.S1 District wide training from Core Connections (Administrators, coaches and teachers) `4`

🔑 S261207

Strategy Rationale

Core Connections is aligning reading with writing tasks that compasses the four clusters of standards. Improving our writing through synthesizing and elaboration

Action Step 1 `5`

Multiple levels of Core Connections training by grade span

Person Responsible

Gina Michalicka

Schedule

Semiannually, from 8/15/2017 to 6/30/2018

Evidence of Completion

Sign in Sheets, Principal Walk Through Evidence

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Principals will be conducting walk throughs that have" look fors" to ensure strategies are being utilized

Person Responsible

Gina Michalicka

Schedule

On 6/30/2018

Evidence of Completion

Principal Walk Through documents

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 [7]

Progress Monitoring and FSA scores will show an increase

Person Responsible

Gina Michalicka

Schedule

On 6/30/2018

Evidence of Completion

Data Report

G4.B3 Lack of Consistency - District Non-Negotiables [2]
🔑 B181306

G4.B3.S1 Develop a system of expectations, plan for monitoring implementation and provide feedback to positively affect student achievement [4]
🔑 S192787

Strategy Rationale

School Level- Analyzing data and student work through out the year will focus attention on continuous improvement. Instructional alignment will focus student work on standard achievement.

Action Step 1 [5]

Revise Walkthrough Template with directions

Person Responsible

Gina Michalicka

Schedule

Semiannually, from 7/1/2017 to 6/29/2018

Evidence of Completion

Revised Walk Through Template, Directions that include purpose and how do we share trends

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

Walk Through Calendar developed

Person Responsible

Gina Michalicka

Schedule

Monthly, from 8/29/2017 to 6/29/2018

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. 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 G4.B3.S1 `7`

Monitor that all school are utilizing the updated document, language is consistent during walk-throughs, looks for are present in classrooms.

Person Responsible

Gina Michalicka

Schedule

Monthly, from 8/29/2017 to 6/29/2018

Evidence of Completion

Walk Through Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.MA1 M374891	Walk Through data will reflect use of computers in supporting rigorous instruction/student work	Kernan, Michelle	10/31/2017	Walk Through data, Progress Monitoring and FSA scores	5/31/2018 every-6-weeks
G4.MA1 M100603	The goal will be reached when there is a process in writing of how the district is monitoring and...	Michalicka, Gina	7/1/2017	Plan for walk through monitoring and communication. Walk Through trend data shows increase in focus areas. Student progress monitoring data, Florida Standards Assessments	6/29/2018 one-time
G4.B3.S1.MA1 M214689	Monitor that all school are utilizing the updated document, language is consistent during...	Michalicka, Gina	8/29/2017	Walk Through Reports	6/29/2018 monthly
G4.B3.S1.MA1 M214688	Walk Through Calendar developed	Michalicka, Gina	8/29/2017	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. 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.	6/29/2018 monthly
G4.B3.S1.A1 A235159	Revise Walkthrough Template with directions	Michalicka, Gina	7/1/2017	Revised Walk Through Template, Directions that include purpose and how do we share trends	6/29/2018 semiannually
G1.MA1 M382924	MTSS Reports, Student Data and Discipline Reports	Frana, Joe	10/1/2017	MTSS Reports, Student Assessment Data, Program (I-Ready, ST Math..) Data Chat Reports and Behavior Reports.	6/30/2018 monthly
G3.MA1 M374474	Monitor to ensure all positions are filled with Highly Effective or Effective Teachers (VAM Scores)	Frana, Joe	9/25/2017	Personnel Action Forms, Teacher VAM scores	6/30/2018 one-time
G4.B2.S1.MA1 M365387	Progress Monitoring and FSA scores will show an increase	Michalicka, Gina	8/15/2017	Data Report	6/30/2018 one-time
G4.B2.S1.MA1 M365385	Principals will be conducting walk throughs that have" look fors" to ensure strategies are being...	Michalicka, Gina	8/15/2017	Principal Walk Through documents	6/30/2018 one-time
G4.B2.S1.A1 A344416	Multiple levels of Core Connections training by grade span	Michalicka, Gina	8/15/2017	Sign in Sheets, Principal Walk Through Evidence	6/30/2018 semiannually
G3.B1.S1.MA1 M374473	Progress Monitor Effective and HE Teachers using District Assessment and FSA Data	Carr, Juretta	9/27/2017	Data reports using both District and State Assessments by teacher, Teacher VAM Scores	6/30/2018 one-time
G3.B1.S1.MA1 M374472	Ensure job posting include bonus language, teachers hired will have a VAM score of Effective or...	Frana, Joe	9/27/2017	Snap shots of posting on Search Soft, Copies of announcements of position, Finance confirmation of bonus being distributed to eligible teachers.	6/30/2018 one-time
G3.B1.S1.A1 A351506	Advertise and communicate classroom teacher positions with bonus language	Frana, Joe	9/26/2017	Job Postings, Communications on job openings, Staff Roster with VAM score	6/30/2018 one-time
G2.B1.S1.MA1 M374492	Walk Through to ensure laptops are being used to support rigorous instruction/student work	Frana, Joe	10/31/2017	Walk Through Data	6/30/2018 monthly
G2.B1.S1.MA1 M374491	Once funds become available order laptops/carts and deliver to school (Ensure Moton Distributes to...	Kernan, Michelle	10/16/2017	Purchase Orders, school inventory	6/30/2018 one-time
G2.B1.S1.A1 A351560	Purchase laptop with carts and provide access to teachers/students	Kernan, Michelle	10/1/2017	Bids, Purchase Order, Walk Through data	6/30/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 M378366	Administration will monitor the MTSS Supports and Process	Frana, Joe	10/1/2017	MTSS Reports, Behavior Reports, Student Data	6/30/2018 one-time
G1.B1.S1.MA1 M378364	MTSS supports will be reviewed monthly to ensure fidelity	O'Rourke, Cari	10/1/2017	MTSS reports, Student data reports	6/30/2018 monthly
G1.B1.S1.A1 A354576	Hire a Resource Teacher to support MTSS	Frana, Joe	10/1/2017	MTSS Plan and Reports	6/30/2018 monthly

V. Professional Development Opportuntities

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

G4. If the district develops systems with clear and precise communication with regards to expectations then, student achievement will be positively impacted

G4.B2 Lack of standard alignment due to lack of understanding of standards

G4.B2.S1 District wide training from Core Connections (Administrators, coaches and teachers)

PD Opportunity 1

Multiple levels of Core Connections training by grade span

Facilitator

Core Connections

Participants

Administrators, Coaches, and Teachers

Schedule

Semiannually, from 8/15/2017 to 6/30/2018

VI. Technical Assistance Items

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

G1. To streamline Multi Tiered Systems of Support (MTSS) and behavior at Moton Elementary by hiring an Resource Teacher to coordinate, communicate and monitor MTSS. In addition, hire an Elementary Assistant targeting positive behavior systems and behavior.

G1.B1 High need population requires oversight and monitoring of Multi Tiered Systems of Support

G1.B1.S1 Hire an Resource Teacher that will support teachers in providing Tiered Support and the overall MTSS Process

TA Opportunity 1

Hire a Resource Teacher to support MTSS

Facilitator

Resource Teacher

Participants

Instructional Coaches

Schedule

Monthly, from 10/1/2017 to 6/30/2018

G4. If the district develops systems with clear and precise communication with regards to expectations then, student achievement will be positively impacted

G4.B3 Lack of Consistency - District Non-Negotiables

G4.B3.S1 Develop a system of expectations, plan for monitoring implementation and provide feedback to positively affect student achievement

TA Opportunity 1

Revise Walkthrough Template with directions

Facilitator

Gina Michalicka

Participants

Principals, AP, District Staff, Instructional Coaches

Schedule

Semiannually, from 7/1/2017 to 6/29/2018

VII. Budget

1	G1.B1.S1.A1	Hire a Resource Teacher to support MTSS	$0.00
2	G2.B1.S1.A1	Purchase laptop with carts and provide access to teachers/students	$0.00
3	G3.B1.S1.A1	Advertise and communicate classroom teacher positions with bonus language	$0.00
4	G4.B2.S1.A1	Multiple levels of Core Connections training by grade span	$0.00
5	G4.B3.S1.A1	Revise Walkthrough Template with directions	$0.00
		Total:	$0.00