



Pam Stewart, Commissioner

## 2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 27 - Hernando

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

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## District Improvement Planning

### District Leadership Team

Provide the following contact information for each member of the district leadership team, including the position dedicated to leading the turnaround effort at the district level.:

#### Eric C. Williams

**Title** Director of School Improvement

**Email** williams\_e@hcsb.k12.fl.us

**Phone** (352) 797-7070 (x452)

#### Function & Responsibility

Hernando County's Director of School Improvement reports directly to the Superintendent of Schools and part of his job responsibilities include serving as the district's DA Turnaround Leader. He also oversees federal programs, professional development and assessment, and he manages Hernando County's RTTT grant. He coordinates the development of SIPs and completion of two rounds of comprehensive instructional reviews at 23 schools annually. He also helps Hernando County maintain distinction as an AdvancEd accredited district.

#### Jeff Yungmann

**Title** Curriculum Supervisor

**Email** yungmann\_j2@hcsb.k12.fl.us

**Phone** (352) 797-7070 (x433)

#### Function & Responsibility

As a Curriculum Supervisor, I support 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, I provide schools with instructional materials and supplemental resources to aid instruction. I also assist with the development of curriculum/pacing guides and common assessments that align with state standards.

#### Marcia Austin

**Title** Curriculum Supervisor

**Email** austin\_m@hcsb.k12.fl.us

**Phone** (352) 797-7070 (x443)

#### Function & Responsibility

As a Curriculum Supervisor, I support 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, I provide schools with instructional materials and supplemental resources to aid instruction. I also assist with the development of curriculum/pacing guides and common assessments that align with state standards.

**Debbie Pfenning****Title** Curriculum Supervisor**Email** pfenning\_d@hcsb.k12.fl.us**Phone** (352) 797-7070 (x448)

**Function & Responsibility** As a Curriculum Supervisor, I support 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, I provide schools with instructional materials and supplemental resources to aid instruction. I also assist with the development of curriculum/pacing guides and common assessments that align with state standards.

**Ken Pritz****Title** Assistant Superintendent of Schools**Email** pritz\_k@hcsb.k12.fl.us**Phone** (352) 797-7070 (x410)

**Function & Responsibility** As Assistant Superintendent for Teaching and Learning, I conduct evaluations for the District's principals, meeting with each principal at a minimum of three times each year. I work with principals reviewing their individual goals and objectives as well as reviewing their school's School Improvement Plan to ensure that it supports the District's Strategic Plan. Additionally, I attend DIST meetings at each school throughout the year.

**Sonya Jackson****Title** Assistant Superintendent of Schools**Email** jackson\_s@hcsb.k12.fl.us**Phone** (352) 797-7070 (x428)

**Function & Responsibility** As the Assistant Superintendent of Support Operations it is my goal to work with schools to provide a safe environment that foster student learning. This will occur through cleanliness inspections, proper lighting within the classrooms, and campus beautification all of which creates an environment to promote student growth. I will provide additional support to staff through Student Services by utilizing the early warning system and providing student proper placement through staffing within the Exceptional Student Education Department and the RTI process. It is the focus of this division to create an atmosphere where children learn.

**Lori Romano**

**Title** Superintendent of Schools

**Email** romano\_l@hcsb.k12.fl.us

**Phone** (352) 797-7001

**Function & Responsibility** The Superintendent of Schools oversees all District operations, including collaborating with staff and other stakeholders to ensure that sufficient human and material resources are allocated to support the district's vision, mission, guiding principles, and strategic focus areas, as stated in HCSD's 2012-17 Strategic Plan.

**Cathy Dofka**

**Title** Director of ESE

**Email** dofka\_c@hcsb.k12.fl.us

**Phone** (352) 797-7022 (x405)

**Function & Responsibility** As the Director of Exceptional Student Education (ESE), I provide ongoing support through the ESE staff to be a part of and participate in developing and implementing DIAP and SIPs. ESE staff participates in the DA and DISP 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 to strategize 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 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

**Mary-Grace Surrena**

**Title** Director of Student Services

**Email** surrena\_m@hcsb.k12.fl.us

**Phone** (352) 797-7070 (x409)

**Function & Responsibility** The Director of Student Services leads the efforts of Student Services personnel to support successful implementation of a multi-tiered system of supports with fidelity in schools. These staff guide and support school's efforts to utilize a data-based problem solving model to accelerate the academic and social/ emotional outcomes for all students. The Director also leads Student Services staff in a fashion that supports the District's strategic plan by improving student engagement. Such results in increased learning rates, as well as improved character and social skills, which are critical for cooperative learning, and facilitating a successful transition into a diverse and changing world.

**Cindy Stewart****Title** Supervisor of Title I**Email** stewart\_c3@hcsb.k12.fl.us**Phone** (352) 797-7070 (x434)

**Function & Responsibility** The Title I Supervisor provides oversight of the Title I programs in Hernando County Schools. School improvement strategies are supported through equitable funding that provides additional supplemental resources, programs, and personnel. The Title I Supervisor serves as an active member of the District Instructional Support Team and provides additional support for implementation of school improvement strategies at Title I schools through monthly site visits.

## Plan Development

**Summarize the process used to write this plan including how parents, school staff, and others were involved. If applicable, describe the Community Assessment Team's (CAT) role in the development of this plan, pursuant to Section 1008.345(6)(d)**

A diverse range of school, community stakeholders engaged in structured problem-solving activities as part of collaborating to define goals and to select appropriate strategies included in Hernando County School District's 2013-14 District Improvement and Assistance Plan (DIAP). Relevant stakeholders who participated in this process included parents, teachers, instructional coaches, principals, curriculum supervisors, ESE/ELL specialists, directors, assistant superintendents, and our Superintendent of Schools, Dr. Lori M. Romano. In addition to providing explicit support for goals and strategies as part of Hernando County's (2) DA schools' 2013-14 school improvement plans, which were also collaboratively developed during summer DA academies and at SAC meetings, HCSD's 2013-14 DIAP is also aligned to, and mirrors objectives and action plans, included in the district's 2012-17 strategic plan. A wide range of school, community stakeholders participated in developing HCSD's 2012-17 Strategic Plan over 18 months beginning in 2011. More than 30 different stakeholder groups were represented as part of this process, including: students, parents, volunteers, local business owners, representatives from local non-profit agencies, local government officials, and school and district administrators. As part of ongoing meetings and efforts to gather input, these stakeholders participated in developing the district's mission statement, guiding principles, strategic focus areas, and measurable objectives. Focus groups also developed detailed action plans to achieve measurable objectives stated in the district's strategic plan; these action plans are reflected in Hernando's 2013-14 DIAP.

**MTSS/Rtl****Describe your district's data-based problem-solving processes for the implementation and monitoring of your 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**

Hernando County's District Instructional Support Team (DIST) facilitates biannual instructional reviews at all Hernando County schools. DIST half-day instructional reviews include presentations of up-to-date academic progress monitoring data and data associated with student engagement concerns, SIP progress reports, classroom observations, and interim problem-solving activities. As such, DIST's established standard operating procedures support continuous, collaborative efforts among district and school staff to assist in implementation and monitoring implementation of the DIAP and MTSS structures. Regular problem-solving discussion and planning sessions as part of DIST focus on improving the effectiveness of core instruction, resource allocations, teacher support needs, and differentiation concerns.

Problem-Solving process used in developing, implementing, and monitoring the DIAP and MTSS structures:

- Problem Identification
  - Analyze district-wide, school-wide, grade-level, and content-specific data to identify differences between current student achievement levels and expected levels of achievement.
  - Analyze disaggregated data in to identify achievement trends for specific groups of students.
  - Determine goals: What do we expect to achieve this year?
- Problem Analysis
  - Hypothesize barriers to student achievement.
- Instruction/Intervention Design and Implementation
  - Plan strategies which address anticipated barriers
  - Develop processes to ensure fidelity of implementation.
- Program Evaluation Protocol (PEP)
  - Develop the process and tools to be used to determine the effectiveness of specific strategies.
  - Development of data review plans, supports, and calendars.
  - Development of data-based decision-making rules and procedures.
  - List meeting focus and schedule with designated time for:
    - Review of Universal Screening data.
    - Review of progress monitoring data (district-wide, school-wide or content-wide trends).
    - Planning for interventions.
    - Assessment of Rtl implementation progress (e.g., Self-Assessment of Problem Solving Implementation (SAPSI)).
    - Assessment of staff skill development (Rtl Skills Survey).
    - Development of professional development/technical assistance plan to support Rtl implementation.
  - Describe the processes, supports, and responsibilities for securing necessary resources for meeting participation (e.g., classroom coverage), intervention implementation, and data management.
  - Include designated team roles and responsibilities (e.g., Facilitator, Time Keeper, Data Manager, Intervention Coordinator).

**Describe the function and responsibility of each member of the district leadership team as it relates to MTSS and DIAP.**

Superintendent of Schools: Will ensure that goals as part of the DIAP align with the district's strategic plan, and provide sufficient human and material resources to support DIAP strategies and associated MTSS structures. He/she also holds district administrators accountable for implementing and monitoring the DIAP.

Assistant Superintendent for Teaching & Learning: Will ensure that school's annual improvement plans align with the district's strategic plan, which is aligned with the annual DIAP, and provide sufficient human

and material resources to support DIAP strategies and associated MTSS structures. He/she also holds school principals accountable for implementing and monitoring their annual SIPs.

Assistant Superintendent for Student Services: Will provide sufficient human and material resources to support DIAP strategies and associated MTSS structures. And holds the Director of Student Services, school psychologists, and guidance counselors accountable for implementing and monitoring the DIAP and SIPs.

Director of School Improvement: Will plan, schedule and facilitate biannual DIST visits and associated problem-solving activities. He/she will provide support for timely completion of the DIAP and SIPs and will prepare and disseminate regular implementation and monitoring reports for all relevant stakeholders. He/she will also provide sufficient support for assessment, professional development, and federal program funding needs (as appropriate) as part of implementing DIAP strategies and MTSS structures.

Director of Student Services: Will provide sufficient human and material resources to support problem-solving activities, and implementation of appropriate interventions derived through problem-solving activities, focused on addressing students' socio-emotional needs.

Director of ESE: Will provide sufficient human and material resources to support problem-solving activities, and implementation of appropriate interventions derived through problem-solving activities, focused on addressing the needs of students with disabilities.

Curriculum Supervisors: Will provide sufficient human and material resources to support implementation and monitoring of DIAP strategies and MTSS structures, as they relate to curriculum and instruction concerns.

Supervisor of Title I: Will provide sufficient supplementary human and material resources to support implementation and monitoring of DIAP strategies and MTSS structures at Title I schools.

### **Describe the systems in place the leadership team uses to monitor the district's MTSS and DIAP**

The Superintendent's Cabinet regularly monitors progress toward goals and objectives as part of the district's strategic plan, which is directly aligned to goals and strategies in the annual DIAP. Updated annual strategic plan progress reports are disseminated to all school, community stakeholders. The Superintendent's Cabinet also meets with the Region IV Executive Director for FLDOE's Bureau of School Improvement once per month to discuss progress in implementing DIAP strategies and MTSS structures. FLDOE and district administrators also collaborate to develop corrective action plans, as needed, during these monthly meetings.

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### **Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

The Hernando County School District (HCSD) maintains a comprehensive Local Instructional Improvement System (LIIS) that essentially serves as our assessment data management system and online testing platform, and that calculates and ranks teacher performance based on assigned students' average value-added growth. In addition, Hernando County's LIIS includes students' up-to-date attendance and discipline data and, as such, informs our Early Warning System (EWS). Hernando County's LIIS currently meets more than 95 percent of FLDOE's Minimum Standards for Acceptance for LIIS, according to our vendor: Performance Matters. A variety of data pulled from our comprehensive LIIS are regularly analyzed as part of weekly Superintendent's Cabinet meetings, District Instructional Support Team (DIST) visits, and ongoing weekly/monthly School-Based Leadership Team (SBLT) and Department/Grade-Level Team meetings at all schools to determine the effectiveness of interventions and to develop and implement corrective action plans, as needed. A list of common data pulled, disaggregated, aggregated, and utilized to fuel problem-solving activities in reading, math, science, writing, and regarding student behaviors for core, Tier II, and Tier III concerns follows:

Tier I Tier II Tier III

Reading

FAIR Broad Screen, PMRN FAIR Broad Screen, PMRN FAIR OPM measures, Lang Arts course Pass/Fail rates, TERMS FAIR TDI, PMRN EasyCBM, SuccessMaker, Voyager RB & RCT, Vport Voyager RCT weekly, Vport FCAT

Math

District-Created Assessments, PerfMatters SuccessMaker SuccessMaker, Common Assessments, ExamView Success Tracker Success Tracker SuccessMaker Math Diagnosis and Intervention Math Diagnosis and Intervention System, Success Tracker Math course Pass/Fail rates, TERMS FCAT and EOCs

Science

District-Created Assessments, PerfMatters Science course Pass/Fail rates, TERMS FCAT and EOCs

Writing

DWAP, PerfMatters DWAP, PerfMatters OPM writing prompt, PerfMatters Rtl component Lang Arts course Pass/Fail rates, TERMS Monthly Writing Prompt

Behavior

Office Discipline Referrals, Rtl:B system BEP data, Rtl:B system BEP data, Rtl:B system and/or PerfMatters Rtl component

Attendance rates, TERMS FBA/BIP behavioral data, PerfMatters Rtl component Tardy rates, TERMS ISS and OSS data, TERMS

**Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving**

Most DIST and School-Based Leadership Team (SBLT) members have completed training on MTSS structures. These trainings were primarily facilitated by Student Services and ESE Dept. staff. Designees from DIST and SBLTs also train staff on MTSS structures during common-planning PLCs throughout the school year. Schools' multi-tiered resource maps are shared with staff during pre-school and required documentation of tiered supports are addressed at monthly PLC meetings. Select school psychologists are available to provide additional training and coaching.

--Description of data collection processes to assess current staff skills:

- Perception of Skills survey, other methods of assessing skills (observations, interview staff, etc.)

--Identification of days available for Rtl professional development:

- When will staff be trained in the steps of problem solving?
- How much time is allotted for each training opportunity?

--Content of professional development days based on state model professional development plan:

- State-based curriculum follows a 3-year plan. Your school psychologist is trained to be a "trainer" using this curriculum and he/she also has access to other training modules developed specifically for Hernando County.

o Year 1 focused on Tier 1 instruction and building consensus

o Year 2 focused on Tier 2 and building infrastructure

o Year 3 focused on Tier 3 and building-level implementation

--Resources to conduct professional development:

- Each school has staff who have attended training of trainers workshops for PS/Rtl.
- Title II funds – if your school requested such funds to be used to train staff on Rtl

--Resources to provide technical assistance and follow-up/support

- What supports will be provided to Professional Learning Communities (PLCs)?
- What will this support look like and who will provide it?

**Describe the plan for "increased learning time" or "extended day" as defined in paragraph (2)(m) of Rule 6A-1.099811, F.A.C., in your district's Priority schools. Include a description of the specific activities and number of total minutes each will contribute**

Since Hernando County's (2) current DA schools are Title I schools, they are using Title I funding to support provision of focused academic enrichment programs for targeted students scheduled both before and after school at least four days per week (apprx. 140 hours per year per site). In addition, should both of Hernando County's DA schools be forced to implement a District-Managed Turnaround (DMT) plan in 2014-15, the district will implement differentiated staff contracts and pay at these sites to lengthen the school's bell schedule to add at least 180 hours of additional time for core academic instruction (60% of 300 hours; aprx. 1 hour per day).

## Alignment of Strategies and Resources

### Strategies and Support

#### AMO Data:

#### AMO Target: Reading, All Students (Target: 66, Actual: 59)

#### What does research suggest about the specific learning needs of this subgroup not meeting target?

All students need high quality and targeted instruction. According to a publication by the Equity Alliance, "achieving equity in student outcomes means having a laser focus on, access to, and meaningful participation in rigorous high-quality instruction. According to research reviewed by Boykin & Noguera, student engagement is "a precursor to achievement...." Research done by Kaufman, Grimm, and Miller found that low or moderate levels of implementation of a program or initiative yields very little in student improvement.

#### Why did the previous plan not sufficiently meet these needs?

Instructional materials and programs were not implemented with fidelity. Teaching practices that foster high student engagement are still evolving. The cognitive complexity of tasks and assessments continues to be low to moderate.

#### AMO Target: Mathematics, All Students (Target: 61, Actual: 58)

#### What does research suggest about the specific learning needs of this subgroup not meeting target?

According to research published in the Journal for Research in Mathematics Education and supported by the National Council of Teachers of Mathematics (NCTM), all students have a need for learning mathematics with depth and understanding through high quality teaching. Consequently, classroom instruction should aim at developing conceptual understanding of key mathematics ideas and procedural fluency through lesson designs that put learner diversity, differentiation, and learner empowerment at the forefront.

#### Why did the previous plan not sufficiently meet these needs?

The instruction generally lacked a variety of practices that afforded students the opportunity to engage in multiple means of representation, expression and engagement supported by the Common Core Mathematical Practices. In addition, instruction may have not included differentiation and effective questioning to accommodate for the different entry points in a diverse classroom.

**AMO Target: Reading, American Indian (Target: 59, Actual: 55)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

C.A.R.E. (culture, abilities, resilience, and effort) Strategies for Closing the Achievement Gaps is research-based and was developed through the collaborative efforts of teachers, education support professionals, researchers, community advocates, parents, and practitioners. According to C.A.R.E., learning is greatest when the cultures of home and school connect and effort is maximized when students receive teacher encouragement and high expectations for quality work. When working with American Indian/Alaska Native students, one of the seven standards for Effective Pedagogy developed by the Center for Research on Education, Diversity, and Excellence (CREDE) is particularly important. Teachers must promote student learning through observation by modeling behaviors, thinking processes, and procedures.

**Why did the previous plan not sufficiently meet these needs?**

Teachers have been trained on the Gradual Release Model but continue to focus on explicit instruction and independent practice. Gradual Release is an effective instructional delivery model that also emphasizes modeling and guided practice.

**AMO Target: Reading, Asian (Target: 78, Actual: 75)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to research done in Washington State, schools can address the learning needs of Asian students by incorporating Asian American history and cultures into curriculum, by providing English Language Learners with meaningful and appropriate programs and services, by viewing students as individuals with a range of abilities and interests, and by providing opportunities for all school personnel to enhance their cultural competency.

**Why did the previous plan not sufficiently meet these needs?**

Students may have become disengaged when their learning needs were ignored and their histories and cultures were omitted from the curriculum. Additionally, the previous plan did not sufficiently meet the needs of Asian students who are English Language Learners because instructional materials, including ELL strategies were not implemented with fidelity and consistency.

**AMO Target: Mathematics, Asian (Target: 83, Actual: 78)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research suggests that Asian students, like English Language Learners, need instruction that promotes English language development through a natural process in which the focus is not on language only but on communicating the concepts, processes, and applications of mathematics. Therefore, teaching with more visual aids and concrete manipulatives to develop the concept, then teaching the supporting English terms could accommodate most students which specifically meeting the instructional needs of Asian students.

**Why did the previous plan not sufficiently meet these needs?**

Strategies that allow Asian students to develop both language and conceptual understanding through participation in purposeful and contextual mathematics conversation were inconsistently employed.

**AMO Target: Reading, Black/African American (Target: 48, Actual: 40)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Some of the strategies identified by the Center on Education Policy for closing racial/ethnic achievement gaps are a challenging curriculum and instruction, improvements in teacher preparation and professional development, high standards and accountability for student performance, and extended after-school and summer learning opportunities. In her article "Closing the Achievement Gap", Kati Haycock states that clear and high standards, intensive efforts to assist teachers in improving their practice, and extra instruction for students who need it will help to increase achievement levels of minority students.

**Why did the previous plan not sufficiently meet these needs?**

Participation of minority students in rigorous courses is limited. Instruction is watered down. Students are not being challenged. Teachers have lower expectations for minority students.

**AMO Target: Mathematics, Black/African American (Target: 46, Actual: 38)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

There is an absence of research that explicitly names high leverage practices that are shown to be exclusively productive to African American students. However, the available research suggests that African American students need culturally relevant classroom instruction. Such instruction centers on students' learning preferences; builds on the knowledge these students bring into the classroom; and focuses on developing a positive productive mathematical identity while engaging them in rigorous mathematical activities embedded in their everyday context.

**Why did the previous plan not sufficiently meet these needs?**

The classroom structure and instruction may have failed to be culturally relevant and supportive of students becoming critical thinkers. Thus, opportunities for making conjectures, developing arguments, investigating ideas, justifying answers, validating one's own thinking, making connections, and building on informal mathematical knowledge, and cultural and experiential knowledge were generally lacking.

**AMO Target: Reading, Economically Disadvantaged (Target: 59, Actual: 52)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to the American Educational Research Association, the National Institutes of Health, and the Foundation for Child Development, effective strategies for the specific learning needs of economically disadvantaged children include: instruction by highly qualified experienced teachers in relation to instructional practices, consistent, immediate, intensive data driven interventions as needed, utilizing site based coaches appropriately, developing learning experiences to increase students' background knowledge, involving parents as partners in the learning process, practices that encourage high student engagement, increased opportunities to make the learning process relevant and vocabulary and comprehension strategies that become increasingly more complex.

**Why did the previous plan not sufficiently meet these needs?**

Instructional methods and materials were not always implemented with fidelity. A lack of integration of differentiated instructional strategies, an insufficient emphasis on active learning engagement, insufficient emphasis of big ideas and important concepts, and insufficient exposure to extended text to increase student cognitive endurance contributed to lack of sufficiently meeting these students' needs.

**AMO Target: Reading, English Language Learners (Target: 39, Actual: 29)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Based on the article entitled “Common Core Challenge for English Language Learners (ELLs)” from Principal Leadership Magazine written by Rhoda Coleman and Claude Goldensberg, ELLs require certain strategies and support in reading and are represented by the following guidelines: (1) appropriate instructional supports to make grade level course work comprehensive (2) modified assessments that allow ELLs to demonstrate their content knowledge (3) additional time for ELLs to complete tasks and assessments (4) opportunities for classroom interactions (both listening and speaking) that develop concepts and academic language in the discipline (5) opportunities for ELLs to interact with proficient English speakers (6) opportunities for ELLs to build on their strengths, prior experiences, and background knowledge (7) qualified teachers who use practices found to be effective in improving student achievement.

Additionally, Coleman and Goldensberg suggest certain guidelines to promote high levels of content and language learning among ELLs. Specifically, the following goals are recommended as part of the instruction in content areas such as reading: (1) Recognize the challenge (2) Effective teaching (3) Sheltered instruction (4) Evaluate effectiveness (5) Daily language instruction (6) Academic language (7) Structured student talk (8) Sufficient duration of services (9) Grouping (10) Encouraging verbal interactions.

Specifically, Coleman and Goldensberg encourage “goals that make academic content as accessible as possible for ELLs and promote oral and written English language development as students learn academic content. Instruction and expectations must be extremely clear, focused, and systematic.” (Coleman and Goldsberg, 2012) Teachers should “employ visuals, charts, and diagrams to aid comprehension while using the primary language for support (e.g. preview what students will read and use cognates for vocabulary instruction)” (Coleman and Goldsberg, 2012). Additionally, teachers should “choose reading matter with familiar content and provide additional practice and repetition” (Echevarria, Vogt, and Short, 2007).

ELLs “must also have ample opportunities (i.e. daily language instruction) for authentic and functional use of English. Instruction should include explicit teaching of elements of English (e.g. vocabulary, syntax, and conventions), conversational conventions (e.g., taking turns and signaling disagreement), and strategies for how to learn the language (e.g., taking notes, paying selective attention, and summarizing)” (Coleman and Goldsberg, 2012). In addition to this, there must be “opportunities for student language production which can result in open-ended prompts or prompts for a specific language structure or vocabulary item, particularly increasingly elaborated student talk” (Coleman and Goldsberg, 2012).

Finally, the grouping of ELLs by language proficiency specifically during English Language Development instruction is likely to be effective. Small groups that targets specific reading deficits may be particularly helpful to ELLs. During these groupings, the teacher should provide structured tasks and prepare ELLs for interactions with English speakers so that students “focus on participating in productive verbal exchanges, not just spontaneous conversation” (Coleman and Goldsberg, 2012).

**Why did the previous plan not sufficiently meet these needs?**

The previous plan did not sufficiently meet the needs of English Language Learners (ELLs) in reading because instructional materials, including ELL strategies, were not implemented with fidelity. Specific ELL strategies did not include ample time for English Language Development in mainstream classrooms with respect to following: (1) Increased time for listening and speaking opportunities (2) explicit vocabulary instruction and support for ELLs, including the effective use of word walls and pictorial representations (3) use of visuals, charts, and diagrams to aid in comprehension (4) additional time for practice and repetition (5) sufficient structures for groupings of ELLs with English speakers to

encourage English Language production in accountable talk.

Instructional strategies and resources for English Language Learners were not implemented with fidelity and with consistency, particularly in mainstream English Language Arts classrooms. With respect to statewide assessments, sufficient practice and differentiated support for Non English Speakers and Limited English Speakers served as a barrier to increase academic proficiency in Reading. Additionally, limited clustering of ELLs in mainstream English Language Arts classes served as a barrier to providing ESOL services and support, particularly for Non-English Speakers and Limited English Speakers.

Ineffective services provided in the past reside within the instructional model or grouping of ELLs used at each site. Due to site based decisions made with respect to limited offering of Developmental Language Arts Through ESOL classes or clustering of ELLs in core academic mainstream classes (ex: English/Language Arts), it has been a challenge for the ESOL Paraprofessional to assist ELLs in mainstream classrooms. Also, other unsuccessful activities provided during extended day/year included isolated reading, writing, listening, and speaking activities that did not simulate the cognitive complexity and test item format of the FCAT and did not provide enough one on one reading opportunities. Sufficient multiple listening and speaking opportunities were not provided during extended day/year programs to support a significant increase in gains as a result of these supplemental programs.

**AMO Target: Mathematics, English Language Learners (Target: 43, Actual: 30)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Based on the article entitled “Teaching Mathematics and Science to English Language Learners” from Northwest Regional Educational Laboratories, written by Denise Jarrett, English Language Learners (ELLs) require the following key areas of concentration: (1) Thematic Instruction: Linking Second-Language Strategies with Content Instruction (2) Cooperative learning (3) Inquiry and Problem Solving (4) Vocabulary Development (5) Classroom discourse (6) Affective Influences (7) Assessment. Jarrett describes that “typically mathematics has been thought of as an area with minimal language demands. In fact mathematics and language are intricately connected-language facilitates mathematical thinking” (Dale and Cuevas, 1992). “Students who are learning English as a new language, especially younger students, often have difficulty interpreting the meaning of logical connectors (ex: if, because, however, and consequently) in mathematics and science discourse” (Jarrett, 1999). These logical connectors signal similarity or contradiction; cause and effect, reason and results, and chronological or logical sequence. The research also suggests that teachers link new information presented in the mathematical curriculum with students’ prior knowledge and experiences using thematic units. This can be achieved by “including real-world applications of key concepts; presenting ideas and organizing activities in the context of students’ home cultures; and encouraging students to talk about their prior experiences and knowledge concerning the theme” (Jarrett, 1999). Also, the research conducted by Jarrett, suggests that with Cooperative learning, students can use language related to the task while conversing, collaborating, and tutoring one another. “By using their second language skills in authentic discourse, students are exposed to complex language structures and have opportunities to refine their communication by negotiating meaning through their talk” (Jarrett, 1999). “By articulating their problem-solving strategies and reasoning within a group, ELLs can improve both their language and reasoning skills” (Kang and Pham, 1995).

Derived from the same research, Inquiry and Problem solving activities, based on real-life experiences and prior knowledge is another strategy to support ELLs’ understanding of mathematical concepts. “Language-minority students can develop inquiry-based and problem solving strategies before they are proficient in English” (Jarrett, 1999). “Inquiry, problem solving and second-language acquisition often progress from concrete strategies to more abstract reasoning” (Jarrett, 1999).

Another key area suggested by the research to assist ELLs in mathematics is vocabulary acquisition. The author states that “English language learners learn new terminology and word meanings best when they encounter them during purposeful activities and investigations” (Jarrett, 1999). To support vocabulary learning, teachers should use real objects, pictures, and visual supports as part of core instruction while utilizing checks for understanding and using vocabulary as it applies to different contexts.

Classroom discourse, is another key area to assist ELLs. “By using an active voice, limiting the number of new terms, paraphrasing or repeating difficult concepts, and using visual supports, teachers can facilitate students’ language comprehension” (Jarrett, 1999). “Teachers may find it helpful to speak slowly, enunciate clearly, use a controlled vocabulary (i.e., fewer pronouns) and simple language structures, and avoid idiomatic expressions” (Jarrett, 1999).

With respect to assessments, “teachers will need to use a variety of assessment methods (ex: Formative, Performance based, student demonstrations, written projects, interviews between the teacher and student, etc.) to provide a more complete picture of students’ progress and areas of need” (Jarrett, 1999). When creating assessment, teachers should consider students’ prior experiences with the concepts, knowledge, skills and applications called for (Koelsch, et al. 1995) “Teachers will want to monitor when ELL’s level of English proficiency affects their responses on open-ended tasks” (Jarrett, 1999). Of course accommodations, such as extended time, bilingual dictionaries, oral directions, etc., should be employed for ELLs when appropriate according to allowable accommodations.

**Why did the previous plan not sufficiently meet these needs?**

The previous plan did not sufficiently meet the needs of English Language Learners in mathematics because instructional materials, including ELL strategies, were not implemented with fidelity. Specific ELL strategies did not include ample time for increased mathematical proficiency in mainstream classrooms with respect to following: (1) Instruction focused on procedural teaching and not on inquiry based learning activities using manipulatives (2) lessons were not engaging ELLs in frequent collaborative structures (3) tasks and assessments lacked rigor (4) explicit vocabulary instruction and support for ELLs, including effective use of interactive word walls, and CCSS mathematical practices were used inconsistently (5) differentiate instructional strategies and resources for ELLs were not implemented with fidelity.

Additionally, content area mathematical teachers needed additional professional development training, provided by ESOL Lead teachers, with respect to effective research-based instructional strategies such as: Inquiry based learning, Problem Solving Response to Intervention, Common Core State Standards Mathematical Practices, use of manipulatives, and targeted instruction for areas of deficiencies for ELLs.

**AMO Target: Reading, Hispanic (Target: 58, Actual: 50)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to Kati Haycock, president of the national policy group Education Trust, Hispanic students must be given rigorous assignments and pushed to a high level. For many Hispanic students, English is not their primary language. Therefore, teacher training must be focused on instructing non-English speakers.

**Why did the previous plan not sufficiently meet these needs?**

Participation of minority students in rigorous courses is limited. Instruction is watered down. Students are not being challenged. Teachers have lower expectations for minority students. The previous plan did not sufficiently meet the needs of Hispanic students who are English Language Learners because instructional materials, including ELL strategies were not implemented with fidelity and consistency.

**AMO Target: Mathematics, Hispanic (Target: 54, Actual: 50)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Similar to the research on the needs of African American learners, Hispanic learners also have a need for culturally relevant classroom instruction. The research suggests combining several approaches such as building the personal and cultural experiences of learners; nurturing self-confidence and mathematical identity; and using real-world problems and peer involvement to increase motivation and mathematical rigor.

**Why did the previous plan not sufficiently meet these needs?**

Instructional methods mostly employed were not student-centered. The methods generally focused on procedural and independent learning, thus failing to tend to the academic and social needs of this population which include real life collaboration by working with peers in groups where they can hear different strategies, refine their thinking, and justify their ideas to others.

**AMO Target: Reading, Students With Disabilities (Target: 38, Actual: 24)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Based on research from the National Assessment Education Progress Report, a multitude of approaches must be considered and implemented in order for specific learning needs to be met for Students with Disabilities. Some of the approaches include: Instructional effectiveness through the use of modeling/demonstration, prompting and error correction, specific techniques to address the six areas of Reading, incremental rehearsal, direct instruction and use of questioning techniques to further engage student depth of knowledge and foundational skills are necessary requirements in order to address student needs and meeting suggested target.

**Why did the previous plan not sufficiently meet these needs?**

Through the use of the reading series, varying sources were used to take a tiered approach to benefit students with disabilities to enhance and supplement the needed elements for which the students required exposure for which the core level of instruction lacked. Using the relevant data from FAIR, FCAT weekly assessments and ongoing progress monitoring tools, the district aligned such supplemental pieces within each site based resource map in order to progress toward the goal, but still resulted in the lack of gains in order for students with disabilities to prevail. However, upon adoption of the Common Core Standards, the shift of supplemental to a more global outline that encompasses the diverse needs of students will embrace the direction to better equate the supplemental materials to assist in furthering the students to gain mastery instead of exposure to expected skills.

**AMO Target: Mathematics, Students With Disabilities (Target: 38, Actual: 29)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to the National Council of Teachers of Mathematics, in order for a comprehensive mathematics system to occur within any system, students with disabilities need to have been provided instructional guidance, supports in the decision making process, measurement of ongoing and continuous growth, and most importantly the need for accountability when looking at students with disabilities.

**Why did the previous plan not sufficiently meet these needs?**

Instructional methods were not always implemented with fidelity and use of the supplemental supports was not embraced. Through the use of the curriculum and resources to assist in intervening, the teachers and administration can find a better balance to address the necessary facets of depleted gaps of students in order to gauge how to instruct accordingly. Through the use of curriculum as a guide, inquiry based methods and assessment accountability the understanding of interaction can be used to further modify and enhance instruction to sufficiently meet needs for students with disabilities.

**AMO Target: Reading, White (Target: 68, Actual: 62)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research done at the Appalachia Regional Comprehensive Center at Edvantia concludes that all students, including white students, will benefit from differentiated instruction, explicit high standards and expectations, engaging activities that cater to different learning styles, and frequent checks for understanding during instructional time.

**Why did the previous plan not sufficiently meet these needs?**

Lessons and activities do not address different learning styles. Teaching practices do not encourage high levels of student engagement. Tasks and assessments lack rigor.

**AMO Target: Mathematics, White (Target: 63, Actual: 61)**

**What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research suggests that all students, including white students, have a need for learning mathematics with depth and understanding through high quality teaching. Classroom instruction must aim at developing conceptual understanding of key mathematics ideas and procedural fluency through lesson designs that put learner diversity, differentiation, and learner empowerment at the forefront.

**Why did the previous plan not sufficiently meet these needs?**

Instruction generally lacked a variety of practices that afforded students the opportunity to engage in multiple means of representation, expression and engagement supported by the Common Core Mathematical Practices. Additionally, instruction may not have included differentiation and effective questioning to accommodate for the different entry points in a diverse classroom.

## Goals Summary

- G1.** To increase the use of facilitative instructional practices.
- G2.** To increase students' abilities to effectively analyze, synthesize and evaluate information.
- G3.** To increase opportunities for all students to engage in the learning process.
- G4.** To facilitate widespread awareness and ongoing use of structured problem solving processes among district and school leaders

## Goals Detail

### G1. To increase the use of facilitative instructional practices.

#### Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

#### Resources Available to Support the Goal

- Professional development, instructional materials and walkthrough observation instruments

#### Targeted Barriers to Achieving the Goal

- Instructional practices primarily rely on explicit (direct) instruction, independent practice, procedural teaching, and lecture-exercise-test methods.

### Plan to Monitor Progress Toward the Goal

Ongoing analysis of student subgroup performance on district progress monitoring assessments.

#### Person or Persons Responsible

District Instructional Support Team

#### Target Dates or Schedule:

Biannual

#### Evidence of Completion:

Improved student subgroup performance on FCAT and EOCs

**G2. To increase students' abilities to effectively analyze, synthesize and evaluate information.**

**Targets Supported**

**Resources Available to Support the Goal**

- Professional development, instructional materials, and walkthrough observation instruments

**Targeted Barriers to Achieving the Goal**

- Questioning techniques as part of instruction and assessment primarily address low to moderate levels of cognitive complexity

**Plan to Monitor Progress Toward the Goal**

Ongoing analysis of student subgroup performance on district progress monitoring assessments

**Person or Persons Responsible**

District Instructional Support Team

**Target Dates or Schedule:**

Biannual

**Evidence of Completion:**

Improved student subgroup performance on FCAT and EOCs

**G3. To increase opportunities for all students to engage in the learning process.**

**Targets Supported**

**Resources Available to Support the Goal**

- Professional development, instructional materials, walkthrough observation instruments, and instructional hardware and software

**Targeted Barriers to Achieving the Goal**

- Classroom structure is not conducive to high student engagement, and instructional materials (designed to support all learners) are not always used with fidelity.

**Plan to Monitor Progress Toward the Goal**

Ongoing analysis of student subgroup performance on district progress monitoring assessments

**Person or Persons Responsible**

District Instructional Support Team

**Target Dates or Schedule:**

Biannual

**Evidence of Completion:**

Improved student subgroup performance on FCAT and EOCs

**G4. To facilitate widespread awareness and ongoing use of structured problem solving processes among district and school leaders**

**Targets Supported**

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

**Resources Available to Support the Goal**

- Rich data sources and trained experts at the district and school levels who can provide associated professional development opportunities and facilitate structured problem solving processes.

**Targeted Barriers to Achieving the Goal**

- Time for training and to provide substantive, ongoing technical assistance to build capacity at the district and in schools to support structured problem solving processes.

**Plan to Monitor Progress Toward the Goal**

Staff survey designed to assess capacity to support structured problem-solving processes as part of ongoing efforts to improve district and school systems.

**Person or Persons Responsible**

Director of School Improvement

**Target Dates or Schedule:**

June 2013

**Evidence of Completion:**

Summative evaluation report based on analysis of relevant survey/assessment data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase the use of facilitative instructional practices.

**G1.B1** Instructional practices primarily rely on explicit (direct) instruction, independent practice, procedural teaching, and lecture-exercise-test methods.

**G1.B1.S1** Provide additional training to help teachers increase use of facilitative instructional practices.

#### Action Step 1

Provide professional development on Problem-Based/Inquiry-Based learning and the Comprehension Instructional Sequence (CIS) Model.

#### Person or Persons Responsible

Reading Coaches, Site-Based Instructional Practices Coaches, Grade-Level Team Leaders, and Department Chairs

#### Target Dates or Schedule

Ongoing throughout the 2013-14 school year

#### Evidence of Completion

PD registrar system records and walkthrough observation data

#### Facilitator:

Manager of Professional Development and Curriculum Supervisors

#### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Ongoing progress monitoring checks of participant enrollment and participants' training evaluations in the district's PD registrar.

**Person or Persons Responsible**

Manager of Professional Development

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

PD registrar system records and participants' aggregated training evaluation data

### **Plan to Monitor Effectiveness of G1.B1.S1**

Conduct walkthrough observations to progress monitor implementation of strategies learned as part of associated trainings.

**Person or Persons Responsible**

Site-Based Administrators

**Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

**Evidence of Completion**

Walkthrough observation data

**G2.** To increase students' abilities to effectively analyze, synthesize and evaluate information.

**G2.B1** Questioning techniques as part of instruction and assessment primarily address low to moderate levels of cognitive complexity

**G2.B1.S1** Provide additional training designed to help teachers incorporate activities that increase students abilities to analyze, synthesize and evaluate information.

**Action Step 1**

Provide professional development on higher-order thinking skills and effective questioning techniques.

**Person or Persons Responsible**

Reading Coaches and Site-Based Instructional Practices Coaches

**Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

**Evidence of Completion**

PD registrar system records and walkthrough observation data

**Facilitator:**

Manager of Professional Development and Curriculum Supervisors

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Ongoing progress monitoring checks of participant enrollment and participants' training evaluations in the district's PD registrar.

**Person or Persons Responsible**

Manager of Professional Development

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

PD registrar system records and participants' aggregated training evaluation data

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

Conduct walkthrough observations to progress monitor implementation of strategies learned as part of associated trainings.

**Person or Persons Responsible**

Site-Based Administrators

**Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

**Evidence of Completion**

Walkthrough observation data

### G3. To increase opportunities for all students to engage in the learning process.

**G3.B1** Classroom structure is not conducive to high student engagement, and instructional materials (designed to support all learners) are not are not always used with fidelity.

#### G3.B1.S1 Provide additional training to support engaging all students in the learning process

**Action Step 1**

Provide professional development on collaborative groupings

**Person or Persons Responsible**

Reading Coaches and Site-Based Instructional Practices Coaches

**Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

**Evidence of Completion**

PD registrar system records and walkthrough observation data

**Facilitator:**

Manager of PD and Curriculum Supervisors

**Participants:**

Teachers

## **Action Step 2**

Increase the use of blended technologies in all content areas

### **Person or Persons Responsible**

Instructional Technology Specialists

### **Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

### **Evidence of Completion**

PD registrar system records and walkthrough observation data

### **Facilitator:**

Manager of PD and the Supervisor of Technology Information Services

### **Participants:**

Teachers

## **Action Step 3**

Provide professional development on the effective use of instructional materials

### **Person or Persons Responsible**

Reading Coaches, Site-Based Instructional Practices Coaches & Consultants

### **Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

### **Evidence of Completion**

PD registrar system records and walkthrough observation data

### **Facilitator:**

Manager of PD and Curriculum Supervisors

### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Ongoing progress monitoring checks of participant enrollment and participants' training evaluations in the district's PD registrar.

**Person or Persons Responsible**

Manager of Professional Development

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

PD registrar system records and participants' aggregated training evaluation data

### **Plan to Monitor Effectiveness of G3.B1.S1**

Conduct walkthrough observations to progress monitor implementation of strategies learned as part of associated trainings.

**Person or Persons Responsible**

Site-Based Administrators

**Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

**Evidence of Completion**

Walkthrough observation data

**G4.** To facilitate widespread awareness and ongoing use of structured problem solving processes among district and school leaders

**G4.B1** Time for training and to provide substantive, ongoing technical assistance to build capacity at the district and in schools to support structured problem solving processes.

**G4.B1.S1** Continue to build capacity among district and school leaders to regularly engage in structured problem-solving activities as part of ongoing efforts to improve district and school systems.

**Action Step 1**

Plan appropriate professional development activities to support increased use of structured problem solving processes

**Person or Persons Responsible**

Director of School Improvement

**Target Dates or Schedule**

Fall 2013

**Evidence of Completion**

Annual schedule of planned PD activities, planned PD attendance records, and PD participant session evaluation data

**Action Step 2**

Provide professional development on structured problem solving processes

**Person or Persons Responsible**

Select Student Services Dept. and School Improvement Dept. Staff

**Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

**Evidence of Completion**

Annual schedule of planned PD activities, planned PD attendance records, and PD participant session evaluation data

**Facilitator:**

Manager of Professional Development

**Participants:**

District and School Leaders

### **Action Step 3**

Model structured problem-solving processes as part of developing district- and site- based improvement and corrective action plans

#### **Person or Persons Responsible**

Director of School Improvement

#### **Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

#### **Evidence of Completion**

DIAP and SIP progress monitoring artifacts compiled on the DIST Moodle

### **Action Step 4**

Feature effective implementation of appropriate interventions selected through a structured problem solving process via the district's website, the DIST Moodle, and email as part of ongoing efforts to encourage sharing of research- and evidence- based best practices

#### **Person or Persons Responsible**

Director of School Improvement

#### **Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

#### **Evidence of Completion**

Artifacts representing effective implementation of research- and evidence- based best practices compiled on an disseminated through the DIST Moodle

### **Action Step 5**

Assess current staff competencies to support structured problem solving processes

#### **Person or Persons Responsible**

Director of School Improvement

#### **Target Dates or Schedule**

June 2014

#### **Evidence of Completion**

Staff Survey Data

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Weekly progress monitoring updates and corrective action planning (as needed) as part of meetings with members of the Superintendent's Cabinet

**Person or Persons Responsible**

Director of School Improvement

**Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

**Evidence of Completion**

Meeting agenda and minutes

### **Plan to Monitor Effectiveness of G4.B1.S1**

Staff surveys and PD session evaluations

**Person or Persons Responsible**

Manager of Professional Development

**Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

**Evidence of Completion**

Bi-annual reports that include aggregated staff survey and PD session evaluation data

## Alignment of Needs and Resources

**Based on school and student performance data at your Focus and Priority schools, describe the process the district will use to align strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources**

The Hernando County School District has already differentiated human and material resource allocations to support significantly improved academic achievement at our (2) DA schools. For example, each DA school received allocations for a full-time reading, math and science coach in 2013. In addition, each DA school received additional allocations for (2) instructional practices coaches paid through Title I (Part A) funds beginning in 2012. All of HCSD's annual Title I 1003(a) SIG funding has been allocated exclusively to our DA schools to fund after-school teacher planning activities and professional development programs since 2012. Members of the Superintendent's Cabinet are also working to offer additional operating flexibility for our DA schools in allowing school administrators to ask staff to assume responsibilities that fall outside the scope of their current job responsibilities. The district's DA Team is currently working to support provision of recruitment and retention incentives for staff who serve our DA schools in 2014-15. In addition, should the district be forced to implement a DMT plan in 2014-15, staff at our DA schools will work under differentiated contracts, which will require significantly differentiated resource allocations.

## Reading Resources

**The district has an approved K-12 Comprehensive Researched-Based Reading Plan**

Yes

**Web Address:**

[http://app1.fldoe.org/Reading\\_Plans/Narrative/CompleteReport1415.aspx?DID=27](http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1415.aspx?DID=27)

## Writing Resources

**List and describe the core and supplemental writing programs the district will use at the elementary, middle, and high school levels:**

### **Elementary: Scott Foresman Reading Street Common Core for Florida Writing to Sources**

- 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

### **Middle and High:**

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

**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the writing programs listed above**

Yes

## Mathematics Resources

**List and describe the core and supplemental mathematics programs the district will use at the elementary, middle, and high school levels:**

### Elementary:

Core & Intervention – enVisionMATH Common Core is a program designed to help students develop conceptual understanding of important math concepts through problem-based interactive learning.

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**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the mathematics programs listed above**

Yes

## Science Resources

List and describe the core and supplemental science programs the district will use at the elementary, middle, and high school levels:

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

- 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
- Next Generation Sunshine 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

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

- 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
- Next Generation Sunshine 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

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

- 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
- Next Generation Sunshine 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

**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the science programs listed above**

Yes

**Curriculum Alignment and Pacing**

**The district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics, and science. Pacing guides will be made available upon request**

Yes