

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 29 - Hillsborough

Mr. Jeff Eakins, Superintendent  
Jim Browder, Region 4 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

##### Provide the district's mission statement

To provide an education that enables each student to excel as a successful and responsible citizen.

##### Provide the district's vision statement

To become the nation's leader in developing successful students.

#### Supports for School Improvement

**Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The HCPS data-based problem-solving process includes utilizing data from: through the HCPS Dashboard System, Achievement Series, and reports from Informational Services. The District Leadership Team utilizes the data and implements the first Students, Teachers, & Administrators Achieving Results (STAAR) meetings. The monthly STAAR meetings are conducted with the school and district based leadership teams. The meetings are structured through the use of the STAAR action plan which incorporates elements of school turnaround, SIP data components, and teacher effectiveness. Additional support personnel attend the meetings to provide immediate support. Additional support personnel include: Area Leadership Directors, HR partners, principal coaches, ESE and ELL district resource teachers, content on the ground coaches.

**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.**

Direct support begins at a meeting with the District Managed Turnaround Team utilizing the monthly STAAR (Students Acquiring Academic Rigor) meetings. The HCPS STAAR school process has been revised to strategically identify and support our highest needs schools. The identification of our highest needs schools is based on the HCPS School Segmentation Process. Schools are identified using three year trend data based on reading and math. The criteria in which schools become STAAR is: below 60% proficiency learning gains average in reading and math for a consecutive three years. The initial meeting with individual STAAR schools occurs at the end of July with district level personnel (The Superintendent, Directors of Middle/High Schools, Content Supervisors, and Area Directors) and school level personnel (Principals, Assistant Principals, and Content Coaches) to establish resources needed to increase student achievement. The resources and tasks are conveyed at the meeting and support is given in the needed areas based on data that has been analyzed. The newly created On the Ground Teams of district coaches in reading, math, writing, and science will work and support the content coaches at all three elementary schools. District level supervisors, in elementary, middle, and high, are assigned to coordinate and monitor the On the Ground Teams. An additional layer of support given to our lowest performing schools is the continuance of a turnaround leader. Furthermore, the turnaround leader holds the newly created position of the Director of Reform, Title I Schools. The turnaround leader will work with the District Managed Turnaround Team, via

STAAR school meetings, to monitor the implementation of the Intervention Model, give guidance in the planning components within the grant and facilitate the compliance requirements related to the DA checklist. The Federal Finance Department and The Program Manager, specifically assigned to the SIG will provide support for all purchasing and accounting activities. The Director of Reform, Title I Schools, will facilitate the needs assessment as well as prepare and submit the SIG application. The Supervisor of Federal Program Evaluation will prepare and submit the annual Title I Evaluation report of which the SIG is included.

### **District Policies and Practices**

Specific policies and practices the district will modify and strengthen to support school based leadership teams is the MTSS-Rtl problem solving process to build capacity and sustainably. Currently, HCPS has a district MTSS-Rtl support team that consists of: The Supervisor of MTSS-Rtl Problem Solving and eight area MTSS-Rtl facilitators to support all of our schools. Modifications to increase support and flexibility, specific to SIG, are to add school-based MTSS-Rtl coaches to strengthen the capacity at the school level. The Supervisor of MTSS-Rtl Problem Solving and The Director of School Reform will be responsible for the implementation and follow-up of MTSS-Rtl coaching. In an effort to address the barrier of summer learning loss, HCPS will implement extended learning by extending the school year. This will occur in our targeted SIG schools, one middle school within the SIG feeder pattern (paid for by district funds) and in two of our school Ed-Venture sites. This specific modification, extending learning time, was the first priority in order to immediately address additional time students will have and the logistics in order to modify the school year. Modifications to staffing, scheduling, and budget have been solidified through meetings with all stakeholder groups including the Classroom Teachers Association. Past MOUs have been established to support the strategies and initiatives. For example, teachers at the SIG schools are included in the salary differential pay program. The salary differential pay program has been agreed upon with an MOU and meets the requirement of an assurance within SIG. The Supervisor of School Improvement and The Director of School Reform will be responsible for the implementation and follow-up of extended learning time.

### **Provide the district's definition of “operational flexibility” provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting**

HCPS provides operational flexibility and sustained support, from the District Managed Turnaround Team, through STAAR (Students and Teachers Acquiring Academic Rigor) school meetings. The school-based leadership teams (Principal, Assistant Principals, and Content Coaches) and district personnel (The Superintendent, The Assistant Superintendent of Student Services and Federal Programs, The Assistant Superintendent of Curriculum and Instruction, The General Director of Elementary Education, Content Supervisors, and Area Directors) work together on staffing, scheduling, and budgeting. Prior to the start of each school year, a schedule is developed by the Assistant Superintendent of Curriculum and Instruction which sets up monthly STAAR school meetings. At these meetings, which are held at the school sites, detailed discussions are held with the District Managed Turnaround Team. The principal brings to the table a completed STAAR Form Template which covers the following topics: Curriculum Issues, Testing (Formative, FAIR, Midyear data, etc.), Classroom Walkthrough Evaluations, Professional Development, ESE, grade level specific information, Subgroup/AMO/BQ data, Behavior/Safety/School Climate, Facilities Issues, Technology(lab reports), and unit vacancies. As each topic is discussed members of the team offer suggestions and/or district support to improve instruction in classrooms. Through the STAAR meetings the school has flexibility, with support from the district, to improve student achievement outcomes. For example, the principal has the authority to plan the Title I budget based on student achievement data and the needs of the students. The Title I office works with the principal to fill the requests and units that the school needs based on the plan the principal has provided.

## Sustainability of Improvement

**Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements**

HCPS sustains improvement through the school improvement and evaluation processes. Data gathered through the school improvement and evaluation process includes qualitative and quantitative data. The district divisions, community partners, school-based leadership, parents, students, and teachers work together and give input on interventions. HCPS includes stakeholder input throughout the process to ensure progress monitoring and to strengthen the interventions. Ongoing interventions throughout the process are evaluated in order to modify and strengthen strategies that are effective in increasing student achievement. The reallocation or reduction of resources is based on specific strategies and programs that contributed to the success of the school. HCPS commits to the sustainability of effective interventions by utilizing various funding sources, strengthening district core practices, and anticipating and solving issues to barriers.

## Stakeholder Involvement

### PIP Link

<https://www.floridacims.org/documents/131443>

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

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

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

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

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

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

## Effective Leadership

**District Turnaround Lead**

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

**Employee's Name and Email Address**

Cook, Debbie, [deborah.cook@sdhc.k12.fl.us](mailto:deborah.cook@sdhc.k12.fl.us)

**Employee's Title**

Director

**Employee's Phone Number**

(813) 272-4883

**Employee's Phone Extension****Supervisor's Name**

Wynne Tye

**Supervisor's Title**

Assistant Superintendent

**Employee's Role and Responsibilities**

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

**District Leadership Team**

Provide the following contact information for each member of the district leadership team.:

**Title****Phone****Supervisor's Name****Supervisor's Title****Role and Responsibilities**

MaryEllen Elia-Superintendent of Schools: [MaryEllen.Elia@sdhc.k12.fl.us](mailto:MaryEllen.Elia@sdhc.k12.fl.us)  
813-272-4000

Jeff Eakins-Deputy Superintendent: [Jeffrey.Eakins@sdhc.k12.fl.us](mailto:Jeffrey.Eakins@sdhc.k12.fl.us) 813-272-4000  
Cathy Valdez-Deputy Superintendent: [Cathy.Valdez@sdhc.k12.fl.us](mailto:Cathy.Valdez@sdhc.k12.fl.us)  
813-272-4000

Wynne Tye- Assistant Superintendent for Curriculum & Instruction:  
[Wynne.Tye@sdhc.k12.fl.us](mailto:Wynne.Tye@sdhc.k12.fl.us) 813-272-4000

**Educator Quality**

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

District leadership team

**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**

District leadership team

## Public and Collaborative Teaching

**Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C**

**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**

## Ambitious Instruction and Learning

### Instructional Programs

#### Reading

***Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan***  
Yes

#### Writing

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

#### Journeys HMH (K-5)

**Program  
Type**

Core

**School  
Type**

Elementary School

**Description**

Journey's text and online resources are used to support writing instruction through writers' workshops, extended learning modules, and within our district Interim assessments. Texts are used for craft lessons, the basis for writing-in-response-to-reading tasks, and as a means to connect with other texts found online and in various resources to provide paired-texts supports. Journey's texts are referenced on an almost weekly basis in our district Planning Support Tools that provide teachers with suggestions/recommendations to drive instruction.

**Resources**

- Being a Writer
- Exploring Writing
- Daybooks
- Lesson Plan Database

**Program Type**

Supplemental

**School Type**

Elementary School

**Description**

- Conferencing
- Writing Process
- Sunshine State Standards
- Springboard Lessons
- Hillsborough Writes

**Program Type**

Core

**School Type**

Middle School

**Description****Monthly School based Writing**

- Writing Resource/Coaches
- Springboard Writing Workshops
- Literacy Design
- Literacy Design Collaborative
- Summer writing workshops
- SAL/DH presentation during monthly meetings.

**Program Type**

Supplemental

**School Type**

Middle School

**Description**

- Conferencing
- Writing Process
- Sunshine State Standards
- Springboard Lessons
- Hillsborough Writes

**Program Type**

Core

**School Type**

High School

**Description****Monthly School based Writing**

- Writing Resource/Coaches
- Springboard Writing Workshops
- Summer writing workshops
- SAL/DH presentation during monthly meetings.

**Program Type**

Supplemental

**School Type**

High School

**Description**

**Explorations in Nonfiction Writing (K-5)**

**Program Type** Supplemental

**School Type** Elementary School

**Description** Explorations in Nonfiction Writing is used as a key supplemental support piece across all elementary grades to provide teachers with lessons and structures for the following key areas of need in our district: determining importance, research, paraphrasing, note taking, citing sources, modes of opinion and informative writing, full writing process (plan, draft, revise, edit, publish), craft lessons, conferencing, pacing of lessons, growth of stamina, etc. Complete units are shown through an online source (MOODLE) in order to provide a wealth of video footage demonstrating best practice.

**Mathematics**

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

**Agile Mind: Algebra 1 and Intensified Algebra**

**Program Type** Core

**School Type** High School

**Description** Agile Mind course programs are comprehensive courses that offer a powerful combination of a challenging curriculum; cohesive, targeted supports; and additional well-structured classroom time. The Agile Mind Algebra 1 and Intensified Algebra programs provide an asset-based approach that builds on students' strengths and helps students to develop academic skill and identities by engaging them in meaningful learning experiences. The district has written a scope and sequence document to coincide with the Agile Mind Advice for Instruction to assist teachers with planning Algebra 1 instruction using the adopted core program as a tool. The district also offers biweekly facilitated planning sessions to help teachers establish a collaboratively community of educators to plan and problem-solve with.

**Spring Board: Geometry Honors, Algebra 2 Honors, and PreCalculus**

**Program Type** Core

**School Type** High School

**Description** The SpringBoard curriculum is a research based curriculum that is designed for students to develop a deeper understanding of mathematics. The interaction of the teacher and student is to be of a guiding approach. The students are learning the purpose and the meaning behind the mathematics; the why's and applications of mathematical concepts. The district has written a scope and sequence document to assist teachers with planning for instruction using this core program as a tool.

## Houghton Mifflin Harcourt Florida Explorations in Core Mathematics: Geometry and Algebra 2

**Program Type** Core

**School Type** High School

**Description** Florida Explorations Core provides interactive, real-world applications that help students deepen their understanding of crucial math concepts. Teachers can utilize various formative and summative assessment resources to target instruction, with integrate technology to enhance instructional delivery and student learning. The district has written a scope and sequence document to assist teachers with planning for instruction using this core program as a tool.

### Algebra Nation

**Program Type** Supplemental

**School Type** High School

**Description** Algebra Nation is a collaborative initiative aimed at helping students across conquer the Algebra End of Course Exam (EOC), a computer-based exam all algebra students need to pass for graduation credit. This resource is utilized to provide instructional support in preparing students for the Algebra 1 End of Course Exam.

### Explore Learning Gizmos

**Program Type** Supplemental

**School Type** High School

**Description** Gizmos are a supplemental resource utilized in conjunction with the core instructional resource to help students develop understanding of challenging mathematical concepts through inquiry and exploration.

### Khan Academy

**Program Type** Supplemental

**School Type** High School

**Description** The Khan Academy is a resource utilized by teachers and students to get kids to think about why mathematical rules apply, helping students derive rules where applicable, and helping them contextualize the rules. The Khan Academy combines adaptive technology and instant feedback for students to empower learners to take ownership of their own progress.

**SpringBoard Course 3 and Algebra, Math 180, Think Through Math, I Can Learn**

**Program Type** Supplemental

**School Type** Middle School

**Description** These programs are utilized as a supplemental program in our middle school math classes and in Intensive Math. The purpose of the programs, Math 180, Think Through Math, ICAN Learn, FASTT Math and Fraction Nation is support learning for students who are in need of intensive support. The Springboard materials are used to enhance the Core programs.

**Go Math**

**Program Type** Core

**School Type** Middle School

**Description** Core for Grade 6 and Grade 7 Mathematics and Grade 6 Advanced Mathematics Go Math is the primary tool used for these classes. The district has written a Global Concept Guide that shows teachers how the lessons address the Florida Standards and where it fits in to prior and future learning.

**Spring Board**

**Program Type** Core

**School Type** Middle School

**Description** Grade 7 Advanced Mathematics SpringBoard Course 1 and Course 2 is the primary tool used for these classes. The district has written a Global Concept Guide that shows teachers how the lessons address the Florida Standards and where it fits in to prior and future learning.

**Florida Math**

**Program Type** Core

**School Type** Middle School

**Description** Grade 8 Mathematics Florida Math is the primary tool used for these classes. The district has written a Global Concept Guide that shows teachers how the lessons address the Florida Standards and where it fits in to prior and future learning.

**Glencoe****Program Type** Core**School Type** Middle School

**Description** Glencoe Algebra 1 is the primary tool used for these classes. The district has written a Global Concept Guide that shows teachers how the lessons address the Florida Standards and where it fits in to prior and future learning.

**GO Math HMH (K-5)****Program Type** Core**School Type** Elementary School

**Description** GO Math provides both print and digital materials aligned to our Mathematics Florida Standards (MAFS) that teachers may integrate into the lessons within their classroom. The district has written a scope and sequence document called an "instructional guide" that includes documents and powerpoints that guide teachers on how to best utilize the GO Math resources to meet the needs of their students across varying levels.

**FASTT Math****Program Type** Supplemental**School Type** Elementary School

**Description** iReady is utilized as a supplemental program in our elementary schools that implement extended learning time. The purpose of the program is to indentify and idividualize the curriculum based on the specific needs and targets for students.

**Science**

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

**AP Biology I: Biology, NASTA Edition****Program Type** Core**School Type** High School

This course provides a college level study in biology and prepares students to seek credit and or appropriate placement in college biology courses. The content includes molecular and cellular biology, organismal biology, population biology and biotechnology.

**Description** Semester 1 Topics Semester 2 Topics  
Chemistry of Life Classification  
Cells Plants  
Genetics Animals  
Evolution Ecology

**Journeys HMH (K-5)****Program Type** Core**School Type** Elementary School

National Geographic is the core instructional resource used for teachers to teach the Next Generation Sunshine State Standards in Science. This resource provides instructional strategies in reading, writing and hands-on instruction. The district has written a K-5 Curriculum Map scope and sequence document to assist teachers with planning instruction using the adopted core program as a tool. Additional tools available for teachers include mini assessments in grades 3-5.

**Description**

**Core Connections (K-12)****Program Type** Supplemental**School Type** Elementary School

K-5 Elementary Design Challenges are part of the instructional program in elementary science. Lessons have been provided for teachers to provide students with engineering opportunities aligned with the Next Generation Science Standards.

**Description** Design Challenge lessons have literature connections and follow a problem solving design loop process. Supplemental lessons are also available for teachers K-5 that compliment National Geographic and address grade level Next Generation Sunshine State Standards in science.

**Holt Fusion (6-8) - Comprehensive Science Reg/Adv****Program Type** Core**School Type** Middle School

**Description** Fusion integrates all three dimensions of science instruction utilizing hands on activities with informational text to develop scientific understanding. The district has written a scope and sequence document to assist teachers with planning science instruction using the adopted core program as a resource.

**Introductory Physical Science (8th grade) - Physical Science Honors****Program Type** Core**School Type** Middle School

**Description** Introductory Physical Science is a core program used for the Physical Science Honors Course. This lab-based course is a uses students' authentic data and analysis to construct meaning. The complex text within the program provides supporting evidence to their data.

**Gizmos (6-8)****Program Type** Supplemental**School Type** Middle School

**Description** Gizmos is utilized as a supplemental web-based program in our middle schools that provide virtual learning opportunities on particularly difficult to teach concepts or phenomenon to observe. Students have the opportunity to examine authentic data in a different way to either acquire new understanding or further develop understandings.

**Adaptive Curriculum (6-8)****Program Type** Supplemental**School Type** Middle School

**Description** Adaptive Curriculum is utilized as a supplemental web-based program in our middle schools for our ELP/ESY program. This program provides remedial virtual learning opportunities on. The activities are paced in such a way that the student is able to navigate through at their pace until the content is sufficiently mastered.

**Issues and Life Science (6-8)**

**Program Type** Supplemental

**School Type** Middle School

**Description** Issues and Life Science is utilized as a supplemental program in our middle schools for our ELP/ESY program. This program focuses completely on a specific area of science that is difficult to teach. The activities are designed so that students learn about genetics through social issues.

**Instructional Alignment and Pacing**

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

The system in place the leadership team uses to progress monitor is through the HCPS Dashboard System, Achievement Series, and reports from Informational Services. In addition, HCPS has developed a MTSS rubric to evaluate each school site system. The rubric was completed in the spring by every school and the data used to include the information in their school action plan. The leadership team receives quarterly reports on the progress of our schools. The information from the schools gives the leadership team information in order to problem-solve and support our schools as well as self-reflect on our own district practices.

**Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another**

***Will the district use its Student Progression Plan to satisfy this question?***

Yes

*Provide the hyperlink to the plan*

in progress

*Provide the page numbers of the plan that addresses this question*

in progress

*Description*

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

Yes

**Needs Assessment****Underperforming Subgroups****Reading**

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	66%	57%	No	70%
American Indian	64%	58%	No	68%
Asian	84%	81%	No	85%
Black/African American	51%	38%	No	56%
Hispanic	60%	49%	No	65%
White	78%	71%	No	80%
English language learners	46%	29%	No	52%
Students with disabilities	47%	28%	No	53%
Economically disadvantaged	56%	44%	No	61%

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

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	66%	60%	No	70%
American Indian	66%	64%	No	69%
Asian	89%	88%	No	90%
Black/African American	51%	40%	No	57%
Hispanic	62%	53%	No	66%
White	76%	73%	No	79%
English language learners	51%	37%	No	57%
Students with disabilities	48%	30%	No	53%
Economically disadvantaged	57%	47%	No	61%

**Step Zero**

## District Improvement Goals

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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G3.** Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G3. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement.** 1a

 G030461

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)		
District-Wide	AMO Math - All Students		
District-Wide	AMO Reading - All Students		
District-Wide	FCAT 2.0 Science Proficiency		
District-Wide			

### Resources Available to Support the Goal 2

- MTSS/RtI Team
- District Team
- School-based Leadership Team (PSLT)

### Targeted Barriers to Achieving the Goal 3

- Inconsistent Communication
- Misconceptions of the MTSS problem solving process

### Plan to Monitor Progress Toward G3. 8

Schools demonstrate capacity to use the MTSS problem solving process for data driven decisions.

#### Person Responsible

#### Schedule

Weekly, from 8/10/2015 to 6/10/2016

#### Evidence of Completion

MTSS Rubric and School Improvement Plans


## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

**G3.** Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement. **1**

 G030461

**G3.B1** Inconsistent Communication **2**

 B070940

**G3.B1.S1** Ensure accurate and timely data to support clear and consistent communication of data to schools **4**

 S079476

### Strategy Rationale

#### Action Step 1 **5**

Create focus group to improve Dash Board to access data and meet the needs of users.

#### Person Responsible

#### Schedule

On 6/10/2016

#### Evidence of Completion

Agenda and minutes

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

Access and monitor Dashboard

#### Person Responsible

#### Schedule

Weekly, from 8/10/2015 to 6/10/2016

#### Evidence of Completion

Dashboard meets the needs of the users.

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


Schools will have access to clear and consistent data through Dashboard

**Person Responsible****Schedule**

Daily, from 8/10/2015 to 6/10/2016

**Evidence of Completion**

Schools will have access to clear and consistent data through Dashboard

**G3.B1.S2** Develop infrastructure district-wide to allow channels of communication across divisions 4
 S079477
**Strategy Rationale****Action Step 1** 5

Revised HCPS organizational chart

**Person Responsible**

Jeff Eakins

**Schedule**

On 11/17/2015

**Evidence of Completion**

Board Agenda Item

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Organizational Chart and Joint Staff meetings

**Person Responsible**

Jeff Eakins

**Schedule**

Monthly, from 7/1/2015 to 11/17/2015

**Evidence of Completion**

Joint Staff icon

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Increase positive communication ratings from Principals about the District

**Person Responsible****Schedule**

Semiannually, from 8/10/2015 to 6/10/2016

**Evidence of Completion**

TELL Survey (Principal ratings on communication)

**G3.B1.S3** Align all district support to individual school improvement plan's strategies and action steps.

4

S194412

**Strategy Rationale****Action Step 1** 5

Collaborate with Elementary Staff to design train the trainer module for Professional Study Day for all school-based leadership teams.

**Person Responsible****Schedule**

Weekly, from 6/15/2015 to 6/26/2015

**Evidence of Completion**

Professional Study Day power point and handouts.

**Action Step 2** 5

Provide the train the trainer module to all school-based leadership teams to be delivered on Professional Study Day.

**Person Responsible****Schedule**

On 8/7/2015

**Evidence of Completion**

Sign-in sheets for each session.

**Action Step 3** 5



Provide professional development to all district support teams on problem solving steps to support schools in implementing content specific action steps aligned to school improvement plans.

**Person Responsible****Schedule**

Monthly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

Sign-in sheets, action step templates, meeting notes.

**G3.B2** Misconceptions of the MTSS problem solving process 2
 B070941
**G3.B2.S1** Professional Development with a clear focus on the problem solving process. 4
 S079478
**Strategy Rationale****Action Step 1** 5

Professional development with explicit instruction and modeling of the problem solving process.  
 District Leaders: Superintendent Staff, ALT's, and other District Divisions  
 Site-based Administrators  
 Teachers

**Person Responsible****Schedule**

Daily, from 8/10/2015 to 6/10/2016

**Evidence of Completion**

Sign-in sheets, agendas, powerpoint, Problem Solving Observation

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Calendar of scheduled Professional Development for Problem Solving

**Person Responsible****Schedule**

Monthly, from 8/10/2015 to 6/10/2016

**Evidence of Completion**

Calendar and agenda

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

District-wide clear understanding of the MTSS Problem Solving process.

**Person Responsible****Schedule**

Weekly, from 8/10/2015 to 6/10/2016

**Evidence of Completion**

School Improvement Plans, MTSS Documentation

**G3.B2.S2** Provide differentiated support to schools in implementing the MTSS problem solving process.

4

 S079479
**Strategy Rationale****Action Step 1** 5

Identify schools and level of support needed.

**Person Responsible****Schedule**

Every 6 Weeks, from 8/10/2015 to 6/10/2016

**Evidence of Completion**

Tiered list of schools

**Action Step 2** 5

Provide job embedded coaching and professional development in MTSS Problem Solving

**Person Responsible**

**Schedule**

On 6/10/2016

***Evidence of Completion***

School Improvement Plan and MTSS Rubric

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Differentiated support to schools.

**Person Responsible**

**Schedule**

Daily, from 8/10/2015 to 6/10/2016

***Evidence of Completion***

Facilitator Support Logs and STAAR Action Plans

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Increase in school teams effectively using the MTSS Problem Solving Process during team meetings.

**Person Responsible**

**Schedule**

Weekly, from 8/10/2015 to 6/10/2016

***Evidence of Completion***

MTSS Rubric, Problem Solving check lists, Completion of MTSS Problem Solving Documentation

## Implementation Timeline

## Professional Development

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

**G3.** Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement.

### **G3.B1** Inconsistent Communication

**G3.B1.S3** Align all district support to individual school improvement plan's strategies and action steps.

#### **PD Opportunity 1**

Provide the train the trainer module to all school-based leadership teams to be delivered on Professional Study Day.

##### **Facilitator**

Various

##### **Participants**

School-based leadership teams.

##### **Schedule**

On 8/7/2015

#### **PD Opportunity 2**

Provide professional development to all district support teams on problem solving steps to support schools in implementing content specific action steps aligned to school improvement plans.

##### **Facilitator**

School Improvement team

##### **Participants**

District support teams.

##### **Schedule**

Monthly, from 8/17/2015 to 6/10/2016

## Technical Assistance

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

**Budget Rollup****Summary**

Description	Total
Grand Total	0