



Manny Diaz, Jr., Commissioner of Education

## 2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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53 - Polk

Frederick Heid, Superintendent  
Lucinda Thompson, Central Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

The Mission of Polk County Public Schools is to provide a high quality education for all students.

##### b. District Vision Statement

In accomplishing this mission, we envision that students in the Polk County Public Schools will effectively: - read, write, compute, speak, listen, and use complex thinking skills to solve problems; - be self-directed in creating personal purpose and vision, setting priorities, choosing ethical action, and creating their own knowledge; - cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities; - understand and use social, organizational, and technological systems; design, monitor, improve and correct performance within a system; and create viable products. These desired student outcomes and practices will be fostered and nurtured in schools and classrooms with an environment in which: - adults assume instructional and ethical leadership to create efficient, effective environments perceived as safe, healthy, and equitable, where students are recognized as unique individuals capable of learning and independent thinking; - adults use varied and reliable teaching and evaluating procedures through relevant curricula; - adults enable students, families, and communities to work cooperatively to assume responsibility for the total educational experience; - adults engage in professional growth and training activities to effect continuous improvement in the system; - students are guided in their total physical, mental, and emotional development through activities which are student-centered and which focus on positive expectations and encourage intrinsic motivation.

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

<http://www.polk-fl.net/districtinfo/documents/StrategicPlan2016-2021.pdf>

#### 2. Supports for School Improvement

##### a. Alignment of Resources

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

Monthly, the five TOP principals will meet with the TOP Implementation Team comprised of the Regional Assistant Superintendent (principal supervisor) for Turnaround Schools (Tony Bellamy), Senior Director of School Improvement (Aaron Smith) and Executive Principal (Patricia Barnes) to review collaboratively their assessment data and chart plans of action to move forward or remediate and to align coaching support within the schools. Specific disaggregated reports will be requested to be brought to the meetings with the principals.

Previously assigned district and site-based coaches will be re-evaluated based on assessment data for their schools and coaches with the highest proven success rates will be placed at the TOP schools. Monthly meetings will be held with district coaches and the TOP Implementation Team to re-align support and ensure that the implementations of researched-based strategies are taught at the TOP schools.

**b. School Allocation Process**

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

Each of the following department will have one support staff assigned as the primary contact for the TOP schools. This individual will attend planned TOP review meetings along with their department chair and will provide direct and open feedback and “on the spot” planning for necessary changes and additional support. Departments: Professional Development, Student Services, ESOL, Grants/ Federal Programs, Sherry Wells (scheduling purposes) and Teaching and Learning. The results and notes of the meetings will be sent to the Superintendent via email from the Regional Assistant Superintendent within a 24 hour period and a verbal update will be given by the Deputy Superintendent following the meeting.

**c. Modifications to System Policies and Practices**

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

Led by the Superintendent, Deputy Superintendent, and Turnaround Lead and the District-Based Leadership Team (DBLT) consists of representatives from the following departments and areas: curriculum and instruction; professional development; human resources; federal programs; student services; transportation; technology; ELL; public relations; community engagement; behavior and discipline; MTSS; budget; scheduling; data and assessment; school improvement; and the local bargaining unit. All members have been assigned roles and responsibilities specific to their areas of expertise. The team will meet monthly as a whole and the TOP Implementation Sub-committee will meet bi-weekly. Assistant Superintendents, Senior Directors, Directors, and other Executive staff members on the leadership team have assigned staff within their departments to provide specific assistance and, in some cases, dedicated support to the five schools in the plan.

The work of the team and sub-committee is monitored by the Office of School Improvement and the Regional Executive Director (RED) for the Bureau of School Improvement, and the DIAP has been updated to reflect the way of work for supporting the schools. In addition to using the DIAP to develop an accountability system for the work of the leadership team, the Regional Education Director (RED) will support the team by reviewing progress within the Turnaround Option Plan (TOP) Implementation Rubric domains.

**d. Operational Flexibility**

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.

- A Memorandum of Understanding (MOU) Agreement between the district and the union is currently being negotiated outlining language that addresses rehire/replacement of teachers. First meetings were held on June 2, 2016 and on June 15, 2016.
- Human Resources will provide a window period in August of 2016 for any teacher who wants a transfer, and then the window will be closed. Teachers will be required to remain unless administration seeks permission from district and union to be removed. This language is currently in negotiations.
- The Human Resources, Teaching & Learning and Assessment and Evaluation have identified teachers with a cut score above 50%, a VAM score, and final evaluations.

### 3. Sustainability of Improvement

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

Aside from the hybrid model and the inclusion of an external partner, the improvements are being designed to not just be sustainable but to be spread district-wide once the model becomes functional. The external operator will be partially responsible with building administrator capacity. These administrators will become mentors for others as the improvements expand across the district.

## B. Stakeholder Involvement

### 1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361946>

### 2. Family and Community Engagement

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

A community assessment team is being developed to include family and community representatives for each of the five TOP schools. CAT meetings will be held quarterly with the first being in July 2016. At the initial meeting, plans will be submitted to the committee for review and feedback. At subsequent meetings, data will be presented to address the progress being made.

### 3. Engagement of School Leadership

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

All of the TOP Schools' Principals and or coaches will meet Bi-Monthly or Monthly deemed necessary by the Executive Principal and Regional Assistant Superintendent for Turnaround/DA to review progress of student achievement. The results of the meetings will be provided to the members of the DBLT.

The District-Based Leadership Team will monitor the AMO to ensure the company will work collaboratively with the district staff to determine and differentiate the level and type of support needed by each of the schools in TOP status. The monitoring will be accomplished thru monthly meetings to review specified deliverables as evidence of improvement.

## C. Effective Leadership

### 1. District Turnaround Lead

#### **a. Employee's Name and Email Address**

BELLAMY, TONY, [tony.bellamy@polk-fl.net](mailto:tony.bellamy@polk-fl.net)

#### **b. Employee's Title**

Assistant Superintendent

#### **c. Employee's Phone Number**

(863) 815-6722

#### **d. Employee's Phone Extension**

32072

**e. Supervisor's Name**

John Small

**f. Supervisor's Title**

Assistant Superintendent

**g. Employee's Role and Responsibilities**

- Implement and monitor a tiered model of clustering schools for lower performing schools;
- Coordinate additional resources and support based on needs of individual schools
- Oversee funding and deployment of district, regional, and site-based coaches;
- Coordinate support with Department of Teaching and Learning to provide additional professional development
- Implement and monitor a structure for early return of school-based staff
- Negotiate with local bargaining organization to create and maintain a priority staffing model
- Negotiate with local bargaining organization a plan for performance and incentive pay
- Oversee funding and implementation of extended learning programs
- Assemble and manage Office of School Improvement staff

**2. District Leadership Team:****Seda, Juan, [juan.seda@polk-fl.net](mailto:juan.seda@polk-fl.net)****Title** Director**Phone****Supervisor's Name** Jacque Bowen**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Coordinate all support, resources, and training for ELL students, families, teachers and staff**Henderson, Debbie, [debbie.henderson@polk-fl.net](mailto:debbie.henderson@polk-fl.net)****Title** Assistant Superintendent**Phone****Supervisor's Name** John Small**Supervisor's Title** Assistant Superintendent**Role and Responsibilities****BELLAMY, TONY, [tony.bellamy@polk-fl.net](mailto:tony.bellamy@polk-fl.net)****Title** Assistant Superintendent**Phone****Supervisor's Name** John Small**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

**Bowen, Jacqueline, jacqueline.bowen@polk-fl.net****Title** Assistant Superintendent**Phone****Supervisor's Name** John Small**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Teaching and Learning Department  
 Student Support Services Department  
 Assessment, Accountability, and Evaluation Department  
 LIIIS implementation  
 Graduation and Class size

**McNaughton, Joseph, joseph.mcnaughton@polk-fl.net****Title** Director**Phone****Supervisor's Name** Jacqueline Bowen**Supervisor's Title** Assistant Superintendent**Role and Responsibilities****Speake, Jackie, jackie.speake@polk-fl.net****Title** Director**Phone****Supervisor's Name** Jacqueline Bowen**Supervisor's Title** Assistant Superintendent**Role and Responsibilities****Warren, Brian, brian.warren@polk-fl.net****Title** Director**Phone****Supervisor's Name****Supervisor's Title****Role and Responsibilities****Longa, Maria, maria.longa@polk-fl.net****Title** Director**Phone****Supervisor's Name** Jacque Bowen**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

**Wright, Heather, heather.wright@polk-fl.net****Title** Director**Phone****Supervisor's Name** Jacque Bowen**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Assessment, Accountability, and Evaluation**Townley, Michelle, michelle.townley@polk-fl.net****Title** Director**Phone****Supervisor's Name** Jacque Bowen**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** K-12 Literacy**Small, John, john.small@polk-fl.net****Title** Assistant Superintendent**Phone****Supervisor's Name** Jackie Byrd**Supervisor's Title** Superintendent**Role and Responsibilities****Steinke, Kimberly, kimberly.steinke@polk-fl.net****Title** Assistant Superintendent**Phone****Supervisor's Name** Jacqueline Bowen**Supervisor's Title** Assistant Superintendent**Role and Responsibilities****Byrd, Jackie, jacqueline.byrd@polk-fl.net****Title** Superintendent**Phone****Supervisor's Name** Polk County School Board**Supervisor's Title** Board Member**Role and Responsibilities**



**Collins, Tracy, tracy.collins@polk-fl.net**

|              |                          |
|--------------|--------------------------|
| <b>Title</b> | Assistant Superintendent |
|--------------|--------------------------|

**Phone**

|                          |            |
|--------------------------|------------|
| <b>Supervisor's Name</b> | John Small |
|--------------------------|------------|

|                           |                          |
|---------------------------|--------------------------|
| <b>Supervisor's Title</b> | Assistant Superintendent |
|---------------------------|--------------------------|

**Role and Responsibilities****Smith, Aaron, aaron.smith@polk-fl.net**

|              |          |
|--------------|----------|
| <b>Title</b> | Director |
|--------------|----------|

**Phone**

|                          |              |
|--------------------------|--------------|
| <b>Supervisor's Name</b> | Tony Bellamy |
|--------------------------|--------------|

|                           |                          |
|---------------------------|--------------------------|
| <b>Supervisor's Title</b> | Assistant Superintendent |
|---------------------------|--------------------------|

**Role and Responsibilities**

- Coordinate support for DA schools
- Problem-solving
- SIP contact
- DA contact
- BSI compliance

**Joe, Cheryl, cheryl.joe@polk-fl.net**

|              |          |
|--------------|----------|
| <b>Title</b> | Director |
|--------------|----------|

**Phone**

|                          |              |
|--------------------------|--------------|
| <b>Supervisor's Name</b> | Jacque Bowen |
|--------------------------|--------------|

|                           |                          |
|---------------------------|--------------------------|
| <b>Supervisor's Title</b> | Assistant Superintendent |
|---------------------------|--------------------------|

|                                  |  |
|----------------------------------|--|
| <b>Role and Responsibilities</b> | Senior Director for all professional development for district and school staff |
|----------------------------------|--|

**Barnes, Patricia, patricia.barnes@polk-fl.net**

|              |          |
|--------------|----------|
| <b>Title</b> | Director |
|--------------|----------|

**Phone**

|                          |              |
|--------------------------|--------------|
| <b>Supervisor's Name</b> | Tony Bellamy |
|--------------------------|--------------|

|                           |                          |
|---------------------------|--------------------------|
| <b>Supervisor's Title</b> | Assistant Superintendent |
|---------------------------|--------------------------|

|                                  |   |
|----------------------------------|---|
| <b>Role and Responsibilities</b> | Provide principal mentoring and support for TOP schools |
|----------------------------------|---|

**Barrios, Tina, tina.barrios@polk-fl.net**

|              |                          |
|--------------|--------------------------|
| <b>Title</b> | Assistant Superintendent |
|--------------|--------------------------|

**Phone**

|                          |            |
|--------------------------|------------|
| <b>Supervisor's Name</b> | John Small |
|--------------------------|------------|

|                           |                          |
|---------------------------|--------------------------|
| <b>Supervisor's Title</b> | Assistant Superintendent |
|---------------------------|--------------------------|

|                                  |   |
|----------------------------------|---|
| <b>Role and Responsibilities</b> | Provide funding and support for district's technology needs |
|----------------------------------|---|

### 3. Educator Quality

#### a. School Leadership Teams

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

The district reviews overall student achievement data and performance evaluation data for each administrator throughout the school year. Once a school year concludes, the district leadership team meets to discuss possible staffing changes at each school. Based on these discussions, recommendations are made to the Superintendent. The district makes every effort to complete school administration staff changes as soon as possible to enable new administrators to transition into their roles in a timely fashion.

#### b. Instructional Staff

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

The Deputy Superintendent and the district Turnaround Lead collect information from Assessment and Accountability concerning teachers whose students have not shown a 65% gain over the past three years. She further reviews the teacher's evaluations and makes a decision on whether or not the teacher will remain at the DA school or be transferred elsewhere.

In DA schools, a contract is negotiated between the District and LEA which reads, "This contract will include an agreement to remain at the school for the next year without the opportunity to transfer during the year." (27.6-3) If a teacher receives less than an overall Effective evaluation for the previous year the teacher can request a transfer, can request an involuntary transfer, or be terminated. This process has been negotiated with the LEA. (27.6-2)

### D. Professional Capacity

#### 1. Common Planning Time

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

School schedules at all TOP schools have been adjusted to provide teachers with two planning periods per day. Within this schedule, one period will be reserved for school/district-led collaborative planning and professional development.

#### 2. Instructional Coaches

**Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.**

The five TOP schools are each allotted budget for school based coaches in literacy, math, and science. The remaining Focus schools are budgeted to receive literacy and math coaches. Additional positions can be purchased by individual schools should the budgets allow. The district also assigns district-based coaches in each content area to service schools on either a weekly or bi-weekly basis. School-based coaches complete daily logs, which are monitored by principals and district staff. Upon completion of each support visit, district coaches provide summaries via email to principals, Regional Assistant Superintendents, content area Senior Directors, FLDOE staff, and the Senior Director of School

Improvement. The summaries are compiled daily and are monitored and followed up on by the respective district administrators assigned to the schools.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs

#### a. Reading

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

Yes

##### **District Reading Plans**

[https://www.floridacims.org/districts/polk?current\\_tab=reading](https://www.floridacims.org/districts/polk?current_tab=reading)

#### b. Writing

##### 1. Description of Programs

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

**Program Type**

**School Type**

**Description**

#### c. Mathematics

##### 1. Description of Programs

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

##### **Go Math**

**Program Type** Core

**School Type** Elementary School, Middle School

**Description** This core resource is used as the foundation for the district's curriculum maps.

##### **Intensified Algebra**

**Program Type** Core

**School Type** High School

**Description** This program is designed to benefit struggling students in Algebra.

#### d. Science

##### 1. Description of Programs

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

## Seeds of Science/Roots of Reading

**Program Type** Core

**School Type** Elementary School

**Description** Seeds of Science/Roots of Reading is a standards-based 2nd-5th grade curriculum that integrates hands-on inquiry science activities with reading, writing, and discussing as scientists do.

## 2. Instructional Alignment and Pacing

### a. Program Monitoring

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

### b. Supports for Student Transitions

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

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

Yes

##### a. Link to Student Progression Plan

[http://www.polk-fl.net/districtinfo/departments/learning/documents/SPP1516FINAL\\_10062015.pdf](http://www.polk-fl.net/districtinfo/departments/learning/documents/SPP1516FINAL_10062015.pdf)

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

14

### c. Alignment of Pacing Guides to Florida Standards

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

Yes

## II. Needs Assessment

### A. Problem Identification

#### 1. Data to Support Problem Identification

**b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.**

The following documents were submitted as evidence for this section:

*No files were uploaded*

## 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

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## District Improvement Goals

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

### Problem Solving Key

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

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


## Strategic Goals Summary

- G1.**      If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students.

## Strategic Goals Detail

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

**G1.** If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students. **1a**

 G091981

### Targets Supported **1b**

| Focus         | Indicator                                | Year    | Target |
|---------------|--|---------|--------|
| District-Wide | FSA ELA Achievement                      | 2017-18 | 50.0   |
| District-Wide | FSA ELA Achievement - SWD                | 2017-18 | 16.0   |
| District-Wide | FSA ELA Achievement - ELL                | 2017-18 | 18.0   |
| District-Wide | FSA Mathematics Achievement              | 2017-18 | 50.0   |
| District-Wide | FSA Math Achievement - SWD               | 2017-18 | 21.0   |
| District-Wide | FSA Math Achievement - ELL               | 2017-18 | 32.0   |
| District-Wide | 4-Year Grad Rate (Standard Diploma)      | 2017-18 | 75.0   |
| District-Wide | High School Acceleration                 | 2017-18 | 55.0   |
| District-Wide | Statewide Science Assessment Achievement | 2017-18 | 50.0   |
| District-Wide | Bio I EOC Pass                           | 2017-18 | 55.0   |
| District-Wide | Civics EOC Pass                          | 2017-18 | 64.0   |
| District-Wide | U.S. History EOC Pass                    | 2017-18 | 58.0   |

### Targeted Barriers to Achieving the Goal **3**

- Inconsistent delivery of core instruction
- Teachers are unsure how to best meet the needs of SWD
- Schools are unsure how to meet the needs ESOL students
- Schools are unsure how to formatively assess student mastery of standards

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- District ESE coaches and FLDRs PD on best instructional practises for SWD
- Master schedule training
- ESOL department offers both PD and school coaching on meeting the needs of ESOL students
- Title II funds available to support PD training and school support on Differentiated Instruction
- District staff can provide Best Practices on Reading Instruction and progress monitoring.
- Real-time data mining at teacher level through Performance Matters.
- Title I Basic funds
- UniSIG funds

**Plan to Monitor Progress Toward G1. 8**

achievement gap of SWD and ELL students will be monitored and reduced

**Person Responsible**

Maria Longa

**Schedule**

Quarterly, from 1/31/2018 to 7/31/2018

***Evidence of Completion***

FSA and summative data on student performance



## District Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

**G1.** If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students. 1

 G091981

**G1.B1** Inconsistent delivery of core instruction 2

 B246246

**G1.B1.S1** PD on standards based Core instruction, that includes utilization of our core Curriculum, district curriculum maps, differentiated instruction, and checking for understanding through formative assessment. 4

 S259629

### Strategy Rationale

If we expand the capacity of instructional staff in the classroom, the rigor and student autonomy that occurs in the classroom will improve.

### Action Step 1 5

Train teachers, school administrators and support staff on utilization of district curriculum materials.

#### Person Responsible

Michael Akes

#### Schedule

Monthly, from 7/1/2017 to 6/30/2018

#### Evidence of Completion

Training schedules and agendas

### Action Step 2 5

Provide professional development and conduct IR type walk through models for principals and assistant principals to ensure consistency in “look-fors” related to standards and expected outcomes.

#### Person Responsible

Michael Akes

#### Schedule

Monthly, from 8/1/2017 to 6/1/2018

#### Evidence of Completion

Walkthrough data sheets, debriefing summary sheet, principal's evaluation

**Action Step 3** 5

School-based Instructional Coach Academy

**Person Responsible**

Michael Akes

**Schedule**

Monthly, from 8/23/2017 to 5/25/2018

***Evidence of Completion***

Training schedules and agendas

**Action Step 4** 5

Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support schools

**Person Responsible**

Michael Akes

**Schedule**

On 6/15/2018

***Evidence of Completion***

Classroom walk through and student performance

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

Use an electronic classroom walk through form to monitor the curriculum and instruction in the classroom.

**Person Responsible**

Michael Akes

**Schedule**

On 5/25/2018

***Evidence of Completion***

The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered.

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

District Support Tracker

**Person Responsible**

Michael Akes

**Schedule**

Daily, from 8/3/2017 to 5/25/2018

***Evidence of Completion***

Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.

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

Use an electronic classroom walk through form to monitor the curriculum and instruction in the classroom.

**Person Responsible**

Michael Akes

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered. Data will be monitored at monthly school improvement meetings.

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

## District Support Tracker

**Person Responsible**

Michael Akes

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. Regional Assistant Superintendents and Senior Directors of Teaching and Learning monitor electronic forms to ensure the district strategy is being implemented.

**G1.B1.S2 Learning Science International Leadership Training on the Marzano Teacher Framework** 4

S264225

**Strategy Rationale**

Building the capacity of the School Leadership on the Marzano Teacher Framework will provide the foundation for high quality, rigorous, differentiated classroom instruction and autonomous learning

**Action Step 1** 5

Professional Development Opportunities will be provided to all School Leaders on the Marzano Teacher Framework

**Person Responsible**

Michael Akes

**Schedule**

On 6/29/2018

***Evidence of Completion***

Agenda and Registration records

**Action Step 2** 5

Professional Development provided to teachers focused on needs of the school to include Rigorous Instruction, AVID, Kagan

**Person Responsible**

Michael Akes

**Schedule**

Quarterly, from 10/2/2017 to 7/31/2018

***Evidence of Completion***

Attendance records

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Regional Superintendents will ensure school principals' attendance and follow up

**Person Responsible**

Michael Akes

**Schedule**

Quarterly, from 8/1/2017 to 7/30/2018

***Evidence of Completion***

Attendance records of principals

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Instructional Reviews and classroom walkthroughs

**Person Responsible**


Michael Akes

**Schedule**

On 5/31/2018

***Evidence of Completion***

Feedback and notes from Instructional Reviews

**G1.B1.S3** Schools will provide teachers with additional time for curriculum planning 4 S264237**Strategy Rationale**

collaborative and strategic planning will improve the quality of classroom instruction

**Action Step 1** 5

Schools will submit requests for subs to allow teachers to participate in collaborative curriculum planning

**Person Responsible**

Alyson Dort

**Schedule**

Quarterly, from 9/4/2017 to 5/31/2018

***Evidence of Completion***

special activity payroll documentation

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Records and budgets will demonstrate that teachers spent extra time on curriculum planning

**Person Responsible**

Alyson Dort

**Schedule**

Monthly, from 10/2/2017 to 5/31/2018

***Evidence of Completion***

special activity payroll forms and curriculum planning forms



**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Coordination and consultation with school principals

**Person Responsible**


Alyson Dort

**Schedule**

Monthly, from 10/2/2017 to 5/31/2018

***Evidence of Completion***

classroom observations and instructional reviews

**G1.B2 Teachers are unsure how to best meet the needs of SWD** 2 B246275**G1.B2.S1 PD on working with teachers who instruct SWD and the Strategic Instructional Model (SIM).**

4

 S259631**Strategy Rationale****Action Step 1** 5

Identify which middle schools and high school Learning Strategies teachers need professional development with SIM.

**Person Responsible**

Kimberly Steinke

**Schedule**

On 5/25/2018

***Evidence of Completion***

School List

**Action Step 2** 5

Develop targeted professional development schedule for identified Learning Strategies teachers including notification to teacher and principal.

**Person Responsible**

Kimberly Steinke

**Schedule**

On 5/25/2018

***Evidence of Completion***

SIM PD schedule and sample teacher/principal notification

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Review the schedule of PD session

**Person Responsible**

Kimberly Steinke

**Schedule**

Triannually, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Sign-in list, completed participant survey

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

ESE Coaches working with classroom teachers

**Person Responsible**

Kimberly Steinke

**Schedule**

Daily, from 8/3/2017 to 5/25/2018

***Evidence of Completion***

ESE coaches will work with teachers on instructional strategies supporting SWD. Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Reviewing GAP data for SWD

**Person Responsible**

Kimberly Steinke

**Schedule**

Biweekly, from 5/28/2018 to 6/30/2018

***Evidence of Completion***

FSA ELA and FSA/EOC Mathematics data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

School Support Tracker


**Person Responsible**

**Schedule**

On 5/25/2018

***Evidence of Completion***

Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. This will allow monitoring of the use of effective strategies with working with SWD.

**G1.B5** Schools are unsure how to meet the needs ESOL students **2** B246280**G1.B5.S1** PD on working with teachers who instruct English Learners. **4** S261025**Strategy Rationale**

If we build the capacity of instructional staff to support the needs of ELL students

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

PD of analysis of data to guide instruction

**Person Responsible**

Juan Seda

**Schedule**

Triannually, from 8/3/2017 to 5/25/2018

***Evidence of Completion***

sign-in sheets and agenda

**Action Step 2** **5**

PD on instructional strategies and ESOL delivery models.

**Person Responsible**

Juan Seda

**Schedule**

Triannually, from 8/3/2017 to 5/25/2018

***Evidence of Completion***

sign-in sheets and agenda

**Action Step 3** 5

District-based ESOL TRSTs work with teachers and paras in their classrooms.

**Person Responsible**

Juan Seda

**Schedule**

Weekly, from 8/3/2017 to 5/25/2018

***Evidence of Completion***

School Support Tracker

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

District Support Tracker

**Person Responsible**

Michael Akes

**Schedule**

Daily, from 8/3/2017 to 5/25/2018

***Evidence of Completion***

Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Instructional Reviews

**Person Responsible**

Juan Seda

**Schedule**

Semiannually, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

During instructional reviews, ESOL staff will monitor implementation of best practices of instructing English Learners.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

State assessment data

**Person Responsible**

Juan Seda

**Schedule**


On 7/27/2018

***Evidence of Completion***

Increasing the percent of English Learners state assessment scores in all content areas.

**G1.B7** Schools are unsure how to formatively assess student mastery of standards **2** B246290

**G1.B7.S1** PD on standards based Core instruction, that includes utilization of our core Curriculum, district curriculum maps, differentiated instruction, and checking for understanding through formative assessment. **4**

 S260429**Strategy Rationale**

By building the capacity of teachers to provide high quality core instruction student proficiency will increase

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

Provide professional development to teachers, school administrators and support staff, and district staff on the use of formative assessments.

**Person Responsible**

Michael Akes

**Schedule**

Monthly, from 8/3/2017 to 6/30/2018

***Evidence of Completion***

Agenda and sign in sheets

**Action Step 2** **5**

Implement a schedule of formative assessments to provide data related to student achievement relative to standards.

**Person Responsible**

Michael Akes

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Data from Performance Matters (percent and number of students assessed, assessment results)



**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Monitor formative assessment data

**Person Responsible****Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Formative assessment data on Performance Matters

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Curriculum specialist and district coaches work with school-based coaches and teachers to analyze formative assessment data.

**Person Responsible**

Michael Akes

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Agenda and Support Tracker electronic form

**G1.B7.S2** STAR Reading and STAR Math will be implemented to provide an instructional component for progress monitoring **4**

 S264208

### **Strategy Rationale**

By providing accessible data for all students teachers will be better able to differentiate instruction and identify focused student learning needs

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

STAR Reading and Math programs made available to all schools

#### **Person Responsible**

Michael Akes

#### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

#### ***Evidence of Completion***

progress monitoring data reports

### **Action Step 2** **5**

Performance Matters database implementation to have access to formative assessment data for data-based decision making

#### **Person Responsible**

Michael Akes

#### **Schedule**

Weekly, from 7/10/2017 to 7/27/2018

#### ***Evidence of Completion***

Implementation of Performance Matters

**Plan to Monitor Fidelity of Implementation of G1.B7.S2** 6

School level reports of STAR progress monitoring data

**Person Responsible**

Michael Akes

**Schedule**

Monthly, from 8/31/2017 to 6/1/2018

***Evidence of Completion***

STAR progress reports

**Plan to Monitor Effectiveness of Implementation of G1.B7.S2** 7

Schools and teachers will be provided with guidance and training on use of STAR Reading and Math

**Person Responsible**

Michael Akes

**Schedule**





















On 8/14/2017

***Evidence of Completion***

STAR progress monitoring reports

## IV. Implementation Timeline

| Source  | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date    |
|---|--|-------------------|-------------------------------|--|-----------------------|
| <b>2017</b>   |  |                   |                               |  |                       |
| G1.B7.S2.MA1<br> M372086   | Schools and teachers will be provided with guidance and training on use of STAR Reading and Math     | Akes, Michael     | 8/14/2017                     | STAR progress monitoring reports   | 8/14/2017 one-time    |
| G1.B1.S1.MA1<br> M363468   | Use an electronic classroom walk through form to monitor the curriculum and instruction in the...    | Akes, Michael     | 8/10/2017                     | The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered. Data will be monitored at monthly school improvement meetings.   | 5/25/2018 monthly     |
| G1.B1.S1.MA1<br> M363469   | District Support Tracker   | Akes, Michael     | 8/10/2017                     | Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. Regional Assistant Superintendents and Senior Directors of Teaching and Learning monitor electronic forms to ensure the district strategy is being implemented. | 5/25/2018 weekly      |
| G1.B1.S1.MA1<br> M363462   | Use an electronic classroom walk through form to monitor the curriculum and instruction in the...    | Akes, Michael     | 8/10/2017                     | The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered.  | 5/25/2018 one-time    |
| G1.B1.S1.MA2<br> M363466 | District Support Tracker   | Akes, Michael     | 8/3/2017                      | Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.   | 5/25/2018 daily       |
| G1.B1.S1.A3<br> A342797  | School-based Instructional Coach Academy   | Akes, Michael     | 8/23/2017                     | Training schedules and agendas   | 5/25/2018 monthly     |
| G1.B2.S1.MA3<br> M364926 | School Support Tracker   |                   | 8/3/2017                      | Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. This will allow monitoring of the use of effective strategies with working with SWD.  | 5/25/2018 one-time    |
| G1.B2.S1.MA1<br> M363914 | Review the schedule of PD session  | Steinke, Kimberly | 8/10/2017                     | Sign-in list, completed participant survey   | 5/25/2018 triannually |
| G1.B2.S1.MA4<br> M365003 | ESE Coaches working with classroom teachers  | Steinke, Kimberly | 8/3/2017                      | ESE coaches will work with teachers on instructional strategies supporting SWD. Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.   | 5/25/2018 daily       |
| G1.B2.S1.A1<br> A343130  | Identify which middle schools and high school Learning Strategies teachers need professional...      | Steinke, Kimberly | 8/10/2017                     | School List  | 5/25/2018 one-time    |
| G1.B2.S1.A2<br> A343131  | Develop targeted professional development schedule for identified Learning Strategies teachers...    | Steinke, Kimberly | 8/3/2017                      | SIM PD schedule and sample teacher/ principal notification   | 5/25/2018 one-time    |
| G1.B7.S1.MA1<br> M363786 | Curriculum specialist and district coaches work with school-based coaches and teachers to analyze... | Akes, Michael     | 8/10/2017                     | Agenda and Support Tracker electronic form   | 5/25/2018 quarterly   |
| G1.B7.S1.MA1<br> M363742 | Monitor formative assessment data  |                   | 8/10/2017                     | Formative assessment data on Performance Matters   | 5/25/2018 quarterly   |

| Source  | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date     |
|---|--|-------------------|-------------------------------|--|------------------------|
| G1.B7.S1.A2<br> A342995    | Implement a schedule of formative assessments to provide data related to student achievement...        | Akes, Michael     | 8/10/2017                     | Data from Performance Matters (percent and number of students assessed, assessment results)  | 5/25/2018 monthly      |
| G1.B5.S1.MA1<br> M364994   | District Support Tracker   | Akes, Michael     | 8/3/2017                      | Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. | 5/25/2018 daily        |
| G1.B5.S1.MA2<br> M364995   | Instructional Reviews  | Seda, Juan        | 8/10/2017                     | During instructional reviews, ESOL staff will monitor implementation of best practices of instructing English Learners.            | 5/25/2018 semiannually |
| G1.B5.S1.A1<br> A344037    | PD of analysis of data to guide instruction  | Seda, Juan        | 8/3/2017                      | sign-in sheets and agenda  | 5/25/2018 triannually  |
| G1.B5.S1.A2<br> A344038    | PD on instructional strategies and ESOL delivery models.   | Seda, Juan        | 8/3/2017                      | sign-in sheets and agenda  | 5/25/2018 triannually  |
| G1.B5.S1.A3<br> A344042    | District-based ESOL TRSTs work with teachers and paras in their classrooms.                            | Seda, Juan        | 8/3/2017                      | School Support Tracker   | 5/25/2018 weekly       |
| G1.B7.S2.A1<br> A349697    | STAR Reading and Math programs made available to all schools   | Akes, Michael     | 8/14/2017                     | progress monitoring data reports   | 5/31/2018 weekly       |
| G1.B1.S2.MA1<br> M372127   | Instructional Reviews and classroom walkthroughs   | Akes, Michael     | 8/1/2017                      | Feedback and notes from Instructional Reviews  | 5/31/2018 one-time     |
| G1.B1.S3.MA1<br> M375807   | Coordination and consultation with school principals   | Dort, Alyson      | 10/2/2017                     | classroom observations and instructional reviews   | 5/31/2018 monthly      |
| G1.B1.S3.MA1<br> M372137  | Records and budgets will demonstrate that teachers spent extra time on curriculum planning             | Dort, Alyson      | 10/2/2017                     | special activity payroll forms and curriculum planning forms   | 5/31/2018 monthly      |
| G1.B1.S3.A1<br> A349747  | Schools will submit requests for subs to allow teachers to participate in collaborative curriculum...  | Dort, Alyson      | 9/4/2017                      | special activity payroll documentation   | 5/31/2018 quarterly    |
| G1.B1.S1.A2<br> A342787  | Provide professional development and conduct IR type walk through models for principals and...         | Akes, Michael     | 8/1/2017                      | Walkthrough data sheets, debriefing summary sheet, principal's evaluation  | 6/1/2018 monthly       |
| G1.B7.S2.MA1<br> M372085 | School level reports of STAR progress monitoring data  | Akes, Michael     | 8/31/2017                     | STAR progress reports  | 6/1/2018 monthly       |
| G1.B1.S1.A4<br> A351210  | Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support...    | Akes, Michael     | 10/2/2017                     | Classroom walk through and student performance   | 6/15/2018 one-time     |
| G1.B1.S2.A1<br> A349733  | Professional Development Opportunities will be provided to all School Leaders on the Marzano...        | Akes, Michael     | 7/24/2017                     | Agenda and Registration records  | 6/29/2018 one-time     |
| G1.B1.S1.A1<br> A341668  | Train teachers, school administrators and support staff on utilization of district curriculum...       | Akes, Michael     | 7/1/2017                      | Training schedules and agendas   | 6/30/2018 monthly      |
| G1.B2.S1.MA1<br> M364904 | Reviewing GAP data for SWD   | Steinke, Kimberly | 5/28/2018                     | FSA ELA and FSA/EOC Mathematics data   | 6/30/2018 biweekly     |
| G1.B7.S1.A1<br> A342965  | Provide professional development to teachers, school administrators and support staff, and district... | Akes, Michael     | 8/3/2017                      | Agenda and sign in sheets  | 6/30/2018 monthly      |
| G1.B5.S1.MA1<br> M365001 | State assessment data  | Seda, Juan        | 5/28/2018                     | Increasing the percent of English Learners state assessment scores in all content areas.   | 7/27/2018 one-time     |
| G1.B7.S2.A2<br> A349710  | Performance Matters database implementation to have access to formative assessment data for...         | Akes, Michael     | 7/10/2017                     | Implementation of Performance Matters  | 7/27/2018 weekly       |

| Source  | Task, Action Step or Monitoring Activity  | Who           | Start Date (where applicable) | Deliverable or Evidence of Completion         | Due Date/ End Date  |
|---|---|---------------|-------------------------------|---|---------------------|
| G1.B1.S2.MA1<br> M372114 | Regional Superintendents will ensure school principals' attendance and follow up                    | Akes, Michael | 8/1/2017                      | Attendance records of principals              | 7/30/2018 quarterly |
| G1.MA1<br> M367246       | achievement gap of SWD and ELL students will be monitored and reduced                               | Longa, Maria  | 1/31/2018                     | FSA and summative data on student performance | 7/31/2018 quarterly |
| G1.B1.S2.A2<br> A349900  | Professional Development provided to teachers focused on needs of the school to include Rigorous... | Akes, Michael | 10/2/2017                     | Attendance records                            | 7/31/2018 quarterly |

## V. Professional Development Opportunities

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

**G1.** If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students.

### **G1.B1** Inconsistent delivery of core instruction

**G1.B1.S1** PD on standards based Core instruction, that includes utilization of our core Curriculum, district curriculum maps, differentiated instruction, and checking for understanding through formative assessment.

#### **PD Opportunity 1**

Train teachers, school administrators and support staff on utilization of district curriculum materials.

##### **Facilitator**

Curriculum Specialists, Senior Directors for Curriculum

##### **Participants**

Teachers, school administrators and support staff

##### **Schedule**

Monthly, from 7/1/2017 to 6/30/2018

#### **PD Opportunity 2**

Provide professional development and conduct IR type walk through models for principals and assistant principals to ensure consistency in “look-fors” related to standards and expected outcomes.

##### **Facilitator**

Regional Superintendents, Curriculum Specialists, Senior Directors for Curriculum

##### **Participants**

School administrators

##### **Schedule**

Monthly, from 8/1/2017 to 6/1/2018

### **PD Opportunity 3**

School-based Instructional Coach Academy

#### **Facilitator**

Curriculum Specialists, Senior Directors for Curriculum

#### **Participants**

School-based instructional coaches

#### **Schedule**

Monthly, from 8/23/2017 to 5/25/2018

### **PD Opportunity 4**

Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support schools

#### **Facilitator**

Senior Directors in ELA, Math, Science

#### **Participants**

Teachers at DA schools will receive support from on-site fully released coaches at the DA schools

#### **Schedule**

On 6/15/2018

## **G1.B1.S2 Learning Science International Leadership Training on the Marzano Teacher Framework**

### **PD Opportunity 1**

Professional Development Opportunities will be provided to all School Leaders on the Marzano Teacher Framework

#### **Facilitator**

Learning Sciences International

#### **Participants**

School Principals

#### **Schedule**

On 6/29/2018



## **PD Opportunity 2**

Professional Development provided to teachers focused on needs of the school to include Rigorous Instruction, AVID, Kagan

### **Facilitator**

Learning Sciences International, AVID, Kagan

### **Participants**

Comprehensive or Targeted Support DA Schools

### **Schedule**

Quarterly, from 10/2/2017 to 7/31/2018

## **G1.B2 Teachers are unsure how to best meet the needs of SWD**

### **G1.B2.S1 PD on working with teachers who instruct SWD and the Strategic Instructional Model (SIM).**

## **PD Opportunity 1**

Develop targeted professional development schedule for identified Learning Strategies teachers including notification to teacher and principal.

### **Facilitator**

ESE Director, ESE Senior Manager, FDLRS

### **Participants**

Learning Strategies teachers

### **Schedule**

On 5/25/2018

**G1.B5** Schools are unsure how to meet the needs ESOL students

**G1.B5.S1** PD on working with teachers who instruct English Learners.

**PD Opportunity 1**

PD of analysis of data to guide instruction

**Facilitator**

ESOL Department

**Participants**

School-based instructional staff

**Schedule**

Triannually, from 8/3/2017 to 5/25/2018

**PD Opportunity 2**

PD on instructional strategies and ESOL delivery models.

**Facilitator**

ESOL Department

**Participants**

School-based instructional staff

**Schedule**

Triannually, from 8/3/2017 to 5/25/2018

**G1.B7** Schools are unsure how to formatively assess student mastery of standards

**G1.B7.S1** PD on standards based Core instruction, that includes utilization of our core Curriculum, district curriculum maps, differentiated instruction, and checking for understanding through formative assessment.

**PD Opportunity 1**

Provide professional development to teachers, school administrators and support staff, and district staff on the use of formative assessments.

**Facilitator**

Curriculum specialists and district coaches

**Participants**

School-based coaches and teachers

**Schedule**

Monthly, from 8/3/2017 to 6/30/2018

## VI. Technical Assistance Items

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

**G1.** If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students.

### **G1.B1** Inconsistent delivery of core instruction

#### **G1.B1.S3** Schools will provide teachers with additional time for curriculum planning

#### **TA Opportunity 1**

Schools will submit requests for subs to allow teachers to participate in collaborative curriculum planning

#### **Facilitator**

Ann Everett, Joe McNaughton, Jackie Speake )Sr. Directors of Curriculum in ELA, Math, Science

#### **Participants**

coaches and teachers

#### **Schedule**

Quarterly, from 9/4/2017 to 5/31/2018

### **G1.B5** Schools are unsure how to meet the needs ESOL students

#### **G1.B5.S1** PD on working with teachers who instruct English Learners.

#### **TA Opportunity 1**

District-based ESOL TRSTs work with teachers and paras in their classrooms.

#### **Facilitator**

ESOL Department - Juan Seda

#### **Participants**

Teachers and Paras

#### **Schedule**

Weekly, from 8/3/2017 to 5/25/2018

## VII. Budget

|   |             |  |        |
|---|-------------|--|--------|
| 1 | G1.B1.S1.A1 | Train teachers, school administrators and support staff on utilization of district curriculum materials. | \$0.00 |
|---|-------------|--|--------|

|        |             |   |        |
|--------|-------------|---|--------|
| 2      | G1.B1.S1.A2 | Provide professional development and conduct IR type walk through models for principals and assistant principals to ensure consistency in “look-fors” related to standards and expected outcomes. | \$0.00 |
| 3      | G1.B1.S1.A3 | School-based Instructional Coach Academy  | \$0.00 |
| 4      | G1.B1.S1.A4 | Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support schools  | \$0.00 |
| 5      | G1.B1.S2.A1 | Professional Development Opportunities will be provided to all School Leaders on the Marzano Teacher Framework  | \$0.00 |
| 6      | G1.B1.S2.A2 | Professional Development provided to teachers focused on needs of the school to include Rigorous Instruction, AVID, Kagan   | \$0.00 |
| 7      | G1.B1.S3.A1 | Schools will submit requests for subs to allow teachers to participate in collaborative curriculum planning   | \$0.00 |
| 8      | G1.B2.S1.A1 | Identify which middle schools and high school Learning Strategies teachers need professional development with SIM.  | \$0.00 |
| 9      | G1.B2.S1.A2 | Develop targeted professional development schedule for identified Learning Strategies teachers including notification to teacher and principal.   | \$0.00 |
| 10     | G1.B5.S1.A1 | PD of analysis of data to guide instruction   | \$0.00 |
| 11     | G1.B5.S1.A2 | PD on instructional strategies and ESOL delivery models.  | \$0.00 |
| 12     | G1.B5.S1.A3 | District-based ESOL TRSTs work with teachers and paras in their classrooms.   | \$0.00 |
| 13     | G1.B7.S1.A1 | Provide professional development to teachers, school administrators and support staff, and district staff on the use of formative assessments.  | \$0.00 |
| 14     | G1.B7.S1.A2 | Implement a schedule of formative assessments to provide data related to student achievement relative to standards.   | \$0.00 |
| 15     | G1.B7.S2.A1 | STAR Reading and Math programs made available to all schools  | \$0.00 |
| 16     | G1.B7.S2.A2 | Performance Matters database implementation to have access to formative assessment data for data-based decision making  | \$0.00 |
| Total: |             |   | \$0.00 |