



Manny Diaz, Jr., Commissioner of Education

## 2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 17 - Escambia

Keith Leonard, Superintendent

Rachel Heide, Northwest Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

The mission of the Escambia County School District is to provide an environment that creates opportunities for all students to achieve their highest potential while building a foundation for continuous learning.

##### b. District Vision Statement

Create a District where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

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

<http://ecsd-fl.schoolloop.com/file/1316353025846/1377670795032/7172211845098087046.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.

The district leadership team conducts a needs assessment in the spring of each year, structuring grant applications to support identified goals. Both district and school needs are addressed by Curriculum and Instruction Directors with input from content specialists. Budgets are then prepared which are equitable and fair to all schools with supplementary dollars targeting schools with the highest poverty rankings and those with student assessment scores below proficiency levels as determined by Florida's assessment system. The budget allocations are then released to the schools for discussion and decision-making with staff and School Advisory Councils. The approved budgets are entered into the district's financial management system by Budgeting Team staff. Oversight of this process is monitored by the Assistant Superintendent for Curriculum and Instruction, with input from Directors who manage the programs, including Title I Parts A and C, Titles II, III, IX, and the Reading Allocation. Support for Literacy Coaches and Instructional Coaches in identified schools and extended day activities as described in Florida Statutes are funded through a combination of SAI, Reading Allocation, IDEA and Title I dollars.

##### b. School Allocation Process

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

The Assistant Superintendent for Finance oversees the budgeted resources for the district and works closely with the Assistant Superintendents of Curriculum and Instruction and Human Resources. All staffing and budgets are reviewed by the level Directors and Assistant Superintendents. Distribution of other resources, such as computer hardware and software, are monitored by the Assistant Superintendents and the District Leadership Team. Supplementary funding and other resources are allocated based on federal guidance for schools serving concentrations of students living in poverty. Standard Operating Procedures are in place which verify equitable distribution of all resources.

**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.

The plan for 2016-17 school year has been reviewed and has guided planning for the progress of the Targeted Support and Improvement and Comprehensive Support and Improvement schools in the district. For 2017-18 the District will implement the following components: 1. Use of STAR 360 and district identified probes to track and monitor student progress by teacher and school. 2. Use of the Escambia Educators Evaluation (E3) to track and monitor teacher effectiveness, 3. A new protocol has been developed for implementation of coaching using a full coaching cycle for assigned teachers in target schools, 4. Support of instructional coaches through district content area specialists, a division of professional learning, the office of Continuous Improvement and Title I, Part A, 5. Evaluation of principals of identified DA schools will be completed by the Director of Continuous Improvement using the school-based administrator evaluation system, (also a part of the E-3 system), 6. Support to schools has been tiered based on a rubric developed by the District Leadership Team, 7. Close monitoring of school progress will be a function of the District Leadership Team and the Superintendent with regular meetings and school visits, The turnaround team will be responsible for the implementation of the DIAP for the 2017-18 school year.

**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.

Schools who must implement a district-managed turnaround model will have limited operational flexibility over staffing, scheduling, and budgeting which is defined in Chapter 1 Section 1.19 of the District Policy and Procedures Book. Oversight will be provided by a designated team of district staff who will provide support and advise the school leadership. Schools will submit requests for support which may fall outside of the staffing allocation table, variations in scheduling, and budgeting revisions. All requests will receive serious considerations. All staff will be selected and hired at the school level, except for instructional coaches and administrators. Staffing at identified schools has been determined based on the needs of the student population rather than average class size allocations applied to all schools in the district. Administrative and coaching staff will be assigned by the Superintendent in consultation with the District Leadership Team (DLT). Those elements of flexibility ruled by the Master Contract will be negotiated with the local bargaining agent, Escambia Education Association.

**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.

STAR 360 has been purchased for all schools, and the training and implementation will continue to be supported for the 2017-18 school year. Instructional coaches have been selected and assigned based on a rubric ranking proficiency in each assessed area, decreased proficiency levels, the assignment of new administration, support from Differentiated Accountability, and school grade history. Title I, SAI, IDEA, and Reading Allocation funds are identified to fund this initiative. All coaches are provided with training throughout the year along with opportunities for networking to share ideas, support and professional learning which is replicated at the school level. The use of

Goggle tools allows the team to follow observations by coaches in classrooms. Professional development aimed at the effective use of data to enhance instruction will also be continued.

## B. Stakeholder Involvement

### 1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

### 2. Family and Community Engagement

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

Parents and staff at each school site elect representatives to serve on a School Advisory Council (SAC) each year. Training is provided and the teams meet four times each year. The Superintendent meets bi-annual with SAC members and those interested citizens who choose to attend these advertised meetings. Each Title I school submits nominees to the District Parent Involvement Committee. This team identifies parent needs and barriers to participation in student academic support. Strategies for overcoming barriers are also developed by the team. School based parent activities range from report card nights to hands on activities involving parents with their children, test preparation strategies, consultants in the field of parent involvement, informational sessions related to specific content.

Additional activities include:

Training school-wide in Capturing Kids Hearts at target schools,  
Positive Behavior Support,  
Effective Parent Conferencing Skills,  
Strategies for Helping Your Child with Mathematics (Elementary and Secondary sessions),  
Building the capacity of parents to be involved in their children's education seminars,  
Training for office staff to offer excellent customer service,  
Development of a Parent Involvement Plan at each Title I School,  
School-Parent Compact  
Trauma Informed Care

### 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.**

Each school that develops a turnaround plan will meet with the Director of Continuous Improvement and key district support staff to brainstorm ideas regarding the specific school needs for addressing student achievement. All available options will be discussed and shared with the school staff who will reach consensus regarding the model to be implemented. Those ideas will then be presented to the Superintendent who will meet with the school leadership team. The principal will share the selected model and the plan for implementation with the school staff for additional review. The final plan will then be completed and sent to the Superintendent for approval.

## C. Effective Leadership

### 1. District Turnaround Lead

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

Wilson, Denny, dwilson2@ecsdfl.us

#### b. Employee's Title

Director

**c. Employee's Phone Number**

(850) 469-5327

**d. Employee's Phone Extension**

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**e. Supervisor's Name**

Steve Marcanio

**f. Supervisor's Title**

Assistant Superintendent

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

The turnaround lead/office for the Escambia County School District is under the oversight of the Director of Continuous Improvement and the Director of Title I. Additional support is provided by the Directors of Elementary, Middle, and High Schools Education, as well as the Administrator on Special Assignment for DA Schools.

The responsibilities include assignments of instructional coaches, coordination of curriculum specialists, and development of school improvement plans and action plans during the school year.

**2. District Leadership Team:****Colo, Laura, lcolo1@escambia.k12.fl.us****Title** Director**Phone** (850) 595-6915**Supervisor's Name** Steve Marcanio**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Director of Title I collaborates with the Director for Continuous Improvement to implement Differentiated Accountability strategies at identified schools, participates in instructional review teams, meets with the FLDOE Differentiated Accountability team to support all DA schools. Supplementary strategies are provided through Title I including training related to poverty, instructional strategies, parent involvement and other services as needed. Support to schools includes direct funding, professional development and support for remedial services for struggling students.

**Gibowski, Vicki, vgibowski@escambia.k12.fl.us****Title** Director**Phone** 850-469-5495**Supervisor's Name** Steve Marcanio**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

**Szafran, Teri, tszafran@escambia.k12.fl.us**

<b>Title</b>	Director
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**Phone**

<b>Supervisor's Name</b>	Steve Marcanio
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<b>Supervisor's Title</b>	Assistant Superintendent
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**Role and Responsibilities**

**Joyner, Lisa, ljoyner@escambia.k12.fl.us**

<b>Title</b>	Director
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**Phone**

<b>Supervisor's Name</b>	Steve Marcanio
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<b>Supervisor's Title</b>	Assistant Superintendent
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<b>Role and Responsibilities</b>	Coordinator of Student Services overseeing School Social Workers, School Psychologists, School Guidance Counselors, and PBS coach.
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**Hazewinkel, Nate, nhazewinkel@escambia.k12.fl.us**

<b>Title</b>	Director
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<b>Phone</b>	(850) 469-5386
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<b>Supervisor's Name</b>	Steve Marcanio
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<b>Supervisor's Title</b>	Assistant Superintendent
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<b>Role and Responsibilities</b>	Director of Evaluation Services
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**Morgan, Lesa, lmorgan@escambia.k12.fl.us**

<b>Title</b>	Director
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**Phone**

<b>Supervisor's Name</b>	Steve Marcanio
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<b>Supervisor's Title</b>	Assistant Superintendent
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<b>Role and Responsibilities</b>	Director of High School Education
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**Alaback, Brian, balaback@ecsdfi.us**

<b>Title</b>	Director
<b>Phone</b>	(850)469-5347
<b>Supervisor's Name</b>	Steve Marcanio
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	The Director for Professional Learning oversees the activities of the Subject Area Specialists, Training for school employees, the employee evaluation system.

**Wilson, Denny, dwilson2@ecsdfi.us**

<b>Title</b>	Director
<b>Phone</b>	(850)469-5327
<b>Supervisor's Name</b>	Steve Marcanio
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	As Director for Continuous Improvement and School Choice serves as the primary contact for Differentiated Accountability. Mr. Wilson schedules instructional reviews, serves as liaison between the FLDOE support team, the school district team and school leadership for scheduling and supporting activities to improve student achievement.

**Marsh, Melissa, mmars@ecsdfi.us**

<b>Title</b>	Other
<b>Phone</b>	850-469-5398
<b>Supervisor's Name</b>	Brian Alaback
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Elementary ELA Specialist

**Barton, Tammy, tbarton@escambia.k12.fl.us**

<b>Title</b>	Other
<b>Phone</b>	850-429-2945
<b>Supervisor's Name</b>	Brian Alaback
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Elementary Mathematics Specialist



**Spivey, Brian, bspivey@escambia.k12.fl.us**

<b>Title</b>	Other
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**Phone**

<b>Supervisor's Name</b>	Brian Alaback
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<b>Supervisor's Title</b>	Director
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<b>Role and Responsibilities</b>	Secondary ELA Specialist
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**Thomas, Patti, pthomas@ecsdf.fl.us**

<b>Title</b>	Director
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**Phone**

<b>Supervisor's Name</b>	Steve Marcanio
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<b>Supervisor's Title</b>	Assistant Superintendent
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<b>Role and Responsibilities</b>	Director of Elementary Education
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**Morgan, Lesa, lmorgan@escambia.k12.fl.us**

<b>Title</b>	Director
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<b>Phone</b>	850-469-5495
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<b>Supervisor's Name</b>	Steve Marcanio
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<b>Supervisor's Title</b>	Assistant Superintendent
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<b>Role and Responsibilities</b>	Director of High School Education
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**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.

Evaluation of school leaders is conducted based on the Charlotte Danielson model of effective practices. Evaluators are required to collect evidence in each domain to document competency. Evidence is recorded in the electronic system and reviewed with the principal/assistant principal as well as the Assistant Superintendent for Curriculum and Instruction. In instances where the school leader is performing below effective on the evaluation, the evaluator provides strategies for improvement along with support and assistance to achieve a higher level of performance. When the expected improvement does not occur, recommendations related to retention or replacement are made to the Assistant Superintendent of Curriculum and Instruction, the Deputy Superintendent and the Superintendent. For the 2017-18 school year, three new assignments have been made in the assistant principalship and one in the principalship of target schools.

**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 Charlotte Danielson model of effective teaching practices is used to evaluate teachers. The district has a team of Consulting teachers who are assigned to first year teachers as the coach and evaluator. Principals and assistant principals conduct the evidence based evaluation of all other teachers. The evaluator and the teacher together identify student assessment elements to be included in the overall evaluation. Two data elements are included in the overall calculation of effectiveness. In each domain where the teacher is less than effective, strategies for improvement are provided along with support and assistance to increase performance. Beginning teachers who do not score in the effective to highly effective range are not invited to return to the school. Professional services contract teachers who do not effectively implement the strategies for improvement have ninety days of service in which to show improvement, thus avoiding dismissal.

A teacher on the staff of a Transformation School that has a needs improvement or unsatisfactory VAM and/or unsatisfactory student growth scores, the teacher will be assigned a Consulting Teacher, District Specialist, or District Instructional Coach to coach and mentor for the year following the Unsatisfactory VAM or Student Growth scores. If a teacher does not improve by the end of the school year with the coach, the teacher will not be able to continue teaching at that school.

## D. Professional Capacity

### 1. Common Planning Time

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

The district provides resources which encourage all schools to provide common planning time for all instructional teams as defined in Rule 6A-1.099818(2)(e). FTE funds as well as SAI funds are used to support sufficient teaching units at each school site. A formula is used to calculate the appropriate allocation of special area teachers/elective units to allow for a master schedule which meets the rule. The master schedule is built in the electronic FOCUS system. District Sparsity units are assigned to schools as needed to meet this requirement when the allocation formula alone does not generate sufficient teaching units.

The Escambia County School District and the Escambia Education Association have an approved Memorandum of Understanding (MOU) that supersedes the Master Contract for turnaround schools (the MOU refers to them as Transformation Schools). In contrast to the current Master Contract, the MOU allows for lesson plans to be closely monitored by the principal and/or district personnel for alignment with the Florida Standards and a focus on rigor and student engagement. Current restrictions limits on group planning and meetings in the current Master Contract will not apply to Turnaround Schools. The principal or district personnel may require that planning time be used for group planning, PLC groups, grade level planning, or professional learning.

### 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.**

Coaching positions are provided using Reading allocation, UniSIG, and Title I, Part A funds. Subject Area Specialists, the Director for Continuous Improvement, the Director for Title I and the Director for Professional Learning, Level Directors and Principals monitor coaching activities. Each coach completes a log for review by the appropriate Content Area Specialist, and the school Principal. The FLDOE support team consults with the district team to schedule curriculum reviews. Coaches will be assigned to specific teachers with whom they will conduct full coaching cycle activities. Each month coaches will meet with content area specialists for training and planning. Problem solving is collaborative and includes FLDOE team members as indicated.

## 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/escambia?current\\_tab=reading](https://www.floridacims.org/districts/escambia?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:*

##### **Reading Wonders, Collections, Six Traits, Thinking Maps, and Becoming a Writer**

**Program Type** Core, Supplemental

**School Type** Elementary School, Middle School, High School

**Description** Reading Wonders and Collections provide instruction using the Six Traits of writing, focusing on the writing process, conferencing with students and supporting the students as they develop an understanding of the elements that strengthen their written work. Students are given an opportunity to read material, synthesize and draw conclusions from material as they respond to questions, citing supportive evidence from the materials they have read. Thinking Maps provides additional organizational structures to assist students in writing in Language Arts as well as content areas. Structures are in place to assist students in planning for writing, editing and revising after conferencing about writing. The district focus is on development of excellent completed works rather than numerous drafts that are not revised to a level of excellence. Becoming a Writer focuses on the process of developing the habits and discipline of a writer.

#### 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 K-8, Learnzillion, Engage NY, Xtra Math, Moby Max, Math Nation, and Everglades K-12 Mathematics for grades 3-8, Algebra, and Geometry

**Program Type** Core, Supplemental, Intensive Intervention

**School Type** Elementary School, Middle School, High School

**Description** The Go Math series will serve as source for instruction of Florida Standards for both elementary and middle schools in the 2017-18 school year. State adopted materials have been selected and are used in mathematics courses at the high school level. Standard-based resources and assessments have been developed to help guide teachers during planning and assessing. ALL teachers have access to the resources via SchoolNet within the District. The state adopted materials are utilized as a resource, but other materials are vetted to ensure that the standards are taught to the expected Depth of Knowledge and the intended aspect of rigor.

### 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:

**Pearson Interactive Science Elementary, Houghton Mifflin Harcourt for Middle Schools, Flight Adventure Deck, Roy Hyatt Environmental Center, National Flight Academy, Comprehension Instructional Sequence (CIS), Readworks, Newsela, Discovery Ed Streaming, CPALMS, Science Olympiad, and Science Fair for Middle and High Schools**

**Program Type** Core, Supplemental

**School Type** Elementary School, Middle School, High School

**Description** Pearson Interactive Science Series serves as the basis for standards based instruction. Discovery Education Video content and other sources identified by the Content Area Specialist for Science are used to supplement instruction, incorporating frequent laboratory experiences to support the scientific process and learning through discovery as well as data collection and review. The science curricula that has been provided for kindergarten – 5th grade teachers has integrated other literacy components to track progress monitoring including Readworks data from outlined text that meets the Lexile level of complex text and other sources like Newsela, and Science News, and CIS lessons provided by the ELA Department. Flight Adventure Deck at NAS Pensacola provides many students a science/mathematics summer program. Roy Hyatt Environmental Center is supported by two teachers which focuses on environmental science and allows hands on field trip laboratory experiences for students.

#### 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.

The Curriculum and Instruction division is responsible for monitoring all programs. Directors, content-area specialists, and teachers-on-special assignment work closely with instructional coaches and school administrative staff to evaluate the effectiveness of instruction and alignment with Florida Standards. The principal, school leadership team, curriculum specialist, and school-based intervention teachers/instructional coaches will meet every two weeks to operationalize a systematic process for using data in order to bring evidence to bear on their instructional decisions and improve their ability to meet students' learning needs. The process of using data to improve instruction will include an alignment of 2017 FSA data for students in grades 3-5 (3rd grade retained) and data from our district End of Year assessments aligned with the results of our screening and end of nine weeks assessments, along with all formative and summative assessments. This year the district will be implementing the STAR assessment for ELA and Mathematics. Working with staff at Renaissance Learning we have established cut scores that will forecast proficiency and learning gains. To gain a robust understanding of students' learning needs, teachers will collect data from a variety of sources. Such sources include but are not limited to district formative assessments, curriculum-based assessments and classroom projects. The results of these assessments will be aligned to the prior FSA scores and the ongoing results from STAR.

Classroom instruction and the content must be aligned and be featured at the center of every lesson to ensure that teaching is to the standards. Aligned instructional practice can be observed when the content and teacher's instructional choices allow students to get to the full intent of the standards. Schools will utilize the instructional practice guides developed by Student Achievement Partners. Using these instructional practice guides as a tool for classroom walkthroughs will allow focus on the specific actions teachers and students take to address the key shifts required by the standards and the FSA item specifications.

**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?**

No

*a. Link to Student Progression Plan*

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

Across the district, schools are guided by curriculum frameworks and common instructional materials to assure that students who transition within the school year may enter a new school with an expectation that core instruction at the new school is focused on the same standards being studied at the school of origin, using familiar materials and familiar instructional strategies though not necessarily in the identical way.

Students transitioning from one level to another are provided opportunities to visit the campus to which they will promote, review along with their parents all special programs of study and unique opportunities available to them at the new site and to explore options through School Choice. The School Choice Department sponsors an informational event annually to promote all career academies and magnet programs. Ascending middle school students are offered an opportunity to attend a two week summer session to adjust to the new high school campus, learn about the expectations for

behavior, extra curricular activities and study skills to meet the rigor of staying on track to graduate with the entry cohort.

### **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.

All schools targeted for UniSIG support show achievement levels and learning gains that fall well below Florida and LEA averages in Mathematics and ELA, as well as below-average achievement levels in Science and other EOC assessed areas.

Student discipline data indicates that a higher percentage of students at UniSIG-targeted schools are chronically absent from school, are referred for disciplinary reasons, and miss classroom instruction as a result of disciplinary actions.

For the past 8 years, Escambia County School District's Strategic Plan has prioritized the need to decrease suspensions across all schools. To that end, the LEA annually reports on and strives to reduce the number of students suspended each year.

### **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.

Stakeholder feedback from UniSIG-targeted schools alludes to the following potential root causes that greatly contribute to the areas of identified need.

- 1) low student engagement
- 2) low parent involvement
- 3) lack of teacher training and support to strengthen strategies for content delivery and individualized instruction
- 4) class sizes that diminish small group and 1-on-1 instructional time
- 5) lack of ongoing training to support classroom and behavior management

## District Improvement Goals

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

### Problem Solving Key

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

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

## Strategic Goals Summary

- G1.**        Increase whole class, small group, and one-on-one instructional time for students during their time at school.
- G2.**        Increase student engagement and rigor at all grade levels, with all levels and subgroups.

## 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. Increase whole class, small group, and one-on-one instructional time for students during their time at school.** 1a

G055857

### Targets Supported 1b

Focus	Indicator	Year	Target
All DA Schools	One or More Suspensions	2017-18	-50.0
All DA Schools	Attendance Below 90%	2017-18	-35.0
All DA Schools	School Grade - Percentage of Points Earned	2017-18	46.0

### Targeted Barriers to Achieving the Goal 3

- Many teachers have limited understanding of the dynamics for families living in poverty, the norms, and rules for survival. Additionally, teachers lack skills in redirecting student behavior and planning for rigorous, engaging instructional activities.
- Some students require additional individualized and small group academic supports beyond the instructional day and/or traditional classroom setting

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

- District MTSS Guidelines/procedure Manual
- FLDOE MTSS Resources, web-based
- District PBS Plan along with school exemplars
- Capturing Kids Hearts training offered annually.
- Training opportunities through FDLRS, ESE
- UniSIG funding

### Plan to Monitor Progress Toward G1. 8

Referral data, including in and out of school suspensions, and expulsion/change of placement will be tracked. Florida Assessment results will be reviewed.

#### Person Responsible

Denny Wilson

#### Schedule

Quarterly, from 8/17/2017 to 6/30/2018

#### Evidence of Completion

FOCUS reports will indicate successful implementation of MTSS and PBS as reflected in a decrease in the number of incidents and student infractions.



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

The sign in sheets for training along with training agendas will be reviewed. Florida Assessment reports

**Person Responsible**

Denny Wilson

**Schedule**

Semiannually, from 8/17/2017 to 6/30/2018

***Evidence of Completion***

Agendas and sign in sheets for training/planning for those activities related to the goal.

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

Attendance data will reported and reviewed quarterly by school and district leadership teams

**Person Responsible**

Denny Wilson

**Schedule**

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

***Evidence of Completion***

**G2. Increase student engagement and rigor at all grade levels, with all levels and subgroups.** 1a

G054492

**Targets Supported** 1b

Focus	Indicator	Year	Target
All DA Schools	FSA ELA Achievement	2017-18	46.0
All DA Schools	ELA/Reading Gains	2017-18	46.0
All DA Schools	FSAA Mathematics Achievement	2017-18	46.0
All DA Schools	Math Gains	2017-18	46.0
All DA Schools	Statewide Science Assessment Achievement	2017-18	46.0

**Targeted Barriers to Achieving the Goal** 3

- Professional learning opportunities for classroom teachers and school leaders have been limited over time.
- Parents require flexible conference times with teachers in order to discuss student progress and strategies for academic support at home

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

- Research-based instructional materials are used in all content areas.
- Professional development opportunities are provided at the district and school levels..
- Florida Department of Education staff support instructional practices in Differentiated Accountability schools.
- Instructional coaches provide training, model instructional practices, and conference with classroom teachers.
- Subject Area Specialists provide content knowledge and make recommendations for pedagogy to support instruction based on state standards.
- Pacing guides are current and tightly connected to state standards.
- Discovery Education Assessments are used in kindergarten through eighth grade classes to progress monitor and determine next steps for instruction. Video streaming content is provided to support student learning as well as offer opportunities for differentiation of instruction.
- UniSIG funds

**Plan to Monitor Progress Toward G2.** 8

The number of training opportunities and the number of participants will be monitored using True North Logic Reporting

**Person Responsible**

Brian Alaback

**Schedule**

Semiannually, from 8/10/2017 to 7/31/2018

**Evidence of Completion**

TNL report of professional learning activities and the listing of participants will be reviewed.

**Plan to Monitor Progress Toward G2. 8**

Instructional Practice Guide (IPG) results for each DA school will be reviewed and summarized.

**Person Responsible**

Denny Wilson

**Schedule**

Semiannually, from 1/6/2017 to 7/31/2018

***Evidence of Completion***

Classroom walkthrough reports, E-3 results of effective and/or highly effective

**Plan to Monitor Progress Toward G2. 8**

Examine student progress on interim district assessments

**Person Responsible**

Denny Wilson

**Schedule**

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

***Evidence of Completion***

Student progress on interim district assessments will be examined to determine student growth within the instructional year, and to gauge student achievement level.


## District Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy


 = Problem Solving Step

 S123456 = Quick Key


**G1.** Increase whole class, small group, and one-on-one instructional time for students during their time at school. **1**

 G055857

**G1.B3** Many teachers have limited understanding of the dynamics for families living in poverty, the norms, and rules for survival. Additionally, teachers lack skills in redirecting student behavior and planning for rigorous, engaging instructional activities. **2**

 B140811

**G1.B3.S1** Trauma Informed Care training will be provided at all target schools. Dr. Tammy Pawloski will provide training for schools related to effectively teaching children from poverty. Book studies will be completed using Mindset and Teaching with Poverty in Mind. **4**

 S153260

### Strategy Rationale

As teachers gain an understanding of the dynamics of poverty, they will have the tools to respond to students and develop classroom procedures and communication skills that will improve the relationships with students and parents.

### Action Step 1 **5**

Provide Frameworks for Understanding Poverty Training for teachers and school leaders.

#### Person Responsible

Laura Colo

#### Schedule

Semiannually, from 7/25/2017 to 6/30/2018

#### Evidence of Completion

Fliers, agenda and sign-in sheets will provide documentation of initial training and school-based follow-u[.

### Action Step 2 **5**

Positive Behavior Support Plans and MTSS procedures will be developed and reviewed at each school site.

#### Person Responsible

Lisa Joyner

#### Schedule

Annually, from 8/4/2017 to 6/29/2018

#### Evidence of Completion

Behavior data from the MTSS process will be reviewed and tracked for progress

**Action Step 3** 5

Instructional Coaches and Content Specialists will provide training, modeling and consultation with teachers to support content knowledge, implementation of identified pedagogy and adherence to curriculum frameworks to assure that students have been taught and had opportunity to practice target state standards.

**Person Responsible**

Denny Wilson

**Schedule**

Monthly, from 8/4/2017 to 6/30/2018

***Evidence of Completion***

Instructional coaches and Subject Area Specialists will document using activity logs; campus visits will be recorded in sign-in notebooks on each campus.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Reports will be reviewed by district C&I staff

**Person Responsible**

steve marcanio

**Schedule**

Semiannually, from 10/20/2017 to 2/20/2018

***Evidence of Completion***

Referral data as reported in the FOCUS electronic system

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Reports will be reviewed by district C&I staff

**Person Responsible**

steve marcanio

**Schedule**

Semiannually, from 10/20/2017 to 2/20/2018

***Evidence of Completion***

Referral data as reported in the FOCUS electronic system

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Florida Assessment Scores will be monitored to track proficiency.

**Person Responsible**

Denny Wilson

**Schedule*****Evidence of Completion***

There will be an increase in the percent of students meeting proficiency for ELA and mathematics

**G1.B3.S2** Behavior Management Software, such as Ripple Effect, and Training, such as Capturing Kids' Hearts, will be purchased and implemented. 4

 S265754

**Strategy Rationale**

Increasing classroom instructional time through decreasing time lost due to behavior interventions and disciplinary actions will impact student achievement positively.

**Action Step 1** 5

Purchase Behavior Management and Student Engagement software, materials, and training for staff

**Person Responsible**

Denny Wilson

**Schedule**

Monthly, from 10/2/2017 to 5/25/2018

***Evidence of Completion***

Skyward payment receipts, Skyward payroll records, and software usage logs

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Quarterly reports of student behavior and PD will be reviewed

**Person Responsible**

Denny Wilson

**Schedule**

Quarterly, from 10/2/2017 to 5/24/2018

***Evidence of Completion***

FOCUS behavior data (quarterly) and software usage logs

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Behavior data will be reviewed quarterly

**Person Responsible**

Denny Wilson

**Schedule**

Quarterly, from 10/2/2017 to 5/24/2018

***Evidence of Completion***

Quarterly FOCUS Behavior reports will be reviewed

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Behavior data will be reviewed quarterly

**Person Responsible**

Denny Wilson

**Schedule**

Quarterly, from 10/2/2017 to 5/24/2018

***Evidence of Completion***

Quarterly FOCUS Behavior reports will be reviewed



**G1.B6** Some students require additional individualized and small group academic supports beyond the instructional day and/or traditional classroom setting **2**

 B251955

**G1.B6.S1** Provide academic tutoring before, during, or after school **4**

 S265761

### **Strategy Rationale**

Additional instructional time in small group and individualized settings will improve student achievement and growth.

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

Provide academic tutoring before, during, or after school

#### **Person Responsible**

Denny Wilson

#### **Schedule**

Daily, from 10/2/2017 to 5/24/2018

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

Tutoring Attendance/Participation Logs

### **Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6****

Review participation logs

#### **Person Responsible**

Denny Wilson

#### **Schedule**

Monthly, from 10/2/2017 to 5/24/2018

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

Attendance/Participation logs will be kept and submitted monthly

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Quarterly interim assessment data will be reviewed for student progress

**Person Responsible**


Denny Wilson

**Schedule**

Quarterly, from 10/2/2017 to 5/24/2018

***Evidence of Completion***

Quarterly interim assessment data

**G2. Increase student engagement and rigor at all grade levels, with all levels and subgroups. 1** G054492**G2.B1** Professional learning opportunities for classroom teachers and school leaders have been limited over time. 2 B137393**G2.B1.S1** Professional learning activities will be scheduled and offered to classroom teachers and school leaders. Trainings will include large and small group PD and PLCs that focus on lesson planning, higher order questions, unpacking standards, cooperative learning, and project based learning opportunities to increase instructional skills of both teachers and leaders. 4 S153112**Strategy Rationale**

Teacher turnover rates at DA schools result in a greater need for PD and structured professional support for beginning teachers. Low achievement levels and nominal gains at these schools point to the need to build all teachers' capacities for increasing rigor, engaging all students, and individualizing instruction for maximum impact.

**Action Step 1 5**

Professional learning activities for high yield strategies related to student engagement and planning will be scheduled at school and district levels.

**Person Responsible**

Brian Alaback

**Schedule**

Quarterly, from 8/1/2017 to 7/31/2018

**Evidence of Completion**

True North Logic reports of professional learning opportunities and participation.

**Action Step 2 5**

PD to Practice will be supported through classroom walkthroughs, conferencing and coaching

**Person Responsible**

Denny Wilson

**Schedule**

Weekly, from 9/2/2017 to 4/24/2018

**Evidence of Completion**

Electronic entries, evidence posted in E-3, the teacher evaluation system

**Action Step 3** 5

District administrators will work alongside FLDOE Differentiated Accountability Coaches to support and assist schools in data analysis, identifying and maintaining focus for school improvement and assistance in implementation of SIP.

**Person Responsible**

Denny Wilson

**Schedule**

Monthly, from 8/12/2017 to 6/1/2018

***Evidence of Completion***

Activity logs and summary reports will be maintained.

**Action Step 4** 5

Professional learning activities will be scheduled and offered to classroom teachers and school leaders.

Trainings will include large and small group PD and PLCs that focus on lesson planning, higher order questions, unpacking standards, cooperative learning, and project based learning opportunities to increase instructional skills of both teachers and leaders.

**Person Responsible**

Denny Wilson

**Schedule**

Monthly, from 9/1/2017 to 7/31/2018

***Evidence of Completion***

Skyward payroll, True North Logic PD logs, sign-in sheets, lesson plans, Skyward receipts for services rendered

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

Instructional reviews, Superintendent DA update school visits, classroom visits and professional learning logs.

**Person Responsible**

Denny Wilson

**Schedule**

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

***Evidence of Completion***

Each school will present student and teacher data to include implementation of strategies learned through professional development activities and identified "look fors". Professional Learning will review documentation of completion of training modules selected for each site.

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

Members of the DA team will visit each campus regularly to provide support and assistance. Teams will visit classrooms to record the instances of strategy implementation. Data will be reviewed quarterly.

**Person Responsible**

Denny Wilson


**Schedule**

Monthly, from 8/10/2017 to 7/31/2018

***Evidence of Completion***

The Instructional Practice Guide (IPG) will be used to collect classroom data for review, in addition to LEA interim assessment data and state school grade data.

**G2.B5** Parents require flexible conference times with teachers in order to discuss student progress and strategies for academic support at home **2**

 B252018

**G2.B5.S1** Provide substitute teachers to fill in for teachers during flexibly planned parent/teacher conferences that occur during the regular instructional day **4**

 S265837

### Strategy Rationale

This extra measure to keep parents informed about their students' progress and how they can support the student academically at home will contribute to student success in the classroom

### Action Step 1 **5**

Provide substitute teachers on specific days to allow parents to schedule flexible parent/teacher conferences during the instructional day.

#### Person Responsible

Denny Wilson

#### Schedule

Daily, from 10/2/2017 to 5/24/2018

#### Evidence of Completion

Skyward payroll logs for substitutes, Parent/Teacher conference logs

### Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

Parent/Teacher conference logs will be generated by teachers

#### Person Responsible

Denny Wilson

#### Schedule

Monthly, from 10/2/2017 to 5/24/2018

#### Evidence of Completion

Parent/Teacher conference logs will be monitored monthly by principals

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

Quarterly interim assessments will be reviewed to monitor student progress

**Person Responsible**

Denny Wilson

**Schedule**

Quarterly, from 10/2/2017 to 5/24/2018










***Evidence of Completion***

Quarterly interim assessments will be reviewed to monitor student progress

## 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>2018</b>					
G1.B3.S1.MA1 M129854	Florida Assessment Scores will be monitored to track proficiency.	Wilson, Denny	8/1/2017	There will be an increase in the percent of students meeting proficiency for ELA and mathematics	No End Date one-time
G1.B3.S1.MA1 M129852	Reports will be reviewed by district C&I staff	marcanio, steve	10/20/2017	Referral data as reported in the FOCUS electronic system	2/20/2018 semiannually
G1.B3.S1.MA1 M129853	Reports will be reviewed by district C&I staff	marcanio, steve	10/20/2017	Referral data as reported in the FOCUS electronic system	2/20/2018 semiannually
G2.B1.S1.A2 A177992	PD to Practice will be supported through classroom walkthroughs, conferencing and coaching	Wilson, Denny	9/2/2017	Electronic entries, evidence posted in E-3, the teacher evaluation system	4/24/2018 weekly
G1.B6.S1.MA1 M375575	Quarterly interim assessment data will be reviewed for student progress	Wilson, Denny	10/2/2017	Quarterly interim assessment data	5/24/2018 quarterly
G1.B6.S1.MA1 M375574	Review participation logs	Wilson, Denny	10/2/2017	Attendance/Participation logs will be kept and submitted monthly	5/24/2018 monthly
G1.B6.S1.A1 A352416	Provide academic tutoring before, during, or after school	Wilson, Denny	10/2/2017	Tutoring Attendance/Participation Logs	5/24/2018 daily
G2.B5.S1.MA1 M375733	Quarterly interim assessments will be reviewed to monitor student progress	Wilson, Denny	10/2/2017	Quarterly interim assessments will be reviewed to monitor student progress	5/24/2018 quarterly
G2.B5.S1.MA1 M375732	Parent/Teacher conference logs will be generated by teachers	Wilson, Denny	10/2/2017	Parent/Teacher conference logs will be monitored monthly by principals	5/24/2018 monthly
G2.B5.S1.A1 A352566	Provide substitute teachers on specific days to allow parents to schedule flexible parent/teacher...	Wilson, Denny	10/2/2017	Skyward payroll logs for substitutes, Parent/Teacher conference logs	5/24/2018 daily
G1.B3.S2.MA1 M375566	Behavior data will be reviewed quarterly	Wilson, Denny	10/2/2017	Quarterly FOCUS Behavior reports will be reviewed	5/24/2018 quarterly
G1.B3.S2.MA1 M375567	Behavior data will be reviewed quarterly	Wilson, Denny	10/2/2017	Quarterly FOCUS Behavior reports will be reviewed	5/24/2018 quarterly
G1.B3.S2.MA1 M375559	Quarterly reports of student behavior and PD will be reviewed	Wilson, Denny	10/2/2017	FOCUS behavior data (quarterly) and software usage logs	5/24/2018 quarterly
G1.MA3 M374541	Attendance data will reported and reviewed quarterly by school and district leadership teams	Wilson, Denny	8/10/2017		5/25/2018 quarterly
G1.B3.S2.A1 A352411	Purchase Behavior Management and Student Engagement software, materials, and training for staff	Wilson, Denny	10/2/2017	Skyward payment receipts, Skyward payroll records, and software usage logs	5/25/2018 monthly
G2.B1.S1.A3 A179352	District administrators will work alongside FLDOE Differentiated Accountability Coaches to support...	Wilson, Denny	8/12/2017	Activity logs and summary reports will be maintained.	6/1/2018 monthly
G1.B3.S1.A2 A178330	Positive Behavior Support Plans and MTSS procedures will be developed and reviewed at each school...	Joyner, Lisa	8/4/2017	Behavior data from the MTSS process will be reviewed and tracked for progress	6/29/2018 annually
G1.MA1 M129855	Referral data, including in and out of school suspensions, and expulsion/ change of placement will...	Wilson, Denny	8/17/2017	FOCUS reports will indicate successful implementation of MTSS and PBS as reflected in a decrease in the number of incidents and student infractions.	6/30/2018 quarterly
G1.MA2 M129856	The sign in sheets for training along with training agendas will be reviewed. Florida Assessment...	Wilson, Denny	8/17/2017	Agendas and sign in sheets for training/ planning for those activities related to the goal.	6/30/2018 semiannually



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1  A178329	Provide Frameworks for Understanding Poverty Training for teachers and school leaders.	Colo, Laura	7/25/2017	Fliers, agenda and sign-in sheets will provide documentation of initial training and school-based follow-up.	6/30/2018 semiannually
G1.B3.S1.A3  A178793	Instructional Coaches and Content Specialists will provide training, modeling and consultation...	Wilson, Denny	8/4/2017	Instructional coaches and Subject Area Specialists will document using activity logs; campus visits will be recorded in sign-in notebooks on each campus.	6/30/2018 monthly
G2.MA1  M129179	The number of training opportunities and the number of participants will be monitored using True...	Alaback, Brian	8/10/2017	TNL report of professional learning activities and the listing of participants will be reviewed.	7/31/2018 semiannually
G2.MA2  M129180	Instructional Practice Guide (IPG) results for each DA school will be reviewed and summarized.	Wilson, Denny	1/6/2017	Classroom walkthrough reports, E-3 results of effective and/or highly effective	7/31/2018 semiannually
G2.MA3  M373709	Examine student progress on interim district assessments	Wilson, Denny	10/2/2017	Student progress on interim district assessments will be examined to determine student growth within the instructional year, and to gauge student achievement level.	7/31/2018 quarterly
G2.B1.S1.MA1  M225245	Members of the DA team will visit each campus regularly to provide support and assistance. Teams...	Wilson, Denny	8/10/2017	The Instructional Practice Guide (IPG) will be used to collect classroom data for review, in addition to LEA interim assessment data and state school grade data.	7/31/2018 monthly
G2.B1.S1.MA1  M225244	Instructional reviews, Superintendent DA update school visits, classroom visits and professional...	Wilson, Denny	7/31/2017	Each school will present student and teacher data to include implementation of strategies learned through professional development activities and identified "look fors". Professional Learning will review documentation of completion of training modules selected for each site.	7/31/2018 quarterly
G2.B1.S1.A1  A177991	Professional learning activities for high yield strategies related to student engagement and...	Alaback, Brian	8/1/2017	True North Logic reports of professional learning opportunities and participation.	7/31/2018 quarterly
G2.B1.S1.A4  A350950	Professional learning activities will be scheduled and offered to classroom teachers and school...	Wilson, Denny	9/1/2017	Skyward payroll, True North Logic PD logs, sign-in sheets, lesson plans, Skyward receipts for services rendered	7/31/2018 monthly

## V. Professional Development Opportunities

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

**G1.** Increase whole class, small group, and one-on-one instructional time for students during their time at school.

**G1.B3** Many teachers have limited understanding of the dynamics for families living in poverty, the norms, and rules for survival. Additionally, teachers lack skills in redirecting student behavior and planning for rigorous, engaging instructional activities.

**G1.B3.S1** Trauma Informed Care training will be provided at all target schools. Dr. Tammy Pawloski will provide training for schools related to effectively teaching children from poverty. Book studies will be completed using Mindset and Teaching with Poverty in Mind.

### PD Opportunity 1

Provide Frameworks for Understanding Poverty Training for teachers and school leaders.

#### Facilitator

Staff

#### Participants

Teachers and administrators

#### Schedule

Semiannually, from 7/25/2017 to 6/30/2018

**G1.B3.S2** Behavior Management Software, such as Ripple Effect, and Training, such as Capturing Kids' Hearts, will be purchased and implemented.

### PD Opportunity 1

Purchase Behavior Management and Student Engagement software, materials, and training for staff

#### Facilitator

Flippen Group, Kagan, Ripple Effect

#### Participants

Select DA Schools

#### Schedule

Monthly, from 10/2/2017 to 5/25/2018

**G2. Increase student engagement and rigor at all grade levels, with all levels and subgroups.**

**G2.B1** Professional learning opportunities for classroom teachers and school leaders have been limited over time.

**G2.B1.S1** Professional learning activities will be scheduled and offered to classroom teachers and school leaders. Trainings will include large and small group PD and PLCs that focus on lesson planning, higher order questions, unpacking standards, cooperative learning, and project based learning opportunities to increase instructional skills of both teachers and leaders.

**PD Opportunity 1**

Professional learning activities for high yield strategies related to student engagement and planning will be scheduled at school and district levels.

**Facilitator**

Content Area Specialists and Technology Teachers

**Participants**

School Leaders and Teachers

**Schedule**

Quarterly, from 8/1/2017 to 7/31/2018

**PD Opportunity 2**

Professional learning activities will be scheduled and offered to classroom teachers and school leaders. Trainings will include large and small group PD and PLCs that focus on lesson planning, higher order questions, unpacking standards, cooperative learning, and project based learning opportunities to increase instructional skills of both teachers and leaders.

**Facilitator**

Various, By School

**Participants**

Instructional Staff and School Leaders

**Schedule**

Monthly, from 9/1/2017 to 7/31/2018

## VI. Technical Assistance Items

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

**G1.** Increase whole class, small group, and one-on-one instructional time for students during their time at school.

**G1.B3** Many teachers have limited understanding of the dynamics for families living in poverty, the norms, and rules for survival. Additionally, teachers lack skills in redirecting student behavior and planning for rigorous, engaging instructional activities.

**G1.B3.S1** Trauma Informed Care training will be provided at all target schools. Dr. Tammy Pawloski will provide training for schools related to effectively teaching children from poverty. Book studies will be completed using Mindset and Teaching with Poverty in Mind.

### TA Opportunity 1

Positive Behavior Support Plans and MTSS procedures will be developed and reviewed at each school site.

#### Facilitator

FDLRS, Marcia Tate, Lisa Joyner

#### Participants

Teachers, Counselors and School Leaders

#### Schedule

Annually, from 8/4/2017 to 6/29/2018

### TA Opportunity 2

Instructional Coaches and Content Specialists will provide training, modeling and consultation with teachers to support content knowledge, implementation of identified pedagogy and adherence to curriculum frameworks to assure that students have been taught and had opportunity to practice target state standards.

#### Facilitator

Linda Maletsidis, Brian Alaback, Denny Wilson and Laura Colo

#### Participants

Teachers and leaders in Focus and Prevent schools

#### Schedule

Monthly, from 8/4/2017 to 6/30/2018

**G2. Increase student engagement and rigor at all grade levels, with all levels and subgroups.**

**G2.B1** Professional learning opportunities for classroom teachers and school leaders have been limited over time.

**G2.B1.S1** Professional learning activities will be scheduled and offered to classroom teachers and school leaders. Trainings will include large and small group PD and PLCs that focus on lesson planning, higher order questions, unpacking standards, cooperative learning, and project based learning opportunities to increase instructional skills of both teachers and leaders.

**TA Opportunity 1**

PD to Practice will be supported through classroom walkthroughs, conferencing and coaching

**Facilitator**

Denny Wilson

**Participants**

School and District Leaders

**Schedule**

Weekly, from 9/2/2017 to 4/24/2018

**TA Opportunity 2**

District administrators will work alongside FLDOE Differentiated Accountability Coaches to support and assist schools in data analysis, identifying and maintaining focus for school improvement and assistance in implementation of SIP.

**Facilitator**

Denny Wilson, Jeff Sewell, Laura Colo, and district and DOE specialists

**Participants**

Teachers and leaders at target Focus and Prevent schools.

**Schedule**

Monthly, from 8/12/2017 to 6/1/2018

## VII. Budget

1	G1.B3.S1.A1	Provide Frameworks for Understanding Poverty Training for teachers and school leaders.	\$0.00
2	G1.B3.S1.A2	Positive Behavior Support Plans and MTSS procedures will be developed and reviewed at each school site.	\$0.00
3	G1.B3.S1.A3	Instructional Coaches and Content Specialists will provide training, modeling and consultation with teachers to support content knowledge, implementation of identified pedagogy and adherence to curriculum frameworks to assure that students have been taught and had opportunity to practice target state standards.	\$0.00

4	G1.B3.S2.A1	Purchase Behavior Management and Student Engagement software, materials, and training for staff	\$0.00
5	G1.B6.S1.A1	Provide academic tutoring before, during, or after school	\$0.00
6	G2.B1.S1.A1	Professional learning activities for high yield strategies related to student engagement and planning will be scheduled at school and district levels.	\$0.00
7	G2.B1.S1.A2	PD to Practice will be supported through classroom walkthroughs, conferencing and coaching	\$0.00
8	G2.B1.S1.A3	District administrators will work alongside FLDOE Differentiated Accountability Coaches to support and assist schools in data analysis, identifying and maintaining focus for school improvement and assistance in implementation of SIP.	\$0.00
9	G2.B1.S1.A4	Professional learning activities will be scheduled and offered to classroom teachers and school leaders. Trainings will include large and small group PD and PLCs that focus on lesson planning, higher order questions, unpacking standards, cooperative learning, and project based learning opportunities to increase instructional skills of both teachers and leaders.	\$0.00
10	G2.B5.S1.A1	Provide substitute teachers on specific days to allow parents to schedule flexible parent/teacher conferences during the instructional day.	\$0.00
Total:			\$0.00