



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

16 - Duval

Dr. Dana Kriznar, Superintendent
Cassandra Brusca, Northeast Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	12
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	18
Implementation Timeline	28
Professional Development Plan to Support Goals	30
Technical Assistance Plan to Support Goals	34
Budget to Support Goals	34

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

To provide educational excellence in every school, in every classroom, for every student, every day.

b. District Vision Statement

Every student is inspired and prepared for success in college or a career, and life.

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

<http://www.duvalschools.org/Page/10033>

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.

All resources and materials are carefully selected by district staff with the input of teachers and administrators to ensure alignment to the standards. The district's curriculum guides are created by teachers who are experts in their content areas and are familiar with both the core materials and supplementary resources used for each subject. The Assistant Superintendent of Curriculum and Instruction oversees the content area directors who are charged with ensuring that all curriculum and resources are followed and used with fidelity. Persons responsible include the Superintendent's leadership team and meetings are held weekly to ensure implementation is aligned with the district strategic plan.

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.

Principals meet with district leadership including the Region Superintendent, CFO, Title I, Assistant Superintendent of Assessment and Accountability, Chief of Schools, Chief of Human Resources, Assistant Superintendent Curriculum and Instruction, to discuss specific school needs and operating flexibility pertaining to scheduling, budgeting, staffing and curriculum needs to meet goals outlined in the School Improvement Plan. Schools are given autonomy with staffing, creating schedules, and budgeting within an allocation model based on FTE.

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 District will seek to modify the following practices to strengthen systems and support school-based leadership teams:

- Priority staffing - since 2014-15, the District has identified schools in the Jackson, Raines, and Ribault feeder patterns as well as those who are below a "C" as Turnaround schools. This initiative looks at District wide teacher performance data and serves to recruit teachers in core academic areas who have student performance data at least 25% above the district average in their specific content area and grade level. The Turnaround Region is under the direction of a Regional Superintendent with two Executive Directors who report directly to the Superintendent.

The Turnaround Region has a dedicated regional structure and District point staff in the areas of Human Resources, Operations, Budget/Finance, and other key areas.

Monthly meetings are held with the Superintendent, Assistant Superintendents of Curriculum & Instruction, Turnaround Region Superintendent, Chief of Schools, and TNTP to problem solve using data points in reference to human capital and student achievement. The district will then meet with principals to align strategies, define issues/problems, and review possible solutions. Identification of additional resources, or the shifting of resources may be necessary to ensure performance improves

Steps:

- Negotiate MOU - Sonita Young, Chief Human Resources
- Secure incentives - Dr. Patricia Willis, Superintendent
- Identify teacher performance silos and analyze district wide teacher performance - Dr. Kelly Coker-Daniel, Assistant Superintendent Accountability and Assessment. Mason Davis, Chief Academic Officer
- Recruitment fair - Sonita Young, Chief Human Resources

The District has also negotiated for common planning time provided daily. Through negotiations the District and or administration may also direct professional development during common planning time once each week with an emphasis on PLCs, Lesson Study and discussions pertaining to the modification of instructional delivery to maximize student outcomes.

The District renegotiated the bell schedule and added an addition 30 minutes to each school day. This provided for an additional 90 hours of instruction that is embedded within the core academic areas. The District did not incur a cost as this was "non-contact time" that teachers willingly forfeited daily. This was also a direct result of the negotiation for daily common planning.

The District has also revised the Student Code of Conduct, RTI, and PBSI systems providing a concrete alignment between these areas and the SIP. Moving forward all schools will outline their PBSI plans through the School wide Discipline Plan. The plan focuses on issues of causation and prevention. The plan also explicitly links staff and/or roles to particular student needs including counseling, mentorship, truancy/attendance, and wrap around services through District ad contracted service providers.

The addition of Deans of Discipline and In School Suspension Teachers/Programs(ISSP) also speaks to the Districts support for changing the manner in which student discipline is managed. Both the Dean ad ISSP allow schools to address student issues in a proactive manner establishing relationships with students and their families to prevent Out of School Suspension. ISSP also provides students with specific interventions to address the issue of causation that resulted in their being assigned there. Peer counseling, small group and whole group counseling services are also provided to assist students with establishing better decision making and problem solving strategies to avoid the repetition of disciplinary offenses.

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.

The District prioritizes funding sources to enhance the staffing and support provided at all Priority, Focus, and SIG schools. For example the District provides funding to support a fully released mathematics coach at any school with less than 50% proficiency at the elementary level, and less than 35% at the secondary level.. Additional funding to provide intervention support is also aligned to the needs of each school. Principals meet with district leadership to discuss specific school needs and operating flexibility pertaining to scheduling, budgeting, staffing and curriculum needs to meet goals outlined in the School Improvement Plan. Schools are given autonomy with staffing, creating schedules, and budgeting within an allocation model based on FTE.

After class size is achieved, principals possess the flexibility to use school based positions to offer additional programming, lower class sizes in particular subject areas, or supplement the core curriculum with specific intervention materials.

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.

- Professional development with job embedded follow-up supported by instructional coaches.
- Supporting schools with the implementation of data driven differentiated instruction, multi-tiered support systems and standards-based instruction.
- Supporting the implementation of effective extended learning opportunities via extended hours and Saturday School opportunities.
- Continual marketing of parent opportunities including the Parent Academy and enhancing relationships with community organizations, faith based organizations and business partners.
- The Superintendent has engaged partnerships to offer robust incentives for teachers in targeted schools.
- Continual recruitment and implementation of strategic efforts to attract and keep talent will build sustaining cultures of improvement in schools.
- Enhanced student services including academic enrichment opportunities, positive behavioral support mechanisms, whole-child implementations, additional student technology, additional learning time, and student resources.
- Opportunities for teachers to collaboratively plan and grow including lesson study and professional learning communities.
- Continuation and enhancement of Early Warning Systems to keep administrators, teachers, parents and students informed of progress using data systems to positively impact student achievement.

The district is committed to sustaining reforms by leveraging categorical and operational funding to support critical activities. The district has demonstrated its dedication to the improvement of its lowest performing schools as demonstrated by the district's Turnaround activities and will continue to do so.

The district has implemented a robust Coaching Academy, Teacher Academy, Leadership Professional Development opportunities, and a district strategic plan and will continue to implement innovative strategies that will guide the work for the new school year.

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.

The following link will take you to the district's Family and Community Engagement Plan:
<http://dcps.duvalschools.org/Page/20116>

The district has collected and analyzed information regarding each school's parent and community needs, including teacher, student, parent and community member perspectives. Using the qualitative and quantitative data available, the district has identified and prioritized qualities of strong parental and community engagement essential to addressing the specific needs of the school.

Focus group discussions revealed that stakeholders want the school to be a warm and welcoming place for students, parents, teachers, and the community. Stakeholders want the entire community to contribute to the success of students. Stakeholders have expressed through surveys and focus groups that they want to be a part of the vision and mission creation process. They want teachers and school staff to receive professional development on the best ways to effectively communicate with parents and the community using a variety of methods. Stakeholders want to trust teachers and school leadership with the educational process. Stakeholders want a range of accessible opportunities for parents and community members to be involved in the continuous improvement process. Community members want to know about news and what's going on at the school before it is in the news and before students come home talking about what's going on. Parents want to feel valued and they want to feel empowered and a sense of ownership. The district has taken stakeholder feedback and disaggregated the data with leadership groups and formed action plans to enhance the engagement of families and the community in school improvement efforts.

In addition to stakeholder feedback in the form of interviews, surveys, school meetings, and focus groups, the Community and Family Engagement Office presented current learning opportunities to parents. Some stakeholders weren't aware of the new initiatives that were launched last school year and the vast amount of parent resources available both face to face and online. It was important for parents to understand what opportunities were available to them in the school community and in the community at large. for the 2017-18 school year, a strategic focus of the superintendent is marketing to ensure parents know what's available to them in the form of involvement and development.

The district works to ensure that all stakeholders are engaged in the annual review, evaluation and revision to the Districts' stated purpose. Tradition methods of parental involvement such as PTSA, SAC, and school family nights are enhanced with Parent Academy activities, city-wide parent and student focused events, and partner supported events to engage families in the learning and growing process.

As mentioned in the previous section, the district established the Turnaround Region where schools within the district's lowest performing feeder patterns of Jackson, Ribault, and Raines and those who received a letter grade below a "C" report to a Region Superintendent who reports directly to the superintendent. The Region Superintendent and identified district leaders meet with principals of lower performing schools to problem solve and create avenues for elimination of barriers which are impeding student achievement. These meetings center on student achievement, human capital, and the distribution of resources These "Collaborative Data Discussions" sessions provide an opportunity for principals and district staff to align strategies, define issues/problems, and develop solutions to eliminate

the identified barriers. This process may identify the need for additional resources or the shifting of resources to ensure performance improves.

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.

Principals facilitate the development of school plans with their staff and stakeholders. The process is facilitated by district leadership including instructional teams and the Region Superintendent in the form of coaching, instructional reviews, data conversations, implementation checks, monitoring, and evaluation. Once plans are developed, multiple district teams assist the schools with the review process providing researched based best practices to assist with the development and implementation of the plan(s).

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Davis, Carolyn, davis@duvalschools.org

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(904) 390-2000

d. Employee's Phone Extension

NA

e. Supervisor's Name

Dr. Patricia Willis

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

To facilitate the turnaround process, the Regional office supports the work of targeted schools. The office has an Region Superintendent who reports directly to the Superintendent, along with and other support staff (e.g., instructional coaches) to support the work of principals and teachers in the most challenged schools. Leadership and support within the Region will have a proven track record success and extensive years of experience as principals, district administrators, and leaders as well as expertise in increasing student achievement. To ensure the necessary components for increased student achievement, the district will implement a streamlined system that defines and effectively communicates how services and resources to schools will be provided to meet the academic needs of students in targeted schools efficiently and timely.

There are targeted district-level activities designed to support implementation of the selected intervention models in the turnaround schools. District and school instructional coaches that support the school will participate in a rigorous and robust professional development program during the summer and throughout the year. Teachers will have an opportunity to attend a teacher academy to prepare them for the school year. Training will be followed up by job-embedded support and collaborative coaching cycles. All coaches the schools will receive job-embedded support from District Reading, Mathematics and Science specialists. Reading, Mathematics, and Science Directors

will monitor goals and strategies outlined in the SIP and SIG grant to support the school in meeting its goals. Instructional reviews will be held to monitor the implementation of goals outlined in the DIAP and SIP.

Components that will be included in Turnaround schools include but are not limited to: (1) Ensuring Highly Qualified and Effective Teachers and Coaches, (2) Extended Learning Time, (3) Professional Development and Common Planning, (4) Implementation of the Florida Continuous Improvement Model (FCIM), (5) Multi-Tiered Support Systems, (6) Site-based Coaches in Reading, Mathematics, and Science, and (7) Enhanced Instructional Technology.

2. District Leadership Team:

Davis, Mason, davisw2@duvalschools.org	
Title	Assistant Superintendent
Phone	904-390-2010
Supervisor's Name	Dr. Patricia Willis
Supervisor's Title	Superintendent
Role and Responsibilities	Mason Davis is the Chief Academic Officer. The mission of Academic Services is to provide support for the implementation of high quality educational opportunities for children. This mission is in line with the District Strategic Plan.
Young, Sonita, youngs1@duvalschools.org	
Title	Assistant Superintendent
Phone	(904) 390-2936
Supervisor's Name	Dr. Patricia Willis
Supervisor's Title	Superintendent
Role and Responsibilities	<p>It is the goal of Human Resource Services to support the school district in its mission to provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.</p> <p>The mission of Human Resource Services is to employ, retain and support professionals to create high performing organizations dedicated to improving student achievement.</p>

Campese, Matthew, campesem@duvalschools.org**Title** Director**Phone****Supervisor's Name** Mr. Mason Davis**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Matt Campese will lead school improvement efforts through Collaborative Data Discussions. Through these discussions, support plans will be developed, monitored, and implemented.**Davis, Carolyn, daviscc@duvalschools.org****Title** Assistant Superintendent**Phone** (904) 390-2000**Supervisor's Name** Dr. Patricia Willis**Supervisor's Title** Superintendent**Role and Responsibilities** Mrs. Carolyn Davis is the Turnaround Region Superintendent. She will direct the work of 2 Executive Directors, 39 principals, and support staff.**Willis, Patricia, willisp@duvalschools.org****Title** Superintendent**Phone****Supervisor's Name****Supervisor's Title****Role and Responsibilities** District leadership in the form of implementation of strategic plan goals for Duval County Public Schools.**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.

1. The Superintendent, Chief Academic Officer, Turnaround Region Superintendent, and Chief of Schools will conduct a comprehensive review of data as it relates to principal performance to determine the effectiveness of current principals. If it is determined that a principal replacement is required, a comprehensive search for principal leaders with a proven track record of turning around low performing schools will be carried out.
2. Assistant principal performance will be reviewed by the Chief of Schools, Region Superintendents, and or principal. Assistant principal assignments will be based on a record of increased student

achievement, knowledge of the school improvement and differentiated accountability process, and other pertinent data to determine needed changes.

3. Instructional coach performance will be evaluated to determine current coaches that should be replaced. All school based instructional coaches will be required to undergo an extensive district screening process and successfully complete the DCPS Coach Academy. Candidates with a highly effective performance record, principal recommendation, and the necessary skillset to work in a turnaround setting will be hired.

Evaluation instruments, observation data, and other data points will be considered when decisions are made.

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.

A comprehensive assessment of relevant faculty and staff will be conducted to complete a three year review of teacher performance once FSA, FCAT, and EOC results are received. In addition, internal progress monitoring measures Achieve3000 and i-Ready will be triangulated to determine revisions which may be needed for progress monitoring of students, principals, and schools. Classroom observation data, evaluation data, and other formative data sources will be considered when making decisions to replace instructional staff. Highly qualified, effective reading, mathematics, and science teachers will receive additional support as the district has committed to providing fully released coaches for each site. The district utilizes the state's VAM to identify its strongest and weakest teachers in reading and mathematics. VAM is used to recruit and retain the highest performing teachers through 20K and 17K incentives while also transferring or non-reappointing the lowest performing teachers.

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 master schedule is reflective of common planning in all focus and priority schools through a Memorandum of Understanding (MOU) with Duval Teachers United (DTU). The common planning is reflected in the master schedule at each school.

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.

DCPS provides focus and priority schools with a reading and math coach and a reading interventionist through various funding sources. These staff members lead the common planning sessions and utilize data to determine the appropriate level of support for teachers. This data is analyzed and the staff members identified who need assistance through the intensive coaching cycle.

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 Planshttps://www.floridacims.org/districts/duval?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:

Saxon Phonics and Spelling, Achieve3000, i-Ready, Triumph College Admissions, Core Knowledge, and Expeditionary Learning, Barton Reading and Spelling

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School, High School

Description These traditional and blended learning platforms provide students the opportunity to practice their writing skills and work on any deficiencies while moving towards mastery of the standards. The platforms are utilized in daily classroom instruction.

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:

DuvalMath, iReady, Pearson DIGITS, Pearson MathXL, Math Nation, Khan Academy, and Triumph College Admissions.

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description These programs and instructional materials are utilized to provide core instruction, remediation, and enrichment for students in mathematics.

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:

Science Investigations, Fusion Science, and PENDA Learning (Board approval July 11)

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	These programs and curriculum materials are utilized to provide core instruction, remediation, and enrichment to all students during science instruction.

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 tiered system of support ensures that monitoring of implementation occurs at every level. From the district content area directors to the stem program specialists to the coaches at the school level who are in charge of implementation. School-based administrators will be trained on the program content in order to ensure effective monitoring at the classroom level on a daily basis. The use of the support logs will allow for constant ongoing communication to occur between the district and the school.

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.duvalschools.org/Page/10013>

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

throughout the document; pages 5-6

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.

Analysis of all data indicators are conducted at the district level at least monthly from Achieve3000 and i-Ready for reading, and i-Ready for mathematics. Attendance, discipline, and grade distribution are monitored through SAS and FOCUS in weekly intervals. This along with a comparison between the school's performance, the performance of the district, and the performance of the region determine how to best support the school's staff, students, and community. Numerous community meetings and staff surveys assist with to develop a comprehensive, collaborative plan to increase student and adult outcomes. The Region Superintendent and/or the Chief Academic Officer conduct weekly and monthly school visits. Review of all collected qualitative and quantitative data determines any need for refinement, additional professional development, and/or additional site-based support. Detailed monthly updates are provided to the Superintendent.

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.

Select schools will benefit from the implementation of a screener that will identify students who would likely benefit from a deeper degree of wraparound services and utilize a Multi-Tiered System of Support (MTSS) model to deliver those services. The screener will contain data points such as, FSA Scores, i-Ready Reading and Math Scores, grade levels retained, socio-economic status, Attendance/Tuancy, Behavioral Referrals, and known trauma indicators (Adverse Childhood Experiences – ACEs).

Students throughout the school will be assessed via the screener. Students in tier 1 will receive school based mentors. Students in tiers 2 and 3 will receive further assessment by clinical professionals as well as the ACE Study to determine the need for additional services provided both at the school and outside of school in coordination with families and community centers/programs. The clinical team will then create treatment plans for each individual student. That plan, once discussed with and agreed upon by the parent, will commence in direct services to students. Those services will include social worker case management, mental health counseling, substance abuse counseling, and behavior therapy. The innovative inclusion in this model is that all clinical professionals, in addition to intervening as is customary for their discipline, will focus on academic and social behaviors resulting from the psychological challenges and address those using a data-intense behavior therapy intervention model. This model will include cultural competency for teachers at the selected schools.

For academics, numerous community meetings and staff surveys assist with to develop a comprehensive, collaborative plan to increase student and adult outcomes. The Region Superintendent and/or the Chief Academic Officer conduct weekly and monthly school visits. Review of all collected qualitative and quantitative data determines any need for refinement, additional professional development, and/or additional site-based support. Detailed monthly updates are provided to the Superintendent. Qualitative data indicates the need for assistance with organizational leadership along with positive behavior supports throughout the building.

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

- G2.** Provide ongoing direct coaching, and redefine the Region Superintendents' role as focused on principal growth and learning in order for Regional Superintendents to effectively and consistently help school principals identify and monitor progress in effective instructional practices.
- G3.** Recruit and mentor high quality instructional leaders through ongoing leadership training, so that the number of high quality instructional leadership pool of candidates will increase.
- G4.** Improve principal and teacher understanding of the implementation of the Florida Standards, so that student achievement will increase in all core academic areas.

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.

G2. Provide ongoing direct coaching, and redefine the Region Superintendents' role as focused on principal growth and learning in order for Regional Superintendents to effectively and consistently help school principals identify and monitor progress in effective instructional practices. 1a

G074990

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Effective+ Administrators	2017-18	100.0

Targeted Barriers to Achieving the Goal 3

- Develop Region Superintendents skills in coaching principals instead of problem solving for leaders.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Chief of Schools and Chef Academic Officer Conduct walkthroughs with Region Superintendents, and conduct insight surveys with principals to progress monitor principal growth. Provide tools for Region Superintendents to assist with coaching, progress monitor trends, and providing feedback. Partner with Region Superintendent Coaching –framework

Plan to Monitor Progress Toward G2. 8

Progress monitoring of Region Superintendents' logs for trends and areas of improvement and sustainability.

Person Responsible

Mason Davis

Schedule

Weekly, from 8/14/2017 to 6/20/2018

Evidence of Completion

Classroom walk through records. Sample feedback documents and weekly logs. CAST administration evaluations

G3. Recruit and mentor high quality instructional leaders through ongoing leadership training, so that the number of high quality instructional leadership pool of candidates will increase. **1a**

 G074989

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	Effective+ Administrators	2017-18	15.0

Targeted Barriers to Achieving the Goal **3**

- For some candidates having a common understanding of instructional practices, knowing how to coach teachers, and passing the FELE can be a challenging.
- Past practices of principals and/or assistant principals serving as operational experts as opposed to instructional leaders, talent managers, and climate and culture builders

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

- -University of Florida Lastinger –instructional Coaching Model -APPP Program-Potential Pool of Assistant Principals -Instructional Rounding (Principal /AP survey) -FELE resources -Emerging Leaders Program -The Commissioners Leadership Academy

Plan to Monitor Progress Toward G3. **8**

Active participation of all participants in the APPP, Lastinger, and Emerging Leaders programs and data from classroom observation and feedback of instructional coaching of all candidates by Region Superintendents, Chief of Schools, and Director of Leadership Development.

Person Responsible

Mason Davis

Schedule

Monthly, from 8/14/2017 to 6/20/2018

Evidence of Completion

-Surveys and feedback data on each session. -Completion of effective instructional leadership assignment. -Feedback cycle video recording and reflection. -Completing the EXIT criteria for each leadership program. -Passing score on the FELE and successful completion of APPP program requirements.

G4. Improve principal and teacher understanding of the implementation of the Florida Standards, so that student achievement will increase in all core academic areas. **1a**

 G074960

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	District Grade - Percentage of Points Earned	2017-18	64.0

Targeted Barriers to Achieving the Goal **3**

- New curriculum in ELA and Mathematics requires professional development for all teachers in the Duval Transformation Office.
- Consistency in understanding and implementing the new curriculum guides, lack of understanding of the cognitive demands of the Florida Standards, and teacher implementation of the standards.

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

- -Lesson Study -Monthly Professional Learning Community (PLC) at district level to train teachers on the implementation of instructional framework as well as the implementation of effective Common Planning protocols. -Teacher Academy on ELA ,Writing and Math - Individualized training for teacher in the STEM focused schools (Pitcso labs). -District content area specialists' support

Plan to Monitor Progress Toward G4. **8**

Implement district wide principal and assistant principal Professional Development in ELA and Math and provide discipline specific training in STEM and other areas of need that best address the unique demands of the school.

Person Responsible

Mason Davis

Schedule

Weekly, from 8/7/2017 to 6/20/2018

Evidence of Completion

-PLC agenda -District feedback data -Common Planning agenda -Instructional Reviews -Use of Core and Tiered instruction in all classrooms as evidenced by data and instructional rounds.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. Provide ongoing direct coaching, and redefine the Region Superintendents' role as focused on principal growth and learning in order for Regional Superintendents to effectively and consistently help school principals identify and monitor progress in effective instructional practices. **1**

 G074990

G2.B1 Develop Region Superintendents skills in coaching principals instead of problem solving for leaders.

2

 B195842

G2.B1.S1 Chief of Schools conducts mentorships, provides opportunities for one on one modeling and coaching. Chief of Schools and Chief Academic Officer conducts Instructional Rounding individually and by grade band to calibrate instructional focus **4**

 S207573

Strategy Rationale

To build leadership capacity within the district, sustain effective leadership practices, and retain effective instructional leaders in all schools/DA schools.

Action Step 1 **5**

Support Region Superintendents to identify priorities and set up systems to develop principals and create school level action plans

Person Responsible

Mason Davis

Schedule

Weekly, from 8/14/2017 to 6/20/2018

Evidence of Completion

Ongoing classroom instructional rounds and one on one TNTP coaching. Improved instructional reviews.

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

Fidelity of implementation will be provided through ongoing coaching data trends and refinement of challenging coaching strategies will be modified to best meet the needs of individual schools.

Person Responsible

Mason Davis

Schedule

Weekly, from 8/14/2017 to 6/20/2018

Evidence of Completion

Principal caching logs and instructional rounding data trends. One on one coaching sessions and data collected from school site visits. Observation and monitoring tools/rubrics. Use of refined coaching strategies based on Region Superintendents coaching logs.

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

One on one coaching sessions with Chief of Schools and Chief Academic Officer school site visits and observation logs will be used to address further areas of support and improvement for Region Superintendent growth and learning.

Person Responsible

Mason Davis

Schedule

On 6/20/2018

Evidence of Completion

Surveys and feedback data to monitor trends and areas of improvement. Sample feedback documents. TNTP principal insight survey.

G2.B1.S2 Progress monitoring of Region Superintendents logs for trends and areas of improvement and sustainability. Enhancing the culture /conditions to ensure systematic change through ongoing support to Regional Superintendents. 4

 S207574

Strategy Rationale

Encourage principals and Region Superintendents to highlight successes as a springboard to building trust and capacity for growth in their buildings.

Action Step 1 5

Conduct two individualized coaching sessions on analyzing classrooms

Person Responsible

Mason Davis

Schedule

Monthly, from 8/14/2017 to 6/20/2018

Evidence of Completion

Region plan,meeting agenda,sample school action plan Classroom walk through records,sample feedback documents

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Chief of schools and Chief Academic Officer will conduct ongoing instructional rounding individually and by grade band with each Regional Superintendent to calibrate instructional focus

Person Responsible

Mason Davis

Schedule

Daily, from 8/14/2017 to 6/20/2018

Evidence of Completion

Regional Superintendents logs to progress monitor trends and areas of improvement, Instructional Rounding and principal surveys

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Facilitation of collaborative problem solving data discussion professional development

Person Responsible

Mason Davis

Schedule

Monthly, from 8/14/2017 to 6/20/2018


Evidence of Completion

Observations, feedback, principal surveys,

G3. Recruit and mentor high quality instructional leaders through ongoing leadership training, so that the number of high quality instructional leadership pool of candidates will increase. 1

 G074989

G3.B1 For some candidates having a common understanding of instructional practices, knowing how to coach teachers, and passing the FELE can be a challenging. 2

 B195845

G3.B1.S1 Providing opportunity for coaching teachers and practicing feedback cycle through mentorship with the Region Superintendents and APPP program and Emerging Leaders. 4

 S207575

Strategy Rationale

To increase focus on "evidence of learning " instead of focusing on teacher instructional practices.This will help shift the focus of principal coaching to looking for evidence of student learning.

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G3.B2 Past practices of principals and/or assistant principals serving as operational experts as opposed to instructional leaders, talent managers, and climate and culture builders **2**

 B195846

G3.B2.S1 Providing opportunity for coaching teachers and practicing feedback cycle through mentorship with the Region Superintendents and APPP program and Emerging Leaders. **4**

 S207578

Strategy Rationale

By modeling instructional coaches utilizing skills learned through leadership development programs, leadership candidates can focus on developing instructional leadership skills.

Action Step 1 **5**

Candidates apply to all leadership programs through a rigorous application process and interview.

Person Responsible

Mason Davis

Schedule

Monthly, from 8/14/2017 to 6/20/2018

Evidence of Completion

-Attendance data -Survey data -Exit interviews -FELE /Pass -Certification of Completion

Action Step 2 **5**

Region Superintendents will use data to drive principal coaching cycles and principal PLC protocols focused on instructional leadership practices

Person Responsible

Mason Davis

Schedule

Monthly, from 8/14/2017 to 6/20/2018

Evidence of Completion

Regional Superintendent logs SIP edits Administrator evaluation tool

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

Region Superintendents, Chief of Schools, Chief Academic Officer and Director of Leadership Development conduct site visits to schools with the candidates and observe instructional leadership skills, providing actionable feedback by utilizing observation rubric to provide additional support.

Person Responsible

Mason Davis

Schedule

Weekly, from 8/14/2017 to 6/20/2018

Evidence of Completion

-Survey results -Data trends -Exit interview

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

Provide weekly support to leadership candidates through peer observation, one on one coaching, and actionable feedback. Follow-up and support are provided to ensure "growth" in areas of need.

Person Responsible

Mason Davis


Schedule

Weekly, from 8/14/2017 to 6/20/2018

Evidence of Completion

-Feedback logs -Pre and post coaching conferences -Logs outlining next steps and follow-up -Follow-up observations -Data trends form and observation logs

G4. Improve principal and teacher understanding of the implementation of the Florida Standards,so that student achievement will increase in all core academic areas. **1**

 G074960

G4.B1 New curriculum in ELA and Mathematics requires professional development for all teachers in the Duval Transformation Office. **2**

 B195847

G4.B1.S1 Implement Professional Development on new curriculum guides and assessments aligned to the Florida Standards and provide coaching cycles that address the specific needs of the teachers as determined by instructional rounds/walk through. **4**

 S207576

Strategy Rationale

To ensure that teacher understanding and implementation of the Florida Standards are aligned to the instructional shifts required by the Florida Standards.

Action Step 1 **5**

Implement district-wide teacher Professional Development in ELA and Math, and provide discipline specific training in STEM and other areas of need that best address the unique demands of the school.

Person Responsible

Mason Davis

Schedule

Quarterly, from 8/7/2017 to 6/20/2018

Evidence of Completion

-PLC agenda -District feedback data -Common Planning agenda -Instructional Reviews -
Use of Core and Tiered instruction in all classrooms as evidenced by data and instructional rounds.

Action Step 2 5

All school administrators take part in ongoing professional learning focused on the Standards during the IIT meetings

Person Responsible

Mason Davis

Schedule

On 6/20/2018

Evidence of Completion

SIP edits Regional Superintendent logs district progress monitoring assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Content area specialists assigned to specific schools provide ongoing guidance and support to teachers to ensure effective implementation of the instructional shifts and rigor required by the Florida Standards.

Person Responsible

Mason Davis

Schedule

Weekly, from 8/7/2017 to 6/20/2018

Evidence of Completion

-Weekly coaches meetings and logs -Lesson Study -Data from PLC -District content area specialist logs and observational data -Formative Assessment/observations logs of school principals -Instructional Reviews and Rounding

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Professional learning opportunities in core content areas

Person Responsible

Mason Davis

Schedule

Weekly, from 8/7/2017 to 6/20/2018

Evidence of Completion

Needs assessment, survey data, calendars and schedules, videography, academic achievement

G4.B2 Consistency in understanding and implementing the new curriculum guides, lack of understanding of the cognitive demands of the Florida Standards, and teacher implementation of the standards. **2**

 B195848

G4.B2.S1 Provide discipline specific training in STEM and other areas of need that best address the unique demands of the discipline Modeling instructional practices that address the cognitive demands of the Florida Standards **4**

 S207577

Strategy Rationale

To ensure a common understanding of the implementation of the Florida Standards

Action Step 1 **5**

Provide district-wide training to ELA and Math teachers through Teacher Academy

Person Responsible

Mason Davis

Schedule

Quarterly, from 8/7/2017 to 6/20/2018

Evidence of Completion

-District specialists' reports -Coaches' meetings agenda -PLC focus -Instructional rounds - Instructional Reviews

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

Support will be provided through building level instructional coaches and district specialists to ensure that teachers consistently implement rigorous instruction in the core as well as Tier II and Tier I instruction.

Person Responsible

Mason Davis

Schedule

Daily, from 8/7/2017 to 6/20/2018

Evidence of Completion

-Coaching logs -District Surveys -Instructional Rounds -Feedback data from coaching cycles
-Peer Observations (school and district level)

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

Content area specialists will provide guidance and feedback to best align instructional practices to the Florida standards. STEM lab schools and schools that have unique themes and needs will be provided with curriculum support to best align the schools needs with the Florida Standards. Additionally, Science and Social Studies NGSS standards will be aligned to the Florida Standards cognitive demands to better align curriculum guides and pacing of instruction.

Person Responsible

Mason Davis

Schedule









Weekly, from 8/7/2017 to 6/20/2018

Evidence of Completion

-Curriculum guides -Data from coaching logs -Instructional Reviews -District Support logs - PLC

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1  M247159	Progress monitoring of Region Superintendents' logs for trends and areas of improvement and...	Davis, Mason	8/14/2017	Classroom walk through records. Sample feedback documents and weekly logs. CAST administration evaluations	6/20/2018 weekly
G3.MA1  M247160	Active participation of all participants in the APPP, Lastinger, and Emerging Leaders programs and...	Davis, Mason	8/14/2017	-Surveys and feedback data on each session. -Completion of effective instructional leadership assignment. - Feedback cycle video recording and reflection. -Completing the EXIT criteria for each leadership program. -Passing score on the FELE and successful completion of APPP program requirements.	6/20/2018 monthly
G4.MA1  M247161	Implement district wide principal and assistant principal Professional Development in ELA and Math...	Davis, Mason	8/7/2017	-PLC agenda -District feedback data - Common Planning agenda -Instructional Reviews -Use of Core and Tiered instruction in all classrooms as evidenced by data and instructional rounds.	6/20/2018 weekly
G2.B1.S1.MA1  M247183	One on one coaching sessions with Chief of Schools and Chief Academic Officer school site visits...	Davis, Mason	8/14/2017	Surveys and feedback data to monitor trends and areas of improvement. Sample feedback documents. TNTP principal insight survey.	6/20/2018 one-time
G2.B1.S1.MA1  M247182	Fidelity of implementation will be provided through ongoing coaching data trends and refinement of...	Davis, Mason	8/14/2017	Principal caching logs and instructional rounding data trends. One on one coaching sessions and data collected from school site visits. Observation and monitoring tools/rubrics. Use of refined coaching strategies based on Region Superintendents coaching logs.	6/20/2018 weekly
G2.B1.S1.A1  A258081	Support Region Superintendents to identify priorities and set up systems to develop principals and...	Davis, Mason	8/14/2017	Ongoing classroom instructional rounds and one on one TNTP coaching. Improved instructional reviews.	6/20/2018 weekly
G4.B1.S1.MA1  M376435	Professional learning opportunities in core content areas	Davis, Mason	8/7/2017	Needs assessment, survey data, calendars and schedules, videography, academic achievement	6/20/2018 weekly
G4.B1.S1.MA1  M247186	Content area specialists assigned to specific schools provide ongoing guidance and support to...	Davis, Mason	8/7/2017	-Weekly coaches meetings and logs - Lesson Study -Data from PLC -District content area specialist logs and observational data -Formative Assessment/observations logs of school principals -Instructional Reviews and Rounding	6/20/2018 weekly
G4.B1.S1.A1  A258083	Implement district-wide teacher Professional Development in ELA and Math, and provide discipline...	Davis, Mason	8/7/2017	-PLC agenda -District feedback data - Common Planning agenda -Instructional Reviews -Use of Core and Tiered instruction in all classrooms as evidenced by data and instructional rounds.	6/20/2018 quarterly
G4.B1.S1.A2  A297388	All school administrators take part in ongoing professional learning focused on the Standards...	Davis, Mason	8/7/2017	SIP edits Regional Superintendent logs district progress monitoring assessments	6/20/2018 one-time
G4.B2.S1.MA1  M247187	Content area specialists will provide guidance and feedback to best align instructional practices...	Davis, Mason	8/7/2017	-Curriculum guides -Data from coaching logs -Instructional Reviews -District Support logs -PLC	6/20/2018 weekly
G4.B2.S1.MA1  M247162	Support will be provided through building level instructional coaches and district specialists to...	Davis, Mason	8/7/2017	-Coaching logs -District Surveys - Instructional Rounds -Feedback data	6/20/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				from coaching cycles -Peer Observations (school and district level)	
G4.B2.S1.A1  A258084	Provide district-wide training to ELA and Math teachers through Teacher Academy	Davis, Mason	8/7/2017	-District specialists' reports -Coaches' meetings agenda -PLC focus - Instructional rounds -Instructional Reviews	6/20/2018 quarterly
G3.B2.S1.MA1  M247164	Provide weekly support to leadership candidates through peer observation, one on one coaching,and...	Davis, Mason	8/14/2017	-Feedback logs -Pre and post coaching conferences -Logs outlining next steps and follow-up -Follow-up observations - Data trends form and observation logs	6/20/2018 weekly
G3.B2.S1.MA1  M247163	Region Superintendents,Chief of Schools, Chief Academic Officer and Director of Leadership...	Davis, Mason	8/14/2017	-Survey results -Data trends -Exit interview	6/20/2018 weekly
G3.B2.S1.A1  A258085	Candidates apply to all leadership programs through a rigorous application process and interview.	Davis, Mason	8/14/2017	-Attendance data -Survey data -Exit interviews -FELE /Pass -Certification of Completion	6/20/2018 monthly
G3.B2.S1.A2  A297387	Region Superintendents will use data to drive principal coaching cycles and principal PLC protocols...	Davis, Mason	8/14/2017	Regional Superintendent logs SIP edits Administrator evaluation tool	6/20/2018 monthly
G2.B1.S2.MA1  M335530	Facilitation of collaborative problem solving data discussion professional development	Davis, Mason	8/14/2017	Observations, feedback, principal surveys,	6/20/2018 monthly
G2.B1.S2.MA1  M247158	Chief of schools and Chief Academic Officer will conduct ongoing instructional rounding...	Davis, Mason	8/14/2017	Regional Superintendents logs to progress monitor trends and areas of improvement, Instructional Rounding and principal surveys	6/20/2018 daily
G2.B1.S2.A1  A258082	Conduct two individualized coaching sessions on analyzing classrooms	Davis, Mason	8/14/2017	Region plan,meeting agenda,sample school action plan Classroom walk through records,sample feedback documents	6/20/2018 monthly

V. Professional Development Opportunities

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

G2. Provide ongoing direct coaching, and redefine the Region Superintendents' role as focused on principal growth and learning in order for Regional Superintendents to effectively and consistently help school principals identify and monitor progress in effective instructional practices.

G2.B1 Develop Region Superintendents skills in coaching principals instead of problem solving for leaders.

G2.B1.S1 Chief of Schools conducts mentorships, provides opportunities for one on one modeling and coaching. Chief of Schools and Chief Academic Officer conducts Instructional Rounding individually and by grade band to calibrate instructional focus

PD Opportunity 1

Support Region Superintendents to identify priorities and set up systems to develop principals and create school level action plans

Facilitator

Collaboration with Chief of Schools, Chief Academic Officer, Director of leadership development

Participants

Region Superintendents, DCPS administration

Schedule

Weekly, from 8/14/2017 to 6/20/2018

G2.B1.S2 Progress monitoring of Region Superintendents logs for trends and areas of improvement and sustainability. Enhancing the culture /conditions to ensure systematic change through ongoing support to Regional Superintendents.

PD Opportunity 1

Conduct two individualized coaching sessions on analyzing classrooms

Facilitator

Chief of Schools and Chief Academic Officer

Participants

Region Superintendents and DCPS administrators

Schedule

Monthly, from 8/14/2017 to 6/20/2018

G3. Recruit and mentor high quality instructional leaders through ongoing leadership training, so that the number of high quality instructional leadership pool of candidates will increase.

G3.B2 Past practices of principals and/or assistant principals serving as operational experts as opposed to instructional leaders, talent managers, and climate and culture builders

G3.B2.S1 Providing opportunity for coaching teachers and practicing feedback cycle through mentorship with the Region Superintendents and APPP program and Emerging Leaders.

PD Opportunity 1

Region Superintendents will use data to drive principal coaching cycles and principal PLC protocols focused on instructional leadership practices

Facilitator

Chief of Schools and Chief Academic Officer

Participants

Region Superintendents and Principals

Schedule

Monthly, from 8/14/2017 to 6/20/2018

G4. Improve principal and teacher understanding of the implementation of the Florida Standards,so that student achievement will increase in all core academic areas.

G4.B1 New curriculum in ELA and Mathematics requires professional development for all teachers in the Duval Transformation Office.

G4.B1.S1 Implement Professional Development on new curriculum guides and assessments aligned to the Florida Standards and provide coaching cycles that address the specific needs of the teachers as determined by instructional rounds/walk through.

PD Opportunity 1

Implement district-wide teacher Professional Development in ELA and Math, and provide discipline specific training in STEM and other areas of need that best address the unique demands of the school.

Facilitator

-District Content Area Directors -District content area specialists -including ESOL and ESE - Science Specialist-STEM and BIO -Social Studies Specialist- Civic -Career and Technical Education (CTE)Specialists

Participants

-Teachers for multiple disciplines and grade levels -Instructional Coaches -ELA and Math Coach - Science Coaches

Schedule

Quarterly, from 8/7/2017 to 6/20/2018

PD Opportunity 2

All school administrators take part in ongoing professional learning focused on the Standards during the IIT meetings

Facilitator

Chief of Schools and Chief Academic Officer

Participants

School based administration

Schedule

On 6/20/2018

G4.B2 Consistency in understanding and implementing the new curriculum guides, lack of understanding of the cognitive demands of the Florida Standards, and teacher implementation of the standards.

G4.B2.S1 Provide discipline specific training in STEM and other areas of need that best address the unique demands of the discipline Modeling instructional practices that address the cognitive demands of the Florida Standards

PD Opportunity 1

Provide district-wide training to ELA and Math teachers through Teacher Academy

Facilitator

-DCPS Content Area Directors -District Content Area specialists

Participants

-Teacher- multiple disciplines -Science STEM teachers -Instructional coaches -Assistant Principal of Curriculum

Schedule

Quarterly, from 8/7/2017 to 6/20/2018

VI. Technical Assistance Items

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

G3. Recruit and mentor high quality instructional leaders through ongoing leadership training, so that the number of high quality instructional leadership pool of candidates will increase.

G3.B2 Past practices of principals and/or assistant principals serving as operational experts as opposed to instructional leaders, talent managers, and climate and culture builders

G3.B2.S1 Providing opportunity for coaching teachers and practicing feedback cycle through mentorship with the Region Superintendents and APPP program and Emerging Leaders.

TA Opportunity 1

Candidates apply to all leadership programs through a rigorous application process and interview.

Facilitator

Chief of Schools and Chief Academic Officer

Participants

Region Superintendents and Principals

Schedule

Monthly, from 8/14/2017 to 6/20/2018

VII. Budget

1	G2.B1.S1.A1	Support Region Superintendents to identify priorities and set up systems to develop principals and create school level action plans	\$0.00
2	G2.B1.S2.A1	Conduct two individualized coaching sessions on analyzing classrooms	\$0.00
3	G3.B2.S1.A1	Candidates apply to all leadership programs through a rigorous application process and interview.	\$0.00
4	G3.B2.S1.A2	Region Superintendents will use data to drive principal coaching cycles and principal PLC protocols focused on instructional leadership practices	\$0.00
5	G4.B1.S1.A1	Implement district-wide teacher Professional Development in ELA and Math, and provide discipline specific training in STEM and other areas of need that best address the unique demands of the school.	\$0.00
6	G4.B1.S1.A2	All school administrators take part in ongoing professional learning focused on the Standards during the IIT meetings	\$0.00
7	G4.B2.S1.A1	Provide district-wide training to ELA and Math teachers through Teacher Academy	\$0.00
Total:			\$0.00