



Manny Diaz, Jr., Commissioner of Education

## 2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 51 - Pasco

Kurt Browning, Superintendent  
, Southwest Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

All our students achieve success in college, career, and life.

##### b. District Vision Statement

Providing a world-class education for all students.

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

[http://www.pasco.k12.fl.us/comm/success\\_plan](http://www.pasco.k12.fl.us/comm/success_plan)

#### 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.

To plan forward for the 2017-2018 year, the District Leadership Team identified dates beginning in April, running up to Together We Lead in June, and continuing throughout the year for systems calibration and alignment of all district resources to meet the needs of students and maximize desired student outcomes. Days set aside include Together We Lead in June, Calibration for Success Planning and District Success Plan reviews in June and July, and five other multi-day calibration and alignment sessions throughout the year.

Pasco County Schools' district-based leadership team is comprised of the Superintendent of Schools; the Assistant Superintendent for Student Achievement; the Assistant Superintendents of priority schools, elementary, middle, and high schools; the Executive Director for elementary schools; the Director of Professional Development and School Supports; a supervisor from the Office for Accountability, Research, and Measurement; and an MTSS Specialist.

The Superintendent's Staff compiled data on each school to include student achievement data, leadership data, staff engagement, and instructional staffing to determine which schools were in greatest need of support within the system. Multiple levels of support were created and an accompanying guide for delivery of supports was also made. The levels include Low 300, DA schools, Former Turnaround schools, First time C schools, Repeat C schools and Title I schools.

In addition to the basic alignment of district wide resources, The Title I Program Coordinator works to coordinate supplemental state and federal grants including Title I Part A, Title I Part C, Title I Part D, IDEA, Title X, Title II, Title III, SIG(a), SIG(g), and SAI funds. Each year near the beginning of the second semester, the Title I Coordinator hosts a meeting with representatives from the grants referenced above to review current collaborative efforts and to begin to plan for future collaborative efforts. Following the initial collaboration meeting, individual meetings are set with the Title I Program Coordinator and the managers of each of the referenced grants to further discuss current progress and future efforts. Quarterly progress monitoring meetings are held to track progress toward the expected results and adjust the supports if needed.

Additional collaboration occurs among the District Leadership Team, the Regional Executive Director, and the DA Team. These groups of people meet during the summer and at the beginning of the year to plan upcoming supports and establish a strong communication loop. The DA team has shared its menu of supports with the district. Meetings are held monthly with the District Leadership Team and the DA Team to share progress on meeting goals and to determine what, if any, additional supports are needed for schools.

The focus of the district's collaborative efforts is to provide aligned supplemental supports to schools. Data is collected throughout the year on both student achievement and the fidelity of the supplemental supports to determine the effectiveness of the support and whether the supports need to continue, intensify, modify or terminate.

#### **b. School Allocation Process**

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

Each year the District Leadership team reviews current and trend student data and works to allocate personnel, curriculum, and resources to best meet the needs of the schools and maximize student outcomes. The data analysis also includes the current allocation of resources as it is related to student achievement.

Days have been scheduled for all schools to review data each quarter. Schools receiving the higher levels of support from have monthly data conversations involving data collection, analysis, and reflection.

#### **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 leadership team has moved from a broad approach to school improvement to a specific, narrow theory of action that focuses on three key priorities: high impact instruction, data driven decisions, and collaborative culture. The work within this theory of action was generated based on successes from our previous work, data from TNTP, research on highly effective schools and systems and stakeholder feedback. Within this theory of action are sets of aligned district and regional supports that assist all schools in improving student outcomes.

Existing Pasco County Schools' policies support school-based leadership teams (example: Policy 3132-Vacancies and 3220-Evaluation of Instructional Staff).

The School Board of Pasco County

Bylaws & Policies

3132 - VACANCIES

It shall be the policy of the Board to employ the best qualified individual for any District vacancy at any level.

The principal/worksite supervisor shall make the determination of the best qualified individual and shall make a recommendation to the Superintendent to fill the vacancy. The Superintendent shall make a recommendation to the Board and the Board may approve the recommendation.

Vacancies shall be announced, and all members of the instructional staff shall be eligible for any District vacancy, providing they are properly qualified.

All instructional staff members refer to the applicable negotiated collective bargaining agreement.

F.S. 1012.22, 1012.23, 1012.28

### 3220 - EVALUATION OF INSTRUCTIONAL STAFF

The continuing evaluation of instructional staff members is necessary to enable the Board to monitor the effectiveness and competence of instructional staff members and to assist them in the improvement of their instructional performance.

Evaluations of instructional staff members shall be conducted in accordance with Human Resources Teacher Development Plan (HRTD) and applicable provisions of the collective bargaining agreement. F.S. 1012.22, 1012.225, 1012.34

#### **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.

Operational flexibility at a school implementing a Turnaround plan means the principal has the ability and authority to make staffing, scheduling and budgeting decisions. Examples of this include the flexibility to determine how the school's Title I funds are spent, the flexibility the principal has in determining how to spend the additional PLC/PD money provided to the school, the flexibility of scheduling the school day, the flexibility in controlling the budget, and the flexibility to determine the focus and support of new teachers.

### **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.

For each of the goals outlined in this plan, evidence documents have been created which outline for all participants (our administrative and instructional staff members) what we want them to know, understand and do as a result of each of these goals. Professional development needs have been determined, support teams have been established, qualitative and quantitative evidence have been specified, and a progress monitoring team has been identified. In addition to evidence documents, support documents have been created so that schools are aware of the supports the district commits to providing as they pursue each of the goals.

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 is removed by collecting data, meeting at least quarterly, and analyzing the progress toward each of our district's goals.

The analysis will include an examination of the effectiveness of the MTSS infrastructure and SIP (Success Plan) goals. The District Leadership Team will identify areas for additional professional development to support core instruction and make any necessary revisions to the plan.

To increase the likelihood of sustainability at each school, School Leadership Teams (SLT) will receive differentiated coaching support from MTSS Specialists based upon data gathered from a district developed MTSS Rubric. A primary focus of this coaching will be building capacity for the SLT members to serve as facilitators in the problem solving process with a gradual release of responsibility to the grade level facilitators. The SLT will meet as a Professional Learning Community (PLC) to problem-solve the continued school-wide support of MTSS. Team facilitators will provide imbedded Professional Development to team members on MTSS within their PLCs.

## 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.**

Pasco County Schools develops and submits a Title I, Part A Parent Involvement Plan that outlines ongoing mechanisms for engaging families and community in school improvement efforts. Additionally, each Title I school completes and submits a school level plan that identifies specific school based strategies to address family and community engagement to increase student achievement.

Additionally, Pasco County Schools generates input and disseminates information to stakeholders in several venues including the District Vision and Success Plan Advisory Committee. Systemic changes within the district are filtered through these meetings which are made up of district and school staff members, business and community representatives, parents, and students and address issues related to operational practices that result in increased student achievement. Seeking feedback and input is a major function of these meetings which will occur five times throughout the 2017-18 school year. These structures of these meetings will engage families and the broader community in the district's school improvement efforts resulting in a community which works together so all Pasco County students will be college, career, and life ready.

The Community Assessment Team (CAT) will also play a critical role in reviewing performance data, determining causes for such performance, and providing recommendations for school improvement. Each DA school will hold CAT meetings throughout the year. Membership will include parents, community members, educators from the school district and higher education, business representatives, and school leadership. Pasco County Schools will use these meetings as an ongoing vehicle for engaging stakeholders in the DA schools.

During the initial CAT meeting, we plan to divide attendees into groups to review and analyze data sets. Attendees will be tasked with brainstorming possible causes for the low performance and generating recommendations for improvement. Data sets to be reviewed include stakeholder feedback from staff and students, performance data, and early warning system data.

### 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.**

The information garnered from the CAT meetings will be shared with the school leadership team and School Advisory Council. This information coupled with results of the Comprehensive Needs Assessment was used to determine that a District-Managed Turnaround would be the best turnaround option for the schools. Each of these groups of stakeholders felt a strong need to increase academic supports to the schools, increase support services, and refine curricular resources.

While only highly effective and effective teachers have been employed by the schools based on the district's performance evaluation pursuant to 1012.34 F.S., the district continues to provide job embedded professional development monitored by the principal to ensure all instructional staff continually improve their practices.

## C. Effective Leadership

### 1. District Turnaround Lead

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

Ilse, Monica, milse@pasco.k12.fl.us

**b. Employee's Title**

Assistant Superintendent

**c. Employee's Phone Number**

(813) 794-2532

**d. Employee's Phone Extension**

N/A

**e. Supervisor's Name**

Mr. Kurt Browning

**f. Supervisor's Title**

Superintendent

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

Responsible for supervision of all turnaround efforts

**2. District Leadership Team:****St. Clair, Suzanne, sstclair@pasco.k12.fl.us****Title** Director**Phone** 727-774-2347**Supervisor's Name** Peggy Jones**Supervisor's Title** Director

**Role and Responsibilities** Responsible for building capacity and providing supports for school communities that are consistent with and supportive of the District's vision, mission, and strategic goals. Overseeing programs with a focus on school improvement, school advisory councils, Accreditation, and school grades.

**Ilse, Monica, milse@pasco.k12.fl.us****Title** Assistant Superintendent**Phone** 727-774-2532**Supervisor's Name** Kurt Browning**Supervisor's Title** Superintendent

**Role and Responsibilities** One of the four Area Superintendents--East Region-- and the designated Turnaround Lead. Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.

**Schultz, Brian, bschultz@pasco.k12.fl.us****Title** Director**Phone** (727) 774-2238**Supervisor's Name** Vanessa Hilton**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Responsible for building capacity and providing supports for school communities that are consistent with and supportive of the District's vision, mission, and strategic goals. Oversees all Title 1 programs.



**Scanga, David, dscanga@pasco.k12.fl.us****Title** Assistant Superintendent**Phone****Supervisor's Name** Kurt Browning**Supervisor's Title** Superintendent

**Role and Responsibilities** One of the four Area Superintendents--Central Region--Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.

**Abiola, Iravonia, iabiola@pasco.k12.fl.us****Title** Instructional Coach**Phone****Supervisor's Name** Monica Ilse**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Responsible for building capacity and providing supports for school communities that are consistent with and supportive of the District's vision, mission, and strategic goals. Is an MTSS specialist.

**Poe, Kim, kpoe@pasco.k12.fl.us****Title** Administrator**Phone****Supervisor's Name** Kurt Browning**Supervisor's Title** Superintendent**Role and Responsibilities** Strategic Initiatives and Allocations

**Berryhill, Tammy, tberryhi@pasco.k12.fl.us****Title** Assistant Superintendent**Phone****Supervisor's Name** Kurt Browning**Supervisor's Title** Superintendent**Role and Responsibilities**

One of the four Area Superintendents--Southwest Region-- Responsible for ensuring a quality education for every student by supervising, coaching, supporting, and evaluating principals. This includes building the capacity of instructional leaders through coaching and strategic feedback on school improvement efforts; directing the selection and evaluation of principals and assistant principals; providing administrative oversight and support through modeling; and encouraging dynamic, innovative, and effective school leadership. Also responsible for working closely with members of the executive staff to facilitate support between central offices and schools focused on academic achievement and equitable practices for all.

**Mitchell, Rayann, rmitchel@pasco.k12.fl.us****Title** Director**Phone****Supervisor's Name** Vanessa Hilton**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Director of the Office for Teaching and Learning. Responsible for overseeing the district's curriculum materials and resources, instructional content area coaches, and state and federal grants.

**Hilton, Vanessa , vhilton@pasco.k12.fl.us****Title** Assistant Superintendent**Phone****Supervisor's Name** Kurt Browning**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Assistant Superintendent for Student Achievement**Mitchell, Lea, lmitchel@pasco.k12.fl.us****Title** Director**Phone****Supervisor's Name** Vanessa Hilton**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Professional Development and School Supports

### 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.

Administrative staffing decisions are made by Superintendent's staff based on the individual needs of the schools and matched with the strengths of the administrator. For example, the District selected principals for the Turnaround schools based upon each principal's tenure as a successful administrator in other district 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.

Pasco County Schools does not have teachers at our two Turnaround schools that earned a Needs Improvement (NI) or Unsatisfactory (U) on their Pasco County Schools' Summative Evaluation. Language is included in school specific MOUs that any NI or U teachers would be transferred from the school. In the Turnaround Schools, teachers were given the opportunity to leave and administration was granted the opportunity to hire their new staff members. At one of the Turnaround schools, the percentages of teachers with a state VAM score that was in the NI or U category was higher than the district's averages in those categories. Teachers within these groups were strategically placed on teams that were determined to be a better fit for the teachers' strengths and opportunities to develop. Additionally, teachers at both the Turnaround Schools that earned a state VAM score which fell into the NI or U category were placed on a student achievement plan that includes an assigned mentor.

Pasco County Schools has an Employee Relations Department that works closely with schools to provide guidance on how to document, provide support, and reassign/replace instructional staff who demonstrate the need for intervention.

Pasco County Schools have added regional Human Capital Partners to the Office for Human Resources and Educator Quality. These partners work with schools within their designated Assistant Superintendent to assist with recruiting and retaining high quality staff at each 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 Turnaround Lead reviews each DA School's master schedule to ensure principals have included common planning time for all teachers. Additionally, 2017-18 Curriculum Development Funds are available to schools to provide collaborative planning time for Professional Learning Communities around standards based curriculum and instructional practices. Funds may be used in the following ways:

- Provide substitute coverage for participating teachers with a maximum of one day or two half days.
- Provide stipends for after-hours team planning at the work site, monitored by administration, not to exceed six hours per teacher.

## 2. Instructional Coaches

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

The Office for Teaching and Learning coordinates efforts with each DA School to hire, train, and monitor the reading coach, mathematics coach and science coach. Coaches' training includes modules on how to model effective lessons, analyze relevant data, and provide professional development and the necessary follow up support to the professional development. A district-wide coaching log has been created for coaches to enter their daily activities. Quarterly instructional reviews include an analysis of each school's achievement data and the type of coaching support provided by the content coaches.

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

## Pearson's ReadyGen

|                     |   |
|---------------------|---|
| <b>Program Type</b> | Core, Supplemental, Intensive Intervention    |
| <b>School Type</b>  | Elementary School, Middle School, High School |

As Pasco County Schools works to implement the key instructional shifts in ELA, writing is taught in response to text. Teachers and students select text and write to inform, explain, or persuade using evidence from the text. They may also incorporate narrative elements into their writing.

Pearson's ReadyGen is used with all our elementary schools. This resource provides lessons for core instruction along with strategies to assist teachers in planning for the needs of the students not met in core instruction.

HMH Florida Collections is used in all middle and high schools. This resource provides writing tasks attached to each text, as well as culminating writing performance tasks at the end of each collection. Additional supports are available for teachers and students through interactive lessons, digital tutorials, and graphic organizers.

### Description

Students in middle school who score above proficiency levels in writing are placed in advanced level ELA courses, pre-IB, or Cambridge, while high school students have honors, Advanced Placement, IB, and Cambridge course options.

Students who score below proficiency in writing and receive a PMP are identified by their ELA teachers in middle and high school in order for the ELA teachers to provide additional scaffolds and support during writing instruction. Student progress is monitored throughout the year and writing portfolios assist teachers and students in monitoring writing proficiency.

In addition, students who continue to struggle through high school are given the opportunity to enroll in English 4: Florida College Prep, which focuses on developing critical reading and writing skills necessary to be career and college ready.

## 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:*

### Eureka Math

**Program  
Type**

Core

**School  
Type**

Elementary School, Middle School

Eureka Math is utilized as the core curricular resource for the district, and is aligned to the FL Standards. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.

**Description**

At the elementary level, the district has provided curriculum resources for teachers that prioritize and group FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics.

Eureka Math offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics. Eureka Math was developed specifically to meet the new standards. It is a comprehensive curriculum that emphasizes deeper learning, critical thinking, and conceptual understanding of math.

### McGraw Hill FL Math

**Program  
Type**

Core

**School  
Type**

Middle School

**Description**

At the middle school level, the district has provided curriculum resources for teachers that prioritize and group Mathematics Florida Standards (MAFS) into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics. McGraw Hill FL Math and Houghton Mifflin Harcourt Go Math! are utilized as core curricular resource for the district. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.

**Pearson****Program Type** Core**School Type** High School

**Description** Houghton Mifflin Harcourt AGA is the core for Algebra 1 and 2 and Geometry. A variety of other textbooks are utilized as core curricular resource for the many other mathematics courses in the district. At the high school level, the district has provided curriculum resources for teachers that prioritize and group the Mathematics Florida Standards (MAFS) into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.

**Various Programs for Courses other than Algebra1/2 and Geometry****Program Type** Core**School Type** High School

**Description** A variety of other textbooks are utilized as core curricular resource for the many other mathematics courses in the district. At the high school level, the district has provided curriculum resources for teachers that prioritize and group FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics. Students who do not meet district expectations for proficiency in mathematics receive supplemental intervention in this area using a variety of resources.

**Math Nation****Program Type** Supplemental**School Type** High School**Description** Supplements Algebra 1, Algebra 2, and Geometry**AgileMind Intensified Algebra****Program Type** Intensive Intervention**School Type** High School**Description****APEX****Program Type** Intensive Intervention**School Type** High School**Description** Used for Credit Recovery

### Various Programs for MS Supplemental

**Program Type** Supplemental

**School Type** Middle School

**Description** Schools use a variety of supplemental materials depending on each school's analysis of needs. Materials used include IXL, Study Island, before/after school tutoring, specific intervention groups during the school day.

### ALEKS, Intensive Mathematics, and Edgenuity

**Program Type** Intensive Intervention

**School Type** Middle School

**Description** MH Schools use ALEKS. Selected schools use Intensive Mathematics. Edgenuity is a program used for course recovery and includes a social emotional learning component.

### IXL

**Program Type** Intensive Intervention

**School Type** High School

**Description** Used for Algebra 1/Geometry/Algebra 2 to build procedural skill and fluency in previous grade level and grade level 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:

### Houghton Mifflin Harcourt

**Program Type** Core

**School Type** Elementary School

**Description** At the elementary level, the district has provided curriculum resources for teachers that unpack the NGSSS for Science and incorporate the Florida Standards, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for science. The Houghton Mifflin Harcourt Fusion series is utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in science receive supplemental intervention in this area using a variety of resources.



**Houghton Mifflin Harcourt****Program Type** Core**School Type** Middle School

**Description** At the middle school level, the district has provided curriculum resources for teachers that unpack the NGSSS for Science and incorporate the CCSS connections, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for science. The Houghton Mifflin Harcourt Fusion series is utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in science receive supplemental intervention in this area using a variety of resources.

**Various Resources****Program Type** Core**School Type** High School

**Description** At the high school level, the district has provided curriculum resources for teachers that unpack the NGSSS for Science and incorporate the CCSS connections, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for science. A variety of textbooks for each of the many content course are utilized as the core curricular resource for the district. Students who do not meet district expectations for proficiency in science receive supplemental intervention in this area using a variety of resources.

**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.

Monitoring of academic success occurs at least four times a year using Pasco County Schools developed Quarterly Checks, Early Warning System data, IRLA data, and additional common assessment data (e.g., unit assessment data determined by specific PLCs). This analysis will include subgroups and identify individual students not on track to meet targets. In addition, implementation data (e.g., walkthrough data, student interviews, PLC Rubrics, and MTSS Rubrics) are collected on a quarterly basis to monitor the effectiveness of MTSS/PLCs.

School leadership teams (SLT) meet to evaluate progress toward goals and annual targets using a triangulation of multiple data sources for decision-making. The school-based administration team ensures that data shared with the SBLT is summarized and visually displayed in a meaningful way for problem-solving and decision-making. Both school and grade level Quarterly Check and Early Warning System Reports are shared with the SLT to determine whether to continue, intensify, modify, or terminate current strategies. Decision-rules will be implemented to determine the degree in which the strategies have been effective on achieving the goals and targets. Based upon data analyzed, a

"positive" response to the strategies being implemented will be demonstrated by significant improvement in the rate of student performance, such that the goal has been met or will be reached within a reasonable amount of time. A "questionable" response to the strategies being implemented will be demonstrated by improvements in the rate of student performance, but the rate of growth is less than desired to achieve the goal. A "poor" response to the strategies being implemented is demonstrated by no improvements in student performance following the implementation of strategies and/or a significant decline in the rate of student performance. The school-based leadership team will address a "questionable" or "poor" response to strategies being implemented through an evaluation of implementation fidelity (e.g., they will first determine if strategies in the plan were implemented as intended). If poor implementation fidelity is determined then a plan will be developed to increase fidelity of the plan. Based upon predetermined decision-criteria (for good, questionable, or poor) the SLT will to determine whether to continue, intensity, modify, or terminate strategies being implemented.

The District Leadership Team also meets quarterly to examine the effectiveness of an MTSS Integrated System, which includes monitoring the implementation of Pasco County's district priorities (High Impact Instruction, Collaborative Culture, and Data Driven Decisions). These specific priorities drive the school improvement planning work of the district and its schools. Data are accessed and analyzed to problem solve academic, behavior, and attendance issues. In addition, school-based PLC teams, with the support of the school-based leadership team, use both formative and summative data to problem-solve Tier I, II, and III academic and behavior needs. The district also collects data on staff and student engagement using Gallup Staff and Student Engagement Polls. These data are used to problem-solve and monitor the effectiveness of overall student and staff engagement, as well as school climate and culture.

The district also periodically meets with key instructional stakeholder groups, such as a the District Vision and Success Advisory Committee to gather input and feedback regarding district goals, resources/barriers, and strategies for addressing barriers. This information is then shared with the district leadership team to inform problem-solving and refine systems. Once data is collected and organized in a manner for decision-making, the district leadership team meets to analyze the progress towards each of the district's goals and make necessary revisions to the plan. Revisions to plans will include a plan to support implementation fidelity, as needed.

An exemplar of how the district responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals is the district's response to the high impact instruction goal (All student learning experiences match the rigor of the Florida standards) for the 2016-17 school year. The strategy selected (Build a deep base of knowledge about the demands of the new FL Standards beginning with PLC facilitators, coaches, school leaders, and select central office staff to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction) did not overcome the challenge of unpacking the FL Standards and understanding what deeper learning entails. Therefore, the District Leadership Team concluded that additional work needed to occur ensuring rigorous learning experiences were being implemented. During the writing of this 2017-18 plan, additional consideration was given to the monitoring the rigor of lessons.

## **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.*

N/A

A Kindercamp for all incoming Kindergarten students is held prior to the start of the school year. During this camp, students are assessed to provide the Kindergarten teachers with some initial information in order to determine individual and group needs to assist in the development of effective, rigorous instruction. Kindergarten students who do not attend the camp are assessed during the first weeks of school. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge and Phonological Awareness/Processing. Screening data is collected and aggregated by the middle of September. Data is used to plan daily academic developmental instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavior instruction includes daily explicit instruction, modeling, guided practice, and independent practice of all academic and /or social emotional skills identified by screening data. Students identified as "Read to Me's" are read to by multiple staff members in order to meet their 500 book exposures within the first month of school. Specific screening tools used include: IRLA, FLKRS, FAIR, and ECHOS.

Middle school transition for our students is handled in the Spring. Feeder pattern meetings are held to help ease the transition for students. 6th grade math placement tests are provided to assist with proper math placement along with data for ELA for proper reading placements. Schedule cards and courses are determined and chosen for students based on collaboration between schools. In addition, students visit the middle school campus with the guidance counselor and/or graduation enhancement teacher for an orientation prior to the end of the school year. At the beginning of the school year, grade level meetings are held during the first week of school to focus on procedures and expectation setting for all 6th grade students.

A partnership between feeder pattern high schools and middle schools exists for students transitioning into high school. There is an articulation process in place as a way for students to successfully transition from one level to another. Time is provided during the school day for the 8th graders to meet with their respective high school counselors and learn about course and graduation requirements. Families are made aware of high school open houses hosted during the evening.

### **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

## 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.** All student learning experiences match the rigor of the Florida standards.
- G2.** Increase staff and student engagement
- G3.** Increase systems to support students

## Strategic Goals Detail

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

**G1. All student learning experiences match the rigor of the Florida standards.** 1a

G044174

**Targets Supported** 1b

| Focus                         | Indicator                                  | Year    | Target |
|-------------------------------|--|---------|--------|
| District-Wide                 | FSA Mathematics Achievement                | 2017-18 | 75.0   |
| District-Wide                 | Algebra I EOC Pass Rate                    | 2017-18 | 75.0   |
| District-Wide                 | Geometry EOC Pass Rate                     | 2017-18 | 75.0   |
| District-Wide                 | FCAT 2.0 Science Proficiency               | 2017-18 | 75.0   |
| District-Wide                 | FSA ELA Achievement                        | 2017-18 | 75.0   |
| District-Wide                 | U.S. History EOC Pass                      | 2017-18 | 75.0   |
| District-Wide                 | Civics EOC Pass                            | 2017-18 | 85.0   |
| District-Wide                 | Bio I EOC Pass                             | 2017-18 | 75.0   |
| District-Wide                 | Math Lowest 25% Gains                      | 2017-18 | 55.0   |
| District-Wide                 | Math Gains                                 | 2017-18 | 70.0   |
| District-Wide                 | ELA/Reading Gains                          | 2017-18 | 70.0   |
| District-Wide                 | ELA/Reading Lowest 25% Gains               | 2017-18 | 55.0   |
| All SIG4 Implementation Sites | ELA/Reading Lowest 25% Gains               | 2017-18 | 50.0   |
| All SIG4 Implementation Sites | ELA/Reading Gains                          | 2017-18 | 50.0   |
| All SIG4 Implementation Sites | FSA ELA Achievement                        | 2017-18 | 50.0   |
| All SIG4 Implementation Sites | FSA Mathematics Achievement                | 2017-18 | 50.0   |
| All SIG4 Implementation Sites | Math Gains                                 | 2017-18 | 50.0   |
| All SIG4 Implementation Sites | Math Lowest 25% Gains                      | 2017-18 | 50.0   |
| All SIG4 Implementation Sites | Statewide Science Assessment Achievement   | 2017-18 | 50.0   |
| All SIG4 Implementation Sites | School Grade - Percentage of Points Earned | 2017-18 | 50.0   |

**Targeted Barriers to Achieving the Goal** 3

- Unpacking of the FL Standards and understanding what deeper learning entails remains a challenge for all district staff.
- Alignment of District, Regional, and School Supports to match theory of action and district focus areas
- Many of our students in grades 3-5 lack foundational reading skills and many of our secondary students are not reading at grade level.
- Alignment of instructional resources matching the rigor of the Florida Standards
- Challenge to recruit and retain teachers with skills and beliefs needed

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

- Partnership with American Reading Company
- Partnership with Innovative Designs for Education
- Partnership with Apple
- Collaboration between District Offices-Office for Teaching and Learning, Office for Student Support Program and Services, Office for Professional Development and School Supports, and Office for Accountability, Research, and Measurement

- Aligned and leveled District supports for schools

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

Quarterly Check data, EWS data, IRLA data

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 10/14/2016 to 6/2/2017

***Evidence of Completion***

District Leadership Team Members and other staff members from the Offices for Teaching and Learning and Accountability, Research, and Measurement will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilized to identify the most effective teaching strategies and develop differentiated next steps for school support.

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

Quarterly check data, comprehension check data, EWS data, IRLA data

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 10/16/2017 to 6/1/2018

***Evidence of Completion***

District Leadership Team members and other staff members from the Offices for Teaching and Learning; Accountability, Research, and Measurement; and Student Support Programs and Services will analyze this data to determine progress toward achieving this goal. The inquiry cycle will be used to identify the most effective teaching strategies and to develop differentiated next steps for school support.

**G2. Increase staff and student engagement** 1a

G044175

**Targets Supported** 1b

| Focus                         | Indicator                       | Year    | Target |
|-------------------------------|---------------------------------|---------|--------|
| District-Wide                 | School Climate Survey - Staff   | 2017-18 | 43.0   |
| District-Wide                 | School Climate Survey - Student | 2017-18 | 47.0   |
| All SIG4 Implementation Sites | School Climate Survey - Staff   | 2017-18 | 55.0   |
| All SIG4 Implementation Sites | School Climate Survey - Student | 2017-18 | 80.0   |

**Targeted Barriers to Achieving the Goal** 3

- District departments and resources are not calibrated to align to needs of schools

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

- Leadership teams from the majority of our Title I schools attended the Professional Learning Communities at Work Institute
- Schools have established meeting time for teachers to collaborate in PLCs.
- The majority of school based administrators and teacher leaders attended district professional development in developing effective PLCs.
- District departments and schools have established mission, vision, core values, and goals

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

Quarterly Assessment data will be reviewed. Staff and student engagement activities will be monitored by the Area Superintendents each quarter as part of the quarterly monitoring data each school based Principal submits to their Area Superintendent.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/9/2016 to 6/2/2017

**Evidence of Completion**

District Executive Leadership Team Members and other staff members from the Office for Professional Development and School Supports will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilized to identify the most effective activities and develop differentiated next steps for school support.

**G3. Increase systems to support students** 1a

G044176

**Targets Supported** 1b

| Focus                         | Indicator  | Year    | Target |
|-------------------------------|--|---------|--------|
| District-Wide                 | Attendance Below 90%                                   | 2017-18 | 10.0   |
| District-Wide                 | One or More Suspensions                                | 2017-18 | 2.0    |
| District-Wide                 | Students exhibiting two or more EWS indicators (Total) | 2017-18 | 5.0    |
| District-Wide                 | 2+ Course Failures - Middle Grades                     | 2017-18 | 8.0    |
| All SIG4 Implementation Sites | Attendance rate  | 2017-18 | 95.0   |
| All SIG4 Implementation Sites | Discipline incidents                                   | 2017-18 | 200.0  |
| All SIG4 Implementation Sites | Chronic Absenteeism                                    | 2017-18 | 20.0   |

**Targeted Barriers to Achieving the Goal** 3

- Timely and appropriate response to data
- A system for identifying levels of school support across the district
- Lack of supplemental support services
- Collaborative culture is not fully established and monitored

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

- Regional Teams
- Partnership with Learning Sciences International (LSI)
- Collaboration between Office for Professional Development, Office for Human Resources and Educator Quality
- School Leadership Team (SLT) Prioritized Training
- Monitoring Guides for District and School Actions
- Partnership with Solution Tree for PLCs and MTSS/RtI

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

EWS data, Quarterly Check data, Rigor Walk data, and PLC rubric data will be analyzed during District Calibration Days.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/9/2016 to 6/2/2017

**Evidence of Completion**

District Executive Leadership Team Members and other selected district staff will analyze this data quarterly during District Calibration Days to determine the effectiveness of this goal. The inquiry cycle will be utilized to identify and develop differentiated next steps for school support.



## District Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

**G1. All student learning experiences match the rigor of the Florida standards. 1**

G044174

**G1.B1 Unpacking of the FL Standards and understanding what deeper learning entails remains a challenge for all district staff. 2**

B108554

**G1.B1.S1 Build a deep base of knowledge about the demands of the new FL Standards beginning with PLC facilitators, coaches, school leaders, and select central office staff to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction 4**

S119992

**Strategy Rationale**

The principles of instructional coaching are grounded in research on effective professional development and professional learning communities. Coaching is a promising approach because it strives to blend what is known about effective, job-embedded professional development with school-based and school-specific needs in both school culture and academic content.

Coaching helps educators make informed decisions about instruction and school organization that will lead teachers to teach in ways that help students gain a deep knowledge of subject matter so that they can bring that knowledge to bear on problems and questions that matter (Neufeld & Roper, 2003).

Coaches use a variety of professional development procedures to foster the high-quality implementation of instruction and interventions. These procedures include (a) conducting individual or small group meetings to identify how best to address the most pressing learning needs, (b) guiding teachers through instructional materials (i.e., curriculum resources, formative assessment resources), (c) collaboratively planning with teachers to identify when and how to implement interventions, (d) co-planning and preparing materials for teachers prior to instruction, (e) modeling instructional practices in teacher classrooms, (f) observing teachers using instructional practices or implementing interventions, and (g) providing timely feedback (Knight, 2004). The end goal of any coach is to improve the capacity in the building to instruct, intervene, and achieve improved student outcomes. IN ADDITION TO THE ABOVE TACTICS, DISTRICT STAFF PROPOSE THE FOLLOWING AT FOX HOLLOW ELEMENTARY SCHOOL FUNDED BY SIG.

At the SIG school, the budget includes funds for three Coaches, (Math, ELA, and STEM) for the first three years of the grant (\$501,993).

**Action Step 1** 5

Provide training to school leaders to deepen knowledge of the district Vision of Instructional Excellence, and expertise in observing this vision in each classroom, including alignment of instruction with the standards, as well as the instructional framework and shifts (core actions). Also to include strategies to deepen understanding of PLC effectiveness and use of data.

**Person Responsible**

Vanessa Hilton

**Schedule**

Monthly, from 7/25/2016 to 6/2/2017

***Evidence of Completion***

training agendas

**Action Step 2** 5

Continue unpacking of standards through PLCs and development of common assessments. Training will be provided to PLC Facilitators and teachers to build knowledge in planning, delivering, and reflecting on standards aligned instruction through the use of district curriculum resources.

**Person Responsible**

Lea Mitchell

**Schedule**

Weekly, from 8/8/2016 to 6/7/2017

***Evidence of Completion***

PLC notes, PLC Facilitators/Admin meetings, common assessments

**Action Step 3** 5

Provide training to new teachers to build knowledge in the instructional framework, use of district standards-aligned curriculum resources and the instructional shifts (core actions).

**Person Responsible**

Lea Mitchell

**Schedule**

Quarterly, from 8/1/2016 to 6/2/2017

***Evidence of Completion***

Training agendas and materials

**Action Step 4** 5

Add two experienced Instructional Trainer Coaches (STEM and Math) to the instructional staff at FHES in years 1-3.

**Person Responsible**

Lea Mitchell

**Schedule**

On 7/31/2018

***Evidence of Completion***

hiring documents

**Action Step 5** 5

Provide training to school leaders to deepen knowledge of the district Vision of Instructional Excellence, and expertise in observing this vision in each classroom, including alignment of instruction with the standards, as well as the instructional framework and shifts (core actions).

**Person Responsible**

Lea Mitchell

**Schedule**

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

***Evidence of Completion***

training agendas

**Action Step 6** 5

Model the feedback process for instructional staff to support professional growth in providing standards aligned instruction.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

training agendas

**Action Step 7** 5

Model development and use of standards aligned learning targets and common formative assessments as part of the planning and lesson delivery.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 7/24/2017 to 6/1/2018

***Evidence of Completion***

standards aligned learning targets and formative assessment samples

**Action Step 8** 5

Support the planning of differentiated instruction to meet the needs of students.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

samples of differentiated instruction supports

**Action Step 9** 5

Provide training to teachers to build knowledge in planning, delivering, and reflecting on standards aligned instruction through the use of district curriculum resources.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

training schedules and agendas

**Action Step 10** 5

Provide training to new teachers to build knowledge in the instructional framework, use of district standards aligned curriculum resources and the instructional shifts (core actions).

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 7/24/2017 to 6/1/2018

***Evidence of Completion***

training agendas and materials

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

Training Deliverables and monitoring guides

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 8/29/2016 to 6/2/2017

***Evidence of Completion***

Those who attend Professional Development are expected to submit assignments on Canvas as well bring evidence of implementation to future PD session. Area Superintendents will use monitoring guides to monitor fidelity of implementation of action steps.

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

Monitor district hiring practices

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 8/1/2017 to 6/30/2018

***Evidence of Completion***

Hiring records

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

Training deliverables and guides

### **Person Responsible**

Lea Mitchell

### **Schedule**

Monthly, from 8/28/2017 to 6/1/2018

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

Those who attend Professional Development are expected to submit assignments on Canvas as well as bring evidence of implementation to future PD sessions. Assistant Superintendents will use monitoring guides to monitor fidelity of implementation of the action steps.

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

Analyze School submitted work samples (Common assessments, PLC developed action plans)

### **Person Responsible**

Lea Mitchell

### **Schedule**

Monthly, from 9/9/2016 to 6/2/2017

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

Regional team members led by staff from the Office for Professional Development and Schools Supports and Office for Teaching and Learning will analyze school submitted work samples by region in order to determine the effectiveness of implementing this goal. School supports will be differentiate based upon the findings.

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

Data review to determine impact of hiring three Instructional Trainer Coaches to assist teachers in improving instruction

**Person Responsible**

Karyn Kinzie

**Schedule**

Quarterly, from 8/1/2017 to 10/31/2017

***Evidence of Completion***

Student assessments conducted by the third party vendor and other district and school created assessments will provide the data needed to demonstrate effectiveness of the coaches.

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

Data review to determine impact of hiring three Instructional Trainer Coaches to assist teachers in improving instruction.

**Person Responsible**

Karyn Kinzie

**Schedule**

Quarterly, from 11/1/2017 to 1/31/2018

***Evidence of Completion***

Student assessments conducted by the third party vendor and other district and school created assessments will provide the data needed to demonstrate effectiveness of the coaches.



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

Data review to determine impact of hiring three Instructional Trainer Coaches to assist teachers in improving instruction.

**Person Responsible**

Karyn Kinzie

**Schedule**

Quarterly, from 2/1/2018 to 4/30/2018

***Evidence of Completion***

Student assessments conducted by the third party vendor and other district and school created assessments will provide the data needed to demonstrate effectiveness of the coaches.

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

Analyze school submitted samples.

**Person Responsible**

Lea Mitchell

**Schedule**

Quarterly, from 9/11/2017 to 6/1/2018

***Evidence of Completion***

Offices of Professional Development and School Supports and Teaching and Learning will analyze school submitted samples to determine the effectiveness of implementing this strategy. Schools supports will be differentiated based upon the results of the analysis.

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

Data review to determine impact of hiring three Instructional Trainer Coaches to assist teachers in improving instruction.

**Person Responsible**

Karyn Kinzie

**Schedule**

On 7/31/2018

***Evidence of Completion***

Student assessments conducted by the third party vendor and other district and school created assessments will provide the data needed to demonstrate effectiveness of the coaches

**G1.B3** Alignment of District, Regional, and School Supports to match theory of action and district focus areas **2** B115705**G1.B3.S1** District, regional, and school leaders will ensure alignment of supports. **4** S127378**Strategy Rationale**

To increase the likelihood of sustainability at each school, School-Based Leadership Teams (SBLT) will receive intentionally aligned and differentiated coaching support from the Regional team based upon data gathered from the Comprehensive Needs Assessment. A primary focus of this coaching will be building capacity for the SBLT members to serve as facilitators in the problem solving process with a gradual release of responsibility to the grade level facilitators. The SBLT will meet as a Professional Learning Community (PLC) to problem-solve the continued school-wide support of MTSS. Team facilitators will provide embedded Professional Development to team members on MTSS within their PLCs.

The Regional Team is headed by an Area Superintendent. The rest of the team is composed of Curriculum Specialists for mathematics, English/Language Arts, and science; a professional development specialist; a multi-tiered system of support specialist; and a learning design specialist. Additional supports are provided by the Regional Executive Director and the Regional Support to School Districts team from the Florida Department of Education.

IN ADDITION TO THE ABOVE TACTICS, DISTRICT STAFF PROPOSE THE FOLLOWING AT FOX HOLLOW ELEMENTARY SCHOOL FUNDED BY SIG.

To measure student progress at the SIG school, the district will engage the services of a third party vendor to take advantage of a research based student assessment system that is vertically aligned from one grade to the next and aligned to state standards. This tool will assess students on a regular (quarterly) basis (\$54,410 for five years).

Costs for a five day retreat to provide intensive Professional Development in ELA and Science are \$64,198 (The district is providing intensive support in Mathematics). Funds to pay for substitutes (\$7,991/year, for 4 years) for additional professional development are also included in the budget.

Additional efforts to reach this goal at the SIG school include providing mentoring/coaching services for the school leadership (\$1,800/yr. for five years).

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

Plan and implement District Planning Forward sessions in which district leaders come together to plan forward for the upcoming school year to align their efforts to better guide, support, and monitor district and school actions.

**Person Responsible**

Vanessa Hilton

**Schedule**

Biweekly, from 4/8/2016 to 6/17/2016

**Evidence of Completion**

Agendas, meeting notes, and action plans

**Action Step 2** 5

Plan and implement District Calibration sessions in which district leaders come together to align their efforts to better guide, support, and monitor district and school actions.

**Person Responsible**

Vanessa Hilton

**Schedule**

Monthly, from 7/18/2016 to 6/7/2017

***Evidence of Completion***

Monitoring guides

**Action Step 3** 5

Senior district supervisors from the Office for Teaching and Learning will collaborate with a consultant from IDE to plan for curriculum work groups.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 7/1/2016 to 6/30/2017

***Evidence of Completion***

District developed curriculum resources posted on Canvas for all schools to use

**Action Step 4** 5

Teams of teacher representatives from each school (teacher teams) will receive professional development on approaching instruction from application to skills. These teams will spend time analyzing district developed tasks to create an understanding of how to design learning experiences to match the rigor of the Florida Standards. This work begins with the Learning Symposium in July.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 7/25/2016 to 6/2/2017

***Evidence of Completion***

Professional development materials

**Action Step 5**

Hold an intensive five day retreat designed for all instructional staff at FHES that includes content area training in ELA and Science aligned to the rigor of the Florida Standards.

**Person Responsible**

Lea Mitchell

**Schedule**

On 8/11/2017

***Evidence of Completion***

Training agendas and sign ins

**Action Step 6**

Contract with a third party to implement a research-based student assessment system that is vertically aligned from one grade to the next and aligned to the Florida Standards.

**Person Responsible**

Peggy Jones

**Schedule**

On 7/31/2018

***Evidence of Completion***

contract documentation

**Action Step 7**

Contract with a third party to provide leadership mentoring and coaching. In addition, funds are budgeted to pay for transportation for the Commissioners School Improvement Leadership Academy.

**Person Responsible**

Lea Mitchell

**Schedule**

On 7/31/2018

***Evidence of Completion***

contract documentation

**Action Step 8** 5

Provide substitutes to allow teachers to attend Professional Development

**Person Responsible**

Karyn Kinzie

**Schedule**

On 7/31/2018

***Evidence of Completion***

payroll report

**Action Step 9** 5

Plan and implement district calibration sessions in which district leaders come together to align efforts to better guide, support, and monitor district and school actions.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/22/2017 to 6/1/2018

***Evidence of Completion***

Monitoring guides

**Action Step 10** 5

Plan and implement district planning forward sessions in which district leaders come together to align efforts to plan forward for the upcoming school year to guide, support, and monitor district and school actions.

**Person Responsible**

Vanessa Hilton

**Schedule**

Every 3 Weeks, from 4/2/2018 to 6/29/2018

***Evidence of Completion***

agendas, meeting notes, action plans

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

Utilize Look For Documents aligned to the Monitoring Guides to collect information on the fidelity of the implementation

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/9/2016 to 6/2/2017

***Evidence of Completion***

Look For Documents aligned to the Evidence Guides will be utilize by Area Superintendents and Regional team members to determine the fidelity of the implementation to differentiate school supports.

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

FHES--Monitoring for fidelity of implementation of the retreat, professional development, third party student assessment and contracting with a third party to provide leadership mentoring and coaching.

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 8/1/2017 to 10/31/2017

***Evidence of Completion***

Sign in sheets, agendas, purchase orders evaluations will all be utilized as evidence.

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

FHES- Monitoring for fidelity of implementation of the retreat, professional development, third party student assessment and contracting with a third party to provide leadership mentoring and coaching.

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 11/1/2017 to 1/31/2018

***Evidence of Completion***

Sign in sheets, agendas, purchase orders evaluations will all be utilized as evidence.

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

FHES- Monitoring for fidelity of implementation of the retreat, professional development, third party student assessment and contracting with a third party to provide leadership mentoring and coaching.

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 2/1/2018 to 4/30/2018

***Evidence of Completion***

Sign in sheets, agendas, purchase orders evaluations will all be utilized as evidence.

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

FHES- Monitoring for fidelity of implementation of the retreat, professional development, third party student assessment and contracting with a third party to provide leadership mentoring and coaching.

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 5/1/2018 to 7/31/2018

***Evidence of Completion***

Sign in sheets, agendas, purchase orders evaluations will all be utilized as evidence.

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

Utilize Instructional Practice Guides and monitoring guides to collect information related to the fidelity of implementation of this strategy.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Information collected will be analyzed to determine fidelity of implementation.



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

Student Work Samples, Rigor Walks, Quarterly Checks, Observation data for evidence of DQ3 and DQ 4

**Person Responsible**

Vanessa Hilton

**Schedule**

Monthly, from 9/9/2016 to 6/2/2017

***Evidence of Completion***

Student Work Samples-Teacher team members from each school will bring student work samples to district professional development sessions to calibrate learning expectations and discuss effectiveness of instruction. Data collected from Rigor Walks and Quarterly Checks will also be used to analyze effectiveness.

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

SIG School- Monitoring for effectiveness of the retreat, professional development, third party student assessment and contracting with a third party to provide leadership mentoring and coaching

**Person Responsible**

Lea Mitchell

**Schedule**

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

***Evidence of Completion***

School and quarterly student assessments will be collected to demonstrate effectiveness as well as satisfaction surveys of various participants.

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

Student work samples, walkthroughs, quarterly checks, observation data

**Person Responsible**

Vanessa Hilton

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Teacher team members will bring work samples to professional development sessions and PLCs to calibrate learning expectations and discuss effectiveness of instruction. Data collected from walkthroughs and quarterly checks will also be analyzed to determine effectiveness of the strategy.

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

SIG School- Monitoring for effectiveness of the retreat, professional development, third party student assessment and contracting with a third party to provide leadership mentoring and coaching

**Person Responsible**

Lea Mitchell

**Schedule**

Quarterly, from 8/1/2017 to 10/31/2017

***Evidence of Completion***

School and quarterly student assessments will be collected to demonstrate effectiveness as well as satisfaction surveys of various participants.

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

SIG School- Monitoring for effectiveness of the retreat, professional development, third party student assessment and contracting with a third party to provide leadership mentoring and coaching

**Person Responsible**

Lea Mitchell

**Schedule**

Quarterly, from 2/1/2018 to 4/30/2018

***Evidence of Completion***

School and quarterly student assessments will be collected to demonstrate effectiveness as well as satisfaction surveys of various participants.

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

SIG School- Monitoring for effectiveness of the retreat, professional development, third party student assessment and contracting with a third party to provide leadership mentoring and coaching

**Person Responsible**

Lea Mitchell

**Schedule**

Quarterly, from 11/1/2017 to 1/31/2018

***Evidence of Completion***

School and quarterly student assessments will be collected to demonstrate effectiveness as well as satisfaction surveys of various participants.

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

SIG School- Monitoring for effectiveness of the retreat, professional development, third party student assessment and contracting with a third party to provide leadership mentoring and coaching

**Person Responsible**

Lea Mitchell


**Schedule**

Quarterly, from 5/1/2018 to 7/31/2018


***Evidence of Completion***

School and quarterly student assessments will be collected to demonstrate effectiveness as well as satisfaction surveys of various participants.

**G1.B4** Many of our students in grades 3-5 lack foundational reading skills and many of our secondary students are not reading at grade level. **2**

 B124345

**G1.B4.S1** The Independent Reading Level Assessment Framework (IRLA) will be used by all K-5 teachers, teachers within our self-contained regular standards programs. **4**

 S136259

### Strategy Rationale

The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction.

### Action Step 1 **5**

Provide professional development for all teachers utilizing the IRLA.

#### Person Responsible

Lea Mitchell

#### Schedule

Monthly, from 7/25/2017 to 6/1/2018

#### *Evidence of Completion*

attendance sheets, training PPT

### Action Step 2 **5**

Provide on-going support/development for all teachers utilizing the IRLA.

#### Person Responsible

Lea Mitchell

#### Schedule

Monthly, from 7/24/2017 to 6/1/2018

#### *Evidence of Completion*

Coaching logs, survey data

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Conduct Levels Accuracy Checks in all regions within the district

**Person Responsible**

Vanessa Hilton

**Schedule**

Biweekly, from 9/9/2017 to 6/1/2018

***Evidence of Completion***

Data from the school levels accuracy checks will be maintained.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Conduct IRLA Data Chats

**Person Responsible**


Vanessa Hilton

**Schedule**

Quarterly, from 9/9/2017 to 6/1/2018

***Evidence of Completion***

PPT with district-wide data, action planning meeting notes

**G1.B6** Alignment of instructional resources matching the rigor of the Florida Standards **2** B180813

**G1.B6.S1** Develop, adopt, and revise curricular resources that match the rigor and progression of the FI Standards to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction. **4**

 S192166**Strategy Rationale**

A unifying definition for instructional excellence in Pasco County will serve as the guiding vision of instruction in all schools ensuring that there is a guaranteed and viable curriculum and continuous improvement of instruction aligned to the rigor of the standards in all classrooms. Professional development will be carefully planned in order to build the knowledge necessary in district, school, and teacher leaders for these stakeholders to engage in planning, delivering, and reflecting on instruction with focus on the FI standards.

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

Refine common curriculum based assessments aligned to district scope and sequence resources for schools to monitor student progress towards the achievement of Standards.

**Person Responsible**

Peggy Jones

**Schedule**

Quarterly, from 6/30/2017 to 6/1/2018

**Evidence of Completion**

curriculum based assessments

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

Refine District created supplements and guides to reinforce the integration and progression of standards in a well-organized and easy to access format in Canvas.

**Person Responsible**

Lea Mitchell

**Schedule**

Quarterly, from 6/30/2017 to 6/1/2018

**Evidence of Completion**

Canvas course

**Action Step 3** 5

Provide models/samples of standards aligned learning targets for curricular units.

**Person Responsible**

Lea Mitchell

**Schedule**

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

***Evidence of Completion***

samples of learning targets

**Action Step 4** 5

Provide access to standards aligned Tier 2 intervention supports.

**Person Responsible**

Lea Mitchell

**Schedule**

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

***Evidence of Completion***

samples of supports

**Action Step 5** 5

Provide video resources to model standards aligned instruction and shifts (core actions).

**Person Responsible**

Lea Mitchell

**Schedule**

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

***Evidence of Completion***

video resources



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

Review supplemental resources and district based assessments to monitor for fidelity of implementation of prior action steps.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

Feedback provided to content specialists on curriculum work

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

Review data collected by Assistant Superintendents as related to curriculum resources and assessments; Review curriculum based assessment results each quarter; Review data on district Data Days scheduled for Priority and Priority Plus schools; Review data on scheduled District Calibration Days.

**Person Responsible**

Vanessa Hilton

**Schedule**

Monthly, from 9/22/2017 to 6/1/2018

***Evidence of Completion***

PLC rubric data, Quarterly checks

**G1.B9 Challenge to recruit and retain teachers with skills and beliefs needed** 2

B196338

**G1.B9.S1** Develop a unique marketing and incentive plan to inspire quality staff to seek opportunities at Turnaround schools and the SIG school. 4

S208126

**Strategy Rationale**

Research shows that instructional change is not a matter of abandoning beliefs, but of gradually replacing them with more relevant beliefs developed through experiences in a supportive environment (e.g., Nespor, 1987). If there is no change in the larger system, the struggling teacher and the innovation are doomed to frustration or abandonment (Bowers, 1973). Research demonstrates that implementation of significant change efforts must take into account the need to recognize teachers' belief systems and to design appropriate support.

The Area Superintendent, Director of Employee Relations, and school leadership presented a vision of focus to the staff at HES during the third quarter. At that time, teachers at HES were given the opportunity to opt out of returning to the school in the fall. Recruitment Fairs were held during May to assist the new school leadership in hiring staff who have a passion to make a difference for HES students. A personal letter was sent to all teachers in the district from the Superintendent requesting consideration of teaching at identified high needs schools. Hudson Elementary School was one of six identified schools identified to current staff for consideration. Additionally, a recruitment fair was held at one of the schools within each region. At this fair the principals spoke about their vision and the work of their schools.

IN ADDITION TO THE ABOVE TACTICS, DISTRICT STAFF PROPOSE THE FOLLOWING AT FOX HOLLOW ELEMENTARY SCHOOL FUNDED BY SIG.

At the SIG school, an incentive plan negotiated with the staff and administration at the SIG school in years 4 and 5 will be based on student performance outcomes using FSA results and the third party assessment tool. The amount budgeted for the incentive is \$264,738 in year four and \$226,156 in year five. The incentive plan is relies on results from a research based student assessment system that is vertically aligned from one grade to the next and is aligned to state standards.

**Action Step 1** 5

Work with Communications Department and HR Department to develop a marketing campaign including flyers and videos.

**Person Responsible**

Kim Poe

**Schedule**

Weekly, from 4/11/2016 to 8/8/2016

**Evidence of Completion**

Marketing materials

**Action Step 2** 5

Work with Communications Department and HR Department to host job fairs.

**Person Responsible**

Kim Poe

**Schedule**

Weekly, from 4/11/2016 to 8/8/2016

***Evidence of Completion***

Job fair schedule

**Action Step 3** 5

Provide academic coaches in each Turnaround School.

**Person Responsible**

Lea Mitchell

**Schedule**

Daily, from 8/8/2016 to 6/2/2017

***Evidence of Completion***

coaching logs

**Action Step 4** 5

Develop a plan for supporting and monitoring coaching in Turnaround Schools (coaching conference, observation cycles, e.g.).

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 8/8/2016 to 6/2/2017

***Evidence of Completion***

coaching notes

**Action Step 5**

5

Develop an incentive plan for staff when student outcome targets are met.

**Person Responsible**

Karyn Kinzie

**Schedule**

Annually, from 8/1/2020 to 6/30/2022

**Evidence of Completion**

payroll documentation

**Plan to Monitor Fidelity of Implementation of G1.B9.S1**

6

Recruitment/Hiring materials will be reviewed and feedback provided.

**Person Responsible**

Vanessa Hilton

**Schedule**

On 6/2/2017

**Evidence of Completion**

materials used (brochures, videos, etc.)

**Plan to Monitor Fidelity of Implementation of G1.B9.S1**

6

Implement an incentive plan for staff of Fox Hollow Elementary School.

**Person Responsible**

Lea Mitchell

**Schedule**

Annually, from 8/1/2017 to 8/31/2021

**Evidence of Completion**

The agreement with the teachers union that includes the incentive will provide the evidence that the incentive was implemented. A salary report will demonstrate that the incentive has been paid.

**Plan to Monitor Effectiveness of Implementation of G1.B9.S1** 7

Performance and retention data will be analyzed.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 8/1/2016 to 6/2/2017

***Evidence of Completion***

Performance and retention data

**Plan to Monitor Effectiveness of Implementation of G1.B9.S1** 7

A review of the agreement with the teachers union will demonstrate that the incentive is in place.

**Person Responsible**

Lea Mitchell

**Schedule**

On 8/1/2017

***Evidence of Completion***

The agreement with the teachers union.

**G2. Increase staff and student engagement** 1

G044175

**G2.B1 District departments and resources are not calibrated to align to needs of schools** 2

B115712

**G2.B1.S1 District will establish a means of aligning its supports to meet the needs of schools.** 4

S127385

**Strategy Rationale**

A systematic and systemic approach to alignment of supports and resources will ensure quality, appropriateness, and equity of resource distribution.

**Action Step 1** 5

Continue layered supports for Success Plan development (Pasco County Schools School Improvement Plans-SIP) consisting of technical assistance, site visits, and SuP Check-out Week aligning District Supports to the needs of schools, Quarterly data review support including Mid-Year Reflection support.

**Person Responsible**

Suzanne St. Clair

**Schedule**

Quarterly, from 4/9/2018 to 6/29/2018

**Evidence of Completion**

agendas, sign ins

**Action Step 2** 5

District Leadership will hold quarterly Calibration Sessions during which all District-based Instructional Supervisors and Program Coordinators come together to align actions in support of the District Key Priorities and school needs.

**Person Responsible**

Vanessa Hilton

**Schedule**

Quarterly, from 9/22/2017 to 6/1/2018

**Evidence of Completion**

agendas, sign ins, Canvas course housing materials

**Action Step 3** 5

Implement a leveling system that tiers schools based on level of need according to multiple data sources such as school leadership, student achievement, supportive environment, school grade, etc. Provide support throughout the year according to tier of need.

**Person Responsible**

Monica Ilse

**Schedule**

On 6/1/2018

***Evidence of Completion***

Leveling System for school supports

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

The materials used to implement layered SuP Supports will be reviewed to ensure alignment and intentionality. Additionally, the leveling system will be reviewed to ensure supports were provided at each level as planned. All Calibration Session materials will be reviewed for fidelity of implementation.

**Person Responsible**

Vanessa Hilton

**Schedule**

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

***Evidence of Completion***

Support materials, leveling system of schools

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

Feedback from School based administrators will be formally solicited through a variety of means: Canvas discussions, Principal PLCs, Principal and Assistant Principal meetings, and surveys. Results of feedback methods will be analyzed and actions adjusted as indicated by data.

**Person Responsible**

Vanessa Hilton

**Schedule**

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

***Evidence of Completion***

feedback results



**G3. Increase systems to support students** 1

G044176

**G3.B1 Timely and appropriate response to data** 2

B108556

**G3.B1.S1** School teams will use data for planning and responding to student needs as part of the comprehensive framework. 4

S119995

**Strategy Rationale**

The school-based leadership team will monitor and evaluate the effectiveness of an integrated multi-tiered system of supports. ( A Multi-Tiered System of Supports is an integrated model of schooling that uses a data-based problem-solving approach to integrate academic and behavior instruction and intervention.) This will include ensuring instruction/interventions are standards-based and data are used to differentiate instruction. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

**Action Step 1** 5

Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of at risk students, beginning with the Learning Symposium in July.

**Person Responsible**

Alyssa Lipinski

**Schedule**

Quarterly, from 7/25/2016 to 6/2/2017

**Evidence of Completion**

PD Attendance logs

**Action Step 2** 5

Build the capacity of school leadership teams (SLTs) to establish develop, monitor, and implement Success Plan, as well as to create Tier 1 and Tier 2 infrastructure for academic, behavior, and attendance interventions, and to monitor the overall "health" of the school using EWS.

**Person Responsible**

Iravonia Abiola

**Schedule**

Quarterly, from 7/25/2016 to 6/2/2017

***Evidence of Completion***

Pd Attendance Logs

**Action Step 3** 5

Provide financial compensation for all instructional staff to engage in additional PLC, professional development, and planning in each Turnaround school.

**Person Responsible**

Lea Mitchell

**Schedule**

On 6/2/2017

***Evidence of Completion***

training agendas and sign ins

**Action Step 4** 5

Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of at risk students beginning with Together We Learn and Together We Stand during the summer.

**Person Responsible**

Alyssa Lipinski

**Schedule**

Monthly, from 7/17/2017 to 6/1/2018

***Evidence of Completion***

PD attendance records

**Action Step 5**

5

Build the capacity of school leadership teams (SLT) to establish, develop, implement, and monitor Success Plan as well as to create Tier 1 and Tier 2 infrastructure for academic, behavior, and attendance interventions, and to monitor the overall "health" of the school using EWS.

**Person Responsible**

Iravonia Abiola

**Schedule**

Quarterly, from 7/24/2017 to 6/1/2018

***Evidence of Completion***

PD attendance logs

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

6

Training agendas will be reviewed to ensure fidelity of implementation.

**Person Responsible**

Alyssa Lipinski

**Schedule**

Quarterly, from 8/1/2016 to 6/2/2017

***Evidence of Completion***

agendas

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

6

Training agendas will be reviewed to ensure fidelity of implementation.

**Person Responsible**

Alyssa Lipinski

**Schedule**

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

***Evidence of Completion***

agendas

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

Area Superintendents will review school EWS data and SBIT data to ensure effectiveness of staff use of data.

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 9/9/2016 to 6/2/2017

***Evidence of Completion***

EWS data, SBIT open case data

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

Assistant Superintendents for Schools will review school data (EWS, SBIT, etc.) to ensure the effectiveness of staff use of data.

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

EWS data, SBIT open case data

**G3.B1.S2** Provide staff will necessary supports to use data for collaborative problem solving. 4 S187941**Strategy Rationale**

The district and schools use data over time to inform important instructional decisions as part of a collaborative problem solving process. This systematic review of data and implementation will ensure quality and high impact instruction for all students.

**Action Step 1** 5

Build the capacity of school leadership teams to understand their system's needs through the problem solving process in order to develop the infrastructures necessary to support their students.

**Person Responsible**

Vanessa Hilton

**Schedule**

Monthly, from 7/1/2016 to 6/2/2017

***Evidence of Completion***

Training materials, agendas, and sign ins

**Action Step 2** 5

Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of all students in meeting grade level expectations and/or appropriate access pint standards.

**Person Responsible**

Melissa Musselwhite

**Schedule**

Monthly, from 7/1/2016 to 6/2/2017

***Evidence of Completion***

Training materials, agendas, and sign ins

**Action Step 3** 5

Build capacity of PLCs to develop and implement standards-based interventions by modeling development and monitoring standards aligned tier 2 interventions, providing samples of resource maps and academic/behavioral supports to meet needs of students at all levels of need, guiding PLCs to develop a monitoring system to track student progress and effectiveness of interventions.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 10/10/2016 to 6/2/2017

***Evidence of Completion***

Training materials, agendas, and sign ins

**Action Step 4** 5

Build capacity of intervention teams to develop infrastructures and supports necessary to provide intensive interventions for the most at risk students.

**Person Responsible**

Melissa Musselwhite

**Schedule**

Monthly, from 10/3/2016 to 6/2/2017

***Evidence of Completion***

Training materials, agendas, and sign ins

**Action Step 5** 5

Create and provide protocols for schools to use in collaborative data-driven decision making.

**Person Responsible**

Peggy Jones

**Schedule**

Monthly, from 7/25/2016 to 6/2/2017

***Evidence of Completion***

Protocols

**Action Step 6** 5

Provide district wide data from assessment system for school use and district wide monitoring

**Person Responsible**

Peggy Jones

**Schedule**

Daily, from 7/1/2016 to 6/2/2017

***Evidence of Completion***

Data made accessible to school personnel and district staff

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

Data protocols will be reviewed upon creation and staff will also solicit feedback from users once implemented.

**Person Responsible**

Peggy Jones

**Schedule**

Monthly, from 8/1/2016 to 6/2/2017

***Evidence of Completion***

Protocols and feedback

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

Identifying staff to serve as the Continuous Improvement Director

**Person Responsible**

Lea Mitchell

**Schedule**

On 5/31/2017

***Evidence of Completion***

Individual identified and announced to the state Regional Director.

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

PLCs use of data will be monitored for effectiveness of the protocols.

**Person Responsible**

Lea Mitchell

**Schedule**

On 6/2/2017

***Evidence of Completion***

PLC rubrics and PLC minutes

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

The Continuous Improvement Director is identified

**Person Responsible**

Lea Mitchell

**Schedule**

On 5/31/2017

***Evidence of Completion***

Individual identified



**G3.B2** A system for identifying levels of school support across the district **2** B118368**G3.B2.S1** Create a system for leveling schools for District supports. **4** S192169**Strategy Rationale**

A systematic and systemic approach will ensure quality, appropriateness, and equity of resource distribution.

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

Implement, and adjust as indicated by data, a leveling system that tiers schools based on level of need according to multiple data sources such as school leadership, student achievement, supportive environment, etc.

**Person Responsible**

Monica Ilse

**Schedule**

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

**Evidence of Completion**

Pasco Schools Leveling System of Supports

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

Provide school-based leadership teams with differentiated support from the district.

**Person Responsible**

Vanessa Hilton

**Schedule**

Weekly, from 8/1/2016 to 6/2/2017

**Evidence of Completion**

support logs

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

Share leveling system of supports with district administrators for feedback and reflect of its effectiveness throughout the year.

**Person Responsible**

Monica Ilse

**Schedule**

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

***Evidence of Completion***

Feedback notes

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

School data will be reviewed quarterly and changes made to level of support as indicated by data.

**Person Responsible**


Monica Ilse

**Schedule**


Monthly, from 10/14/2017 to 6/1/2018

***Evidence of Completion***

School data

**G3.B3 Lack of supplemental support services 2** B196383

**G3.B3.S1** Provide supplemental student services supports, including allocations, to Turnaround schools and SIG 4 school. Prioritize Turnaround schools and SIG 4 school to receive consistent student support service teams. 4

 S208127**Strategy Rationale**

A high quality and consistent student services support team is essential in supporting behavior/ social emotional and engagement success within a multi-tiered system of supports. This team in collaboration with the School-Based Intervention Team (SBIT) will be responsible for creating a school-wide infrastructure for Tier 2 and 3 behavior supports [e.g., Check and Connect, socials skills, or counseling groups, Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP), connecting the right students with services provided by the community partners]. Student Services allocation increases include an additional social worker and guidance counselor that will be key members of the SBIT team and will be utilized to support behavior intervention and social/ emotional learning. This team will also create a system for identifying significantly at-risk students using Early Warning System (EWS), universal skill screening, and other data sources for individual student problem-solving and monitoring of effectiveness. This team will ensure that the whole child is being addressed during Tier 3 problem solving meetings (e.g., by problem solving how to meet the needs of disengaged students by removing barriers to social, emotional, psychological, behavior, and academic learning) and ensuring that all students are college, career, and life ready. Having a high quality student services team will allow for a “wrap around” service delivery approach to support the academic, physical, mental, and socio-emotional well-being of all students.

IN ADDITION TO THE ABOVE TACTICS, DISTRICT STAFF PROPOSE THE FOLLOWING AT FOX HOLLOW ELEMENTARY SCHOOL FUNDED BY SIG.

At the SIG school efforts to create a high quality student services support team include funding for a School Psychologist and a school Social Worker in years one, two and three of the grant (\$398,157).

SIG funds will also be used to hire a Graduation Enhancement Resource teacher (years 1-3) to work with students, families, and the community to bridge the gap between school, home, and community. The Graduation enhancement Resource teacher will focus on improving the academic achievement of students identified as at risk based on the MTSS model. The Graduation Enhancement Resource teacher will collaborate with other school staff to build capacity at the school for developing relationships among stakeholders that work to eliminate barriers to student academic success. Budgeted funds total \$163,403.

Additionally, at the SIG school budgeted funds include bringing in speakers (bi-weekly in years 1-4) to speak to students and parents about how to cope with Poverty (\$5,000/yr.). Budgeted funds also include contracting with Solution Tree in years 1-2 to become a model PLC school (\$299,000), and with Kagan Professional Development in years one and two to deliver their Cooperative Learning training on-site (\$40,000).

Finally, budgeted funds at the SIG school include adding time to the school day (30 minutes in year 1-3) to allow for a full instructional block for ELA, Math and Science daily, plus an intervention block daily for Tier II and II students. Total costs: year one- \$174,141, year two \$177,624, year three \$181,177.

**Action Step 1** 5

Increase allocations for social work and guidance work.

**Person Responsible**

Melissa Musselwhite

**Schedule**

On 6/2/2017

***Evidence of Completion***

Additional personnel on staff

**Action Step 2** 5

Create a school-wide infrastructure for Tier 2 and 3 behavior supports.

**Person Responsible**

Vanessa Hilton

**Schedule**

Weekly, from 7/1/2016 to 6/2/2017

***Evidence of Completion***

schedules

**Action Step 3** 5

Focus on efforts to build capacity of staff to support students living in poverty and work with students with behavioral challenges through an additional layer of support at Turnaround schools.

**Person Responsible**

Monica Ilse

**Schedule**

Monthly, from 7/1/2016 to 6/2/2017

***Evidence of Completion***

support artifacts

**Action Step 4** 5

Focus on efforts to develop understanding and strategies to cope with the effects of poverty for staff, students, and parents at the SIG school by having a speaker at an alternatively funded monthly meal for students and parents.

**Person Responsible**

Karyn Kinzie

**Schedule**

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

***Evidence of Completion***

attendance logs

**Action Step 5** 5

The district will contract with Solution Tree to deliver Professional Learning Community (PLC) training to the staff at Fox Hollow Elementary School.

**Person Responsible**

Karyn Kinzie

**Schedule**

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

***Evidence of Completion***

attendance logs, purchase orders

**Action Step 6** 5

The district will contract with Kagan Professional Development to deliver their "Cooperative Learning" workshop on-site for Fox Hollow Elementary School staff and administration.

**Person Responsible**

Karyn Kinzie

**Schedule**

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

***Evidence of Completion***

agenda, sign in sheet

**Action Step 7** 5

Add time to the school day to allow for additional instructional time.

**Person Responsible**

Karyn Kinzie

**Schedule**

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

***Evidence of Completion***

payroll report, school schedule

**Action Step 8** 5

Add a social worker, school psychologist, and Graduation Enhancement Resource teacher to FHES.

**Person Responsible**

Karyn Kinzie

**Schedule**

On 7/31/2018

***Evidence of Completion***

payroll report

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Verify that action steps occurred.

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 8/1/2016 to 6/2/2017

***Evidence of Completion***

Staffing records; schedules

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

FHES-verify that action steps occurred.

**Person Responsible**

Lea Mitchell

**Schedule**

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

***Evidence of Completion***

Purchase Orders, schedules, surveys, sign in sheets, agendas

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Monitor/analyze EWS data

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 8/29/2016 to 6/2/2017

***Evidence of Completion***

Data from analysis; meeting schedules

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

FHES- monitor activities and evaluate quarterly results

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 8/1/2017 to 10/31/2017

***Evidence of Completion***

Data from surveys, quarterly and annual student assessments, staff surveys.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

FHES- monitor activities and evaluate quarterly results

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 11/1/2017 to 1/31/2018

***Evidence of Completion***

Data from surveys, quarterly and annual student assessments, staff surveys.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

FHES- monitor activities and evaluate quarterly results

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 2/1/2018 to 5/30/2018

***Evidence of Completion***

Data from surveys, quarterly and annual student assessments, staff surveys.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

FHES- monitor activities and evaluate quarterly results

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 2/1/2018 to 10/12/2018

***Evidence of Completion***

Data from surveys, quarterly and annual student assessments, staff surveys.



**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

FHES- monitor activities and evaluate quarterly results

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 5/1/2018 to 7/31/2018

***Evidence of Completion***

Data from surveys, quarterly and annual student assessments, staff surveys.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

FHES- monitor activities and evaluate quarterly results

**Person Responsible**

Monica Ilse

**Schedule**

Quarterly, from 2/1/2018 to 4/30/2018

***Evidence of Completion***

Data from surveys, quarterly and annual student assessments, staff surveys.

**G3.B5 Collaborative culture is not fully established and monitored** 2

B250364

**G3.B5.S1** District and school leaders will establish, foster, and monitor the culture of collaboration and communication through all actions, including PLC and MTSS infrastructures. The district and school teams will use data over time to inform important instructional decisions as part of the collaborative problem-solving process. The systematic review of implementation and outcome data will ensure the quality and appropriateness of our implementation of instruction and intervention processes. 4

S263853

**Strategy Rationale**

PLCs play a critical role in all of this focused work. A PLC is ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators (R. DuFour, 2006).

A trio of researchers conducted a study of the teaching staffs in 24 schools to determine those elements that contributed to the formation of strong professional learning communities (PLCs) and identified collaboration time as the most powerful factor, explaining 70 percent of the variation between schools in their relative strength of PLCs (Louis, et al, 1996). Separate research has found definitively that in schools with well-developed PLCs students performed better in reading, math, science and history (Newman & Wehlage, 1995)

The PLCs focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal (DuFour, R., DuFour, R., Eaker, R., & Many, T. 2006).

**Action Step 1** 5

Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of all students in meeting grade level expectations and/or appropriate access point standards.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 8/7/2017 to 6/2/2018

**Evidence of Completion**

schedules and agendas of trainings

**Action Step 2** 5

Build the capacity of school leadership teams to understand their system's need through the problem solving process in order to develop the infrastructures necessary to support their students.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 7/17/2017 to 6/1/2018

***Evidence of Completion***

training schedules and agendas

**Action Step 3** 5

Support school teams with the development and use of a system of data collection to monitor academic and behavioral expectations.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 8/7/2017 to 10/27/2017

***Evidence of Completion***

monitoring guides

**Action Step 4** 5

Provide district data protocols and progress monitoring tools to assist schools with collaborative problem solving to identify, support, and monitor the needs of at risk students.

**Person Responsible**

Iravonia Abiola

**Schedule**

Monthly, from 8/7/2017 to 10/27/2017

***Evidence of Completion***

sample protocols and tools

**Action Step 5**

Model development and monitoring of standards aligned Tier 2 interventions to meet skill deficits.

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

sample interventions

**Action Step 6**

Provide sample resource maps of academic and behavioral supports to meet the needs of students at all levels of need.

**Person Responsible**

Melissa Musselwhite

**Schedule**

Monthly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

sample resource maps for both academic and behavioral resources

**Action Step 7**

Guide teams to develop a monitoring system to track student progress and effectiveness of interventions.

**Person Responsible**

Iravonia Abiola

**Schedule**

Monthly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

sample systems for monitoring

**Action Step 8** 5

Build capacity of intervention teams to develop infrastructures and supports necessary to provide intensive interventions for the most at risk students by modeling the development and monitoring of Tier 3 interventions to meet skill deficits and modeling and supporting the decision making process for monitoring student response to intervention and the determination of any special needs.

**Person Responsible**

Alyssa Lipinski

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

training schedules and agendas

**Plan to Monitor Fidelity of Implementation of G3.B5.S1** 6

Determine that the PLC training sessions were implemented as planned by reviewing the agendas

**Person Responsible**

Lea Mitchell

**Schedule**

Monthly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

training agendas and materials

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

PLC action plans and minutes will be reviewed to determine if participants in the training were able to apply their knowledge to their practice. Additionally, school based administrators will conduct rigor walks to determine the extent of the rigor of instruction.

**Person Responsible**

Lea Mitchell

**Schedule**











Monthly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

PLC action plans, minutes, walk through data




































## 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.A1<br> A258806    | Plan and implement District Planning Forward sessions in which district leaders come together to...    | Hilton, Vanessa | 4/8/2016                      | Agendas, meeting notes, and action plans  | 6/17/2016<br>biweekly |
| G1.B9.S1.A1<br> A258804    | Work with Communications Department and HR Department to develop a marketing campaign including...     | Poe, Kim        | 4/11/2016                     | Marketing materials   | 8/8/2016<br>weekly    |
| G1.B9.S1.A2<br> A258805    | Work with Communications Department and HR Department to host job fairs.                               | Poe, Kim        | 4/11/2016                     | Job fair schedule   | 8/8/2016<br>weekly    |
| G3.B1.S2.MA4<br> M285150   | The Continuous Improvement Director is identified  | Mitchell, Lea   | 3/1/2017                      | Individual identified   | 5/31/2017<br>one-time |
| G3.B1.S2.MA3<br> M285149   | Identifying staff to serve as the Continuous Improvement Director                                      | Mitchell, Lea   | 3/1/2017                      | Individual identified and announced to the state Regional Director.   | 5/31/2017<br>one-time |
| G1.MA1<br> M074171         | Quarterly Check data, EWS data, IRLA data  | Hilton, Vanessa | 10/14/2016                    | District Leadership Team Members and other staff members from the Offices for Teaching and Learning and Accountability, Research, and Measurement will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify the most effective teaching strategies and develop differentiate next steps for school support. | 6/2/2017<br>quarterly |
| G2.MA1<br> M086686       | Quarterly Assessment data will be reviewed. Staff and student engagement activities activities will... | Hilton, Vanessa | 9/9/2016                      | District Executive Leadership Team Members and other staff members from the Office for Professional Development and School Supports will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify the most effective activities and develop differentiated next steps for school support.                       | 6/2/2017<br>quarterly |
| G3.MA1<br> M091896       | EWS data, Quarterly Check data, Rigor Walk data, and PLC rubric data will be analyzed during...        | Hilton, Vanessa | 9/9/2016                      | District Executive Leadership Team Members and other selected district staff will analyze this data quarterly during District Calibration Days to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify and develop differentiated next steps for school support.   | 6/2/2017<br>quarterly |
| G1.B1.S1.MA1<br> M074175 | Analyze School submitted work samples (Common assessments, PLC developed action plans)                 | Mitchell, Lea   | 9/9/2016                      | Regional team members led by staff from the Office for Professional Development and Schools Supports and Office for Teaching and Learning will analyze school submitted work samples by region in order to determine the effectiveness of implementing this goal. School supports will be differentiate based upon the findings.  | 6/2/2017<br>monthly   |
| G1.B1.S1.MA1<br> M074158 | Training Deliverables and monitoring guides  | Mitchell, Lea   | 8/29/2016                     | Those who attend Professional Development are expected to submit assignments on Canvas as well bring evidence of implementation to future PD session. Area Superintendents will   | 6/2/2017<br>monthly   |





















| Source                  | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date  |
|-------------------------|--|------------------|-------------------------------|--|--------------------|
|                         |  |                  |                               | use monitoring guides to monitor fidelity of implementation of action steps.   |                    |
| G1.B1.S1.A1<br>A270314  | Provide training to school leaders to deepen knowledge of the district Vision of Instructional...      | Hilton, Vanessa  | 7/25/2016                     | training agendas   | 6/2/2017 monthly   |
| G1.B1.S1.A3<br>A270312  | Provide training to new teachers to build knowledge in the instructional framework, use of district... | Mitchell, Lea    | 8/1/2016                      | Training agendas and materials   | 6/2/2017 quarterly |
| G3.B1.S1.MA1<br>M091895 | Area Superintendents will review school EWS data and SBIT data to ensure effectiveness of staff...     | Ilse, Monica     | 9/9/2016                      | EWS data, SBIT open case data  | 6/2/2017 quarterly |
| G3.B1.S1.MA1<br>M080173 | Training agendas will be reviewed to ensure fidelity of implementation.                                | Lipinski, Alyssa | 8/1/2016                      | agendas  | 6/2/2017 quarterly |
| G3.B1.S1.A1<br>A129973  | Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to...  | Lipinski, Alyssa | 7/25/2016                     | PD Attendance logs   | 6/2/2017 quarterly |
| G3.B1.S1.A2<br>A269581  | Build the capacity of school leadership teams (SLTs) to establish develop, monitor, and implement...   | Abiola, Iravonia | 7/25/2016                     | Pd Attendance Logs   | 6/2/2017 quarterly |
| G3.B1.S1.A3<br>A270374  | Provide financial compensation for all instructional staff to engage in additional PLC,...             | Mitchell, Lea    | 8/8/2016                      | training agendas and sign ins  | 6/2/2017 one-time  |
| G1.B3.S1.MA1<br>M074164 | Student Work Samples, Rigor Walks, Quarterly Checks, Observation data for evidence of DQ3 and DQ 4     | Hilton, Vanessa  | 9/9/2016                      | Student Work Samples-Teacher team members from each school will bring student work samples to district professional development sessions to calibrate learning expectations and discuss effectiveness of instruction. Data collected from Rigor Walks and Quarterly Checks will also be used to analyze effectiveness. | 6/2/2017 monthly   |
| G1.B3.S1.MA1<br>M072267 | Utilize Look For Documents aligned to the Monitoring Guides to collect information on the fidelity...  | Hilton, Vanessa  | 9/9/2016                      | Look For Documents aligned to the Evidence Guides will be utilize by Area Superintendents and Regional team members to determine the fidelity of the implementation to differentiate school supports.  | 6/2/2017 quarterly |
| G1.B3.S1.A4<br>A138824  | Teams of teacher representatives from each school (teacher teams) will receive professional...         | Mitchell, Lea    | 7/25/2016                     | Professional development materials   | 6/2/2017 monthly   |
| G3.B2.S1.A2<br>A270373  | Provide school-based leadership teams with differentiated support from the district.                   | Hilton, Vanessa  | 8/1/2016                      | support logs   | 6/2/2017 weekly    |
| G1.B9.S1.MA1<br>M263323 | Performance and retention data will be analyzed.   | Hilton, Vanessa  | 8/1/2016                      | Performance and retention data   | 6/2/2017 quarterly |
| G1.B9.S1.MA1<br>M263322 | Recruitment/Hiring materials will be reviewed and feedback provided.                                   | Hilton, Vanessa  | 8/1/2016                      | materials used (brochures, videos, etc.)   | 6/2/2017 one-time  |
| G1.B9.S1.A3<br>A270397  | Provide academic coaches in each Turnaround School.  | Mitchell, Lea    | 8/8/2016                      | coaching logs  | 6/2/2017 daily     |
| G1.B9.S1.A4<br>A270398  | Develop a plan for supporting and monitoring coaching in Turnaround Schools (coaching conference,...   | Mitchell, Lea    | 8/8/2016                      | coaching notes   | 6/2/2017 monthly   |
| G3.B3.S1.MA1<br>M263333 | Monitor/analyze EWS data   | Ilse, Monica     | 8/29/2016                     | Data from analysis; meeting schedules  | 6/2/2017 quarterly |
| G3.B3.S1.MA1<br>M263329 | Verify that action steps occurred.   | Ilse, Monica     | 8/1/2016                      | Staffing records; schedules  | 6/2/2017 quarterly |





















| Source  | Task, Action Step or Monitoring Activity   | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date    |
|---|--|----------------------|-------------------------------|---|----------------------|
| G3.B3.S1.A1<br> A269536    | Increase allocations for social work and guidance work.  | Musselwhite, Melissa | 7/1/2016                      | Additional personnel on staff   | 6/2/2017 one-time    |
| G3.B3.S1.A2<br> A269537    | Create a school-wide infrastructure for Tier 2 and 3 behavior supports.                                | Hilton, Vanessa      | 7/1/2016                      | schedules   | 6/2/2017 weekly      |
| G3.B3.S1.A3<br> A270399    | Focus on efforts to build capacity of staff to support students living in poverty and work with...     | Ilse, Monica         | 7/1/2016                      | support artifacts   | 6/2/2017 monthly     |
| G3.B1.S2.MA1<br> M204117   | PLCs use of data will be monitored for effectiveness of the protocols.                                 | Mitchell, Lea        | 9/9/2016                      | PLC rubrics and PLC minutes   | 6/2/2017 one-time    |
| G3.B1.S2.MA1<br> M204118   | Data protocols will be reviewed upon creation and staff will also solicit feedback from users once...  | Jones, Peggy         | 8/1/2016                      | Protocols and feedback  | 6/2/2017 monthly     |
| G3.B1.S2.A1<br> A270319    | Build the capacity of school leadership teams to understand their system's needs through the...        | Hilton, Vanessa      | 7/1/2016                      | Training materials, agendas, and sign ins   | 6/2/2017 monthly     |
| G3.B1.S2.A2<br> A270318    | Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to...  | Musselwhite, Melissa | 7/1/2016                      | Training materials, agendas, and sign ins   | 6/2/2017 monthly     |
| G3.B1.S2.A3<br> A270323    | Build capacity of PLCs to develop and implement standards-based interventions by modeling...           | Mitchell, Lea        | 10/10/2016                    | Training materials, agendas, and sign ins   | 6/2/2017 monthly     |
| G3.B1.S2.A4<br> A270320    | Build capacity of intervention teams to develop infrastructures and supports necessary to provide...   | Musselwhite, Melissa | 10/3/2016                     | Training materials, agendas, and sign ins   | 6/2/2017 monthly     |
| G3.B1.S2.A5<br> A234145    | Create and provide protocols for schools to use in collaborative data-driven decision making.          | Jones, Peggy         | 7/25/2016                     | Protocols   | 6/2/2017 monthly     |
| G3.B1.S2.A6<br> A227422  | Provide district wide data from assessment system for school use and district wide monitoring          | Jones, Peggy         | 7/1/2016                      | Data made accessible to school personnel and district staff   | 6/2/2017 daily       |
| G1.B1.S1.A2<br> A129969  | Continue unpacking of standards through PLCs and development of common assessments. Training will...   | Mitchell, Lea        | 8/8/2016                      | PLC notes, PLC Facilitators/Admin meetings, common assessments  | 6/7/2017 weekly      |
| G1.B3.S1.A2<br> A138820  | Plan and implement District Calibration sessions in which district leaders come together to align...   | Hilton, Vanessa      | 7/18/2016                     | Monitoring guides   | 6/7/2017 monthly     |
| G1.B3.S1.A3<br> A138822  | Senior district supervisors from the Office for Teaching and Learning will collaborate with a...       | Mitchell, Lea        | 7/1/2016                      | District developed curriculum resources posted on Canvas for all schools to use   | 6/30/2017 monthly    |
| G1.B9.S1.MA4<br> M285139 | A review of the agreement with the teachers union will demonstrate that the incentive is in place.     | Mitchell, Lea        | 3/1/2017                      | The agreement with the teachers union.  | 8/1/2017 one-time    |
| G1.B3.S1.A5<br> A283330  | Hold an intensive five day retreat designed for all instructional staff at FHES that includes...       | Mitchell, Lea        | 8/7/2017                      | Training agendas and sign ins   | 8/11/2017 one-time   |
| G3.B5.S1.A3<br> A349074  | Support school teams with the development and use of a system of data collection to monitor...         | Mitchell, Lea        | 8/7/2017                      | monitoring guides   | 10/27/2017 monthly   |
| G3.B5.S1.A4<br> A349075  | Provide district data protocols and progress monitoring tools to assist schools with collaborative...  | Abiola, Iravonia     | 8/7/2017                      | sample protocols and tools  | 10/27/2017 monthly   |
| G1.B1.S1.MA2<br> M285124 | Data review to determine impact of hiring three Instructional Trainer Coaches to assist teachers in... | Kinzie, Karyn        | 8/1/2017                      | Student assessments conducted by the third party vendor and other district and school created assessments will provide the data needed to demonstrate effectiveness of the coaches. | 10/31/2017 quarterly |









| Source   | Task, Action Step or Monitoring Activity   | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date    |
|--|--|-----------------|-------------------------------|---|----------------------|
| G1.B3.S1.MA10<br> M380318   | SIG School- Monitoring for effectiveness of the retreat, professional development, third party...      | Mitchell, Lea   | 8/1/2017                      | School and quarterly student assessments will be collected to demonstrate effectiveness as well as satisfaction surveys of various participants.  | 10/31/2017 quarterly |
| G1.B3.S1.MA3<br> M285119    | FHES--Monitoring for fidelity of implementation of the retreat, professional development, third...     | Ilse, Monica    | 8/1/2017                      | Sign in sheets, agendas, purchase orders evaluations will all be utilized as evidence.  | 10/31/2017 quarterly |
| G3.B3.S1.MA4<br> M285154    | FHES- monitor activities and evaluate quarterly results  | Ilse, Monica    | 8/1/2017                      | Data from surveys, quarterly and annual student assessments, staff surveys.   | 10/31/2017 quarterly |
| G1.B1.S1.MA3<br> M336970    | Data review to determine impact of hiring three Instructional Trainer Coaches to assist teachers in... | Kinzie, Karyn   | 11/1/2017                     | Student assessments conducted by the third party vendor and other district and school created assessments will provide the data needed to demonstrate effectiveness of the coaches.   | 1/31/2018 quarterly  |
| G1.B3.S1.MA12<br> M380322   | SIG School- Monitoring for effectiveness of the retreat, professional development, third party...      | Mitchell, Lea   | 11/1/2017                     | School and quarterly student assessments will be collected to demonstrate effectiveness as well as satisfaction surveys of various participants.  | 1/31/2018 quarterly  |
| G1.B3.S1.MA5<br> M336974    | FHES- Monitoring for fidelity of implementation of the retreat, professional development, third...     | Ilse, Monica    | 11/1/2017                     | Sign in sheets, agendas, purchase orders evaluations will all be utilized as evidence.  | 1/31/2018 quarterly  |
| G3.B3.S1.MA5<br> M336989    | FHES- monitor activities and evaluate quarterly results  | Ilse, Monica    | 11/1/2017                     | Data from surveys, quarterly and annual student assessments, staff surveys.   | 1/31/2018 quarterly  |
| G1.B1.S1.MA4<br> M336971  | Data review to determine impact of hiring three Instructional Trainer Coaches to assist teachers in... | Kinzie, Karyn   | 2/1/2018                      | Student assessments conducted by the third party vendor and other district and school created assessments will provide the data needed to demonstrate effectiveness of the coaches.   | 4/30/2018 quarterly  |
| G1.B3.S1.MA11<br> M380320 | SIG School- Monitoring for effectiveness of the retreat, professional development, third party...      | Mitchell, Lea   | 2/1/2018                      | School and quarterly student assessments will be collected to demonstrate effectiveness as well as satisfaction surveys of various participants.  | 4/30/2018 quarterly  |
| G1.B3.S1.MA6<br> M336975  | FHES- Monitoring for fidelity of implementation of the retreat, professional development, third...     | Ilse, Monica    | 2/1/2018                      | Sign in sheets, agendas, purchase orders evaluations will all be utilized as evidence.  | 4/30/2018 quarterly  |
| G3.B3.S1.MA9<br> M380313  | FHES- monitor activities and evaluate quarterly results  | Ilse, Monica    | 2/1/2018                      | Data from surveys, quarterly and annual student assessments, staff surveys.   | 4/30/2018 quarterly  |
| G3.B3.S1.MA6<br> M336990  | FHES- monitor activities and evaluate quarterly results  | Ilse, Monica    | 2/1/2018                      | Data from surveys, quarterly and annual student assessments, staff surveys.   | 5/30/2018 quarterly  |
| G1.MA2<br> M371554        | Quarterly check data, comprehension check data, EWS data, IRLA data                                    | Hilton, Vanessa | 10/16/2017                    | District Leadership Team members and other staff members from the Offices for Teaching and Learning; Accountability, Research, and Measurement; and Student Support Programs and Services will analyze this data to determine progress toward achieving this goal. The inquiry cycle will be used to identify the most effective teaching strategies and to develop differentiated next steps for school support. | 6/1/2018 quarterly   |
| G1.B1.S1.MA5<br> M371559  | Analyze school submitted samples.  | Mitchell, Lea   | 9/11/2017                     | Offices of Professional Development and School Supports and Teaching  | 6/1/2018 quarterly   |

| Source  | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date     |
|---|--|------------------|-------------------------------|---|-----------------------|
|   |  |                  |                               | and Learning will analyze school submitted samples to determine the effectiveness of implementing this strategy. Schools supports will be differentiated based upon the results of the analysis.  |                       |
| G1.B1.S1.MA7<br> M371555   | Training deliverables and guides   | Mitchell, Lea    | 8/28/2017                     | Those who attend Professional Development are expected to submit assignments on Canvas as well as bring evidence of implementation to future PD sessions. Assistant Superintendents will use monitoring guides to monitor fidelity of implementation of the action steps.                       | 6/1/2018<br>monthly   |
| G1.B1.S1.A5<br> A348142    | Provide training to school leaders to deepen knowledge of the district Vision of Instructional...      | Mitchell, Lea    | 6/30/2017                     | training agendas  | 6/1/2018<br>monthly   |
| G1.B1.S1.A6<br> A348150    | Model the feedback process for instructional staff to support professional growth in providing...      | Mitchell, Lea    | 8/14/2017                     | training agendas  | 6/1/2018<br>monthly   |
| G1.B1.S1.A7<br> A348168    | Model development and use of standards aligned learning targets and common formative assessments as... | Mitchell, Lea    | 7/24/2017                     | standards aligned learning targets and formative assessment samples   | 6/1/2018<br>monthly   |
| G1.B1.S1.A8<br> A348178    | Support the planning of differentiated instruction to meet the needs of students.                      | Mitchell, Lea    | 8/7/2017                      | samples of differentiated instruction supports  | 6/1/2018<br>monthly   |
| G1.B1.S1.A9<br> A348186   | Provide training to teachers to build knowledge in planning, delivering, and reflecting on...          | Mitchell, Lea    | 8/7/2017                      | training schedules and agendas  | 6/1/2018<br>monthly   |
| G1.B1.S1.A10<br> A348213 | Provide training to new teachers to build knowledge in the instructional framework, use of district... | Mitchell, Lea    | 7/24/2017                     | training agendas and materials  | 6/1/2018<br>monthly   |
| G3.B1.S1.MA4<br> M376173 | Assistant Superintendents for Schools will review school data (EWS, SBIT, etc.) to ensure the...       | Ilse, Monica     | 9/1/2017                      | EWS data, SBIT open case data   | 6/1/2018<br>quarterly |
| G3.B1.S1.MA3<br> M376172 | Training agendas will be reviewed to ensure fidelity of implementation.                                | Lipinski, Alyssa | 8/1/2017                      | agendas   | 6/1/2018<br>quarterly |
| G3.B1.S1.A4<br> A352908  | Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to...  | Lipinski, Alyssa | 7/17/2017                     | PD attendance records   | 6/1/2018<br>monthly   |
| G3.B1.S1.A5<br> A352910  | Build the capacity of school leadership teams (SLT) to establish, develop, implement, and monitor...   | Abiola, Iravonia | 7/24/2017                     | PD attendance logs  | 6/1/2018<br>quarterly |
| G1.B3.S1.MA9<br> M371607 | Student work samples, walkthroughs, quarterly checks, observation data                                 | Hilton, Vanessa  | 8/21/2017                     | Teacher team members will bring work samples to professional development sessions and PLCs to calibrate learning expectations and discuss effectiveness of instruction. Data collected from walkthroughs and quarterly checks will also be analyzed to determine effectiveness of the strategy. | 6/1/2018<br>monthly   |
| G1.B3.S1.MA8<br> M371576 | Utilize Instructional Practice Guides and monitoring guides to collect information related to the...   | Hilton, Vanessa  | 8/21/2017                     | Information collected will be analyzed to determine fidelity of implementation.   | 6/1/2018<br>quarterly |
| G1.B3.S1.A9<br> A349308  | Plan and implement district calibration sessions in which district leaders come together to align...   | Hilton, Vanessa  | 9/22/2017                     | Monitoring guides   | 6/1/2018<br>quarterly |
| G2.B1.S1.MA1<br> M074197 | Feedback from School based administrators will be formally solicited through a variety of means:...    | Hilton, Vanessa  | 8/1/2017                      | feedback results  | 6/1/2018<br>quarterly |

| Source  | Task, Action Step or Monitoring Activity   | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion                           | Due Date/End Date  |
|---|--|-----------------|-------------------------------|---|--------------------|
| G2.B1.S1.MA1<br> M072317   | The materials used to implement layered SuP Supports will be reviewed to ensure alignment and...       | Hilton, Vanessa | 8/1/2017                      | Support materials, leveling system of schools                   | 6/1/2018 quarterly |
| G2.B1.S1.A2<br> A235148    | District Leadership will hold quarterly Calibration Sessions during which all District-based...        | Hilton, Vanessa | 9/22/2017                     | agendas, sign ins, Canvas course housing materials              | 6/1/2018 quarterly |
| G2.B1.S1.A3<br> A235149    | Implement a leveling system that tiers schools based on level of need according to multiple data...    | Ilse, Monica    | 7/10/2017                     | Leveling System for school supports                             | 6/1/2018 one-time  |
| G1.B4.S1.MA1<br> M091893   | Conduct IRLA Data Chats  | Hilton, Vanessa | 9/9/2017                      | PPT with district-wide data, action planning meeting notes      | 6/1/2018 quarterly |
| G1.B4.S1.MA1<br> M091892   | Conduct Levels Accuracy Checks in all regions within the district                                      | Hilton, Vanessa | 9/9/2017                      | Data from the school levels accuracy checks will be maintained. | 6/1/2018 biweekly  |
| G1.B4.S1.A1<br> A151313    | Provide professional development for all teachers utilizing the IRLA.                                  | Mitchell, Lea   | 7/25/2017                     | attendance sheets, training PPT                                 | 6/1/2018 monthly   |
| G1.B4.S1.A2<br> A151314    | Provide on-going support/development for all teachers utilizing the IRLA.                              | Mitchell, Lea   | 7/24/2017                     | Coaching logs, survey data                                      | 6/1/2018 monthly   |
| G1.B6.S1.MA1<br> M213254   | Review data collected by Assistant Superintendents as related to curriculum resources and...           | Hilton, Vanessa | 9/22/2017                     | PLC rubric data, Quarterly checks                               | 6/1/2018 monthly   |
| G1.B6.S1.MA1<br> M213253   | Review supplemental resources and district based assessments to monitor for fidelity of...             | Mitchell, Lea   | 8/7/2017                      | Feedback provided to content specialists on curriculum work     | 6/1/2018 monthly   |
| G1.B6.S1.A1<br> A234119    | Refine common curriculum based assessments aligned to district scope and sequence resources for...     | Jones, Peggy    | 6/30/2017                     | curriculum based assessments                                    | 6/1/2018 quarterly |
| G1.B6.S1.A2<br> A234118  | Refine District created supplements and guides to reinforce the integration and progression of...      | Mitchell, Lea   | 6/30/2017                     | Canvas course   | 6/1/2018 quarterly |
| G1.B6.S1.A3<br> A270311  | Provide models/samples of standards aligned learning targets for curricular units.                     | Mitchell, Lea   | 6/30/2017                     | samples of learning targets                                     | 6/1/2018 monthly   |
| G1.B6.S1.A4<br> A234120  | Provide access to standards aligned Tier 2 intervention supports.                                      | Mitchell, Lea   | 8/1/2017                      | samples of supports   | 6/1/2018 monthly   |
| G1.B6.S1.A5<br> A234116  | Provide video resources to model standards aligned instruction and shifts (core actions).              | Mitchell, Lea   | 6/30/2017                     | video resources   | 6/1/2018 monthly   |
| G3.B2.S1.MA1<br> M213266 | School data will be reviewed quarterly and changes made to level of support as indicated by data.      | Ilse, Monica    | 10/14/2017                    | School data   | 6/1/2018 monthly   |
| G3.B2.S1.MA1<br> M213256 | Share leveling system of supports with district administrators for feedback and reflect of its...      | Ilse, Monica    | 8/1/2017                      | Feedback notes  | 6/1/2018 quarterly |
| G3.B2.S1.A1<br> A234141  | Implement, and adjust as indicated by data, a leveling system that tiers schools based on level of...  | Ilse, Monica    | 8/1/2017                      | Pasco Schools Leveling System of Supports                       | 6/1/2018 quarterly |
| G3.B5.S1.MA1<br> M371374 | PLC action plans and minutes will be reviewed to determine if participants in the training were...     | Mitchell, Lea   | 9/18/2017                     | PLC action plans, minutes, walk through data                    | 6/1/2018 monthly   |
| G3.B5.S1.MA1<br> M371375 | Determine that the PLC training sessions were implemented as planned by reviewing the agendas          | Mitchell, Lea   | 9/18/2017                     | training agendas and materials                                  | 6/1/2018 monthly   |
| G3.B5.S1.A2<br> A349073  | Build the capacity of school leadership teams to understand their system's need through the problem... | Mitchell, Lea   | 7/17/2017                     | training schedules and agendas                                  | 6/1/2018 monthly   |

| Source   | Task, Action Step or Monitoring Activity   | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date       |
|--|--|----------------------|-------------------------------|--|-------------------------|
| G3.B5.S1.A5<br> A349078     | Model development and monitoring of standards aligned Tier 2 interventions to meet skill deficits.     | Mitchell, Lea        | 8/21/2017                     | sample interventions   | 6/1/2018 monthly        |
| G3.B5.S1.A6<br> A349079     | Provide sample resource maps of academic and behavioral supports to meet the needs of students at...   | Musselwhite, Melissa | 8/7/2017                      | sample resource maps for both academic and behavioral resources  | 6/1/2018 monthly        |
| G3.B5.S1.A7<br> A349080     | Guide teams to develop a monitoring system to track student progress and effectiveness of...           | Abiola, Iravonia     | 8/7/2017                      | sample systems for monitoring  | 6/1/2018 monthly        |
| G3.B5.S1.A8<br> A349081     | Build capacity of intervention teams to develop infrastructures and supports necessary to provide...   | Lipinski, Alyssa     | 8/14/2017                     | training schedules and agendas   | 6/1/2018 monthly        |
| G3.B5.S1.A1<br> A349072     | Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to...  | Mitchell, Lea        | 8/7/2017                      | schedules and agendas of trainings   | 6/2/2018 monthly        |
| G1.B3.S1.A10<br> A349310    | Plan and implement district planning forward sessions in which district leaders come together to...    | Hilton, Vanessa      | 4/2/2018                      | agendas, meeting notes, action plans   | 6/29/2018 every-3-weeks |
| G2.B1.S1.A1<br> A138828     | Continue layered supports for Success Plan development (Pasco County Schools School Improvement...     | St. Clair, Suzanne   | 4/9/2018                      | agendas, sign ins  | 6/29/2018 quarterly     |
| G1.B1.S1.MA3<br> M281753    | Monitor district hiring practices  | Mitchell, Lea        | 8/1/2017                      | Hiring records   | 6/30/2018 monthly       |
| G1.B1.S1.MA6<br> M380243    | Data review to determine impact of hiring three Instructional Trainer Coaches to assist teachers in... | Kinzie, Karyn        | 5/1/2018                      | Student assessments conducted by the third party vendor and other district and school created assessments will provide the data needed to demonstrate effectiveness of the coaches | 7/31/2018 one-time      |
| G1.B1.S1.A4<br> A283295   | Add two experienced Instructional Trainer Coaches (STEM and Math) to the instructional staff at...     | Mitchell, Lea        | 8/7/2017                      | hiring documents   | 7/31/2018 one-time      |
| G1.B3.S1.MA4<br> M285120  | SIG School- Monitoring for effectiveness of the retreat, professional development, third party...      | Mitchell, Lea        | 8/1/2017                      | School and quarterly student assessments will be collected to demonstrate effectiveness as well as satisfaction surveys of various participants.                                   | 7/31/2018 quarterly     |
| G1.B3.S1.MA13<br> M380325 | SIG School- Monitoring for effectiveness of the retreat, professional development, third party...      | Mitchell, Lea        | 5/1/2018                      | School and quarterly student assessments will be collected to demonstrate effectiveness as well as satisfaction surveys of various participants.                                   | 7/31/2018 quarterly     |
| G1.B3.S1.MA7<br> M336976  | FHES- Monitoring for fidelity of implementation of the retreat, professional development, third...     | Ilse, Monica         | 5/1/2018                      | Sign in sheets, agendas, purchase orders evaluations will all be utilized as evidence.   | 7/31/2018 quarterly     |
| G1.B3.S1.A6<br> A283373   | Contract with a third party to implement a research-based student assessment system that is...         | Jones, Peggy         | 8/1/2017                      | contract documentation   | 7/31/2018 one-time      |
| G1.B3.S1.A7<br> A283430   | Contract with a third party to provide leadership mentoring and coaching. In addition, funds are...    | Mitchell, Lea        | 8/1/2017                      | contract documentation   | 7/31/2018 one-time      |
| G1.B3.S1.A8<br> A323424   | Provide substitutes to allow teachers to attend Professional Development                               | Kinzie, Karyn        | 8/1/2017                      | payroll report   | 7/31/2018 one-time      |
| G3.B3.S1.MA8<br> M380309  | FHES- monitor activities and evaluate quarterly results  | Ilse, Monica         | 5/1/2018                      | Data from surveys, quarterly and annual student assessments, staff surveys.  | 7/31/2018 quarterly     |
| G3.B3.S1.MA2<br> M285151  | FHES-verify that action steps occurred.  | Mitchell, Lea        | 8/1/2017                      | Purchase Orders, schedules, surveys, sign in sheets, agendas   | 7/31/2018 annually      |



| Source  | Task, Action Step or Monitoring Activity  | Who           | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date       |
|---|---|---------------|-------------------------------|--|-------------------------|
| G3.B3.S1.A4<br> A283474  | Focus on efforts to develop understanding and strategies to cope with the effects of poverty for... | Kinzie, Karyn | 8/1/2017                      | attendance logs  | 7/31/2018<br>biweekly   |
| G3.B3.S1.A5<br> A283870  | The district will contract with Solution Tree to deliver Professional Learning Community (PLC)...   | Kinzie, Karyn | 8/1/2017                      | attendance logs, purchase orders   | 7/31/2018<br>annually   |
| G3.B3.S1.A6<br> A283883  | The district will contract with Kagan Professional Development to deliver their "Cooperative..."    | Kinzie, Karyn | 8/1/2017                      | agenda, sign in sheet  | 7/31/2018<br>annually   |
| G3.B3.S1.A7<br> A284068  | Add time to the school day to allow for additional instructional time.                              | Kinzie, Karyn | 8/1/2017                      | payroll report, school schedule  | 7/31/2018<br>daily      |
| G3.B3.S1.A8<br> A323415  | Add a social worker, school psychologist, and Graduation Enhancement Resource teacher to FHES.      | Kinzie, Karyn | 8/1/2017                      | payroll report   | 7/31/2018<br>one-time   |
| G3.B3.S1.MA7<br> M380307 | FHES- monitor activities and evaluate quarterly results   | Ilse, Monica  | 2/1/2018                      | Data from surveys, quarterly and annual student assessments, staff surveys.  | 10/12/2018<br>quarterly |
| G1.B9.S1.MA3<br> M285132 | Implement an incentive plan for staff of Fox Hollow Elementary School.                              | Mitchell, Lea | 8/1/2017                      | The agreement with the teachers union that includes the incentive will provide the evidence that the incentive was implemented. A salary report will demonstrate that the incentive has been paid. | 8/31/2021<br>annually   |
| G1.B9.S1.A5<br> A283542  | Develop an incentive plan for staff when student outcome targets are met.                           | Kinzie, Karyn | 8/1/2020                      | payroll documentation  | 6/30/2022<br>annually   |

## V. Professional Development Opportunities

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

### **G1.** All student learning experiences match the rigor of the Florida standards.

**G1.B4** Many of our students in grades 3-5 lack foundational reading skills and many of our secondary students are not reading at grade level.

**G1.B4.S1** The Independent Reading Level Assessment Framework (IRLA) will be used by all K-5 teachers, teachers within our self-contained regular standards programs.

#### **PD Opportunity 1**

Provide professional development for all teachers utilizing the IRLA.

##### **Facilitator**

Members of Office for Teaching and Learning and Office for Student Support and Programs with the support of American Reading Coaches

##### **Participants**

Basic K-2 Teachers, ESE Self-Contained Regular Standards Elementary Classroom Teachers

##### **Schedule**

Monthly, from 7/25/2017 to 6/1/2018

### **G1.B6** Alignment of instructional resources matching the rigor of the Florida Standards

**G1.B6.S1** Develop, adopt, and revise curricular resources that match the rigor and progression of the FI Standards to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction.

#### **PD Opportunity 1**

Refine District created supplements and guides to reinforce the integration and progression of standards in a well-organized and easy to access format in Canvas.

##### **Facilitator**

Office for Professional Development and School Supports, Office for Teaching and Learning

##### **Participants**

teachers

##### **Schedule**

Quarterly, from 6/30/2017 to 6/1/2018

## **PD Opportunity 2**

Provide access to standards aligned Tier 2 intervention supports.

### **Facilitator**

Office for Professional Development and School Supports, Office for Teaching and Learning, and Office for Student Support Programs and Services

### **Participants**

teachers

### **Schedule**

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

## **PD Opportunity 3**

Provide video resources to model standards aligned instruction and shifts (core actions).

### **Facilitator**

Office for Professional Development and School Supports, Office for Teaching and Learning

### **Participants**

teachers

### **Schedule**

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



**G2. Increase staff and student engagement****G2.B1** District departments and resources are not calibrated to align to needs of schools**G2.B1.S1** District will establish a means of aligning its supports to meet the needs of schools.**PD Opportunity 1**

District Leadership will hold quarterly Calibration Sessions during which all District-based Instructional Supervisors and Program Coordinators come together to align actions in support of the District Key Priorities and school needs.

**Facilitator**

Assistant Superintendent for Student Achievement and District Leadership Team

**Participants**

All District-based Instructional Staff

**Schedule**

Quarterly, from 9/22/2017 to 6/1/2018

**G3. Increase systems to support students****G3.B5** Collaborative culture is not fully established and monitored

**G3.B5.S1** District and school leaders will establish, foster, and monitor the culture of collaboration and communication through all actions, including PLC and MTSS infrastructures. The district and school teams will use data over time to inform important instructional decisions as part of the collaborative problem-solving process. The systematic review of implementation and outcome data will ensure the quality and appropriateness of our implementation of instruction and intervention processes.

**PD Opportunity 1**

Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of all students in meeting grade level expectations and/or appropriate access point standards.

**Facilitator**

MTSS Specialists, Office for Professional Development and School Supports, Office for Teaching and Learning Staff

**Participants**

Administrators, School Leadership Teams, and School Intervention Teams

**Schedule**

Monthly, from 8/7/2017 to 6/2/2018

## **PD Opportunity 2**

Build the capacity of school leadership teams to understand their system's need through the problem solving process in order to develop the infrastructures necessary to support their students.

### **Facilitator**

Collaboration among Office of Accountability, Research and Measurement; Office of Teaching and Learning; and Professional Development and School Supports; and Office for Student Support Programs and Services

### **Participants**

Administrators, School Leadership Teams, and School Intervention Teams

### **Schedule**

Monthly, from 7/17/2017 to 6/1/2018

## **PD Opportunity 3**

Build capacity of intervention teams to develop infrastructures and supports necessary to provide intensive interventions for the most at risk students by modeling the development and monitoring of Tier 3 interventions to meet skill deficits and modeling and supporting the decision making process for monitoring student response to intervention and the determination of any special needs.

### **Facilitator**

Collaboration among Office of Accountability, Research and Measurement; Office of Teaching and Learning; and Professional Development and School Supports; and Office for Student Support Programs and Services

### **Participants**

school teams (SIT and SLT, e.g.)

### **Schedule**

Monthly, from 8/14/2017 to 6/1/2018

## VI. Technical Assistance Items

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

### **G1.** All student learning experiences match the rigor of the Florida standards.

**G1.B4** Many of our students in grades 3-5 lack foundational reading skills and many of our secondary students are not reading at grade level.

**G1.B4.S1** The Independent Reading Level Assessment Framework (IRLA) will be used by all K-5 teachers, teachers within our self-contained regular standards programs.

#### **TA Opportunity 1**

Provide on-going support/development for all teachers utilizing the IRLA.

##### **Facilitator**

Regional ELA specialists and other members of the Office of Teaching and Learning and Office for Student Support and Programs

##### **Participants**

Basic K-2 Teachers, ESE Self-Contained Regular Standards Elementary Classroom Teachers, High School Reading Teachers

##### **Schedule**

Monthly, from 7/24/2017 to 6/1/2018

### **G1.B6** Alignment of instructional resources matching the rigor of the Florida Standards

**G1.B6.S1** Develop, adopt, and revise curricular resources that match the rigor and progression of the FI Standards to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction.

#### **TA Opportunity 1**

Refine common curriculum based assessments aligned to district scope and sequence resources for schools to monitor student progress towards the achievement of Standards.

##### **Facilitator**

Office for Accountability, Research, and Measurement and Office for Professional Development and School Supports

##### **Participants**

content specialists and teachers

##### **Schedule**

Quarterly, from 6/30/2017 to 6/1/2018

**G2. Increase staff and student engagement****G2.B1** District departments and resources are not calibrated to align to needs of schools**G2.B1.S1** District will establish a means of aligning its supports to meet the needs of schools.**TA Opportunity 1**

Continue layered supports for Success Plan development (Pasco County Schools School Improvement Plans-SIP) consisting of technical assistance, site visits, and SuP Check-out Week aligning District Supports to the needs of schools, Quarterly data review support including Mid-Year Reflection support.

**Facilitator**

Office for Accountability, Research, and Measurement; MTSS Specialists; Title I Program Coordinator

**Participants**

School Based Administrators and SLTs

**Schedule**

Quarterly, from 4/9/2018 to 6/29/2018

**G3. Increase systems to support students****G3.B5** Collaborative culture is not fully established and monitored

**G3.B5.S1** District and school leaders will establish, foster, and monitor the culture of collaboration and communication through all actions, including PLC and MTSS infrastructures. The district and school teams will use data over time to inform important instructional decisions as part of the collaborative problem-solving process. The systematic review of implementation and outcome data will ensure the quality and appropriateness of our implementation of instruction and intervention processes.

**TA Opportunity 1**

Support school teams with the development and use of a system of data collection to monitor academic and behavioral expectations.

**Facilitator**

Collaboration among Office of Accountability, Research and Measurement; Office of Teaching and Learning; and Professional Development and School Supports; and Office for Student Support Programs and Services

**Participants**

school teams (SIT and SLT, e.g.)

**Schedule**

Monthly, from 8/7/2017 to 10/27/2017

**TA Opportunity 2**

Provide district data protocols and progress monitoring tools to assist schools with collaborative problem solving to identify, support, and monitor the needs of at risk students.

**Facilitator**

Collaboration among Office for Accountability, Research, and Measurement; MTSS Specialists, and Area Superintendents

**Participants**

Administrators, School Leadership Teams, and School Intervention Teams

**Schedule**

Monthly, from 8/7/2017 to 10/27/2017

## VII. Budget

|    |              |  |        |
|----|--------------|--|--------|
| 1  | G1.B1.S1.A1  | Provide training to school leaders to deepen knowledge of the district Vision of Instructional Excellence, and expertise in observing this vision in each classroom, including alignment of instruction with the standards, as well as the instructional framework and shifts (core actions). Also to include strategies to deepen understanding of PLC effectiveness and use of data. | \$0.00 |
| 2  | G1.B1.S1.A10 | Provide training to new teachers to build knowledge in the instructional framework, use of district standards aligned curriculum resources and the instructional shifts (core actions).  | \$0.00 |
| 3  | G1.B1.S1.A2  | Continue unpacking of standards through PLCs and development of common assessments. Training will be provided to PLC Facilitators and teachers to build knowledge in planning, delivering, and reflecting on standards aligned instruction through the use of district curriculum resources.   | \$0.00 |
| 4  | G1.B1.S1.A3  | Provide training to new teachers to build knowledge in the instructional framework, use of district standards-aligned curriculum resources and the instructional shifts (core actions).  | \$0.00 |
| 5  | G1.B1.S1.A4  | Add two experienced Instructional Trainer Coaches (STEM and Math) to the instructional staff at FHES in years 1-3.   | \$0.00 |
| 6  | G1.B1.S1.A5  | Provide training to school leaders to deepen knowledge of the district Vision of Instructional Excellence, and expertise in observing this vision in each classroom, including alignment of instruction with the standards, as well as the instructional framework and shifts (core actions).  | \$0.00 |
| 7  | G1.B1.S1.A6  | Model the feedback process for instructional staff to support professional growth in providing standards aligned instruction.  | \$0.00 |
| 8  | G1.B1.S1.A7  | Model development and use of standards aligned learning targets and common formative assessments as part of the planning and lesson delivery.  | \$0.00 |
| 9  | G1.B1.S1.A8  | Support the planning of differentiated instruction to meet the needs of students.  | \$0.00 |
| 10 | G1.B1.S1.A9  | Provide training to teachers to build knowledge in planning, delivering, and reflecting on standards aligned instruction through the use of district curriculum resources.   | \$0.00 |

|    |              |   |        |
|----|--------------|---|--------|
| 11 | G1.B3.S1.A1  | Plan and implement District Planning Forward sessions in which district leaders come together to plan forward for the upcoming school year to align their efforts to better guide, support, and monitor district and school actions.  | \$0.00 |
| 12 | G1.B3.S1.A10 | Plan and implement district planning forward sessions in which district leaders come together to align efforts to plan forward for the upcoming school year to guide, support, and monitor district and school actions.   | \$0.00 |
| 13 | G1.B3.S1.A2  | Plan and implement District Calibration sessions in which district leaders come together to align their efforts to better guide, support, and monitor district and school actions.  | \$0.00 |
| 14 | G1.B3.S1.A3  | Senior district supervisors from the Office for Teaching and Learning will collaborate with a consultant from IDE to plan for curriculum work groups.   | \$0.00 |
| 15 | G1.B3.S1.A4  | Teams of teacher representatives from each school (teacher teams) will receive professional development on approaching instruction from application to skills. These teams will spend time analyzing district developed tasks to create an understanding of how to design learning experiences to match the rigor of the Florida Standards. This work begins with the Learning Symposium in July. | \$0.00 |
| 16 | G1.B3.S1.A5  | Hold an intensive five day retreat designed for all instructional staff at FHES that includes content area training in ELA and Science aligned to the rigor of the Florida Standards.   | \$0.00 |
| 17 | G1.B3.S1.A6  | Contract with a third party to implement a research-based student assessment system that is vertically aligned from one grade to the next and aligned to the Florida Standards.   | \$0.00 |
| 18 | G1.B3.S1.A7  | Contract with a third party to provide leadership mentoring and coaching. In addition, funds are budgeted to pay for transportation for the Commissioners School Improvement Leadership Academy.  | \$0.00 |
| 19 | G1.B3.S1.A8  | Provide substitutes to allow teachers to attend Professional Development  | \$0.00 |
| 20 | G1.B3.S1.A9  | Plan and implement district calibration sessions in which district leaders come together to align efforts to better guide, support, and monitor district and school actions.  | \$0.00 |
| 21 | G1.B4.S1.A1  | Provide professional development for all teachers utilizing the IRLA.   | \$0.00 |
| 22 | G1.B4.S1.A2  | Provide on-going support/development for all teachers utilizing the IRLA.   | \$0.00 |
| 23 | G1.B6.S1.A1  | Refine common curriculum based assessments aligned to district scope and sequence resources for schools to monitor student progress towards the achievement of Standards.   | \$0.00 |
| 24 | G1.B6.S1.A2  | Refine District created supplements and guides to reinforce the integration and progression of standards in a well-organized and easy to access format in Canvas.   | \$0.00 |
| 25 | G1.B6.S1.A3  | Provide models/samples of standards aligned learning targets for curricular units.  | \$0.00 |
| 26 | G1.B6.S1.A4  | Provide access to standards aligned Tier 2 intervention supports.   | \$0.00 |
| 27 | G1.B6.S1.A5  | Provide video resources to model standards aligned instruction and shifts (core actions).   | \$0.00 |
| 28 | G1.B9.S1.A1  | Work with Communications Department and HR Department to develop a marketing campaign including flyers and videos.  | \$0.00 |
| 29 | G1.B9.S1.A2  | Work with Communications Department and HR Department to host job fairs.  | \$0.00 |
| 30 | G1.B9.S1.A3  | Provide academic coaches in each Turnaround School.   | \$0.00 |

|    |             |   |        |
|----|-------------|---|--------|
| 31 | G1.B9.S1.A4 | Develop a plan for supporting and monitoring coaching in Turnaround Schools (coaching conference, observation cycles, e.g.).  | \$0.00 |
| 32 | G1.B9.S1.A5 | Develop an incentive plan for staff when student outcome targets are met.   | \$0.00 |
| 33 | G2.B1.S1.A1 | Continue layered supports for Success Plan development (Pasco County Schools School Improvement Plans-SIP) consisting of technical assistance, site visits, and SuP Check-out Week aligning District Supports to the needs of schools, Quarterly data review support including Mid-Year Reflection support.   | \$0.00 |
| 34 | G2.B1.S1.A2 | District Leadership will hold quarterly Calibration Sessions during which all District-based Instructional Supervisors and Program Coordinators come together to align actions in support of the District Key Priorities and school needs.  | \$0.00 |
| 35 | G2.B1.S1.A3 | Implement a leveling system that tiers schools based on level of need according to multiple data sources such as school leadership, student achievement, supportive environment, school grade, etc. Provide support throughout the year according to tier of need.  | \$0.00 |
| 36 | G3.B1.S1.A1 | Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of at risk students, beginning with the Learning Symposium in July.   | \$0.00 |
| 37 | G3.B1.S1.A2 | Build the capacity of school leadership teams (SLTs) to establish develop, monitor, and implement Success Plan, as well as to create Tier 1 and Tier 2 infrastructure for academic, behavior, and attendance interventions, and to monitor the overall "health" of the school using EWS.  | \$0.00 |
| 38 | G3.B1.S1.A3 | Provide financial compensation for all instructional staff to engage in additional PLC, professional development, and planning in each Turnaround school.   | \$0.00 |
| 39 | G3.B1.S1.A4 | Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of at risk students beginning with Together We Learn and Together We Stand during the summer.   | \$0.00 |
| 40 | G3.B1.S1.A5 | Build the capacity of school leadership teams (SLT) to establish, develop, implement, and monitor Success Plan as well as to create Tier 1 and Tier 2 infrastructure for academic, behavior, and attendance interventions, and to monitor the overall "health" of the school using EWS.   | \$0.00 |
| 41 | G3.B1.S2.A1 | Build the capacity of school leadership teams to understand their system's needs through the problem solving process in order to develop the infrastructures necessary to support their students.   | \$0.00 |
| 42 | G3.B1.S2.A2 | Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of all students in meeting grade level expectations and/or appropriate access pint standards.   | \$0.00 |
| 43 | G3.B1.S2.A3 | Build capacity of PLCs to develop and implement standards-based interventions by modeling development and monitoring standards aligned tier 2 interventions, providing samples of resource maps and academic/behavioral supports to meet needs of students at all levels of need, guiding PLCs to develop a monitoring system to track student progress and effectiveness of interventions. | \$0.00 |
| 44 | G3.B1.S2.A4 | Build capacity of intervention teams to develop infrastructures and supports necessary to provide intensive interventions for the most at risk students.  | \$0.00 |
| 45 | G3.B1.S2.A5 | Create and provide protocols for schools to use in collaborative data-driven decision making.   | \$0.00 |



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| 46 | G3.B1.S2.A6 | Provide district wide data from assessment system for school use and district wide monitoring  | \$0.00 |
| 47 | G3.B2.S1.A1 | Implement, and adjust as indicated by data, a leveling system that tiers schools based on level of need according to multiple data sources such as school leadership, student achievement, supportive environment, etc.  | \$0.00 |
| 48 | G3.B2.S1.A2 | Provide school-based leadership teams with differentiated support from the district.   | \$0.00 |
| 49 | G3.B3.S1.A1 | Increase allocations for social work and guidance work.  | \$0.00 |
| 50 | G3.B3.S1.A2 | Create a school-wide infrastructure for Tier 2 and 3 behavior supports.  | \$0.00 |
| 51 | G3.B3.S1.A3 | Focus on efforts to build capacity of staff to support students living in poverty and work with students with behavioral challenges through an additional layer of support at Turnaround schools.  | \$0.00 |
| 52 | G3.B3.S1.A4 | Focus on efforts to develop understanding and strategies to cope with the effects of poverty for staff, students, and parents at the SIG school by having a speaker at an alternatively funded monthly meal for students and parents.                          | \$0.00 |
| 53 | G3.B3.S1.A5 | The district will contract with Solution Tree to deliver Professional Learning Community (PLC) training to the staff at Fox Hollow Elementary School.  | \$0.00 |
| 54 | G3.B3.S1.A6 | The district will contract with Kagan Professional Development to deliver their "Cooperative Learning" workshop on-site for Fox Hollow Elementary School staff and administration.   | \$0.00 |
| 55 | G3.B3.S1.A7 | Add time to the school day to allow for additional instructional time.   | \$0.00 |
| 56 | G3.B3.S1.A8 | Add a social worker, school psychologist, and Graduation Enhancement Resource teacher to FHES.   | \$0.00 |
| 57 | G3.B5.S1.A1 | Build the capacity of school teams, teachers, and PLCs to engage in the problem solving process to identify, support, and monitor needs of all students in meeting grade level expectations and/or appropriate access point standards.                         | \$0.00 |
| 58 | G3.B5.S1.A2 | Build the capacity of school leadership teams to understand their system's need through the problem solving process in order to develop the infrastructures necessary to support their students.   | \$0.00 |
| 59 | G3.B5.S1.A3 | Support school teams with the development and use of a system of data collection to monitor academic and behavioral expectations.  | \$0.00 |
| 60 | G3.B5.S1.A4 | Provide district data protocols and progress monitoring tools to assist schools with collaborative problem solving to identify, support, and monitor the needs of at risk students.  | \$0.00 |
| 61 | G3.B5.S1.A5 | Model development and monitoring of standards aligned Tier 2 interventions to meet skill deficits.   | \$0.00 |
| 62 | G3.B5.S1.A6 | Provide sample resource maps of academic and behavioral supports to meet the needs of students at all levels of need.  | \$0.00 |
| 63 | G3.B5.S1.A7 | Guide teams to develop a monitoring system to track student progress and effectiveness of interventions.   | \$0.00 |
| 64 | G3.B5.S1.A8 | Build capacity of intervention teams to develop infrastructures and supports necessary to provide intensive interventions for the most at risk students by modeling the development and monitoring of Tier 3 interventions to meet skill deficits and modeling | \$0.00 |



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|        |  | and supporting the decision making process for monitoring student response to intervention and the determination of any special needs. |        |
| Total: |  |  | \$0.00 |