2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

17 - Escambia

Keith Leonard, Superintendent
Rachel Heide, Northwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

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

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

c. Link to the district's strategic plan (optional).
http://ecsd-fl.schoolloop.com/file/1316353025846/1377670795032/7172211845098087046.pdf

2. Supports for School Improvement

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

The district leadership team conducts a needs assessment in the spring of each year, structuring grant applications to support identified goals. Both district and school needs are addressed by Curriculum and Instruction Directors with input from content specialists. Budgets are then prepared which are equitable and fair to all schools with supplementary dollars targeting schools with the highest poverty rankings and those with student assessment scores below proficiency levels as determined by Florida's assessment system . The budget allocations are then released to the schools for discussion and decision-making with staff and School Advisory Councils. The approved budgets are entered into the district's financial management system by Budgeting Team staff. Oversight of this process is monitored by the Assistant Superintendent for Curriculum and Instruction, with input from Directors who manage the programs, including Title I Parts A and C, Titles II, III, X, and the Reading Allocation. Support for Literacy Coaches and Instructional Coaches in identified schools and extended day activities as described in Florida Statutes are funded through a combination of SAI, Reading Allocation, SIG 1003(a), IDEA and Title I dollars.

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

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

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

The plan for 2015-16 school year has been reviewed and has guided planning for the progress of the Focus and Priority schools in the district. For 2016-17 the District will implement the following components: 1. Use of Discovery Education and district identified probes to track and monitor student progress by teacher and school. 2. Use of the Escambia Educators Evaluation (E3) to track and monitor teacher effectiveness, 3. A new protocol has been developed for implementation of coaching using a full coaching cycle for assigned teachers in target schools, 4. Support of instructional coaches through district content area specialists, a division of professional learning, the office of Continuous Improvement and Title I, Part A, 5. Evaluation of principals/assistant principals of identified DA schools will be completed by the Director of Continuous Improvement using the school-based administrator evaluation system, (also a part of the E-3 system), 6. Support to schools has been tiered based on a rubric developed by the District Leadership Team, 7. Close monitoring of school progress will be a function of the District Leadership Team and the Superintendent with regular meetings and school visits, The turnaround team will be responsible for the implementation of the DIAP for the 2016-17 school year.

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

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

3. Sustainability of Improvement

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

Discovery Education has been purchased for all schools, and the training and implementation will continue to be supported for the 2016-17 school year. Instructional coaches have been selected and assigned based on a rubric ranking proficiency in each assessed area, decreased proficiency levels, the assignment of new administration, support from Differentiated Accountability, and school grade history. Title I, SIG 1003(a), SAI, IDEA, and Reading Allocation funds are identified to fund this initiative. All coaches are provided with training throughout the year along with opportunities for networking to share ideas, support and professional learning which is replicated at the school level.

The use of an electronic messaging system allows the team to follow observations by coaches in classrooms. Professional development aimed at the effective use of data to enhance instruction will also be continued.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link
https://www.floridacims.org/documents/361928

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

Parents and staff at each school site elect representatives to serve on a School Advisory Council (SAC) each year. Training is provided and the teams meet four times each year. The Superintendent meets bi-annual with SAC members and those interested citizens who choose to attend these advertised meetings. Each Title I school submits nominees to the District Parent Involvement Committee. This team identifies parent needs and barriers to participation in student academic support. Strategies for overcoming barriers are also developed by the team. School based parent activities range from report card nights to hands on activities involving parents with their children, test preparation strategies, consultants in the field of parent involvement, informational sessions related to specific content. Additional activities include:
Training school-wide in Capturing Kids Hearts at target schools,
Positive Behavior Support,
Effective Parent Conferencing Skills,
Strategies for Helping Your Child with Mathematics (Elementary and Secondary sessions),
Building the capacity of parents to be involved in their children's education seminars,
Training for office staff to offer excellent customer service,
Development of a Parent Involvement Plan at each Title I School,
School-Parent Compact
Trauma Informed Care

3. Engagement of School Leadership
Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

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

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address
Wilson, Denny, dwilson2@ecsdfl.us

b. Employee's Title
Director

c. Employee's Phone Number

(850) 469-5327

d. Employee's Phone Extension

225

e. Supervisor's Name

Steve Marcanio

f. Supervisor's Title

Assistant Superintendent

g. Employee's Role and Responsibilities

The turnaround lead/office for the Escambia County School District is under the oversight of the Director of Continuous Improvement and the Director of Title I. Additional support is provided by the Directors of Elementary and Middle Schools Education.
The responsibilities include assignments of instructional coaches, coordination of curriculum specialists, and development of school improvement plans and action plans during the school year.

2. District Leadership Team:

Colo, Laura, lcolo1@escambia.k12.fl.us	
Title	Director
Phone	850-5595-6915
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Title I collaborates with the Director for Continuous Improvement to implement Differentiated Accountability strategies at identified schools, participates in instructional review teams, meets with the FLDOE Differentiated Accountability team to support all DA schools. Supplementary strategies are provided through Title I including training related to poverty, instructional strategies, parent involvement and other services as needed. Support to schools includes direct funding, professional development and support for remedial services for struggling students.

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

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

Title	Director
Phone	
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	

Colo, Laura, lcolo1@escambia.k12.fl.us

Title	Director
Phone	595-6915
Supervisor's Name	Marcia Nowlin
Supervisor's Title	Director
Role and Responsibilities	

Maletsidis, Linda, lmaletsidis@escambia.k12.fl.us

Title	Director
Phone	850-469-5494
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	

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

Title	Director
Phone	
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Coordinator of Student Services overseeing School Social Workers, School Psychologists, School Guidance Counselors, and PBS coach.

Bell, Raymond, rbell@escambia.k12.fl.us

Title	Director
Phone	
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Evaluation Services

Morgan, Lesa, lmorgan@escambia.k12.fl.us	
Title	Director
Phone	
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of High School Education

Alaback, Brian, balaback@ecsdfl.us	
Title	Director
Phone	(850)469-5347
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The Director for Professional Learning oversees the activities of the Subject Area Specialists, Training for school employees, the employee evaluation system.

Wilson, Denny, dwilson2@ecsdfl.us	
Title	Director
Phone	(850)469-5327
Supervisor's Name	Steve Marcanio
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	As Director for Continuous Improvement and School Choice serves as the primary contact for Differentiated Accountability. Mr. Wilson schedules instructional reviews, serves as liaison between the FLDOE support team, the school district team and school leadership for scheduling and supporting activities to improve student achievement.

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

Barton, Tammy, tbarton@escambia.k12.fl.us	
Title	Other
Phone	850-429-2945
Supervisor's Name	Brian Alaback
Supervisor's Title	Director
Role and Responsibilities	Elementary Mathematics Specialist

Spivey, Brian, bspivey@escambia.k12.fl.us	
Title	Other
Phone	
Supervisor's Name	Brian Alaback
Supervisor's Title	Director
Role and Responsibilities	Secondary ELA Specialist

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

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

3. Educator Quality

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

Evaluation of school leaders is conducted based on the Charlotte Danielson model of effective practices. Evaluators are required to collect evidence in each domain to document competency. Evidence is recorded in the electronic system and reviewed with the principal/assistant principal as well as the Assistant Superintendent for Curriculum and Instruction. In instances where the school leader is performing below effective on the evaluation, the evaluator provides strategies for improvement along with support and assistance to achieve a higher level of performance. When the expected improvement does not occur, recommendations related to retention or replacement are made to the Assistant Superintendent of Curriculum and Instruction, the Deputy Superintendent and the Superintendent. For the 2016-17 school year, two new assignments have been made in the assistant principalship and one in the principalship of target schools.

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

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

D. Professional Capacity

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

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

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

Coaching positions are provided using Reading allocation, SIG 1003(a), and Title I, Part A funds. Subject Area Specialists, the Director for Continuous Improvement, the Director for Title I and the Director for Professional Learning , Level Directors and Principals monitor coaching activities. Each coach completes a log for review by the appropriate Content Area Specialist, and the school Principal. An electronic message board allows all members of the district Differentiated Accountability Team to monitor classroom visits and feedback to the teachers at each site. The FLDOE support team consults with the district team to schedule curriculum reviews. Coaches will be assigned to specific teachers with whom they will conduct full coaching cycle activities. Each month coaches will meet with content area specialists for training and planning. Problem solving is collaborative and includes FLDOE team members as indicated.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

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

Yes

District Reading Plans
https://www.floridacims.org/districts/escambia?current_tab=reading

b. Writing

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

Reading Wonders Step Up to Writing Six Traits Thinking Maps Becoming a Writer	
Program Type	Core, Supplemental
School Type	Elementary School, Middle School
Description	Reading Wonders provides instruction using the Six Traits of writing, focusing on the writing process, conferencing with students and supporting the students as they develop an understanding of the elements that strengthen their written work. SRA Direct Instruction has been selected for remediation. Students are given an opportunity to read material, synthesize and draw conclusions from material as they respond to questions, citing supportive evidence from the materials they have read. Step up to Writing and Thinking Maps provide additional organizational structures to assists students in writing in Language Arts as well as content areas. Structures are in place to assist students in planning for writing, editing and revising after conferencing about writing. The district focus is on development of excellent completed works rather than numerous drafts that are not revised to a level of excellence. Becoming a Writer focuses on the process of developing the habits and discipline of a writer, with beating writer's block, reading to improve one's writing and other psychological techniques to support the development of writing skills.

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:

HMH Go Math
iReady in one target school
Everglades Mathematics for grades 3-8 and Algebra (intensive intervention)
First in Math
Extra Math.org
Moby Max
WAGGLE

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	The Go Math series will serve as source for instruction of Florida Standards for both elementary and middle schools in the 2016-17 school year. State adopted materials have been selected and are used in mathematics courses at the high school level.

d. Science

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

Pearson Interactive Science series

Program Type	Core, Supplemental
School Type	Elementary School, Middle School
Description	The program will serve as the basis for standards based instruction. Discovery Education Video content and other sources identified by the Content Area Specialist for Science are used to supplement instruction, incorporating frequent laboratory experiences to support the scientific process and learning through discovery as well as data collection and review.

Elementary supplemental programs:
I Love Science
Flight Adventure Deck
Roy Hyatt Environmental Center

Middle School programs;
STEMscopes (FSU grant)
Roy Hyatt Environmental Center
National Flight Academy (NAS Pensacola)

Program Type	Supplemental
School Type	Elementary School, Middle School

Description

Elementary supplemental programs:
I Love Science - for 5th grade students. Lessons are presented by community volunteers.
Flight Adventure Deck - At NAS Pensacola. A science/mathematics summer program
Roy Hyatt Environmental Center - A center supported by two teachers which focuses on environmental science

Middle School programs;
STEMscopes (FSU grant) which supports professional learning of science content for teachers
Roy Hyatt Environmental Center - offers laboratory experiences for middle school students in the field
National Flight Academy (NAS Pensacola)

2. Instructional Alignment and Pacing

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

The Curriculum and Instruction division is responsible for monitoring all programs. Directors, content-area specialists, and teachers-on-special assignment work closely with instructional coaches and school administrative staff to evaluate the effectiveness of instruction and alignment with Florida Standards. This includes monthly meetings, regular classroom visits, and professional learning activities.

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

1. Will the district use its Student Progression Plan to satisfy this question?
No

a. Link to Student Progression Plan

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

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

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

c. Alignment of Pacing Guides to Florida Standards
Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*
The following documents were submitted as evidence for this section:

No files were uploaded

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

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

District Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

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

Strategic Goals Detail

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

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

🔍 G055857

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

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

- Some students require additional individualized and small group academic supports beyond the instructional day and/or traditional classroom setting

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

- District MTSS Guidelines/procedure Manual

- FLDOE MTSS Resources, web-based

- District PBS Plan along with school exemplars

- Capturing Kids Hearts training offered annually.

- Training opportunities through FDLRS, ESE

- UniSIG funding

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

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

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible
Denny Wilson

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

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

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible
Denny Wilson

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

Evidence of Completion

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

🔑 G054492

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

- Professional learning opportunities for classroom teachers and school leaders have been limited over time.

- Parents require flexible conference times with teachers in order to discuss student progress and strategies for academic support at home

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

- Research-based instructional materials are used in all content areas.

- Professional development opportunities are provided at the district and school levels..

- Florida Department of Education staff support instructional practices in Differentiated Accountability schools.

- Instructional coaches provide training, model instructional practices, and conference with classroom teachers.

- Subject Area Specialists provide content knowledge and make recommendations for pedagogy to support instruction based on state standards.

- Pacing guides are current and tightly connected to state standards.

- Discovery Education Assessments are used in kindergarten through eighth grade classes to progress monitor and determine next steps for instruction. Video streaming content is provided to support student learning as well as offer opportunities for differentiation of instruction.

- UniSIG funds

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible
Brian Alaback

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

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

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible
Denny Wilson

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

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

Plan to Monitor Progress Toward G2. `8`

Examine student progress on interim district assessments

Person Responsible
Denny Wilson

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

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

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G055857

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

🔑 B140811

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

🔑 S153260

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Laura Colo

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Lisa Joyner

Schedule

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

Evidence of Completion

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

Action Step 3 `5`

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

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

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

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

Reports will be reviewed by district C&I staff

Person Responsible

steve marcanio

Schedule

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

Evidence of Completion

Referral data as reported in the FOCUS electronic system

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

Reports will be reviewed by district C&I staff

Person Responsible

steve marcanio

Schedule

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

Evidence of Completion

Referral data as reported in the FOCUS electronic system

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

Florida Assessment Scores will be monitored to track proficiency.

Person Responsible

Denny Wilson

Schedule

Evidence of Completion

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

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

🔧 S265754

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

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

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

Quarterly reports of student behavior and PD will be reviewed

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

FOCUS behavior data (quarterly) and software usage logs

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

Behavior data will be reviewed quarterly

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

Quarterly FOCUS Behavior reports will be reviewed

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

Behavior data will be reviewed quarterly

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

Quarterly FOCUS Behavior reports will be reviewed

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

🔑 B251955

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

🔑 S265761

Strategy Rationale

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

Action Step 1 [5]

Provide academic tutoring before, during, or after school

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

Tutoring Attendance/Participation Logs

Plan to Monitor Fidelity of Implementation of G1.B6.S1 [6]

Review participation logs

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

Attendance/Participation logs will be kept and submitted monthly

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

Quarterly interim assessment data will be reviewed for student progress

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

Quarterly interim assessment data

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

🔑 G054492

G2.B1 Professional learning opportunities for classroom teachers and school leaders have been limited over time. `2`

🔑 B137393

G2.B1.S1 Professional learning activities will be scheduled and offered to classroom teachers and school leaders. Trainings will include large and small group PD and PLCs that focus on lesson planning, higher order questions, unpacking standards, cooperative learning, and project based learning opportunities to increase instructional skills of both teachers and leaders. `4`

🔑 S153112

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Brian Alaback

Schedule

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

Evidence of Completion

True North Logic reports of professional learning opportunities and participation.

Action Step 2 `5`

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

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

Activity logs and summary reports will be maintained.

Action Step 4 5

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

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

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

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

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

🔍 B252018

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

🔍 S265837

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

Skyward payroll logs for substitutes, Parent/Teacher conference logs

Plan to Monitor Fidelity of Implementation of G2.B5.S1 [6]

Parent/Teacher conference logs will be generated by teachers

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

Parent/Teacher conference logs will be monitored monthly by principals

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

Quarterly interim assessments will be reviewed to monitor student progress

Person Responsible

Denny Wilson

Schedule

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

Evidence of Completion

Quarterly interim assessments will be reviewed to monitor student progress

IV. Implementation Timeline

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

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

V. Professional Development Opportuntities

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

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

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

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

PD Opportunity 1

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

Facilitator

Staff

Participants

Teachers and administrators

Schedule

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

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

PD Opportunity 1

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

Facilitator

Flippen Group, Kagan, Ripple Effect

Participants

Select DA Schools

Schedule

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

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

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

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

PD Opportunity 1

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

Facilitator

Content Area Specialists and Technology Teachers

Participants

School Leaders and Teachers

Schedule

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

PD Opportunity 2

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

Facilitator

Various, By School

Participants

Instructional Staff and School Leaders

Schedule

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

VI. Technical Assistance Items

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

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

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

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

TA Opportunity 1

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

Facilitator

FDLRS, Marcia Tate, Lisa Joyner

Participants

Teachers, Counselors and School Leaders

Schedule

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

TA Opportunity 2

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

Facilitator

Linda Maletsidis, Brian Alaback, Denny Wilson and Laura Colo

Participants

Teachers and leaders in Focus and Prevent schools

Schedule

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

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

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

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

TA Opportunity 1

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

Facilitator

Denny Wilson

Participants

School and District Leaders

Schedule

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

TA Opportunity 2

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

Facilitator

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

Participants

Teachers and leaders at target Focus and Prevent schools.

Schedule

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

VII. Budget

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

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