2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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

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 2016-2017 year, the District Leadership Team identified dates beginning in April, running up to Leadership Week 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 Leadership Week in June, Calibration for SIP Services and District/Regional SIP Service Week in July, and five other multi-day calibration and alignment sessions throughout the year.

This District Leadership Team includes the Superintendent, the Assistant Superintendent for Student Achievement, Area Superintendents, the Strategic Initiatives and Allocations Program Manager, the Supervisor for School Improvement, an MTSS Specialist, and the Title I Program Coordinator.

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 from the District/Regional personnel. Each school was assigned a point value for each category of data collected, and these values were added to generate a total point score. Four levels of support were created and an accompanying guide for delivery of supports was also made.

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 Priority and Focus 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 highest level of support from District/Regional personnel will have additional requirements of 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"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.

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 outlines 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 and regional teams commit 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 of Focus or Priority 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 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-Based Leadership Teams (SBLT) will receive differentiated coaching support from Regional MTSS Specialists based upon data gathered from a district developed MTSS Rubric. 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 imbedded Professional Development to team members on MTSS within their PLCs.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link
https://www.floridacims.org/documents/361886

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 district committees and advisory councils. Implications and new initiatives are shared in these meetings. 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. These mechanisms engage families and the 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) played a critical role in reviewing performance data, determining causes for such performance, and providing recommendations for school improvement. Each region held a CAT meeting. Membership included parents, community members, educators from the school district and higher education, business representatives, and school leadership. Pasco County Schools decided to use the as an ongoing vehicle for engaging stakeholders via each region (which encompasses feeder patterns).
During the initial CAT meeting, attendees were divided into groups to review and analyze data sets. They were also tasked with brainstorming possible causes for the low performance and generating recommendations for improvement. The data sets included stakeholder feedback from staff and students, performance data, and early warning system data.

The CAT identified the need for improved mathematics performance, more parent/community involvement, training to help teachers understand poverty, early intervention, and staff recruitment. Each of these recommendations is included in the Turnaround Plan for the school.

Pasco County Schools decided to use the CAT as an ongoing vehicle for engaging stakeholders via each region. In addition to this mechanism, School Advisory Council (SAC) meetings are held monthly, and a weekly dinner meeting will be held for families. This weekly dinner meeting, called the Cougar Cafe at Hudson Elementary, will be used to develop relationships with families and to provide professional development to parents.

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 meeting was shared with the school leadership team and School Advisory Council. This information coupled with recommendations from the Superintendent's Turnaround Leadership Team 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 social service and academic

supports to the schools and recruit high quality teachers in each of the schools. In addition to the Regional Team support that every school receives, stakeholders recommended providing an additional layer of support specifically targeted to each turnaround school's unique needs.

The Regional Team will provide differentiated and targeted support at the school level and work side-by-side with school administrators to develop and implement turnaround plans and other school-level interventions.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; a Learning Design Specialist; and a resolution and compliance specialist.

The additional layer of support will include recruiting a strong, consistent student services team; additional coaching support; additional paid professional development/planning time for teachers; a new instructional program tightly aligned to standards in mathematics; added individualized components to K-5 LA to develop and strengthen foundational skills; and additional resources designed to achieve grade level reading targets.

While only highly effective and effective teachers have been employed by the schools, not all of these teachers have the skills and belief systems necessary to teach in high needs situations.To ensure each school has such teachers, the district offered existing teachers an opportunity to voluntarily move to a less challenging school and developed a marketing plan for recruiting teachers with the needed skillset.

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	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. Oversees all Title 1 programs.

Cluff, Todd, tcluff@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--Northwest 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.

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

Scilex, Dawn, dscilex@pasco.k12.fl.us

Title	Principal
Phone	
Supervisor's Name	Todd Cluff
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Principal member of team. Responsible for providing school based perspective.

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 a principal based upon his long tenure as a successful administrator for one of its Focus Middle 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 Unsatisfactory teachers at our Focus, Priority, and Turnaround schools. Language is included in school specific MOUs that any Needs Improvement or

Unsatisfactory 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.

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 region 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.

Area Superintendents review each Focus and Priority School's master schedule to ensure principals have included common planning time for all teachers. Additionally, 2016-17 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 Focus and Priority 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

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	
Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	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 argue 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. 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. Students are progress 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 IV CCR, 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:

Houghton Mifflin Harcourt

Program Type Core

School Type Elementary School, Middle School

Description

The HMH GO Math! series 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.

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.

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 FL Standards into teachable units of instruction, accompanied with a multi-dimensional scale to assist with planning for increasingly complex lessons for mathematics. The McGraw Hill FL Math is utilized as the 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

Pearson 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 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.

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

EOC Success4Me

Program Type	Intensive Intervention
School Type	High School
Description	Used for Algebra 1/2 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.

Eureka Math	
Program Type	Core
School Type	Elementary School
Description	Pasco County Schools will be partnering with Great Minds to implement Eureka Math in its turnaround schools and selected other schools. 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.

The plan to implement Eureka Math is a three layered approach that includes district, regional, and school support. The district will provide monthly coaching support to the math coach, develop a curriculum guide for teachers, develop a communication guide for parents, and conduct frequent check-ins with the school to monitor implementation and determine needs for additional support. The regional supports include side by side coaching with the math coach, assistance with parent communications, and support with data analysis. At the school level, coaching support will be provided to each teacher implementing Eureka Math, all features of the Eureka Math program will be utilized, and PLCs will use the guiding questions to incorporate Eureka Math into planning and responding to teaching and learning. |

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-based leadership teams (SBLT) 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 SBLT 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 SBLT 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 Teacher Advisory Committee and Teacher Curriculum Planning Teams 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 2015-16 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 2016-17 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 utilize to identify the most effective teaching strategies and develop differentiate 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 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 utilize 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 utilize to identify and develop differentiated next steps for school support.

District Action Plan for Improvement

Problem Solving Key

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

1 = 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 `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 `5`

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 `5`

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 Fl 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 Fl 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 Pan (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 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 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 5

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 5

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
2017					
G1.B3.S1.A1 🔍 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 biweekly
G1.B9.S1.A1 🔍 A258804	Work with Communications Department and HR Department to develop a marketing campaign including...	Poe, Kim	4/11/2016	Marketing materials	8/8/2016 weekly
G1.B9.S1.A2 🔍 A258805	Work with Communications Department and HR Department to host job fairs.	Poe, Kim	4/11/2016	Job fair schedule	8/8/2016 weekly
G3.B1.S2.MA4 🔍 M285150	The Continuous Improvement Director is identified	Mitchell, Lea	3/1/2017	Individual identified	5/31/2017 one-time
G3.B1.S2.MA3 🔍 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 one-time
G1.MA1 🔍 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 quarterly
G2.MA1 🔍 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 quarterly
G3.MA1 🔍 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 quarterly
G1.B1.S1.MA1 🔍 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 monthly
G1.B1.S1.MA1 🔍 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 A270397	Provide academic coaches in each Turnaround School.	Mitchell, Lea	8/8/2016	coaching logs	6/2/2017 daily
G1.B9.S1.A4 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 M263333	Monitor/analyze EWS data	Ilse, Monica	8/29/2016	Data from analysis; meeting schedules	6/2/2017 quarterly
G3.B3.S1.MA1 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 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 monthly
G1.B1.S1.A5 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 monthly
G1.B1.S1.A6 A348150	Model the feedback process for instructional staff to support professional growth in providing...	Mitchell, Lea	8/14/2017	training agendas	6/1/2018 monthly
G1.B1.S1.A7 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 monthly
G1.B1.S1.A8 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 monthly
G1.B1.S1.A9 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 monthly
G1.B1.S1.A10 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 monthly
G3.B1.S1.MA4 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 quarterly
G3.B1.S1.MA3 M376172	Training agendas will be reviewed to ensure fidelity of implementation.	Lipinski, Alyssa	8/1/2017	agendas	6/1/2018 quarterly
G3.B1.S1.A4 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 monthly
G3.B1.S1.A5 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 quarterly
G1.B3.S1.MA9 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 monthly
G1.B3.S1.MA8 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 quarterly
G1.B3.S1.A9 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 quarterly
G2.B1.S1.MA1 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 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 🔑 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 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 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 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 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 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 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 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 M281753	Monitor district hiring practices	Mitchell, Lea	8/1/2017	Hiring records	6/30/2018 monthly
G1.B1.S1.MA6 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 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 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 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 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 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 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 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 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 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 🔍 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 biweekly
G3.B3.S1.A5 🔍 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 annually
G3.B3.S1.A6 🔍 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 annually
G3.B3.S1.A7 🔍 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 daily
G3.B3.S1.A8 🔍 A323415	Add a social worker, school psychologist, and Graduation Enhancement Resource teacher to FHES.	Kinzie, Karyn	8/1/2017	payroll report	7/31/2018 one-time
G3.B3.S1.MA7 🔍 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 quarterly
G1.B9.S1.MA3 🔍 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 annually
G1.B9.S1.A5 🔍 A283542	Develop an incentive plan for staff when student outcome targets are met.	Kinzie, Karyn	8/1/2020	payroll documentation	6/30/2022 annually

V. Professional Development Oppportuntities

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 Fl 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 Fl 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