



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

29 - Hillsborough
Van Ayres, Superintendent
, Southwest Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	19
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	24
Implementation Timeline	36
Professional Development Plan to Support Goals	38
Technical Assistance Plan to Support Goals	41
Budget to Support Goals	41

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

To provide an education and the supports that enable each student to excel as a successful and responsible citizen.

b. District Vision Statement

Preparing students for life.

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

<http://www.sdhc.k12.fl.us/doc/1604/strategicplan-1227>

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.

School level support is provided by The Area Superintendent and the Area Leadership Team (ALT). The ALT includes the following members: Principal Coach, ESE Supervisor, Elementary Generalist, Professional Development Liaison, and Human Resource Partner. Specific content and job embedded curriculum support is provided by area On-the-Ground Coaches in ELA, math, and science. The goal of the Area Leadership Team is to support the Area Superintendent in providing differentiated supports to principals in his/her area, and to support all schools through the use of the school improvement plan at least monthly. Support will be focused on schools in turnaround, while also making sure to provide the supports necessary for all schools to be successful.

The Area Superintendents are part of the Superintendent's staff that meets at least bi-weekly, with the responsibility to focus on school turnaround as well as the success of all schools in their assigned areas. Area Superintendents will be held accountable for helping their assigned principals to set, monitor, and achieve high academic achievement for all students and for setting challenging goals based on student outcomes.

Progress monitoring to ensure that students are being taught to the rigor of the standards will take place at the school level and also with the ALT. Progress monitoring will include data analysis, walkthroughs, school-based Instructional Leadership Team (ILT) work (focus on teacher professional development needs, student work, and data), and problem solving.

The ALT, in conjunction with Teaching and Learning and the ILT, will conduct an initial instructional learning walk within the first few weeks of school. This will include a review of the professional development plan, instructional priorities, and SIP. The learning walk will conclude with a shared data analysis. Various members of the ALT will conduct ongoing instructional learning walks, at least monthly, with members of the ILT. Data will be collected on different elements of the SIP goals and

instructional priorities. Post walkthrough meetings will be held with the principal and/or ILT to review and analyze data collected, including any formative academic data, and next steps will be developed. The ALT will work with Teaching and Learning and the ILT to provide instructional support and professional development as indicated by a review of the relevant data.

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.

Direct support begins at a meeting with the Administrative Leadership Team (ALT) utilizing monthly support meetings. The HCPS school support process has been revised to strategically identify and support our highest needs schools within each of the eight areas. The identification of our highest needs schools is based on the DA category, Extended Reading Time (ERT or Low300), and TOPs that support differentiation. The initial meeting with individual schools occurs at the end of July with the ALT to establish resources needed to increase student achievement. The resources and tasks are conveyed at the meeting and support is given in the needed areas based on data that has been analyzed. The created On-the-Ground Teams of district coaches in reading, math, writing, and science will work with and support the school-based content coaches. District level supervisors in elementary, middle, and high are assigned to coordinate and monitor the On-the-Ground Teams. The Chief of Schools will support the ALTs by monitoring compliance requirements related to the DA checklist. The Federal Finance Department and The Program Manager specifically assigned to the School Improvement Grant (SIG/UniSIG) will provide support for all purchasing and accounting activities. Personnel in The Office of School Improvement and Title I Office will facilitate the needs assessment as well as prepare and submit the SIG/UniSIG application. The Supervisor of Federal Program Evaluation will prepare and submit the annual Title I Evaluation report which includes the SIG/UniSIG.

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.

HCPS utilizes the Area Superintendent and the Area Support Teams to build and strengthen school based leadership teams. The principal works directly with the ALT to help build capacity of the Instructional leadership Team (ILT). Job-embedded professional development is supported through content coaches which the principal directly hires from a pool of screened applicants.

Specific to SIG (Phase 1-3): In addition, specific policies and practices the district will modify and strengthen to support school based leadership teams is the MTSS-Rtl problem solving process to build capacity and sustainability. Modifications to increase support and flexibility, specific to SIG, are to add school-based MTSS-Rtl coaches to strengthen the capacity at the school level. In an effort to address the barrier of summer learning loss, HCPS will implement extended learning by extending the school year in our targeted SIG schools. This specific modification, extending learning time, was the first priority in order to immediately address additional time students will have and the logistics in order to modify the school year. Modifications to staffing, scheduling, and budget have been solidified through meetings with all stakeholder groups including the Classroom Teachers Association. Past MOUs have been established to support the strategies and initiatives. For example, teachers at the SIG schools are included in the salary differential pay program. The salary differential pay program has been agreed upon with an MOU and meets the requirement of an assurance within SIG.

d. Operational Flexibility

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

HCPS provides operational flexibility and sustained support, from the ALT, through school support meetings. The school-based leadership teams (Principal, Assistant Principals, and Content Coaches) and district personnel (The Area Deputy Directors, The Assistant Superintendent of Academic Support and Federal Programs, The Assistant Superintendent for Teaching and Learning, The Instructional Leadership Director for Elementary Education, Content Supervisors, and Area Superintendents) work together on staffing, scheduling, and budgeting. Prior to the start of each school year, a schedule is developed by the Area Superintendents who develop a calendar of monthly school meetings. At these meetings, which are held at the school sites, detailed discussions are held with the school and the ALT. Data and trends encompass the following topics: Curriculum Issues, Testing (Formative, FAIR, Midyear data, etc.), Classroom Walkthrough Evaluations, Professional Development, ESE, grade level specific information, Subgroup//Bottom quartile data, Behavior/Safety/School Climate, Facilities Issues, Technology(lab reports), and unit vacancies. As each topic is discussed members of the team offer suggestions and/or district support to improve instruction in classrooms. Through the meetings the school has flexibility, with support from the district, to utilize new and unique teaching strategies to improve student achievement outcomes.

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.

HCPS sustains improvement through the school improvement and evaluation processes. Data gathered through the school improvement and evaluation process includes qualitative and quantitative data. The district divisions, community partners, school-based leadership, parents, students, and teachers work together and give input on interventions. HCPS includes stakeholder input throughout the process to ensure progress monitoring and to strengthen the interventions. Ongoing interventions throughout the process are evaluated in order to modify and strengthen strategies that are effective in increasing student achievement. The reallocation or modification of resources is based on specific strategies and programs that contributed to the success of the school. HCPS commits to the sustainability of effective interventions by utilizing various funding sources, strengthening district core practices, and anticipating and solving issues to barriers.

B. Stakeholder Involvement**1. Parent and Family Engagement Plan (PFEP) Link**

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

The Office of School Improvement leads the development of the District Assistance and Intervention Plan (DIAP). This office works in tandem with a Community Assessment Team that provides input into the district's School Improvement Process. This team is made up of district-level staff, principals, assistant principals, teachers, parents and community members. The DIAP is completed in effort with the

Teaching and Learning staff and the Academic Support and Federal Programs staff. The plan reflects district-wide initiatives, programs, and practices. The Office of School Improvement ensures that all schools' School Improvement Plans are aligned with the DIAP and the district's Strategic Plan. The DIAP is shared with stakeholders to serve as a guiding resource for our district during the 17-18 school year.

Families and community members are engaged in school improvement efforts through each school's SAC and other parent involvement activities. Schools that are designated as Title I schools document these activities through their Title I Parent and Family Engagement Plans.

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.

School level support is provided by The Area Superintendent and the Area Leadership Team (ALT). The ALT includes the following members: Principal Coach, ESE Supervisor, ELL District Liaison, Elementary Generalist, Professional Development Liaison, and Human Resource Partner. Specific content and job embedded curriculum support is provided by area On-the-Ground Coaches in ELA, math, and science. The goal of the Area Leadership Team is to support the Area Superintendent in providing differentiated supports to principals in his/her area, and to support all schools through the use of the school improvement plan at least monthly. Support will be focused on schools in turnaround, while also making sure to provide the supports necessary for all schools to be successful.

The Area Superintendents worked directly with the principals of each DA designated school to develop comprehensive turnaround plans unique to their schools. The turnaround plans reflect the needs of the schools, as well as the goals of the SIPs, and together they guide the work of the schools.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Cook, Debbie, deborah.cook@sdhc.k12.fl.us

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(813) 272-4883

d. Employee's Phone Extension

e. Supervisor's Name

Jeff Eakins

f. Supervisor's Title

Other

g. Employee's Role and Responsibilities

The HCPS Turnaround Lead is responsible for the oversight of the district's DIAP, SIG/UniSIG application and implementation process, TOP 2 and TOP 3 application and implementation process, the DA SIP process, and Differentiated Accountability requirements designed to support persistently low performing schools. This position requires collaboration with the Florida Department of Education's Region IV Differentiated Accountability team and the Area Superintendents, Instructional Leadership Directors of Elementary, Middle, Secondary, ESE, the Office of School Improvement,

Strategy Management, and Career Technical Education to coordinate instructional support for identified low performing schools. The Turnaround Lead will facilitate the completion of required documents. The Chief of Schools, Area Superintendents, and Area Leadership Teams are responsible for the support and monitoring of the schools.

2. District Leadership Team:

Eakins, Jeff, jeff.eakins@sdhc.k12.fl.us	
Title	Superintendent
Phone	(813) 272-4000
Supervisor's Name	
Supervisor's Title	
Role and Responsibilities	<p>Dr. Alberto Vazquez Matos-Chief of Staff: Alberto.Vazquez @sdhc.k12.fl.us 813-272-4000</p> <p>Van Ayers-Deputy Superintendent: Van.Ayres@sdhc.k12.fl.us 813-272-4000</p> <p>Harrison Peters-Chief of Schools: Harrison.Peters@sdhc.k12.fl.us 813-272-4000</p> <p>Connie Milito-Chief Government Relations Connie.Saunders@sdhc.k12.fl.us</p> <p>Gretchen Saunders-Chief Business Officer Gretchen.Saunders@sdhc.k12.fl.us</p> <p>Chris Farkas-Chief Operations Officer: Christopher.Farkas@sdhc.k12.fl.us</p> <p>Deborah Cook-Chief Academic Officer of Teaching and Learning: Deborah.Cook@sdhc.k12.fl.us</p> <p>Wynne Tye-Assistant Superintendent of Student Services Division Wynne.Tye@sdhc.k12.fl.us</p> <p>Marie Whelan-Chief Human Resources Officer Marie.Whelan@sdhc.k12.fl.us</p> <p>Tracye Brown-Assistant Superintendent of Academic Support and Federal Programs Tracye.Brown@sdhc.k12.fl.us</p> <p>Scott Brooks-General Director Career, Technical, and Adult Education Warren.Brooks@sdhc.k12.fl.us</p> <p>Larry Sykes-Assistant Superintendent of Community Outreach Larry.Sykes@sdhc.k12.fl.us</p> <p>Grayson Kamm-Chief Community Relations Officer: Grayson.Kamm@sdhc.k12.fl.us</p> <p>Lisa Yost-Area 1 Superintendent Lisa.Yost@sdhc.k12.fl.us</p> <p>Marcos Murillo-Area 2 Superintendent Marcos.Murillo@sdhc.k12.fl.us</p> <p>Dr. Anna Brown-Area 3 Superintendent Anna.Brown@sdhc.k12.fl.us</p> <p>Donell Underdue -Area 4 Superintendent Donelle.Underdue @sdhc.k12.fl.us</p> <p>Dr. Michelle Fitzgerald Area 5 Superintendent: Michelle.Fitzgerald@sdhc.k12.fl.us</p> <p>Sharron Morris -Area 6 Superintendent Sharron.Morris@sdhc.k12.fl.us</p> <p>Owen Young -Area 7 Superintendent Owen.Young@sdhc.k12.fl.us</p> <p>Shaylia McRae -Area 8 Superintendent Shaylia.McRae@sdhc.k12.fl.us</p>

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.

The process and criteria by which the Superintendent and his staff ensures that each Focus and Priority School has high quality personnel is through the analysis of data. The data points that are collected and analyzed are: achievement data, evaluation data, early warning system data, and data within the district's strategic plan. The data points are analyzed using three year trends to determine the placement of personnel.

HCPS Efforts to Recruit and Retain Effective Leaders: We are investing in the future by investing in school leaders. Our principals and assistant principals have a broad impact on our schools, our students and our community. By investing in our principals, we are investing in our children and our community. Strong leaders form the foundation of our schools and ultimately impact the success of both our teachers and our students. We have following programs in place:

Hillsborough Principal Pipeline: Through the Hillsborough Principal Pipeline, current and future school leaders gain valuable skills to help them lead a school to success. They also develop new perspectives and become part of a close-knit network that they can tap into throughout their career. Quality schools require quality personnel. Principals and Assistant Principals are matched to complement each other's leadership skills based on the HCPS School Leader Competencies and Key Elements Matrix. A principal coach, a veteran principal with a track record of success, is assigned to support all new school principals. A principal coach will also be assigned to support principals at turnaround schools.

Recruiting Leaders for Turnaround Schools: The purpose of this program is to recruit aspiring administrators to teach in high-need schools while earning their Master's Degree in Educational Leadership. These aspiring leaders will develop their capacity to lead in a high-need school through reflecting on and studying effective practices in turnaround schools. Upon completion of their Master's Degree and the Future Leaders Academy, leaders will begin their assistant principal career with a highly effective principal in a less-demanding school and then move to a high-need school after serving a minimum of 2 years in an entry level assistant principal position.

The Master's in Educational Leadership program at University of Tampa and Hillsborough County Public Schools are partnering together to prepare instructional staff for leadership in high-need schools. One of the many benefits of this dedicated course of study is the specific foci within each course on the complex nature of leadership in high-need schools. As a part of the district's Turnaround Leadership Pipeline, we will be seeking diverse cohorts of experienced teachers to aggressively prepare to lead in a high-need school.

Educational Specialist Degree in Educational Leadership with Emphasis on Leadership in Turnaround Schools: The Educational Leadership and Policy Studies Department at USF and Hillsborough County Public Schools have been partnering together for a few years through our partnership with the Wallace Foundation to prepare administrators for leadership in turnaround schools. As a part of the district's Turnaround Leadership Pathway, we will be seeking diverse cohorts of experienced leaders who have completed Preparing New Principals to pursue the Educational Specialist degree in Turnaround Leadership.

b. Instructional Staff

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

The process and criteria by which the Superintendent and his staff ensures that each Focus and Priority School has high quality teachers is through the use of analyzing data. The data points that are collected and analyzed are: achievement data, evaluation data and early warning system data. The data points are analyzed using the HCPS teacher evaluation system. The Human Resources Division supports the Superintendent and his staff through the HR process.

The most essential component to an effective school is the quality of the personnel and their effectiveness. The Human Resources Department is a crucial part of supporting our schools, both through their recruitment efforts and their individualized support of each school. Each of the turnaround schools is assigned an HR partner to ensure that all personnel are highly qualified and that teachers retained or assigned to the site exhibit practice that results in effective/highly effective evaluation scores.

Hillsborough County Public Schools (HCPS) promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is the most influential, controllable factor affecting student achievement. Our goal is to promote effective teaching in every classroom. We intend to elevate the teaching profession by supporting teachers' professional development and helping teachers excel as professionals. We believe that by helping teachers excel, students will achieve more; and when students achieve more, our entire community benefits.

We will support teacher development in two main ways: Job-embedded Professional Development and Evaluation.

Job-embedded Professional Development: The evaluation process is both formative and summative. Through classroom observations, administrators can help teachers identify areas to reinforce in order to improve practice. Classroom observation and evaluation results may be used to help teachers set training and professional development paths that support the continuous improvement of their practice. Furthermore, teacher observation and evaluation ratings may be aggregated at the school level to help identify systemic gaps and needs, and to support and drive school improvement planning.

Evaluation: The evaluation of teacher performance is based on multiple measures of effectiveness:

- a. Principal / School Administrator
- b. Student Achievement Data -

By considering input from student achievement data and observations, we gain a more comprehensive picture of a teachers practice. We can, therefore, achieve a fair and substantive evaluation. We can also improve our ability as a district to support our students' growth by capturing and implementing best practices from outstanding teachers. The principal will work with the HR Partner through the pool process to facilitate movement of unsatisfactory teachers.

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty, and ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S. Additionally, pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers assigned to its Focus or Priority schools is not higher than the district average. HCPS is committed to meeting these statutes at all Focus and Priority schools. HCPS will provide, by September 1, 2017, a memorandum of understanding (MOU) negotiated pursuant to 1001.42(2), F.S.

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.

HCPS ensures appropriate resources are allocated and common planning time are implemented through the Area Leadership Team (ALT) utilizing monthly support meetings. The initial meeting with individual schools occurs prior to the beginning of the school year with the ALT to establish resources needed to increase student achievement. The resources and tasks are conveyed at the meeting and support is given in the needed areas based on data that has been analyzed. Furthermore, master schedules are reviewed to ensure common planning time.

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.

HCPS provides each Focus and Priority school with coaching support in the areas of reading, math, writing, and science. Supplemental funds are utilized to provide school based content coaches. The created On-the-Ground Teams of district coaches in reading, math, writing, and science will work to support the content coaches at all DA schools. District level supervisors in elementary, middle, and high are assigned to coordinate and monitor the On-the-Ground Teams. In addition, the On-the-Ground Coaches are a part of the ALT in an effort to streamline support.

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/hillsborough?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:

Journeys HMH (K-5)

Program Type Core

School Type Elementary School

Description Journey's text and online resources are used to support writing instruction through writers' workshops, extended learning modules, and within our district Interim assessments. Texts are used for craft lessons, the basis for writing-in-response-to-reading tasks, and as a means to connect with other texts found online and in various resources to provide paired-texts supports. Journey's texts are referenced on an almost weekly basis in our district Planning Support Tools that provide teachers with suggestions/recommendations to drive instruction.

Resources

- Being a Writer
- Exploring Writing
- Daybooks
- Lesson Plan Database

Program Type Supplemental

School Type Elementary School

Description

- Conferencing
- Writing Process
- Sunshine State Standards
- Springboard Lessons
- Hillsborough Writes

Program Type Core

School Type Middle School

Description

Monthly School based Writing

- Writing Resource/Coaches
- Springboard Writing Workshops
- Literacy Design
- Literacy Design Collaborative
- Summer writing workshops
- SAL/DH presentation during monthly meetings.

Program Type Supplemental

School Type Middle School

Description

- Conferencing
- Writing Process
- Sunshine State Standards
- Springboard Lessons
- Hillsborough Writes

Program Type Core
School Type High School
Description

- Monthly School based Writing**
- Writing Resource/Coaches
- Springboard Writing Workshops
- Summer writing workshops
- SAL/DH presentation during monthly meetings.

Program Type Supplemental
School Type High School
Description

Explorations in Nonfiction Writing (K-5)

Program Type Supplemental
School Type Elementary School

Description Explorations in Nonfiction Writing is used as a key supplemental support piece across all elementary grades to provide teachers with lessons and structures for the following key areas of need in our district: determining importance, research, paraphrasing, note taking, citing sources, modes of opinion and informative writing, full writing process (plan, draft, revise, edit, publish), craft lessons, conferencing, pacing of lessons, growth of stamina, etc. Complete units are shown through an online source (MOODLE) in order to provide a wealth of video footage demonstrating best practice.

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:

Agile Mind: Algebra 1 and Intensified Algebra**Program Type** Core**School Type** High School

Description Agile Mind course programs are comprehensive courses that offer a powerful combination of a challenging curriculum; cohesive, targeted supports; and additional well-structured classroom time. The Agile Mind Algebra 1 and Intensified Algebra programs provide an asset-based approach that builds on students' strengths and helps students to develop academic skill and identities by engaging them in meaningful learning experiences. The district has written a scope and sequence document to coincide with the Agile Mind Advice for Instruction to assist teachers with planning Algebra 1 instruction using the adopted core program as a tool. The district also offers biweekly facilitated planning sessions to help teachers establish a collaboratively community of educators to plan and problem-solve with.

Spring Board: Geometry Honors, Algebra 2 Honors, and PreCalculus**Program Type** Core**School Type** High School

Description The SpringBoard curriculum is a research based curriculum that is designed for students to develop a deeper understanding of mathematics. The interaction of the teacher and student is to be of a guiding approach. The students are learning the purpose and the meaning behind the mathematics; the why's and applications of mathematical concepts. The district has written a scope and sequence document to assist teachers with planning for instruction using this core program as a tool.

Houghton Mifflin Harcourt Florida Explorations in Core Mathematics: Geometry and Algebra 2**Program Type** Core**School Type** High School

Description Florida Explorations Core provides interactive, real-world applications that help students deepen their understanding of crucial math concepts. Teachers can utilize various formative and summative assessment resources to target instruction, with integratde technology to enhance instructional delivery and student learning. The district has written a scope and sequence document to assist teachers with planning for instruction using this core program as a tool.

Algebra Nation

Program Type Supplemental

School Type High School

Description Algebra Nation is a collaborative initiative aimed at helping students across conquer the Algebra End of Course Exam (EOC), a computer-based exam all algebra students need to pass for graduation credit. This resource is utilized to provide instructional support in preparing students for the Algebra 1 End of Course Exam.

Explore Learning Gizmos

Program Type Supplemental

School Type High School

Description Gizmos are a supplemental resource utilized in conjunction with the core instructional resource to help students develop understanding of challenging mathematical concepts through inquiry and exploration.

Khan Academy

Program Type Supplemental

School Type High School

Description The Khan Academy is a resource utilized by teachers and students to get kids to think about why mathematical rules apply, helping students derive rules where applicable, and helping them contextualize the rules. The Khan Academy combines adaptive technology and instant feedback for students to empower learners to take ownership of their own progress.

SpringBoard Course 3 and Algebra, Math 180, Think Through Math, I Can Learn

Program Type Supplemental

School Type Middle School

Description These programs are utilized as a supplemental program in our middle school math classes and in Intensive Math. The purpose of the programs, Math 180, Think Through Math, ICAN Learn, FASTT Math and Fraction Nation is support learning for students who are in need of intensive support. The Springboard materials are used to enhance the Core programs.

Go Math**Program Type** Core**School Type** Middle School**Description** Core for Grade 6 and Grade 7 Mathematics and Grade 6 Advanced Mathematics
Go Math is the primary tool used for these classes. The district has written a Global Concept Guide that shows teachers how the lessons address the Florida Standards and where it fits in to prior and future learning.**Spring Board****Program Type** Core**School Type** Middle School**Description** Grade 7 Advanced Mathematics
SpringBoard Course 1 and Course 2 is the primary tool used for these classes. The district has written a Global Concept Guide that shows teachers how the lessons address the Florida Standards and where it fits in to prior and future learning.**Florida Math****Program Type** Core**School Type** Middle School**Description** Grade 8 Mathematics
Florida Math is the primary tool used for these classes. The district has written a Global Concept Guide that shows teachers how the lessons address the Florida Standards and where it fits in to prior and future learning.**Glencoe****Program Type** Core**School Type** Middle School**Description** Glencoe Algebra 1 is the primary tool used for these classes. The district has written a Global Concept Guide that shows teachers how the lessons address the Florida Standards and where it fits in to prior and future learning.

GO Math HMH (K-5)

Program Type

Core

School Type

Elementary School

Description

GO Math provides both print and digital materials aligned to our Mathematics Florida Standards (MAFS) that teachers may integrate into the lessons within their classroom. The district has written a scope and sequence document called an "instructional guide" that includes documents and powerpoints that guide teachers on how to best utilize the GO Math resources to meet the needs of their students across varying levels.

FASTT Math

Program Type

Supplemental

School Type

Elementary School

Description

iReady is utilized as a supplemental program in our elementary schools that implement extended learning time. The purpose of the program is to identify and individualize the curriculum based on the specific needs and targets for students.

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:

AP Biology I: Biology, NASTA Edition

Program Type

Core

School Type

High School

Description

This course provides a college level study in biology and prepares students to seek credit and or appropriate placement in college biology courses. The content includes molecular and cellular biology, organismal biology, population biology and biotechnology.

Semester 1 Topics Semester 2 Topics
 Chemistry of Life Classification
 Cells Plants
 Genetics Animals
 Evolution Ecology

Journeys HMH (K-5)**Program Type** Core**School Type** Elementary School

Description National Geographic is the core instructional resource used for teachers to teach the Next Generation Sunshine State Standards in Science. This resource provides instructional strategies in reading, writing and hands-on instruction. The district has written a K-5 Curriculum Map scope and sequence document to assist teachers with planning instruction using the adopted core program as a tool. Additional tools available for teachers include mini assessments in grades 3-5.

Core Connections (K-12)**Program Type** Supplemental**School Type** Elementary School

Description K-5 Elementary Design Challenges are part of the instructional program in elementary science. Lessons have been provided for teachers to provide students with engineering opportunities aligned with the Next Generation Science Standards. Design Challenge lessons have literature connections and follow a problem solving design loop process. Supplemental lessons are also available for teachers K-5 that compliment National Geographic and address grade level Next Generation Sunshine State Standards in science.

Holt Fusion (6-8) - Comprehensive Science Reg/Adv**Program Type** Core**School Type** Middle School

Description Fusion integrates all three dimensions of science instruction utilizing hands on activities with informational text to develop scientific understanding. The district has written a scope and sequence document to assist teachers with planning science instruction using the adopted core program as a resource.

Introductory Physical Science (8th grade) - Physical Science Honors**Program Type** Core**School Type** Middle School

Description Introductory Physical Science is a core program used for the Physical Science Honors Course. This lab-based course is a uses students' authentic data and analysis to construct meaning. The complex text within the program provides supporting evidence to their data.

Gizmos (6-8)

Program Type Supplemental

School Type Middle School

Description Gizmos is utilized as a supplemental web-based program in our middle schools that provide virtual learning opportunities on particularly difficult to teach concepts or phenomem to observe. Students have the opportunity to examine authentic data in a different way to either aquire new understanding or further develop understandings.

Adaptive Curriculum (6-8)

Program Type Supplemental

School Type Middle School

Description Adaptive Curriculum is utilized as a supplemental web-based program in our middle schools for our ELP/ESY program. This program provides remedial virtual learning opportunities on. The activities are paced in such a way that the student is able to navigate through at their pace until the content is sufficiently mastered.

Issues and Life Science (6-8)

Program Type Supplemental

School Type Middle School

Description Issues and Life Science is utilized as a supplemental program in our middle schools for our ELP/ESY program. This program focuses completely on a specific area of science that is difficult to teach. The activities are designed so that students learn about genetics through social issues.

2. Instructional Alignment and Pacing

a. Program Monitoring

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

The Superintendent's Leadership Team monitors district core instruction and intervention programs through data collected from EdConnect, Achievement Series, FSA, and various reports from Information Services. The Leadership Team receives quarterly reports on the progress of our schools. This data provides information that allows the Leadership Team to problem solve, and reflect on the progress of our policies and practices.

The data included are our Key Performance Indicators that are included in our district's Strategic Plan, including: Kindergarten readiness, % of students with at least 90% attendance, % of students

with 0 suspensions, % of 9th graders with 2.0 GPA+, % of students meeting Algebra grad requirement, etc.

It was in closely examining this data that we realized how many more of our students would successfully graduate on time if they were to leave middle school with at least one high school credit. That conversation led to a conversation about aligning the programming of the middle schools and the high schools they feed into. As a result of this, and several other innovations, our high school on-time graduation rate has been on a steady increase.

b. Supports for Student Transitions

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

1. Will the district use its Student Progression Plan to satisfy this question?

Yes

a. Link to Student Progression Plan

In progress, pending board approval

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

In progress, pending board approval

c. Alignment of Pacing Guides to Florida Standards

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

One area of strength is our leadership development pipeline.

Hillsborough Principal Pipeline: Through the Hillsborough Principal Pipeline, current and future school leaders gain valuable skills to help them lead a school to success. They also develop new perspectives and become part of a close-knit network that they can tap into throughout their career. Quality schools require quality personnel. Principals and Assistant Principals are matched to complement each other's leadership skills based on the HCPS School Leader Competencies and Key Elements Matrix. A principal coach, a veteran principal with a track record of success, is assigned to support all new school

principals. A principal coach will also be assigned to support principals at turnaround schools.

Recruiting Leaders for Turnaround Schools: The purpose of this program is to recruit aspiring administrators to teach in high-need schools while earning their Master's Degree in Educational Leadership. These aspiring leaders will develop their capacity to lead in a high-need school through reflecting on and studying effective practices in turnaround schools. Upon completion of their Master's Degree and the Future Leaders Academy, leaders will begin their assistant principal career with a highly effective principal in a less-demanding school and then move to a high-need school after serving a minimum of 2 years in an entry level assistant principal position.

The Master's in Educational Leadership program at University of Tampa and Hillsborough County Public Schools are partnering together to prepare instructional staff for leadership in high-need schools. One of the many benefits of this dedicated course of study is the specific foci within each course on the complex nature of leadership in high-need schools. As a part of the district's Turnaround Leadership Pipeline, we will be seeking diverse cohorts of experienced teachers to aggressively prepare to lead in a high-need school.

Educational Specialist Degree in Educational Leadership with Emphasis on Leadership in Turnaround Schools: The Educational Leadership and Policy Studies Department at USF and Hillsborough County Public Schools have been partnering together for a few years through our partnership with the Wallace Foundation to prepare administrators for leadership in turnaround schools. As a part of the district's Turnaround Leadership Pathway, we will be seeking diverse cohorts of experienced leaders who have completed Preparing New Principals to pursue the Educational Specialist degree in Turnaround Leadership.

Support to schools is provided by The Area Superintendent and the Area Leadership Team. The Area Leadership Team includes the following members: Principal Coach, ESE Supervisor, ELL District Liaison, Elementary Generalist, Professional Development Liaison, and Human Resource Partner. Specific content and job embedded curriculum support is provided by area On-the-Ground Coaches in ELA, math, and science. The goal of the Area Leadership Team is to support the Area Superintendent in providing differentiated supports to principals in his/her area, and to support all schools. Support will be focused on schools in turnaround, while also making sure to provide the supports necessary for all schools to be successful. The Area Superintendents are part of the Superintendent's staff, with the responsibility to focus on school turnaround as well as the success of all schools in their assigned areas. Area Superintendents will be held accountable for helping their assigned principals to set, monitor, and achieve high academic achievement for all students and for setting challenging goals based on student outcomes.

Based on surveys of teachers, the following areas of need have been identified: Differentiated professional development, involving families in decision making, additional time for meeting student needs, and sufficient access to reliable educational technology.

Based on academic data, the following areas of need have been identified: FSA math performance is well below the state average in grades 3, 4, 5, 6, 8; FSA ELA is just below the state average in grades 3-6 and 8-10; 35 schools are identified as DA, 33 schools identified as Lowest 300

B. Problem Analysis Summary

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

Support to schools is provided by The Area Superintendent and the Area Leadership Team. This way of work has only recently been firmly established, and is only now developing as a fully functioning system. During this time our district has undergone several iterations of re-organization. Much of this has been an effort to make the school the center of problem solving.

As schools, principals, and district leaders become more comfortable with this new way of work we are beginning to see new successes, beginning with increases in our graduation rate. In FSA ELA, our third graders have grown by 6% points over the past 2 years, our 4th, 5th, 6th, and 9th graders gained 3% points over the last year, our 7th graders gained 4% points over the last year. In FSA Math, our 5th graders gained 3% points over the last year, and our first time algebra EOC middle school students beat the state average by 2% points and increased by 6% over the previous year. So, while we have much work to do, and we are not satisfied with where we are, we are making progress. .

Our CAT input included attention to cultural competence (8/17). HCPS promotes a welcoming and supportive environment that celebrates and values diversity and respect for all students and its employees.

HCPS is committed to preparing students for life by offering equal and equitable educational opportunities and activities for all students. Instructional materials and programs will ascertain the contributions from a variety of resources to include various cultures, races, ethnic groups, and genders. High quality diversity training will equip staff to better meet the needs of diverse learners.

Through conversations and engagement with district leader's faculty, staff, students and community partners, the Office of Diversity developed and strategies for moving Hillsborough County Public Schools toward its goal of inclusive excellence.

Student Learning

Collaborate with district divisions to help reduce the number of suspensions by school demographics. Partner with leaders of district divisions and community agencies to help increase the graduation rate of all students, including African-American and Hispanic students.

Talent Management

Improve diversity in district/school staff by assisting with recruitment and retention efforts. Assist the Office of Compliance on issues concerning fairness and equity in education and the workplace.

Culture & Relationships

Provide diversity, equity, and inclusion training to district and school leadership to enhance services to students.

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.** Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement in DA Schools.

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. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement in DA Schools. 1a

G059815

Targets Supported 1b

Focus	Indicator	Year	Target
All DA Schools	4-Year Grad Rate (Standard Diploma)	2019-20	90.0
All DA Schools	School Grade - Percentage of Points Earned	2017-18	41.0
District-Wide	Non-proficient Reading by Grade 03	2017-18	50.0

Targeted Barriers to Achieving the Goal 3

- Professional development for teachers is needed to fully and continually develop their talents
- Technology upgrades/updates to support instructional technology and bolster students' 21st century skills
- Differentiated support is needed to support unique student needs
- Need to provide positive activities for students, including out-of-school time academic and enrichment activities

Resources Available to Help Reduce or Eliminate the Barriers 2

- in-house professional development, instructional programs, behavioral programs, administration, Area Leadership Team

Plan to Monitor Progress Toward G1. 8

Schools will use the problem solving process to create and sustain effective systems that support student achievement, in cooperation and with the support of their Area Leadership Teams and district personnel (including School Improvement, Teaching and Learning, on-the-ground coaches, Student Services and Federal Programs)

Person Responsible

Emily Plasencia

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

KPI data (tied to district strategic plan, including EWS), FSA data, school grade data, teacher evaluation data (teacher effectiveness ratings)

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement in DA Schools. **1**

 G059815

G1.B1 Professional development for teachers is needed to fully and continually develop their talents **2**

 B152604

G1.B1.S1 Provide professional development for teachers based upon the unique needs of the school to support student academic achievement, as reflected in the budget narrative. **4**

 S164377

Strategy Rationale

Teachers will need to continually develop and improve to support the students at their schools. PD will be provided in a variety of platforms and at various times throughout the school year based upon the needs of the teachers, the students, and the school. Data from teacher evaluations, walkthroughs, and student achievement sources will be utilized to make decisions about the appropriateness of PD.

Action Step 1 **5**

Provide support materials to enable schools to engage their staff members in PD, including book studies (targeted to their specific needs)

Person Responsible

Harrison Peters

Schedule

On 8/31/2018

Evidence of Completion

Book P.O.s, Agenda, Sign-in Sheet

Action Step 2 **5**

Provide time for teachers for PD and planning, through additional days of Pre-Planning, Saturdays, extra hours, summer etc. (to include workshop pay)

Person Responsible

Debbie Cook

Schedule

On 8/31/2019

Evidence of Completion

Agenda, Sign-in Sheet

Action Step 3 5

Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, side-by-side coaching, etc.)

Person Responsible

Tricia McManus

Schedule

On 8/31/2018

Evidence of Completion

Substitute request, agenda

Action Step 4 5

Provide extra time weekly for teachers so that they can: plan in PLCs, engage in data analysis, work with content coaches/job-embedded PD, etc.

Person Responsible

Harrison Peters

Schedule

On 8/31/2019

Evidence of Completion

Sign-in sheet, agenda

Action Step 5 5

Utilize recognized experts (both within and outside the District as appropriate) to provide staff members with high quality, differentiated PD

Person Responsible

Debbie Cook

Schedule

On 8/31/2018

Evidence of Completion

Agenda, sign-in sheet

Action Step 6 5

Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)

Person Responsible

Debbie Arias

Schedule

On 8/31/2018

Evidence of Completion

Staff allocation report

Action Step 7 5

Registration Fees for Professional Conferences to include Out-of-County Travel (Very Large District Convening, Council of Great City Schools, Middle School Summer Conference, etc.)

Person Responsible

Debbie Cook

Schedule

On 8/31/2018

Evidence of Completion

Registration, District Travel Forms

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

As reflected in the budget narrative, PD is being provided to teachers that supports student academic achievement

Person Responsible

Harrison Peters

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Area Superintendent reporting

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

Teachers are developing their capacity to deliver rigorous instruction, supporting student academic achievement, based on the needs of the school as reflected in the budget narrative

Person Responsible

Harrison Peters

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Area Superintendent reports, learning walk data, teacher evaluation scores

G1.B2 Technology upgrades/updates to support instructional technology and bolster students' 21st century skills **2**

 B152605

G1.B2.S1 Purchase and upgrade instructional technology based on school needs, as reflected in the budget narrative. **4**

 S164378

Strategy Rationale

Students need to interact with updated instructional technology and software that can bolster their 21st century skills, thereby boosting their productivity and making them more marketable in a competitive job market.

Action Step 1 **5**

Conduct an education technology walk-through to complete a thorough technology needs assessment

Person Responsible

Melinda Richwine

Schedule

On 8/31/2018

Evidence of Completion

Technology walkthrough report

Action Step 2 **5**

Based on the technology walk-through, the needs assessment, and the overall needs of the school, a prioritized list of technology needs is developed

Person Responsible

Troy Suarez

Schedule

On 8/31/2018

Evidence of Completion

Prioritized list

Action Step 3 5

Based on the prioritized list, educational technology will be purchased to support the school (including computer lab furniture)

Person Responsible

Denise Durham

Schedule

On 8/31/2018

Evidence of Completion

Purchase Order(s), receiver(s)

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

New and/or upgrade technology is purchased as needed and reflected in the budget narrative

Person Responsible

Debbie Cook

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Purchase Order(s), Receiver(s), walkthrough reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students have access to new and upgraded instructional technology

Person Responsible

Debbie Cook

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Federal Property inventory(ies)

G1.B3 Differentiated support is needed to support unique student needs **2**

B244429

G1.B3.S1 Supplemental support may be needed to support struggling or advanced learners, based on data and the unique needs of the students at the school site, as reflected in the budget narrative. **4**

S257572

Strategy Rationale

A research-based curriculum piece may be identified to meet a specific need at a school site, such as a specific reading intervention curriculum. Specific adult support such as an assistant teacher or aide to support PS-MTSS/Rtl implementation, will be identified by specific sites as reflected in the budget narrative.

Action Step 1 **5**

Based on the needs assessment and problem solving process, identify and purchase appropriate supplemental curriculum pieces to support the identified needs, with PD to support fidelity of implementation as appropriate, as reflected in the budget narrative

Person Responsible

Debbie Cook

Schedule

On 8/31/2018

Evidence of Completion

Identified curriculum product(s), purchase order(s),

Action Step 2 **5**

Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support implementation of PS-MTSS/Rtl systems, as reflected in the budget narrative

Person Responsible

Debbie Arias

Schedule

On 8/31/2018

Evidence of Completion

Staff allocation reports

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

Supplemental support in the form of curriculum and/or personnel has been provided to the school, based on the needs as described in the budget narrative

Person Responsible

Harrison Peters

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Purchase order(s), receiver(s), staff allocation report(s)

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

Students are being supported through access to curriculum and support personnel differentiated to meet their needs, as reflected in the budget narrative.

Person Responsible

Debbie Arias

Schedule

On 8/31/2018

Evidence of Completion

Staff allocation report, Purchase order(s), receiver(s),

G1.B4 Need to provide positive activities for students, including out-of-school time academic and enrichment activities **2**

 B244431

G1.B4.S1 Provide students with experiences that provide opportunities for academic support as well as enrichment, and that support successful transitioning to the next grade span, as reflected in the budget narrative. **4**

 S257777

Strategy Rationale

Students may need additional support outside of the traditional school day, such as activities designed to minimize the impact of summer learning loss. Transitioning between grade spans is disruptive, often leading to a drop in academic performance and an increase in disruptive behaviors. Providing experiences to smooth that transition are helpful in limiting the disruption for students.

Action Step 1 **5**

Provide transition activities for students as appropriate (between grade spans) and including college campus experiences that support the district's vision of Preparing Students for Life

Person Responsible

Harrison Peters

Schedule

On 8/31/2018

Evidence of Completion

Field trip requests, lesson plans

Action Step 2 **5**

Provide academic and enrichment activities during school time and out-of-school time

Person Responsible

Debbie Cook

Schedule

On 8/31/2018

Evidence of Completion

Calendar, schedule, staff assignment, record of contact time

Action Step 3 5

Provide academic and enrichment activities during summer to interrupt summer learning loss, including Gap Camp for students transitioning between grade spans, and Gap Camp College Residential week-long camp to support Advanced Academics programming

Person Responsible

Debbie Cook

Schedule

On 8/31/2018

Evidence of Completion

Calendar, schedule, staff assignment, record of contact time

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

Students are engaging in enrichment, support, and transition activities based on their academic needs, as reflected in the budget narrative.

Person Responsible

Debbie Cook

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Student contact minutes, field trip requests

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

Students are transitioning smoothly and positively between grade levels (especially between grade spans), with a minimal impact from summer learning loss, based on school need as reflected in the budget narrative.

Person Responsible

Debbie Cook

Schedule

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

Evidence of Completion

6th and 9th grade KPI data, KPI data for all DA schools (aligned to district strategic plan, including EWS)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M153912	Schools will use the problem solving process to create and sustain effective systems that support...	Plasencia, Emily	9/1/2017	KPI data (tied to district strategic plan, including EWS), FSA data, school grade data, teacher evaluation data (teacher effectiveness ratings)	8/31/2018 annually
G1.B1.S1.MA1 M153914	Teachers are developing their capacity to deliver rigorous instruction, supporting student academic...	Peters, Harrison	9/1/2017	Area Superintendent reports, learning walk data, teacher evaluation scores	8/31/2018 monthly
G1.B1.S1.MA1 M153913	As reflected in the budget narrative, PD is being provided to teachers that supports student...	Peters, Harrison	9/1/2017	Area Superintendent reporting	8/31/2018 monthly
G1.B1.S1.A1 A193425	Provide support materials to enable schools to engage their staff members in PD, including book...	Peters, Harrison	9/1/2017	Book P.O.s, Agenda, Sign-in Sheet	8/31/2018 one-time
G1.B1.S1.A3 A193505	Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning,...	McManus, Tricia	9/1/2017	Substitute request, agenda	8/31/2018 one-time
G1.B1.S1.A5 A339647	Utilize recognized experts (both within and outside the District as appropriate) to provide staff...	Cook, Debbie	9/1/2017	Agenda, sign-in sheet	8/31/2018 one-time
G1.B1.S1.A6 A344415	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher...	Arias, Debbie	9/1/2017	Staff allocation report	8/31/2018 one-time
G1.B1.S1.A7 A344518	Registration Fees for Professional Conferences to include Out-of-County Travel (Very Large District...	Cook, Debbie	9/1/2017	Registration, District Travel Forms	8/31/2018 one-time
G1.B2.S1.MA1 M153916	Students have access to new and upgraded instructional technology	Cook, Debbie	9/1/2017	Federal Property inventory(ies)	8/31/2018 annually
G1.B2.S1.MA1 M153915	New and/or upgrade technology is purchased as needed and reflected in the budget narrative	Cook, Debbie	9/1/2017	Purchase Order(s), Receiver(s), walkthrough reports	8/31/2018 annually
G1.B2.S1.A1 A193427	Conduct an education technology walk-through to complete a thorough technology needs assessment	Richwine, Melinda	9/1/2017	Technology walkthrough report	8/31/2018 one-time
G1.B2.S1.A2 A339628	Based on the technology walk-through, the needs assessment, and the overall needs of the school, a...	Suarez, Troy	9/1/2017	Prioritized list	8/31/2018 one-time
G1.B2.S1.A3 A339629	Based on the prioritized list, educational technology will be purchased to support the school...	Durham, Denise	9/1/2017	Purchase Order(s), receiver(s)	8/31/2018 one-time
G1.B3.S1.MA1 M365532	Students are being supported through access to curriculum and support personnel differentiated to...	Arias, Debbie	9/1/2017	Staff allocation report, Purchase order(s), receiver(s),	8/31/2018 one-time
G1.B3.S1.MA1 M365529	Supplemental support in the form of curriculum and/or personnel has been provided to the school,...	Peters, Harrison	9/1/2017	Purchase order(s), receiver(s), staff allocation report(s)	8/31/2018 annually
G1.B3.S1.A1 A339633	Based on the needs assessment and problem solving process, identify and purchase appropriate...	Cook, Debbie	9/1/2017	Identified curriculum product(s), purchase order(s),	8/31/2018 one-time
G1.B3.S1.A2 A344502	Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support...	Arias, Debbie	9/1/2017	Staff allocation reports	8/31/2018 one-time
G1.B4.S1.MA1 M365547	Students are transitioning smoothly and positively between grade levels (especially between grade...	Cook, Debbie	8/31/2017	6th and 9th grade KPI data, KPI data for all DA schools (aligned to district strategic plan, including EWS)	8/31/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1 M365473	Students are engaging in enrichment, support, and transition activities based on their academic...	Cook, Debbie	9/1/2017	Student contact minutes, field trip requests	8/31/2018 annually
G1.B4.S1.A1 A339640	Provide transition activities for students as appropriate (between grade spans) and including...	Peters, Harrison	9/1/2017	Field trip requests, lesson plans	8/31/2018 one-time
G1.B4.S1.A2 A339641	Provide academic and enrichment activities during school time and out-of-school time	Cook, Debbie	9/1/2017	Calendar, schedule, staff assignment, record of contact time	8/31/2018 one-time
G1.B4.S1.A3 A339642	Provide academic and enrichment activities during summer to interrupt summer learning loss,...	Cook, Debbie	9/1/2017	Calendar, schedule, staff assignment, record of contact time	8/31/2018 one-time
G1.B1.S1.A2 A193426	Provide time for teachers for PD and planning, through additional days of Pre-Planning, Saturdays,...	Cook, Debbie	9/1/2018	Agenda, Sign-in Sheet	8/31/2019 one-time
G1.B1.S1.A4 A339626	Provide extra time weekly for teachers so that they can: plan in PLCs, engage in data analysis,...	Peters, Harrison	9/1/2017	Sign-in sheet, agenda	8/31/2019 one-time

V. Professional Development Opportunities

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

G1. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement in DA Schools.

G1.B1 Professional development for teachers is needed to fully and continually develop their talents

G1.B1.S1 Provide professional development for teachers based upon the unique needs of the school to support student academic achievement, as reflected in the budget narrative.

PD Opportunity 1

Provide support materials to enable schools to engage their staff members in PD, including book studies (targeted to their specific needs)

Facilitator

Site Administrators/Area Superintendents

Participants

School Staff Members

Schedule

On 8/31/2018

PD Opportunity 2

Provide time for teachers for PD and planning, through additional days of Pre-Planning, Saturdays, extra hours, summer etc. (to include workshop pay)

Facilitator

Site Administrators

Participants

School Staff Members

Schedule

On 8/31/2019

PD Opportunity 3

Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, side-by-side coaching, etc.)

Facilitator

Site Administrators

Participants

Teaching staff

Schedule

On 8/31/2018

PD Opportunity 4

Provide extra time weekly for teachers so that they can: plan in PLCs, engage in data analysis, work with content coaches/job-embedded PD, etc.

Facilitator

Site administrators/Team leaders/Content coaches

Participants

Teaching staff

Schedule

On 8/31/2019

PD Opportunity 5

Utilize recognized experts (both within and outside the District as appropriate) to provide staff members with high quality, differentiated PD

Facilitator

Recognized experts (outside experts must adhere to district procurement, board, and evaluation policies)

Participants

Teaching staff, administrators

Schedule

On 8/31/2018

PD Opportunity 6

Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)

Facilitator

Supplemental support personnel

Participants

Teaching staff

Schedule

On 8/31/2018

G1.B3 Differentiated support is needed to support unique student needs

G1.B3.S1 Supplemental support may be needed to support struggling or advanced learners, based on data and the unique needs of the students at the school site, as reflected in the budget narrative.

PD Opportunity 1

Based on the needs assessment and problem solving process, identify and purchase appropriate supplemental curriculum pieces to support the identified needs, with PD to support fidelity of implementation as appropriate, as reflected in the budget narrative

Facilitator

District Teaching and Learning Team, Site Administrators and Content Coaches

Participants

Site-based Administrators and ELA teams

Schedule

On 8/31/2018

VI. Technical Assistance Items

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

G1. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement in DA Schools.

G1.B2 Technology upgrades/updates to support instructional technology and bolster students' 21st century skills

G1.B2.S1 Purchase and upgrade instructional technology based on school needs, as reflected in the budget narrative.

TA Opportunity 1

Conduct an education technology walk-through to complete a thorough technology needs assessment

Facilitator

Instructional Technology Department (Melinda Richwine, Troy Suarez)

Participants

Site Administrators, Grant Manager

Schedule

On 8/31/2018

TA Opportunity 2

Based on the technology walk-through, the needs assessment, and the overall needs of the school, a prioritized list of technology needs is developed

Facilitator

Site Administrators

Participants

Site Administrators, Grant Manager

Schedule

On 8/31/2018

VII. Budget

1	G1.B1.S1.A1	Provide support materials to enable schools to engage their staff members in PD, including book studies (targeted to their specific needs)	\$0.00
2	G1.B1.S1.A2	Provide time for teachers for PD and planning, through additional days of Pre-Planning, Saturdays, extra hours, summer etc. (to include workshop pay)	\$0.00

3	G1.B1.S1.A3	Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, side-by-side coaching, etc.)	\$0.00
4	G1.B1.S1.A4	Provide extra time weekly for teachers so that they can: plan in PLCs, engage in data analysis, work with content coaches/job-embedded PD, etc.	\$0.00
5	G1.B1.S1.A5	Utilize recognized experts (both within and outside the District as appropriate) to provide staff members with high quality, differentiated PD	\$0.00
6	G1.B1.S1.A6	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)	\$0.00
7	G1.B1.S1.A7	Registration Fees for Professional Conferences to include Out-of-County Travel (Very Large District Convening, Council of Great City Schools, Middle School Summer Conference, etc.)	\$0.00
8	G1.B2.S1.A1	Conduct an education technology walk-through to complete a thorough technology needs assessment	\$0.00
9	G1.B2.S1.A2	Based on the technology walk-through, the needs assessment, and the overall needs of the school, a prioritized list of technology needs is developed	\$0.00
10	G1.B2.S1.A3	Based on the prioritized list, educational technology will be purchased to support the school (including computer lab furniture)	\$0.00
11	G1.B3.S1.A1	Based on the needs assessment and problem solving process, identify and purchase appropriate supplemental curriculum pieces to support the identified needs, with PD to support fidelity of implementation as appropriate, as reflected in the budget narrative	\$0.00
12	G1.B3.S1.A2	Utilize assistant teachers/aides, NBE retired teachers, and certified teachers to support implementation of PS-MTSS/Rtl systems, as reflected in the budget narrative	\$0.00
13	G1.B4.S1.A1	Provide transition activities for students as appropriate (between grade spans) and including college campus experiences that support the district's vision of Preparing Students for Life	\$0.00
14	G1.B4.S1.A2	Provide academic and enrichment activities during school time and out-of-school time	\$0.00
15	G1.B4.S1.A3	Provide academic and enrichment activities during summer to interrupt summer learning loss, including Gap Camp for students transitioning between grade spans, and Gap Camp College Residential week-long camp to support Advanced Academics programming	\$0.00
Total:			\$0.00