Needs Assessment Data: The following data sets were used to complete a Needs Assessment of the TOP schools. The information gathered from the review was used to determine and support the district's selection of a "District's Managed Turnaround" option and an "External Operator" option.

TOP School's FSA Data for 2015-16 with Increases and Decreases

Denison Middle School	2015	2016	Change
Grade 6 ELA	27	40	13
Grade 7 ELA	29	31	2
Grade 8 ELA	43	37	-6
Grade 6 Math	16	23	7
Grade 7 Math	26	24	-2
Grade 8 Math	15	22	7
Algebra 1 EOC	42	54	12
Geometry EOC	60	58	-2
Grade 8 Science	26	27	1
Civics EOC	43	50	7

Kathleen Middle School	2015	2016	Change
Grade 6 ELA	33	32	-1
Grade 7 ELA	24	31	7
Grade 8 ELA	31	35	4
Grade 6 Math	29	24	-5
Grade 7 Math	20	32	12
Grade 8 Math	17	23	6
Algebra 1 EOC	34	91	57
Geometry EOC	50	73	23
Grade 8 Science	28	30	2
Civics EOC	40	52	12

Lake Alfred-Addair Middle School	2015	2016	Change
Grade 6 ELA	23	20	-3
Grade 7 ELA	17	23	6
Grade 8 ELA	32	32	0
Grade 6 Math	18	12	-6
Grade 7 Math	23	20	-3
Grade 8 Math	15	14	-1
Algebra 1 EOC	60	52	-8
Geometry EOC	87	57	-30
Grade 8 Science	25	23	-2
Civics EOC	24	36	12

Shelley S. Boone Middle School	2015	2016	Change
Grade 6 ELA	23	20	-3
Grade 7 ELA	26	23	-3
Grade 8 ELA	30	28	-2
Grade 6 Math	27	15	-12
Grade 7 Math	33	25	-8
Grade 8 Math	32	29	-3
Algebra 1 EOC	63	66	3
Geometry EOC	63	83	20
Grade 8 Science	25	24	-1
Civics EOC	32	39	7

Westwood Middle School	2015	2016	Change
Grade 6 ELA	30	31	1
Grade 7 ELA	31	26	-5
Grade 8 ELA	36	35	-1
Grade 6 Math	35	21	-14
Grade 7 Math	30	23	-7
Grade 8 Math	22	27	5
Algebra 1 EOC	93	87	-6
Geometry EOC	94	95	1
Grade 8 Science	21	22	1
Civics EOC	36	49	13

TOP School's Risk Factor Analysis Data and Report for 2015-16

Overview DA

School Grading Scale			RFA Indicator Points	
Elementary	**Middle**	**High**		
A= 525 points or more	A=590 points or more	A= 1120 points or more	0-3 = Green	
B= 495 to 524	B=560 to 589	B= 1040 to 1119	4-7 = Yellow	
C= 435 to 494	C=490 to 559	C= 880 to 1039	8-10 = Red	
D= 395 to 434	D= 445 to 489	D= 800 to 879		
F= Fewer than 395 pts	F= Fewer than 445 pts	F= Fewer than 800 pts		

School	Student Achievement	Leadership	Supportive Environment	Educator Quality	Learning Community	Total Indicator Points	Grade 2015	Grade 2014	Grade 2013	Grade 2012	Grade 2011
KATHLEEN MIDDLE SCHOOL	2	1	0	1	DA	9	F	D	D	D	C
SHELLEY S. BOONE MIDDLE SCHOOL	4	1	0	0	DA	9	D	F	D	F	D
WESTWOOD MIDDLE SCHOOL	2	1	1	1	DA	9	D	F	D	D	C
LAKE ALFRED-ADDAIR MIDDLE SCHOOL	2	2	0	0	DA	8	F	F	F	F	D
DENISON MIDDLE SCHOOL	2	1	0	0	DA	7	D	D	D	D	C

TOP School's Risk Factor for 2015-16

	Q1: Has the current principal been a school principal prior to the 2015-2016 School year? (Y or N)	Q2: If the answer to Q1 is "Y", is this year (2015 – 2016) the first year as principal at this school? (Y or N)	Q3: How does the "On Track" attendance rate compare with the district average? (% above or below) 64.65%	Q4: How does the "On Track" referral rate compare to the district average? (% above or % below)* 81.03%	Q5: What % of the teachers at this school have less than one year of teaching experience this year (2015 – 2016)	Q6: What % of the teachers have less than 3 complete years of teaching experience at THIS school this year (2015 – 2016)	Q7: How did the 2014-2015 teacher absentee rate (sick or personal days) compare to the district average? (3.77%)
Denison MS	Y	Y	8.86	-6.95	9%	23%	-0.03
Kathleen MS	Y	Y	0.09	-12.85	19%	31%	-0.62
Lake Alfred Addair MS	N	Y	-5.28	-29.84	16%	26%	0.07
Shelley Boone MS	Y	N	-2.07	-22.39	12%	27%	-0.16
Westwood MS	Y	N	9.33	-21.72	19%	26%	0.05

District TOP Implementation Rubric for 2015-16 Results

	Emerging The District and School Assess & Communicate	Developing The District and School Design Activities	Operationalizing The District and School Implement Action Plans	Optimizing The District and School Implement Systems
Multi-Tiered Systems of Support (MTSS)	x			
Standards-Based Instruction		x		
Differentiated Instruction		x		
Increased Learning Time	x			
Professional Development		x		
Family and Community Engagement		x		
Staff Recruitment and Retention	x			
Operational Flexibility	x			
Sustainable Practice	x			

Option 1: District Managed Turnaround

Assurance 1: *The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.*

Led by the Superintendent, Deputy Superintendent, and Turnaround Lead and the District-Based Leadership Team (DBLT) consists of representatives from the following departments and areas: curriculum and instruction; professional development; human resources; federal programs; student services; transportation; technology; ELL; public relations; community engagement; behavior and discipline; MTSS; budget; scheduling; data and assessment; school improvement; and the local bargaining unit. All members have been assigned roles and responsibilities specific to their areas of expertise. The team will meet monthly as a whole and the TOP Implementation Sub-committee will meet bi-weekly. Assistant Superintendents, Senior Directors, Directors, and other Executive staff members on the leadership team have assigned staff within their departments to provide specific assistance and, in some cases, dedicated support to the five schools in the plan.

The work of the team and sub-committee is monitored by the Office of School Improvement and the Regional Executive Director (RED) for the Bureau of School Improvement, and the DIAP has been updated to reflect the way of work for supporting the schools. In addition to using the DIAP to develop an accountability system for the work of the leadership team, the Regional Education Director (RED) will support the team by reviewing progress within the Turnaround Option Plan (TOP) Implementation Rubric domains.

The DBLT committed to support and monitor the following **new initiatives**:

Department/ Area	What	How/Action Steps	Evidence/Monitoring	Success
Teaching & Learning Assurance 2	Provide Coaches at TOP schools (one for each core area) with more intentional focus for instructional support. Move/transfer coaches with data support increase in student achievement	Bowen & Bellamy will meet monthly with coaches to see what additional support coaches may need to support the schools. HR is involved in this process in identifying coaches	Timely feedback to and from teachers who can see the strategies working and have the opportunities to make the necessary adjustments as needed through surveys and PLC's and responses from data chats with teachers.	Student achievement increases as documented by increased scores and mini-assessments established by district Teaching and Learning Team
Assurance 7	Ongoing progress monitoring; eliminate lag in data; data will be the driving force to support change. * Formative * Summative * Informal and formal * Mini Assessments	There are already goals and dates set in the learning structures, and a MOU could allow for adjustments. Adjust pacing and opportunity to re-teach will be modified for TOP Schools. More peer to peer coaching.	District support team/school leadership will differentiate lessons. Additional supports will be provided to assist teachers who need to go back and re-teach, to include "if then" charts.	
Scheduling Assurance 2, 4	Design of Master Schedule to focus on common planning for core	Guidance counselors will be taught to understand the	Mapping of the meetings with key individuals;	Student achievement increases as documented

Department/ Area	What	How/Action Steps	Evidence/Monitoring	Success
	areas; accurate placement of students, identification of teacher leaders, and support principals.	scheduling support of the TOP plan; course(s) will be put in place to teach student success;		by increased scores.
Scheduling <mark>Assurance 2</mark>, 4	Establish 8 period day with increased time in ELA and Math	Each school will develop student schedules to support the increased time in core content areas.	Increase time for planning during the day for teachers and coaches.	
IST /Technology <mark>Assurance 2,3,4</mark>	Provide a TRST to work with the schools to help deliver PD and use of technology in the classroom both teachers and students. Goal is to correct the technology divide for students at TOP schools.	Funding coming from some local funds and digital plan funds-this is where the TRST will be paid for; technology integration matrix (DOE tool) for each academic area—helping teachers to move along this spectrum. Computers to be purchased for schools thru LCI funds.	Already working with principals thru survey of where teacher are at this point in technology integration; Adobe connect will be available so teachers do not have to leave schools for trainings; Google apps; different folder to share information	Student achievement increases as documented by increased scores.
Discipline <mark>Assurance 2, 4</mark>	Provide monthly data regarding student discipline reports; boots on the ground training and facility management; consistent and timeliness of issues with school discipline.	Need to hire another individual (hire) to do--- School trainings for admin. and staff; adjustments will be made for more transparent and accurate reporting; Peer to peer mentoring; social worker	Culture and staff satisfaction can be measured as a result of trainings, surveys can help; learning will occur in the classroom because students are at school and not suspended.	Increase in student achievement and decrease in student referrals as a result of more positive behavior.
Discipline	Provide a new dedicated staff member from	Monthly trainings - Initial meeting in	Site based administrators (AP's and Deans) and Dedicated	Decrease discipline offenses

Department/ Area	What	How/Action Steps	Evidence/Monitoring	Success
	Student Services to monitor and track discipline frequency with TOP schools.	July, individual school trainings monthly will be held once school starts	Student Support staff member	within TOP schools
ELL Assurance 2,4,6	Design of an ESOL advisory team, to include a TRST who will work with the TOP schools.	Proper and timely placement of student placement in classes; scheduling and courses based on proficiency levels; working with Teaching and Learning;	Guidance counselors, parent involvement serving as collaborative members	
Human Resources Assurance 2	Designate one individual to work as Personnel Assistant for TOP schools; Assist with MOUs as needed (transfers, evaluations); five-principal recruitment team	Weekly review of vacancies; Principal need to keep system updated	Director of recruiting meeting w/key staff to make them aware of TOP needs;	Support decreasing time in staffing vacant positions
Human Resources Assurance 2	Contact with outside company to employee retired teachers to teacher in TOP schools.	A process will be used to vet their prior teacher data, evaluations and VAM scores which will quality them to return to the school district	Fully staffed on first day	To ensure all TOP schools are fully staffed prior to school beginning in August 2016-17 school year
	District provides 20 open contracts to core content area teachers.	Teachers will have completed the TIP program and beginning teacher orientation. The purpose of having them prepared to move into vacant positions at the TOP schools if a teacher decides to transfer at the beginning year.	Dedicated staffing specialist will facilitate the process	Opening school in August fully staffed.
ESOL	Design an ESOL	Address the	Site administrator,	Ensure an

Department/ Area	What	How/Action Steps	Evidence/Monitoring	Success
Assurance 2	Advisory Team to include a TRST who will work with TOP schools.	following areas of focus: Identification & Placement Scheduling & Courses Instructional design & delivery. The ESOL Advisory Team can examine and develop a plan of action to address the needs of ELLs at each site.	coach, counselor, ESOL teacher, ESOL TRST, school improvement and ESOL director	increase in appropriate scheduling and placement of English learners. Appropriate instructional resources and the selection of ESOL personnel
Student Support Services Assurance 2	Continual review of the number of ESE students and the support for schools to address needs; five behavior specialists will be put in place – one per school; – five ESE contact coaches	Weekly review of school data, plan of action to be put in place by administration	Resources for students evidenced by classroom supports as outlined in IEPs; students on track with progression	Student achievement increases as documented by increased scores
Professional Development Department Assurance 2	Collaborate with each TOP schools' leadership teams bi-weekly to facilitate the development, implementation, and evaluation of a Professional Learning Plan.	PD Department will conduct a data-based professional learning needs assessment survey with each school.	School based administrators and PD department will use needs assessment results to create an outline for the development of their professional learning plan.	By following this protocol, the district can ensure the four strands of professional learning (Planning, Learning, Implementing and Evaluating) are executed for maximum effectiveness.
Technology Assurance 2,3,4	The Technology Department has committed to establishing a "Hotline" with just parent information about the TOP schools.	Parent will be afforded an opportunity to use a dedicated phone line to receive information about what is happening	Frequency of the usage of the hotline. Monitor number of calls. Increase parental involvement as measured by the number of parents	Goal: To increase parent participation and parental awareness of the needs of

Department/ Area	What	How/Action Steps	Evidence/Monitoring	Success
		in TOP Schools. Parent Meeting dates, CAT information, programs and award dates	attending school events	the schools.
Human Resources and Turnaround Office Assurance 2	Replace principal and the entire administrative staff in one of the TOP Schools Replace only the principal in one of the TOP Schools	Will review data from current sitting principals within the district to ensure a proven track record and make the decision to move forward on reassigning to a TOP School	Regional Assistant Superintendent and Deputy Superintendent will make the recommendation to the Superintendent for Removal of TOP School principals and recommend the replacement.	Increased student achievement.
Bargaining Unit	Meetings with PEA will be ongoing with focus on teacher support and buy-in with new initiatives offered at the TOP schools	Monthly meetings with DBLT and quarterly with CAT	Calendar, sign-in sheets, MOU amendments	Teachers are confident in their work environment and embrace change as needed for students
Federal Programs Assurance 4	Student success coach added for each TOP school with a focus on closing the gap between TOP schools and non-Title I schools	Write, secure, and allocate funding based on grant eligibility	Adherence and compliance with grant requirements	Student achievement increases as documented by increased scores
Assessment, Accountability, and Evaluation Assurance 2 Assurance 7	Training of administration with data analysis Provide DBLT with standard monthly assessment reports	Data will be collected, compiled, and disaggregated in a readily accessible format and system	Data will be used during planning meetings, district and school-based leadership meetings, and CAT meetings.	Student achievement increases as documented by increased scores

Assurance 2: *The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.*

To address the need for the district to develop, support and facilitate the implementation of new governance to provide guidance for District-Based Leadership Team (DBLT) policies and procedures have been established.

In researching the best method in which to implement and establish effective policies and procedures, the district's TOP Sub Committee used the state's "8 Step Planning and Problem-Solving Process for Continuous Improvement" to begin the process. This approach was used to address the areas needed to support the "Way of Work" for the DBLT.

Policy 1 – *Establishment of Monthly District-Based Leadership Meetings*

- Procedures for Policy 1: The District Leadership Team will meet monthly (***set date***) to monitor the progress of all of the TOP Schools in the areas of Data (*Student Achievement*), Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Policy 2 – *Provide information and Data for the Community Assessment Team Meetings (CAT) which consist of Business Partners, Community Leaders, City Chamber Members, and Local Government Officials, Parents or individuals with vested interested in the school.*

- **Procedures for Policy 2**: The District Leadership Team will provide the appropriate data from the needs assessment results to the Community Assessment Team once a month for the purpose of allowing each community that represents a TOP school an opportunity to stay abreast of the progress made by the schools and to be able to make informed recommendations for continual improvement.

Policy 3 – *Provide updates on each TOP School by principals, district coaches and school-based coaches.*

- **Procedures for Policy 3:** All of the TOP Schools' Principals and or coaches will meet Bi-Monthly or Monthly deemed necessary by the Executive Principal and Regional Assistant Superintendent for Turnaround/DA to review progress of student achievement. The results of the meetings will be provided to the members of the DBLT.

Policy 4 – *Act as a governing board for the AMO selected by the district.*

- **Procedures for Policy 4:** The District-Based Leadership Team will monitor the AMO to ensure the company will work collaboratively with the district staff to determine and differentiate the level and type of support needed by each of the schools in TOP status. The monitoring will be accomplished thru monthly meetings to review specified deliverables as evidence of improvement. (***Metric of deliverables provided in Assurance 1 & 2 under External Operator***)

Policy 5 – *Monitoring Monthly Reports on the level of progress each district department is making to supporting and assisting TOP Schools in accomplishing and meeting their goals.*

- **Procedures for Policy 5**: Each department represented on the District-Based Leadership Team will provide reports outlining their scope of responsibility related to assisting each TOP School. These reports will provide documentation to the state and assist the Turnaround/School Improvement Office in providing additional support and next steps strategies for schools. The reports will also assist the AMO in offering support for schools identified in the reports to continue sustained student achievement. A report template will be provided for each department to create consistency within the process and provide evidence of success based on identified deliverables. (***Metric of deliverables provided in Assurance 1 & 2 under External Operator***)

Policy 6 – *Work collaboratively with the Department of Education, Regional Executive Director (**RED**) and the Bureau of School Improvement to monitor effectiveness of the implementation of Polk County's TOP.*

- **Procedures for Policy 6:** During this process, the DBLT will meet to review with the (***RED***) and other district staff the SIG Rubric, TOP and the DIAP to ensure that the district is supporting all the new initiatives identified within the plans.

Policy 7 – *The District-Based Leadership will be expected to implement "**TOP School Reviews"** at each school to ensure new initiatives are effectively being implemented and supporting increase student achievement.*

- **Procedures for Policy 7:** The DBLT will team will work collaboratively with Turnaround/DA staff, Regional Executive Director for Region Three, the Bureau of School Improvement Team to visit TOP schools as a TEAM quarterly to perform ***School Reviews*** in addition to instructional Reviews completed by DOE and Office of School Improvement.

Policy 8 – *The District-Based Leadership will participate in professional development training with schools that will be delivered by the AMO to ensure Professional Development is effective and aligned with the district's strategic plan DIAP. The district and school team will support the transfer of new learning into practice and assess. If the strategies implemented yield changes in instructional practices this will result in sustainable school improvement.*

- **Procedures for Policy 8:** During this process, the AMO selected by the district will be required to deliver five professional development trainings for School Based Leadership Teams. A member of the DBLT will be at all of the trainings for the purpose of monitoring learning and the alignment of practices with the district's DIAP.

Assurance 3: *The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a "turnaround office" or "turnaround lead" at the district level who reports directly to the superintendent.*

Monthly, the five TOP principals will meet with the TOP Implementation Team comprised of the Regional Assistant Superintendent (*principal supervisor*) for Turnaround Schools (Tony Bellamy), Senior Director of School Improvement (Aaron Smith) and Executive Principal (Patricia Barnes) to review collaboratively their assessment data and chart plans of action to move forward or remediate and to align coaching support within the schools. Specific disaggregated reports will be requested to be brought to the meetings with the principals.

Previously assigned district and site-based coaches will be re-evaluated based on assessment data for their schools and coaches with the highest proven success rates will be placed at the TOP schools. Monthly meetings will be held with district coaches and the TOP Implementation Team to re-align support and ensure that the implementations of researched-based strategies are taught at the TOP schools.

Each of the following department will have one support staff assigned as the primary contact for the TOP schools. This individual will attend planned TOP review meetings along with their department chair and will provide direct and open feedback and "on the spot" planning for necessary changes and additional support. Departments: Professional Development, Student Services, ESOL, Grants/Federal Programs, Sherry Wells (scheduling purposes) and Teaching and Learning. The results and notes of the meetings will be sent to the Superintendent via email from the Regional Assistant Superintendent within a 24 hour period and a verbal update will be given by the Deputy Superintendent following the meeting.

Assurance 4: *The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.*

A staffing specialist will be assigned to the Turnaround Office for TOP schools. This individual will provide priority staffing at these schools in the area of recruitment, hiring and filling of vacancies. A list of highly qualified teacher/candidates will be readily available in all CORE subjects. Teacher transfer during the school year will be reconfigured/ eliminated at the TOP schools. A dedicated individual was not given to TOP schools prior to the 2016-17 school year to decrease the number of vacancies and decrease the length of time in filling the vacant positions. This process is different from last year and it will allow the district to focus on staffing schools with certified teachers.

Allocation of additional ESE units will be used to support student service delivery and continuum of services in the (LRE) least restrictive environment. Each school will receive allocation for an experienced behavioral interventionist, if not already allocated.

Prioritization of funds through federal programs will be utilized to obtain a dedicated staff member from Federal Programs/Grants to work exclusively with TOP school principals and the TOP Implementation Team.

The ESOL department will review assigned staff at each TOP school and realign or replace as necessary. All sites will receive assistance with ESOL compliance course requirements.

Master schedules will be reviewed at all TOP schools for the purpose of *moving to an 8 period day allowing for extended time in ELA and Math classes*. Opportunities will be put in place for acceleration/remediation of subjects. Course offerings to students will include a class designed to build student "skill sets" in organization, proper communication and transitions on campuses all in an effort to promote student effectiveness and provide consistency of purpose with students.

Differentiated Professional Development for Extended Instructional Time

Professional Development for Teachers		Usage of the additional Learning Time for ELA and Math Classroom
Scheduling of an 8 period day for TOP Schools will increase planning time for teachers and increase instructional time in ELA and Math Classrooms.	The district will provide focused professional learning on research-based instructional strategies identified in a data-based professional learning needs assessment survey for each school such as; classroom management, cooperative learning structures, student engagement strategies, differentiated instruction, higher-order thinking/questioning, high-effect size strategies, etc. PD Department will provide resources and a support plan (to include regular communication and collaboration) for each strand. Frequent and consistent communication between the PD Department and the	In collaboration with the district, schools will administer standards-based unit/module assessments in addition to mid-year and final assessments (pending MOU). Did not happen for TOP schools in 2015-16 due to time Teachers will use standards-based, differentiated instructional practices to meet the needs of individual and groups of students based on the progress monitoring data. Teachers will monitor progress with remediation based on individual responses to daily objectives (e.g. exit tickets, formative assessments, bell-work, etc.) – this was not monitored with fidelity in 2015-16. The progress monitoring data will be

Professional Development for Teachers	Usage of the additional Learning Time for ELA and Math Classroom
school leadership team to identify ongoing needs/adjustments for support during implementation and evaluation. Periodic review of the progress and analysis of the effectiveness (from progress-monitoring evaluation) of the Professional Learning Plan and adjustments to the plan as needed. Providing differentiated needs-based professional learning with support during the Implementing phase in multiple formats will optimize learning transfer for a positive impact on student achievement.	used during school-based leadership team meetings to determine professional development for teachers. While these assessments are optional at other schools, their administration at the TOP schools will be a non-negotiable. Assessments will be administered based on Learning Map timelines and assessment windows established by the district with flexibility to change instruction based on data from assessments

Assurance 5: *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.*

Assurance 6: *The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.*

In a comprehensive review of the timeline proposed for completion of the TOP Template for submission to the state, the district recognized a critical need to develop a process to address rehiring, replacing or identifying high performing teachers within the those schools.

District Plan of Action and Strategies	Department Responsible	Time-Line
• A Memorandum of Understanding (MOU) Agreement between the district and the union is currently being negotiated outlining language that addresses rehire/replacement of teachers. First meetings were held on June 2, 2016 and on June 15, 2016. • Human Resources will provide a window period in August of 2016 for any teacher who wants a transfer, and then the window will be closed. Teachers will be required to remain unless administration seeks permission from district and union to be removed. This language is currently in negotiations. • The Human Resources, Teaching & Learning and Assessment and Evaluation have identified teachers with a cut score above 50%, a VAM score, and final evaluations.	- Superintendent and Deputy Superintendent - Human Resources - Teaching and Learning staff - Bureau of School Improvement - DA/Turnaround Office - Assessment and Evaluation	July 2016-August 2016

District Plan of Action and Strategies	Department Responsible	Time-Line
• Each instructional staff member with a 50% or higher has been paired with individuals who did meet the cut score. (*Mentors for Teacher support*) • Teachers will also be placed on Professional Development Plans (PDPs) to provide additional support and assistance. They will be allowed to select a personal area for improvement and the school will select one area based on content data. • Plans will be monitored and reviewed throughout the year to provide evidence of growth based on specific data sets. (*Mini-Assessment, IBTP, Grades, Formative and Summative Assessments*) • At the end of 2016-17 school year, FSA, VAM and Evaluation results will be reviewed by Human Resources, Teaching & Learning and the bargaining unit.	- Turnaround/DA Office - Assessment and Evaluation - Teaching and Learning - Human Resources - Union Representative	July 2016 - ongoing
• An interview process will be created for teachers whose student test data are below the average gains for the school and/ or are less than a year's growth on the state assessment. • Teacher who can provide quantitative documentation to show that their students made substantial improvement on other assessments that are academically aligned with the standards or who can provide a thorough analysis of student performance with plans for improvement MAY (not shall) be allowed to remain at the school. The decision is made by the interview team. • The interview team will consist of the following representatives: Turnaround staff member, Principal, Human Resource, Teaching & Learning, Assessment and Evaluation, Bureau of School Improvement and the bargaining unit representative. • The responsibility of Human Resources will be to notify the individuals not returning and immediately fill the vacant position. The Superintendent will report to the School Board regarding the vacancies created as a result of the interview process.	- Human Resources - Turnaround/DA Office - Assessment and Evaluation - Teaching and Learning - Union Representative	June 2017 - Beginning of August 2017 (*Depending upon the return of FSA results*)

District Plan of Action and Strategies	Department Responsible	Time-Line

• Human Resources and Assessment and Evaluation will review teacher data and recruit highly qualified teachers with a proven record of improving student performance.
 	
• To maintain the highly qualified teacher list for the TOP schools, Human Resources will utilize a process that will include but is not limited to:
  o Holding dedicated TOP recruitment fairs
  o Placement of teachers based on the academic performance of their students
  o Posting vacancies on the district website and contacting teachers via email
	- Assessment and Evaluation
	- Teaching and Learning
	- Human Resources
	- Turnaround/DA Office
	- Union Representative
		May/June 2017 - August 2017

• Letters extended to high performing teachers who will be willing to relocate to a TOP school will be sent during the month of July and August. (Creating a preferred list of high performing teachers) • Invitations will be extended to teachers with high performing results or those with a belief system and a passion that all students can learn. The invitation will include an opportunity to meet with the Superintendent in an informal setting as a recruitment strategy for the district. • The district is currently negotiating offering monetary compensation for 2017-18 school year as part of the ongoing plan of staffing the TOP schools and sustaining the new initiatives from the 2016-17 school year.	- From the Desk of the Superintendent - Deputy Superintendent - Office of Public Relations - Office of Finance - Turnaround/DA Office - Union Representative	July 2017- August 2017

With creating a district plan of action to address rehiring or replacement of teachers, it is the expectation of the district that schools will make visible improvements early in the school turnaround process within the TOP schools beginning with goals that can be accomplished quickly to get the "quick wins" needed to stay motivated, set early goals for which the authority and resources to implement are already in place and consider routine goals such as scheduling, improving access to resources, physical facilities, and improving discipline as examples of early wins.

Implementation Plan

Assurance 7: Identify one or more of the following Areas of Focus the district will address in the 2016-17 DIAP by marking the box with an X.

Part III of the DIAP shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Progress monitoring and summative assessments have been developed and are undergoing validity and reliability testing. In conjunction with the external operator, the DBLT will develop a calendar for the administration of assessments, analysis and discussion of data, and a system for instructional response to the data. The calendar will address following each of the following areas:

- Initial professional development (item analysis, data analysis, general and content area differentiation, assessment vs. grading, system policies and expectations)
- Assessments (which ones, when, where, how, lab schedule)
- Data collection (how, when, who, system, technology, format, schedule)
- Production (who, what, format, system, calendar, access, troubleshooting)
- Analysis (item analysis, teachers taking assessments, instructional implications, sorting of needs)
- Differentiation (small groups, resources, when, assistance, push-in, pull-out, staff schedule)
- Follow-up (monitor for implementation, monitor for effectiveness)
- Individual needs (ESE, gifted, ELL, para schedules, resources, additional professional development)

Area of Focus 1
The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data based, problem-solving framework.
1. Progress monitoring assessments developed 2. School Improvement office and curriculum and instruction personnel will create calendar to include standards, instruction, assessment, data analysis/discussion, and data implementation 3. Training and follow-up support will be provided within a subgroup that includes professional development, student services, ELL, curriculum and instruction, EMO, and school improvement staff. 4. Additional work time financed through budget, federal programs, and negotiated with local bargaining unit 5. AAE to provide data analysis training and assistance

Area of Focus 3
The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.
1. Student services to provide training for teachers and paras to assist with meeting special needs of students. Staff deployment to be adjusted to provide consistent support throughout the five schools 2. ELL will provide dedicated staff to assist with strategies appropriate for language learners

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3. AAE will provide technical support for data analysis

4. Curriculum and instruction to provide specific strategies for individualized instruction

5. School Improvement office will work in combination with professional development, curriculum and instruction, and EMO to identify
and provide support for specific PD needs

While the areas of focus are critical for assuring a system of data collection, analysis, and differentiation, the system must account for a reasonable timetable for core instruction. This information is in addition to what has been outlined extensively in Assurance 1.

Option 4: External Operator

Assurance 1: *The district shall enter into a contract with a school turnaround organization or Education Management Organization (EMO) to operate the school(s), following established district policies and procedures for contracting with external providers.*

Assurance 2: *The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.*

In order to address the Turnaround Option Plan (TOP) and the support the selection of Option 5: **Hybrid**, Polk County School will entered into a contract with an Academic Management Organization (AMO) "Educational Directions" to work collaboratively with the district to support TOP schools
Educational Directions has a proven track record in turning around chronically underperforming schools and their record includes the following data to support the rationale for Polk County selecting this company as a partner in reshaping the way of work for the TOP schools.

Districts	Data Highlights	Timeframe
Duval County Public Schools	Schools serviced by Educational Directions (DeSensi) scored a grade of A, B or C during the 2009-2010 school year. Their work in this large urban county in Florida, was focused toward ensuring that leadership teams created systems that supported student achievement through alignment of state standards to effective instructional practices.	2012-2013
Bardstown City Schools

Christian County Public Schools | Within the state of Kentucky, Educational Directions worked with more than 20 counties infusing training and coaching with leadership teams. As a result of this work, schools exceed their goal of raising student achievement in the majority of the schools, many of which, were recognized as successful schools by the state, | 1998-2010 |

	having made significant gains.	
Mansfield City Schools	Faced with a directive to close 10 schools within the state of Ohio that had never been rated successive on the Ohio Assessment Test, the superintendent contracted with Educational Directions. At the end of one year, eight of the 10 schools received a successful rating on the Ohio Assessment Test. One school in particular cut its performance gap between white and minority students by 50%.	2006-2010
Indianapolis Public Schools	Educational Directions worked with underperforming schools in Indianapolis, Indiana. By the end of the second year 85% of elementary schools and four of six middle schools and exceeded their academic goals on the state assessments.	2003-2007

Data supporting increased improvement in partnership with district as an AMO

School	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
ANDREW JACKSON HIGH SCHOOL	D	C	B	F	D	F	F	F	D	C	C	C	F	C	C	D
ENGLEWOOD HIGH SCHOOL	C	B	B	C	C	D	D	D	D	C	C	C	D	C	C	C
JEAN RIBAULT HIGH SCHOOL	C	B	A	C	D	F	D	F	F	D	F	F	F	D	D	D
WILLIAM M. RAINES HIGH SCHOOL	D	D	C	D	D	F	F	F	D	D	F	D	F	D	D	D
NATHAN B. FORREST HIGH SCHOOL	C	C	C	C	D	D	F	F	D	C	D	D	D	C	C	C
EDWARD H. WHITE HIGH SCHOOL	C	C	C	D	D	F	D	C	C	D	D	D	C	C	C	D
FIRST COAST HIGH SCHOOL	B	A	C	C	D	F	D	D	D	C	C	C	C	C	C	C
A. PHILIP RANDOLPH ACADEMIES	C	B	A	C	F	F	D	D	C	C	D	D	D	C	D	C

The following information is an additional explanation to the concerns identified within the plan:

Upon release of school grades in 2014, the district began exploring multiple options to build capacity of school administrators. Among the partnerships created, the district contracted several experienced consultants to act as principal mentors for select schools during 2014-2015. Six school administrators were selected to receive monthly support from Educational Directions consultants. Four additional schools were targeted for support from another contractor (*highlighted in yellow - Steve Hite *).

The school grades of four of the six schools with Educational Directions consultants improved, and two remained the same. Further analysis of the two approaches led the district to identify the strategies and support of the Educational Directions consultants as the most effective.   It should also be noted that the amount of time and support each consultant provided to the identified schools was limited to 2-3 days per consultant per month. In that time, however, the following strategies were identified as effective and will be continued in greater depth in the new plan. Educational Directions was not considered as an AMO but was utilized as support for administrators.

- Inventory school and district resources to make sure that all are readily available and used effectively and intentionally
- Use existing cognitive and non-cognitive patterns that present barriers to student performance
- Identify strategies that are short-term but provide immediate gains as opposed to strategies that are long-term and eliminate the performance concerns
- Ensure that the school has appropriate plans for all underperforming students and systems
- Ensure that school leadership teams develop and implement comprehensive plans for students in each portion of the learner year.
- Administrator mentor and advisor

School	2014-2015	2013-2014	Consultant
Jere Stambaugh Middle School	C	D	Tom Carter
Rochelle School of the Arts	B	C	Butch Martin
Carlton Palmore Elementary School	C	D	Robert Knight
Polk City Elementary School	C	D	Robert Knight
Haines City High School	C	C	Butch Martin
Lake Region High School	C	C	Butch Martin
~~Southwest Middle School~~	~~C~~	~~D~~	~~Steve Hite *~~
~~Westwood Middle School~~	~~D~~	~~F~~	~~Steve Hite *~~
~~Kathleen Senior High School~~	~~C~~	~~D~~	~~Steve Hite *~~
~~Kathleen Middle School~~	~~F~~	~~D~~	~~Steve Hite *~~

In addition to a deeper implementation of the continued strategies listed above, the full list of the AMO new deliverables includes additional strategies that will be provided as well. Based on the results from 2013-14 the district identified Educational Directions as the AMO to assist in improving and increasing school grades. Each deliverable is indicated in the table as either "continued" or "new" and is also aligned to at least one of the 5 Essentials for school improvement. The 5 Essentials research was developed by the University of Chicago and endorsed by FLDOE and the Bureau of School Improvement, this research has shown that schools strong on three or more of the five essentials were 10 times more likely to improve student learning than schools that were weak.

Deliverables	Measurable Evaluation of Deliverables	Time line	5E Alignment
Build a sense of urgency to change by preparing teachers for a student focused program with goals, training, tools and support. (*New Strategy*)	Polk County leadership teams will be trained in the different periods of rhythm of the learner year: Formative period, calibration period, testing window and beginning of the school year	August 2016 – On going	Effective Leaders
Opening school with strategies in place to build a culture of success, effective management and academic rituals and routines, student work and performance	ED coaches will assist in supporting and building school climates by focusing how schools open the year and set expectations. Implementation	August 2016 – On going	Effective Leaders

Deliverables	Measurable Evaluation of Deliverables	Time line	5E Alignment
expectations and data management strategies that allow us to track the progress of all learners. (**New Strategy**)	of school-wide systems in the areas of academics, monitoring, discipline, professional development that will be aligned with district's expectations. Measure deliverables by evaluating the implementation of systems thru observations, data sets (**Discipline, assessments, teacher surveys**)		
Developing effective partnering strategies and protocols for ED coaches to use in dealing with district and school-based coaches. (**New Strategy**)	Participate in the initial meeting involving all project stakeholders and develop a set of agreed-upon expectations for the project aligned with the DBLT policies and procedures. ED will inform and communicate to principal's teacher progress and will inform Turnaround staff of principal progress. Measure deliverable established meeting dates and minutes on progress of the project. (**Monthly Minutes and data from appropriate implemented systems within the school**)	August 2016 – On going	Effective Leaders
Aligning rigor and learner work to match the demands of the different periods of the learner year. (**New Strategy**)	Learner year, and the coaches will assist school leadership in turning the training that will be provided by ED into action plans for all teachers and provide support as needed for teachers. Classrooms will be observed by ED and school staff with a focus on level of engagement and immediate feedback will be provided for the teachers who have been observed.	August 2016 – On going	Ambitious Instruction and Collaborative Teachers
Integrate on-site and off-site ED resources behind a set of shared goals and expectations. (**Continued Strategy**)	ED coaches will help inventory school and district resources to make sure that all are readily available and used effectively and intentionally. ED will query senior staff and district staff through regular meetings when	August 2016 – On going	Effective Leaders

Deliverables	Measurable Evaluation of Deliverables	Time line	5E Alignment
	needed resources are required.		
Provide professional development, focusing on both leadership, instructional, and learning best practices for leadership teams. (**New Strategy**)	Up to five trainings will focus on the periods of the learner year; formative, calibration, testing window and beginning of the year. Access ED's and district mini data that can be pulled from the data specialist provided by ED and the district for specific content areas or PLC groups.	August 2016 – On going	Ambitious Instruction and Collaborative Teachers
Move the school with the implementation of short term solutions that provide immediate results. (**Continued Strategy**)	Use existing cognitive and non-cognitive patterns that present barriers to student performance.	August 2016 – On going	Effective Leaders
Build a learner-focused, student-needs culture/climate. (**New Strategy**)	Provide initial training on best practices in the opening the student year. Monitor behavioral and academic rituals and routines to make sure that all are effective and standardized. Emphasize positive culture and climate practices by using the extra period to address behavior expectations	August 2016 – On going	Supportive Environment
Move all tested classes toward learner best practice. (**New Strategy**)	Provide initial in-service on how students learn and what impacts their performance. Identify effective learner work for the opening period and the formative period and assist teachers in modifying lesson plans to include effective student work. Establish a monitoring system to link student learning work and student performance work.	August 2016 – On going	Collaborative Teachers
Build staff and student capacity so the school can move from short term strategies to sustainable, self-directed improvement: (**Continued Strategy**)	Identify strategies that are short-term example: Statement, Reason and Evidence (SRE) but provide immediate gains as opposed to strategies that are long-term and eliminate the performance concerns.	August 2016 – On going	Ambitious Instruction

Deliverables	Measurable Evaluation of Deliverables	Time line	5E Alignment
Create a learning base among staff that enables the school to provide student work appropriate to the different periods in the learner year: (**New Strategy**)	Provide training for schools on cognitive and non-cognitive data streams that is measured by an analysis of student work and developed to inform decision-making and planning to impact teachers and students.	August 2016 – On going	Collaborative Teachers
Ensure that the school has appropriate plans for all underperforming students and systems: (**Continued Strategy**)	Leadership team evaluation of existing school systems with a focus on how they enhance or inhibit academic programs (e.g. determining how bus schedules can impact before school or afterschool academic offerings).	August 2016 – On going	Supportive Environment
Ensure that, by the end of the year, the school has an institutionalized system for collecting, evaluating and using student focused data streams. (**New Strategy**)	Provide a review of school data collection to ensure that all needed data is being collected and organized for teacher use. Help establish the policies necessary to institutionalize and maintain a data management system that is consistent with data management best practices.	August 2016 – On going	Effective Leader
Ensure that school leadership teams develop and implement comprehensive plans for students in each portion of the learner year. (**Continued Strategy**)	Provide initial training for schools for each period of the learner year. As a part of the training, provide an implementation planning session for the school. Provide assistance to teachers in adapting lesson plans to reflect the demands of each period. Observe teachers implementing their plans and provide feedback and identify classes where support is needed. Continue monitoring implementation providing support until all classrooms include effective levels of	August 2016 – On going	Ambitious Instruction And Collaborative Teachers

Deliverables	Measurable Evaluation of Deliverables	Time line	5E Alignment
	student work and student engagement.		

The following Chart describes the recommended positions that will be available to support the implementation of the plan at each school during 2016-17. It also denotes the number of day that each identified individual will spend with each school.

Service	# of Days	Notes
Lead Coach A lead coach educator who has experience in turnaround schools and understands the ED approach to turnaround work. For this project, there will be one lead for each school.	**70 Days Per School for the Lead Coach**	This will be the point person for the school. This designated person will be the lead for most of the services that will be provided to a school by ED. This person will also be the primary source of information for monthly reporting and the recommendations and prescriptions for the end of the year reporting.
Academic Coaching ED provides content specialists in math, science, language arts, special education, social studies and ESL. These coaches are prepared to work with curriculum, classroom strategies, assessment and lesson planning. For this project, ED will assign science, language arts and math coaches if requested by the lead coach.	**6 Days Per School for the Academic Coach**	These days can be utilized for specific classroom or content area needs. These can be proportioned to each school or the district can choose to use them as a district bank of days to use for schools requiring additional interventions.
Data Coaching- ED data coaches work with school staff to develop student-focused data streams, collect and organize data, analyze data and use data in planning and decision-making. They aid in providing for the data needs identified by the lead coach.	**6 Days for the Data Coach**	These days are a mixture of onsite days helping set up data rooms and training school leadership to aggregate and disaggregate date as well as off-site analyzing data and creating reports.
Project Management- Project managers do the prep work for the project, broker services requested by lead coaches, monitor implementation and impact in each school and for the whole project and organize data for those generating the reports.	**10 Days to service the 5 TOP Schools**	These offsite days are to organize trainings, meetings and reporting as well as track the contract for the school. These will probably be frontloaded in the project life cycle.

Service	# of Days	Notes
Reporting Reporting can be handled by two or three of the ED staff. They are responsible for generating all reports required by the project, preparing data for the project manager and work with a project manager to monitor implementation and impact as well as complete the end of year reporting.	**15 Days for the Project**	These offsite days include working with district to create monthly and end of year reporting template, detailing the services for each school for the month and trending any positive efforts or red flags that need to be reported to the district. This includes a comprehensive end of year report with summary and prescriptive data.
District Training* All district training is done by one or two of ED's senior staff.	**5 Days for Training Session PD**	Up to 5 district trainings will be held for school leadership teams. This will include all materials and refreshments. If the district cannot provide a training site, this will be a straight pass through cost for the venue.
Executive Briefing* The executive briefings will be presented by ED's senior staff that will provide the briefing as agreed-upon in the contract. The briefing will include an analysis of the current year project and suggestions for the next year.	**3 Days for the Project**	The district can have ED leadership give an in-person or teleconferenced briefing on the progress of the AMO schools. We would recommend 1 at the beginning of the project, one at the end of the fall term and one to unpack the end of year report.

Assurance 3: *The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.*

This Assurance is addressed in "District Managed Turnaround" under Assurance 5 and 6.

Lake Alfred-Addair Middle School Addendum

Upon review of the needs assessment data and given the school has earned four consecutive failing grades, the district recognizes the need for additional support, structure, and resources beyond the comprehensive plan being put in place for the four other TOP schools. The additional support is outlined below:

Lake Alfred-Addair Middle will be transformed to Polk Polytech Academy and will be a highly sought after personalized learning site offering STEM in a technology-rich environment for middle school students. By creating a strong feeder pattern leading directly to a university program, Lake Alfred-Addair will offer an innovative and academically rigorous choice.

Lake Alfred-Addair Middle School is an existing traditionally zoned Title 1 middle school, currently serving grades 6-8, that will be transformed into Polk Polytechnic Academy (PPA), an engineering-themed, STEM-focused new magnet school serving students in grades 5-8.

The reform model at Lake Alfred-Addair Middle School, will place a heavy emphasis on parent, teacher and community training, coaching, evaluative feedback and modeling. Furthermore, strategies and theme selected will serve the need of increasing access to quality STEM experiences and increasing academic performance for all students, especially those from minority and low socioeconomic groups. The new magnet school will reconstitute both students and staff. All students who live in the eligible magnet zone will have to apply to attend Polk Polytechnic Academy via random lottery. Currently enrolled students at Lake Alfred-Addair Middle School will have a one-time priority selection during year one of the grant. MSAP grant will be used to create a 5-8 magnet school. However, school offerings will be extended through a joint district and local college partnership to create a partner High School. Grades 9 and 10 will be located on the Polk Polytechnic campus, while grades 11 and 12 will be located on the campus of the Florida Polytechnic University. This high school will be geared toward the STEM approach used by the university and opened to students interested in STEM careers, with opportunity for enrollment provided for students attending the middle school at Polk Polytechnic Academy.

Strong STEM Curriculum

The goal of the Polytechnic Academy will be to prepare students for STEM careers of tomorrow through personalized, accelerated learning paths that meet the needs of each individual student. Magnet school focus has been designed based on the research-based practices that increase student achievement and set students on the accelerated path to college or STEM careers. School's magnet theme will emphasize computer science, design and engineering. Students will be able to choose electives within the magnet theme, including Fabrication Lab, Computer Science Sequence, or accelerated STEM courses. In addition, STEM units of study will utilize engineering and fabrication lab experiences connected to and extending academic standards. An added benefit to PPA's unique course offerings will be the emphasis on preparing girls and minorities for success in the various engineering fields

Special Attention to Mathematics

In grades 5 and 6, special accelerated math sections will be opened for advanced students including Algebra I or Pre-Algebra paths preparing students for Algebra I.

Teaching with Poverty in Mind

The overreaching goal of the Polk Polytechnic Academy will be to reduce the isolation of the minority and low socioeconomic student. At the same time, the school will implement research-based approaches to reach and provide success for our most vulnerable students.

Fabrication Lab Authentic STEM Experiences

A Fab Lab, which is shortened terminology for fabrication laboratory, allows students to create what their minds imagine – from chess pieces to clocks and lampshades right in their classroom!

Personalized Learning

Personalization strategies will include digital learning, interest based projects, competency-based paths, small and large group direct instruction, and collaborative learning.

Intensive professional development and support will be provided to all teachers, enabling them to engage students in state of the art technologies and innovative academic experiences. Pedagogy will emphasize inquiry, problem solving and collaborative engagement in authentic, real life learning experiences. The calendar of additional professional development is as follows:

Year	Activity/Topic	Presenter	Participants	# of hours	Date of PD	Teacher Outcomes
	Lake Alfred-Addair *Teacher Professional Development*					
1	Ron Clark Academy	Ron Clark	Admin, TRST, Lead Teachers	18	Dec. 8-9, 2016	Experience school culture, rigor, and student engagement that can be applied to any subject and grade level. Ideal for educators and administrators who want to make significant changes in their school culture.
1	Curriculum Mapping and Unit Development (Backwards Design)	Jay McTighe	All staff	12	TBD 2017	Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends.
1, 2, 3	Fab Lab Training	TIES	Admin, TRST, Fab Lab Teacher	24	August 2017, 2018, 2019	Familiarize all teachers with engineering design process in Fabrication lab.
1,2,3	Reader's Workshop- comprehensive CCSS aligned reading program that ties into school's STEM focus	Columbia Teacher's College/ Lucy Calkins Group	5th and 6th grade teachers, TRST, Admin	32	Summer 2017, 2018, 2019	Strategies for integrating and teaching reading aligned with CCSS ELA.

			Lake Alfred-Addair *Teacher Professional Development*			
Year	**Activity/Topic**	**Presenter**	**Participants**	**# of hours**	**Date of PD**	**Teacher Outcomes**
1,2	Project-Based Learning and Performance Assessments	Jay McTighe	TRST, admin, 5 teachers	8	September 2017, 2018	This training will provide participants with an understanding of assessment design, aligning assessments with the Common Core State Standards, aligning assessments with other aspects of the mapped unit, hooking students with essential questions, incorporating rigor and depth of knowledge, and using rubrics with assessments within project based learning
1 OR 2	Planning for Rigorous Curriculum (Backward Design)	Jay McTighe	All staff	12	TBD 2017	Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends.
1,2,3	Magnet Schools of America Conference	Various Presenters at MSA	Admin, TRST	24	May 2017, 2018, 2019	
1,2,3	Teacher Stipends for Summer or Weekend Training Related to the Implementing	STEM teacher/Admin	All teachers	8	1 day per year	Participants will work together with experienced instructors to gain knowledge
1,2,3	Quality Assessments	Karen Bailey	10 teachers, principal, assistant principal, TRST	8	Fall 2017, 2018, 2019	Continue to collaborate to align assessments to Common Core standards and infuse technology and web 2.0 tools into their assessments,
1,2,3	Quality Assessments (follow up)	Karen Bailey	All teachers	1	Fall 2017, 2018, 2019	Participants will focus on implementing quality assessments. Teachers will align assessments to Common Core standards and infuse technology and web 2.0 tools into their assessments
2	Developing a Digital Mindset	Tech Coaches	10 teachers, principal, assistant principal, TRST	8	Winter 2017	Incorporate 21st century strategies into classrooms using digital media.

Lake Alfred-Addair Teacher Professional Development					

Year	Activity/Topic	Presenter	Participants	# of hours	Date of PD	Teacher Outcomes
1, 2, 3	Florida Educational Technology Conference	FETC presenters	Admin, TRST, 3 teachers	14	January 2017, 2018, 2019	Workshops with up to date technology applications will assist participants in integrating acquired technology throughout the curriculum
2	Quality Units and Integration of Mathematical Practices: content and mathematical practices and aligning components of the STEM units.		Math teachers, engineering lab teacher, TRST, Admin	6	Mar-18	Participants will learn how to embed standards of mathematical practices in mathematics instruction component of STEM units
2	Data Teams 4 Learning	Connie Kamm	Admin, Teachers & TRST	16	Oct-17	Core team will attend train the trainer workshop, resulting in certification and skills to support and train teachers in implementation of Data Teams assuring sustainability of the program
2	Decision Making for Results/ Data Teams –data driven, differentiated instruction	Connie Kamm	Admin, all teachers, TRST, STEAM Lead teacher	16	August	Participants will learn protocols and strategies for implementation of Instructional Data teams that will guide data driven instruction.
2	Differentiated Science Strategies	FDLR-Florida Diagnostic and Learning Resource	Engineering Lab teacher, TRST	30	Online class: January-April 2018	Participants will learn how to differentiate science content, product and process to assure that all students are attaining science learning goals.
2	Differentiated Science Strategies	TRST & Engineering Lab teacher	All teachers & Admin	5	March-June @ faculty meetings 2018	Participants will learn effective research based strategies to deliver differentiated instruction in the classroom
2,3	ASCD	ASCD-Educational Leadership	2 teachers, TRST, Admin	21	October or March 2017, 2018	Participants will learn the latest breakthrough practices for school and district administrators, new strategies and technologies that will heighten school performance, and allow for collaborative opportunities with top school leaders and educational experts from all over the U.S.
2,3	NSTA Conference-Science and STEM	NSTA, National Science Teachers	2 teachers	16	March/April 2018, 2019	Participants will learn about pedagogies and tools for implementing New Generation Science Standards.

Year	Activity/Topic	Presenter	Participants	# of hours	Date of PD	Teacher Outcomes
		Association				
2,3	NSTA STEM EXPO	NSTA, National Science Teacher Union	3 teachers, TRST	16	July 2018, 2019	Participants will learn tools and pedagogies for integration of engineering, technology, science and math
1, 2, 3	ISTE Conference - integration of technology across curriculum workshops	ISTE-Intern'l Society for Tech in Educ	3 teachers, TRST	28	Summer 2017, 2018, 2019	Workshops with up to date technology applications will assist participants in integrating acquired technology throughout the curriculum
2,3	NCTM	NCTM, National Council of Teachers of Math	4 teachers, TRST, Admin	16	April 2017, 2018	Participants will learn about pedagogies and tools for implementing Common Core Math Standards.
2, 3	Common Formative Assessments	Larry Ainsworth	Admin, all teachers, TRST	8	August 2018, 2019	Participants will learn the 10-step process of creating and implementing common formative assessments to assure that units are standards aligned and assess students' progression toward standard mastery.
2, 3	Follow up for major curricular initiatives Year 2- data teams/CFA Year 3 data teams/CFA/ APAs	Larry Ainsworth	Admin, all teachers, TRST	2	Fall 2018, 2019	Participants will be provided support, feedback and guidance for implementation of Instructional Data teams, Common Assessments and Authentic Performance Assessments.
3	Differentiated Math Strategies	FDLR-Florida Diagnostic and Learning Resource	TRST, Engineering Lab teacher	30	Online class: January-March 2019	Participants will learn how to differentiate math content, product and process to assure that all students are attaining math learning goals.
3	Differentiated Math Strategies	TRST & Engineering Lab teacher	All teachers & Admin	5	March-June @ faculty meetings 2019	Participants will learn how to differentiate math content, product and process to assure that all students are attaining math learning goals.

Year	Activity/Topic	Presenter	Participants	# of hours	Date of PD	Teacher Outcomes
			Lake Alfred-Addair **Teacher Professional Development**			
3	Authentic Performance Tasks require students to use skills, strategies, and knowledge learned while completing a real-world task.	Jay McTighe	5 teachers, TRST & admin	16	2 days-January-June 2019	Participates will learn how to develop performance based assessments and task to assure mastery of standards within hands on STEM approach
1, 2, 3	Change Management	David Gregory	Entire Staff		TBD 2017, 2018, 2019	David Gregory will work with each MSAP school to conduct initial onsite visits, vision development, strategic plan development coaching, rebranding and marketing, and intensive change management support
1,2,3	Personalization	David Gregory	Entire Staff		TBD 2017, 2018, 2019	David Gregory will work with each MSAP school to build a personalized PD online platform, provide training, personalized coaching, school site visits, and onsite personalized learning implementation support.
1,2,3	Diversity-Socioeconomic disadvantage		Entire Staff		TBD 2017, 2018, 2019	