

ACCELERATE HILLSBOROUGH



SUPERINTENDENT TRANSITION PLAN

ADDISON G. DAVIS

*Establishing Hillsborough County Public Schools
as a Premier School District in America*



Hillsborough County

PUBLIC SCHOOLS

Preparing Students for Life



Introduction to Accelerate Hillsborough

As the new educational leader of Hillsborough County Public Schools (HCPS), I am honored, humbled, and inspired by the incredible responsibility to improve teaching and learning. It is my goal to build upon the great foundation established by my predecessor while cultivating new innovative experiences that will improve student performance and allow all learners to discover endless possibilities. In an effort to guide our work, I have established a 100 Day Plan, **Accelerate Hillsborough**. The primary goal of my entry plan will be to LISTEN, LEARN, PROBLEM SOLVE, and TAKE ACTION. This blueprint will afford me the opportunity to listen and learn from our community members, students, teachers, support professionals, schools, business partners, faith-based partners, civic leaders, and school board members in order to collectively identify Hillsborough County's strengths, challenges, and immediate areas of opportunity.

Accelerate Hillsborough has been designed to launch a long-term sustainable planning process that will assist HCPS with becoming a distinguished and national model of educational excellence for all students. As I navigate through this entry plan, I will dedicate my efforts to raising academic experiences, creating a climate and culture that fosters collaboration, leading with transparency, and making every education decision with a child-centric mindset. The knowledge obtained during this my entry plan process will be used to obtain a deeper understanding of every facet of our organization in order to leverage data-driven information to lead Hillsborough County Public Schools in an effective, efficient, and reliable manner toward building a world-class, forwarding thinking school district.

Accelerate Hillsborough is anchored in strategic and thoughtful implementation phases that will facilitate growth and allow for a fluid flow of relevant information related to the current realities of our educational system.





“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” – John Quincy Adams

Creating World-Class Experiences in Hillsborough

Each phase has been designed to provide a comprehensive view and understanding of Hillsborough County Public Schools, our city, and vision from key community stakeholders. This process will expedite my understanding of the current state of education in Hillsborough and demand action steps to:

- Collaborate with Stakeholders;
- Listen, Learn, and Observe;
- Share Aspirations and Vision for Improving Teaching and Learning;
- Problem Solve and Action Plan;
- Implement Solutions through proven Transformational & Innovative Strategies.

During the first 100 days as Superintendent of Hillsborough County Public Schools, I will be committed to visiting schools, meeting with school board members, students, employees, educational advocates, community members, along with building a foundation for future growth and improvements. In an effort to build a school district of distinction, this will require continual community engagement while striving for excellence and equity for all students. **Accelerate Hillsborough** will focus on six goals that will assist with becoming acquainted with our community, civic partners, and school district while remaining focused on enhancing teaching and learning within our classrooms. The six goals that will be used to elevate educational experiences in becoming a premier school district in the state of Florida, are as follows:

- #1. School Board & Superintendent Relations**
- #2. Student Achievement, Equitable Access, & Instructional Practices**
- #3. Climate, Culture, and Health of the Organization**
- #4. Community Engagement & Public Outreach**
- #5. Organizational Efficiency and Fiscal Responsibility**
- #6. Mental Health, Safety, and Security**

Each individual goal will assist in building a common understanding of individual department’s strengths and behaviors while assessing the overall health of the organization.



Expected and Desired Outcomes

Hillsborough County Public Schools is prepared to launch into a new era designed to actively and consistently engage stakeholders and create full option graduates: a young adult that is prepared to earn a living wage as a result of participating in an industry training program, experience success in a higher education setting, or be successful with military services. This can only be accomplished by obtaining an accurate reflection on the overall efficiency of the organization. My mission will be to work tirelessly to implement ***Accelerate Hillsborough*** with the goal of transforming all gathered information into a comprehensive plan that defines and establishes high expectations for all learners and employees. The expected outcome of my entry plan is to build a collective vision for the future of Hillsborough Schools with the voice from board members, employees, community members, and civic leaders. This forensic analysis will allow the opportunity to:

- ❖ Create a comprehension report describing key findings, observations, and feedback from all stakeholder groups;
- ❖ Transform key findings into a thoughtful reflective outline that can potentially lead to a five-year strategic plan linked to improving student achievement through smart goals, initiatives, projects, and organizational targets;
- ❖ Establish a shared vision and common focus for the entire community, with a deeper understanding of the mission of Hillsborough County Public Schools.

Now is the time to band together for the relentless pursuit of offering an equitable high quality world-class education for all learners in Hillsborough County. I look forward to our work together as we create a forward thinking school district that energizes our learners, establishes student efficacy, bridges our community, and inspires teachers and support professionals to assist our children to discover endless possibilities. I stand prepared and ready to LEAD!

Respectfully,

Addison Davis

Superintendent of Schools





Goal #1: School Board and Superintendent Relations

In order to ensure that Hillsborough County Public Schools has an intense focus on meeting the needs of every student, in every classroom, everyday, a strong relationship between the School Board and Superintendent must be established. The goal will be to build a psychologically safe environment where mutual respect, trust, effective communication, and transparency are the founding pillars that shape a positive, team-oriented working relationship. To cultivate strong, productive, professional, and child-centric relationships with individual School Board Members and as a whole, the following action steps will be taken in order to produce positive outcomes for our district.



Pre-Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
1.1	Share Entry Plan with School Board Members and Cabinet Members for feedback, recommendation, and direction. <i>Use all relevant information to make immediate adjustments.</i>	Addison Davis	
1.2	Schedule one-on-one meetings with School Board Members to begin shaping positive personal and professional relationships while obtaining the School Board's perspective of the school district.	Addison Davis and Board Members	

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1.3	Meet with School Board members to identify key community stakeholders, business organizations, civic leaders, educational advocates, and faith-based partners.	Addison Davis and Board Members	
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Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
1.4	Schedule and plan a School Board meeting to define clear governance norms and expectations related to the School Board and Superintendent’s interaction, roles, responsibilities, communication protocols, committee appointments, and legislative priorities. The objective will be to cultivate a shared vision for core values, reflections of organizational structures, and identifying areas of opportunity.	Addison Davis and Board Members	
1.5	Schedule and plan a School Board meeting to establish expectations for the first year as Superintendent, evaluation matrix, board meeting protocols, board workshop expectations, board agenda format, and establish annual district goals.	Addison Davis and Board Members	
1.6	Establish individual meetings with Board Chair (and others if necessary) to review current organizational systems and processes related to Superintendent and Board communication and interaction linked to establishing monthly school board meeting agendas.	Addison Davis and Board Members	
1.7	Meet with School Members to conduct a SWOT (Strength, Weakness, Opportunity, and Threat)	Addison Davis and District Personnel	



	analysis of the entire school district and identify desired initiatives, projects, and targets.		
1.8	Meet with School Board members to discuss communication structures and interactions with Superintendent, cabinet members, and senior staff.	Addison Davis and Board Members	
1.9	Establish a protocol for handling constituent requests for information or assistance and develop a feedback system so School Board Members are apprised of all resolutions.	Addison Davis and Board Members	
2.0	Meet with individual School Board Members to better understand why they ran for office and what they aspire to accomplish within the organization and respective communities.	Addison Davis and Board Members	
2.1	Coordinate school visits with School Board Members and attend various community functions to meet constituents and share vision for improving teaching and learning.	Addison Davis and Board Members	

Goal #2: Schedule Achievement and Equitable Access

Over the last few years, the district’s academic state ranking has declined; currently ranking 36 of 67 counties. While academic progression is evident in pockets of the organization, there is an immediate need to review and analyze current curriculums to determine if they promote student achievement and support effective teaching strategies that engage **ALL** students in meaningful, authentic, and rigorous work. To obtain this goal, we will need to analyze formative and summative student achievement data and identify equity gaps within the organization that will be confronted immediately. The objective is to have a greater knowledge of the vision for academic services by reviewing academic structures, instructional frameworks, tiered instructional inputs, instructional materials, district assessments, curriculum maps, professional development, and define the roles of each district and school-based employee. Additionally, this component will focus on equitable access to high quality instruction and curriculums, magnet schools, school choice offerings, advanced courses, dual enrollment, and career and



technical pathways. This information will allow the School Board and Superintendent to determine the most appropriate course of action for improving teaching and learning for **ALL** students.

Pre-Transition Action Steps

<u>Initiative Number</u>	<u>Tasks</u>	<u>Personnel Assigned</u>	<u>Current Status</u>
2.1	Conduct a curriculum audit (electronically and manually) to provide a systematic evaluation of the curriculum structures, processes, and supplement materials in place. This audit will inform district based staff on whether or not current adopted curriculums and supplemental materials are aligned to the Florida State Standards.	Addison Davis and Curriculum & Instruction	
2.2	Review current organizational structure for curriculum and instruction to determine appropriate levels of service to best support teachers, leaders, and schools. Is there an appropriate span of control along with sufficient: <ul style="list-style-type: none"> ❖ District instructional support; ❖ ESE instructional support; ❖ School-based interventions; ❖ Mental health support; ❖ School Counselors, Physiologists, Social Workers; ❖ Alignment of internal & external Wraparound services. 	Addison Davis and Assistant Superintendents	
2.3	Review five year strategic plan and five year disaggregated achievement data to determine overall health and well-being of the school district. This is inclusive of district, state, and national assessment data.	Addison Davis, Chief of Schools, and Assistant Superintendents	

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2.4	Review the K-12 Literacy Audit and K-2 Early Child Audit to determine organizational strengths, areas of opportunity, and next instructional steps.	Addison Davis and District Personnel	
2.5	Determine the overall capacity of the current data warehouse and student achievement data is being used to inform instructional practices and selection of curriculums for both the district and teachers.	Addison Davis and Information Technology Director	
2.6	Determine if there is a system to capture principal supervisors, principals, and assistant principal's observations from classroom walkthroughs. This information should be focused on student experiences and not the educator. This information will allow all educational leaders the opportunity to identify trends and patterns, calibrate instructional lens, and determine next steps for professional learning.	Addison Davis, Chief of Schools, and Assistant Superintendents	
2.7	Review school choice offerings, geographical magnet programs, demographic offerings for advanced courses and dual enrollment for all learners within the district to determine if the student enrollment is proportionate to the overall racial make-up of the student body.	Addison Davis, Chief of Schools, and Assistant Superintendents	



Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
2.8	Meet with district and school-based staff to determine individual and organization expectations for all students' academic success and commitment to meeting the needs of ALL diverse learners. Push all leaders to articulate their understanding on how to maximize moments of learning and strategies for building the capacity of educators through bite-sized actionable feedback.	Addison Davis, Assistant Superintendents, Principals, Teachers, and Support Professionals	
2.9	Meet with district's instructional staff and supports to review disaggregated achievement (state, district, grade level, and content), instructional programs, instructional supports, instructional priorities, and instructional targets that lead to improving the intellectual development of ALL students.	Addison Davis, Assistant Superintendents, & Curriculum Directors	
2.10	Meet with the district staff and school-based administrators to review current curriculum by grade level and content area to determine overall impact and alignment to the Florida Standards. Compare curriculum implementation with historical data results to identify overall effectiveness.	Addison Davis, Chief of Schools, and Assistant Superintendents	
2.11	Complete a comprehensive review of every school to determine the capacity and infrastructure related to technology equipment, access, and curriculum delivered digitally. Develop strategies to eliminate current barriers.	Addison Davis & Information Technology Division	

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2.12	<p>Meet with the Chief of Schools, Assistant Superintendent of Curriculum, directors, content area specists to analyze and discuss patterns and trends of student achievement gaps in the following areas:</p> <ul style="list-style-type: none"> ❖ All assessed FSA grade levels and content areas; ❖ All assessed EOC examinations; ❖ SAT and ACT assessments; ❖ Dual Enrollment Enrollment and Credits Earned; ❖ Advanced Course Enrollment and Credits Earned; ❖ Graduation Rates; ❖ College Readiness Rates in Reading & Math; ❖ Student Disciplines and Attendance Rates. 	Addison Davis, Chief of Schools, and Assistant Superintendents	
2.13	<p>Conduct a review of all Achievement Schools to determine the causation and root analysis for why these particular schools have been underperforming. There is a need to determine if the issue for underperforming is linked to equity, growth mindset, curriculum, district support, school-based interventions, leadership, teacher readiness levels, professional development, school improvement, assessment plan, etc. All information captured will be used to create a comprehensive plan for improving educational experiences.</p>	Addison Davis, Chief of Schools, and Assistant Superintendents	
2.14	<p>Review the current Master Schedule Guidelines to determine equitable access to high quality accelerated courses in Hillsborough County Public Schools.</p>	Addison Davis, Chief of Schools, and Assistant Superintendents	

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2.15	Review implementation plan for Tiered instructional services and supports. Is there a commonly adopted Tier 1, Tier 2, and Tier 3 curriculum provided to every school, every teacher, and every student?	Addison Davis, Chief of Schools, and Assistant Superintendents	
2.16	Review current evaluations for district personnel, principals, assistant principals, and teachers to determine if they are designed to improve student performance for ALL learners.	Addison Davis & Human Resources	
2.17	Meet with Chief of Schools and district administrators to discuss the academic performance, culture, and climate of each school to determine immediate support for continuous improvement.	Addison Davis, Chief of Schools, and Assistant Superintendents	
2.18	Assess the current professional development plan to determine overall direction and effectiveness for building the capacity of principals, teachers, and support staff. Determine alignment to instructional priorities established by the strategic plan and any budgetary constraints that must act as barriers.	Addison Davis, Chief of Schools, and Assistant Superintendents	
2.19	Conduct an audit of all district developed assessment schedule, calendar, and requirements to determine efficiency and alignment to Florida Standards. Review the district progress monitoring tool used to determine student mastery and instructional next steps.	Addison Davis	
2.20	Meet with district personnel, Early Learning Coalition, and Child First to determine the early childhood implementation plan, budget, and desired outcomes.	Addison Davis, Chief of Schools, and Assistant Superintendents	

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2.21	Meet with students, teachers, and school-based leaders to determine their overall view of high quality instruction being delivered by teachers and supported by school and district leaders.	Addison Davis	
2.22	Review the MTSS and RTI Implementation Plan and determine that appropriate interventions are taking place for ALL students.	Addison Davis & ESE Director	
2.23	Review the assignment of reading specialists, instructional coaches, interventionists, and other support staff positions throughout the district to determine whether schools with higher numbers of underserved students are receiving the necessary support.	Addison Davis, Chief of Schools, and Assistant Superintendents	
2.24	Meet with the School Choice Office to determine continuity of programs and if there K-12 offerings within neighborhood schools.	Addison Davis and School Choice Director	
2.25	Review and evaluate the district's current practices for ensuring appropriate and effective transitional opportunities from elementary to middle, from middle to high, and from high to post-secondary.	Addison Davis, Chief of Schools, and School Choice Director	
2.26	Meet with Supervisors of Instruction overseeing teacher Media, Art, Physical Education, Health, Music, STEM, STEAM, and Foreign Language to discuss placement of programs and instructional priorities.	Addison Davis and Resource Specialists	
2.27	Review District programming for special populations, including students with disabilities, English Language Learners, etc.	Addison Davis	



2.28	Review the current instructional materials adoption cycle and budget in order to develop a plan to select the best instructional materials for our students.	Addison Davis, Chief of Schools, and Assistant Superintendents	
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Goal #3: Climate, Culture, and Health of the Organization

It is extremely important to obtain an understanding of Hillsborough County Public Schools’ climate, culture, and overall health. In order to build an educational environment that provides a sense of hope, connectedness, and well-being there must be an analysis of cultural norms, core values, and expectations that support improving the social, emotional, and physical mindset of all employees and learners. Additionally, there is a need to determine if students, families, and educators feel inspired to work toward a collective shared vision for preparing students to become full option graduates. It has been proven, across the nation, that a positive educational climate is the product of a district’s attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout school communities no matter the setting or geographical location. This goal will garner relevant information to assess all stakeholder’s current perception related to the health of the school district and if Hillsborough offers a positive educational environment that fosters learning and positive development for all.

Pre-Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
3.1	Meet and establish a relationship with key district staff members including cabinet, senior staff, and support personnel at the central office.	Addison Davis	
3.2	Identify and meet with influential community members, civic leaders, legislators, educational advocates, faith-based partners, and business organizations to determine community perception of the climate and culture of Hillsborough County Public Schools.	Addison Davis & Chief of Staff	

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3.3	Meet with School Board Members, communication lead, assistant superintendent of human resources, Community Advisory Committee, HASA, and teachers and support professionals association to determine the current climate and culture of Hillsborough County Public Schools.	Addison Davis, Board Members, Human Resources, Association Leads	
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Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
3.4	Meet with District staff to determine internal communication systems that are used throughout the district to connect with staff, schools, Board members, and community members.	Addison Davis, Communications Lead, and Leadership Team	
3.5	Schedule “Dialogue with Davis” sessions with school-based administrators, teachers, and support staff by grade band or department to discuss communication, consistent messaging, marketing, district and school-based interaction, and opportunities to improve internal and external relationships. Also determine if there is a shared vision for excellence and support in place.	Addison Davis and Chief of Schools	
3.6	Review five-year trend data from Climate and Culture surveys to determine strengths and areas of opportunity.	Addison Davis	



3.7	Implement an anonymous Instructional Culture Insight Survey to all educators to determine the current state of the district and devise a plan for improving systems, structures, and processes for building an effective climate and culture.	Addison Davis	
3.8	Determine if Panorama Survey would be appropriate to administer in order to allow students to reflect on their personal experiences. Information would be used to gain greater access to students through teacher relationships.	Addison Davis	
3.9	Meet with communications staff to review strategies for communicating with internal staff and community members via local media outlets, social media, district website, and local publications.	Addison Davis	

Goal #4: Community Engagement and Public Outreach

One of the greatest priorities to ensure a healthy organization, is to establish effective systems and processes for community engagement and public outreach. During the first 100 Days, we will work to establish and sustain two-way dialogues with all key stakeholders in the Hillsborough community and develop proactive strategies to connect with parents, caregivers, and community members who may not always have a voice. As Superintendent of Schools there must be a commitment to working alongside students, parents, community leaders, civic leaders, School Board Members, Sheriff’s Office, Mayor’s Office, Board of County Commissioners, University/College Officials, business leaders, and civic groups to formulate a trusting and open relationship. Immediately, Hillsborough County Public Schools will establish open lines of communication with all community members and ensure transparency under the leadership of the Superintendent. More than ever, today’s learners are faced with great difficulties and challenges that require partnerships between community members, parents, and educators with the goal of preparing our students to become tomorrow’s leaders. Due to the rich diversity within Hillsborough County, our district must reflect, respect, and engage a wide range of cultures to better understand **ALL** learners within the school district. The school district will commit to



building upon the current communication structures and seek to strengthen community and public relationships by working collaboratively for the betterment of our students.

Pre-Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
4.1	Identify and introduce myself to key internal and external influencers based on the input of School Board Members and district staff.	Addison Davis, Board Members, and District Personnel	
4.2	Host Media Day. Identify and introduce myself to key educational Journalists within Hillsborough in order to build an honest, transparent, professional, and accurate relationship.	Addison Davis & Communications	
4.3	Determine if there are informational and communication gaps between teachers, school-based leaders, support professionals and the district office. There are decades of research informing organizations that by empowering front-line professionals and creating effective systems of communications, leads to a more engaged workforce and greater outcomes. Teachers, support professionals, and school-based leaders must be the centerpiece of our efforts as we seek to Accelerate Hillsborough .	Addison Davis, Board Members, and District Personnel	
4.4	Review and elevate the organizational structure and effectiveness of the communications department. Review the district and school-based marketing plan.	Addison Davis	



Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
4.5	Review and assess the quality of current structures and processes on how district information is disseminated and received by parents, teachers, school leaders, and community members.	Addison Davis & Communications	
4.6	Schedule introductory meetings with members of the local media to discuss communication protocols and share my vision for improving the educational experiences in Hillsborough. Work collectively to establish a working relationship that is collaborative, honest, transparent, and accurate.	Addison Davis & Communications	
4.7	Connect with key stakeholders and establish routine meetings, communication protocols and mutual dialogues, focusing on increasing student achievement and continuous improvement. Establish open and honest dialogue with Philanthropy and local funders, Elected officials, Chamber of Commerce officials, HASA, Hillsborough Classroom Teacher Association, & Hillsborough School Employee Association Leaders, PTAs, University officials for district partnerships, Key business leaders and partners, Educational or Community Advocacy groups, Civic leaders, and Non-profit groups.	Addison Davis, Board Members, and District Personnel	

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4.8	<p>Establish initial listen and learn community meetings that will allow community members to discuss educational practices, strengths, areas of opportunity, critical issues, and big ideas for the future of Hillsborough County Public Schools.</p> <p>Meet with School Board Members to determine if additional avenues for connecting with community members may be desired.</p>	Addison Davis	
4.9	<p>Schedule meeting with the Family & Community Engagement Department to determine scope of work and how ongoing support is provided to students, families, and schools.</p>	Addison Davis & FACE Department	
4.10	<p>Meet with established student organizations to identify what is working, what is not, and what we can do differently.</p>	Addison Davis & Chief of Schools	
4.11	<p>Collect district data on all business partners who are involved with schools and the services they provide. Capture all partnership to determine established internships and externship opportunities for students and teachers.</p>	Addison Davis & District Personnel	
4.12	<p>Meet with the Career Technical Education Department to review current Advisory Boards and discuss vision for expanding community partnerships.</p>	Addison Davis & Director of CTE	
4.13	<p>Meet with School Board Members and Student Achievement School leaders to identify how business partners and civic leaders are supporting underperforming schools. Devise a plan to raise funding to transform all schools under this umbrella.</p>	Addison Davis, Board Members, and Student Achievement Leader	



4.14	Meet with the district staff to discuss the current marketing plan and strategies to reimage the district to promote Hillsborough County Public Schools.	Addison Davis & Communications	
4.15	Meet with the communications department director to review the current organizational chart and personnel roles and responsibilities.	Addison Davis & Communications	

Goal #5: Organizational Efficiency and Fiscal Responsibility

Organizational efficiency, effectiveness, and accountability will be a centralized area of focus under my leadership. In order to become a district of destination in Hillsborough, we must establish an organizational and financial structures that support schools and allow ALL learners to reach their true potential. As Superintendent of Schools, I will:

- ❖ Define leadership roles and responsibilities for all team members with the goal of supporting schools;
- ❖ Develop a well diverse, highly skilled group of thinkers are placed in leadership positions;
- ❖ Review all organizational structures and personnel to determine need and efficiency;
- ❖ Establish a professional and positive culture focused on serving children and working toward helping students obtain success inside and outside of the classroom;
- ❖ Ensure that all leadership team members possess a “service before self” mentality;
- ❖ Unpack every line-up in each department’s recommended financial plan to ensure alignment with the district’s strategic plan and seek to remove duplicates that do not assist with improving student achievement;
- ❖ Create systems and processes to increase the district fund balance along with current bond rating.

Pre-Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
5.1	Review and potentially restructure the current organizational charts for leadership divisions.	Addison Davis	

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5.2	Review all roles, responsibilities, functions, for cabinet, senior staff, and district leadership team members and elevate their historical efficiency and effectiveness within the organization.	Addison Davis	
5.3	Schedule a meeting with all district leadership team members to review vision for 100 Day and professional expectations for implementation.	Addison Davis	
5.4	Review the current financial status of the organization along with the entire budget for HCPS (inclusive of enrollment, FTE, general fund, federal funds, and awarded grants.)	Addison Davis and Chief Finance Officer	
5.5	Review tax referendum financial plan along with its implementation plan to address deferred maintenance,	Addison Davis and Operations	

Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
5.6	Establish regularly scheduled meetings with executive staff and set clear understanding of roles, responsibilities, expectations, systems for mutual accountability, and communication protocols.	Addison Davis and Leadership Team	
5.7	Meet with School Board Members to review the current organizational charts for the district office to determine alignment for improving student achievement and obtaining strategic plan goals.	Addison Davis and Board Members	

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5.8	Conduct one-on-one interviews and review state of division analysis with all direct reports and senior leadership.	Addison Davis and Leadership Team	
5.9	Review all initiatives, projects, and targets established by district personnel to determine professional outlook and services being provided to schools. Restructure and refine where deemed necessary in order to improve efficiency and organization health.	Addison Davis and Leadership Team	
5.10	Review instructional goals, professional development calendars, employee handbook, policy manual, employee evaluation manuals, district school improvement plans, TOP school improvement plans, and department areas of focus to obtain a deeper understanding of the organization.	Addison Davis and Leadership Tam	
5.11	Schedule a day with cabinet members and senior staff to review centralized focused for fostering a continuous improvement mindset, district school grades, Achievement School structure, curriculum and instruction vision, career and technical education outlook, vision to engage community members, and plan to retain, recruit, and hire highly skilled educators to Hillsborough County Public Schools. This meeting will also discuss norms and protocols for effective communication.	Addison Davis and Leadership Team	
5.12	Meet with cabinet members and senior staff to review action plans and structure for Principal and Assistant Principal Meetings. Discuss overall focus and expected outcomes. Provide clear expectations related to leadership development and review leadership pipeline opportunities.	Addison Davis and Leadership Team	

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5.13	Meet with the Chief Financial Officer and financial project manager to review all budgets within the organization and discuss proactive strategies to eliminate areas that are not aligned to improving student achievement and duplications. Determine if federal categoricals can be used to free general revenue dollars.	Addison Davis and Chief Financial Officer	
5.14	Meet with Hillsborough Education Fund Director to discuss proactive strategies to raise money to assist with strategic plan projects.	Addison Davis and Education Fund Director	
5.15	Meet with the Operations department to review all funding linked to the recently passed tax referendum and how all money is currently being spent to address deferred maintenance, assist with new builds, and used to offer innovative solutions for schools.	Addison Davis and Operations	
5.16	Meet with cabinet members to review the historical trend of student enrollment, school based capacity, controlled open enrollment, and future expansion within the school district. Discuss proactive strategies to recruit new comers to HCPS along with retaining our best and brightest students. A marketing plan must be developed to assist with this process.	Addison Davis and Leadership Team	



Goal #6: Mental Health, Safety, and Security

There is a strong relationship between academic achievement and a child's physical, emotional and mental health. This link is the foundation for providing school health and wellness services as an important component of a school program. School health services provide primary prevention aimed at keeping students in school through appropriate screenings, early identification of children at risk for physical, emotional and mental health concerns, and case management of students with chronic health concerns. With coordinated resources and guidance, Hillsborough County Public Schools can meet the health needs of **ALL** learners, improve academic growth, and assist with providing ongoing support to develop the whole child. Additionally, safety and security will be one of the most sacred priorities as we seek to create a physically and psychologically safe environment for ALL students and employees.

Pre-Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
6.1	Determine organizational structure for mental health, safety, and security supports.	Addison Davis	
6.2	Schedule meeting with School Board Members to discuss district Mental Health Initiatives.	Addison Davis and Board Members	
6.3	Review district-wide mental health plan and budget allocations.	Addison Davis	
6.4	Review district-wide safety and security plan.	Addison Davis and Safety & Security Director	



Transition Action Steps

Initiative Number	Tasks	Personnel Assigned	Current Status
6.5	Meet with district personnel to discuss mental health plans and social emotional learning priorities.	Addison Davis & Mental Health Coordinator	
6.6	Meet with district personnel to discuss the coordination of internal and external mental health resources for students and families to identify effectiveness and reduction of duplicated services.	Addison Davis & Mental Health Coordinator	
6.7	Meet with School Counselors, Social Workers, Psychologists, and ESE Specialists to better understand the current implementation plan and ways to improve efficiency.	Addison Davis & Mental Health Coordinator	
6.8	Meet with district personnel to review Baker Act data by grade level, gender, ethnicity, geographical location and determine preventative measures and intervention supports for both students and families.	Addison Davis, Chief of Schools, & Mental Health Coordinator	
6.9	Meet with external mental health partners to identify what's working, what's not, and what we can do differently in a coordinated effort to better support students.	Addison Davis & Mental Health Coordinator	
6.10	Review and potentially refine the job description for school counselors to ensure that their roles and responsibilities are focused on assisting	Addison Davis & Human Resources	

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	students reach their full intellectual, social, and emotional capacity.		
6.11	Meet with district personnel to determine what professional development is being extended to district personnel, school-based leaders, teachers, and support professionals related to mental health services and interventions.	Addison Davis & Mental Health Coordinator	
6.12	Meet with the Director of Safety and Security to review the district implementation plan for meeting all requirements related to HB 7030. How is HCPS in compliance with state statutes?	Addison Davis and Director of Safety & Security	
6.13	Meet with the Director of Safety and Security to review all budgets and all expenditures related to school hardening initiatives, communication protocols, and safety and security placement.	Addison Davis and Director of Safety & Security	
6.14	Meet with local law enforcement leaders to discuss safety and security plans within HCPS. Discuss how I can continue to assist with this process.	Addison Davis and local law enforcement leaders.	
6.15	Review aggregated discipline data to determine the number of serious violations and SESIR coded incidents. Determine of data if there are discrepancies in the number of referrals extended to students of color or a particular gender.	Addison Davis and Chief of Schools	



Conclusion

I recognize the importance of education and understand the need for the greater community to be engaged in improving teaching and learning. **Accelerate Hillsborough** provides an avenue to meet with key district staff and community members to jointly discuss the state of the school district and identify proactive strategies to lift the educational experiences. Through the implementation of this entry plan, I will identify the district's strengths, accomplishments, areas of opportunity, and next steps that will guide my work over the coming years.

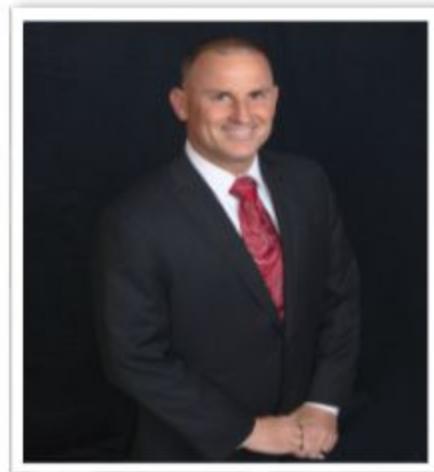
Once **Accelerate Hillsborough** has been completed, my plan will be to triangulate all relevant information in a formal report for School Board Members, organization personnel, community members, and civic leaders. All findings, observations, and key lessons will be presented to School Board Members with the goal of developing a robust strategic plan that will allow Hillsborough County Public Schools the opportunity to compete nationally and prepare our students for jobs that do not exist today. As a community, we must embrace public education and work collectively to ensure that every child is provided with a world-class experience in every school, every classroom, every day.

I stand prepared to lead this charge collectively with the School Board of Hillsborough County Public Schools. Collectively, we will **Accelerate Hillsborough** and prepare each of our students to compete locally, in the workforce, and nationally!

Let us begin this journey!

Addison Davis

Superintendent of Schools



“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” – John Quincy Adams