

## 2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 52 - Pinellas

Dr. Michael A Grego, Superintendent  
Jim Browder, Region 4 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

##### District Mission Statement

Educate and prepare each student for college, career, and life

##### District Vision Statement

100% Student Success

#### Supports for School Improvement

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

The leadership team meets weekly to monitor the progress of our DA schools. Staff from the Technology Information Systems (TIS) Department developed an electronic monitoring system which allows team members to identify school-based issues; assign personnel responsible for resolving the issues; and monitor the progress of the resolution. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, effectiveness of School-based Leadership Team, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve the issues.

Leadership Team Members include: Deputy Superintendent, Area Superintendents, Assoc. Superintendent Teaching and Learning, Assoc. Superintendent Student and Community Services, Ex. Directors (Elementary, Middle, High, ESE and Student Services), and Directors (Assessment, Accountability and Research, Title I and Strategic Partnerships).

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

The Deputy Superintendent conducted a needs assessment in cooperation with the Area Superintendents and Principals before allocating units, coaches and extended learning funds. Federal, state and local grant dollars are allocated to our high need schools following a comprehensive needs assessment.

The Pinellas County School District developed a comprehensive reform plan that was modeled after key successful components of the Fairmount Park Children's Initiative, a pilot program that was implemented in Pinellas in 2009. The plan is in direct alignment with the district's strategic goals. It will focus on increasing achievement for all students, with an emphasis on closing the achievement gap, and turning around the lowest performing schools. The plan is strategically designed to target five elementary schools: Fairmount Park Elementary, Melrose Elementary, Campbell Park Elementary, Maximo Elementary, and Lakewood Elementary.

The school plan will include the following areas of focus: comprehensive mental health and social counseling, additional classroom assistance, full behavior management systems, enhanced family engagement, ongoing professional development, frequent district monitoring, preferential human resource processes, comprehensive wraparound services, and enhanced extended learning

opportunities supported with transportation.

Comprehensive mental health and social counseling--Responsible personnel: Suncoast/Ex. Director Student Services

- \* One full time psychologist assigned at each school
- \* One full time social worker assigned at each school
- \* One or more licensed mental health counselors servicing each school

Additional classroom assistance – Responsible personnel: Area Superintendents

- \* Each classroom teacher, K-5, will have a full time paraprofessional as a teaching partner.
- \* These teaching partners will form a cohort of potential new teachers.
- \* Extensive monthly training will be offered to the classroom teachers and the teaching partners.

Full behavior management systems – Responsible personnel: Area Superintendents

- \* The schools will implement positive Behavioral Supports (PBS) using the Florida Positive Behavioral Support Project Model under the supervision and training of the University of South Florida.
- \* Schools have developed a school based PBS leadership team to lead this behavioral support plan.
- \* PBS school leadership teams are provided with on-going monthly training sessions conducted by the Florida Positive Behavioral Support Project staff from USF.
- \* Area Superintendents will be monitoring the progress and implementation monthly.

Enhanced family engagement-- Responsible personnel: Director Strategic Partnerships/Juvenile Welfare Board

Parents will be expected to:

- \* attend monthly Parent/Family meetings – there will be a campaign to promote participation throughout the community.
- \* Sign the parent contract form
- \* Participate in the school-wide agenda program
- \* Attend the Parent/Teacher Conference Day each semester
- \* Participate in quarterly home visits
- \* Participate in Parent/Family trainings (JWB/PCS)

Ongoing professional development will occur on a monthly basis after school for content implementation with embedded monitoring and additional supportw. Responsible personnel: Assoc. Superintendent Teaching & Learning/Professional Development

The content provided will consist of the following topics:

- \* Co-teaching Processes and Routines- What does co-teaching look like and sound like?
- \* Culturally Sensitive and responsive teaching - Director Title I
- \* Content and methods development
- \* Small group instruction
- \* Clinical Education- scaffolding new teachers into the learning environment

Frequent district monitoring – Responsible personnel: Deputy Superintendent – Administrative Leadership Team

Instructional Support Model (ISM) visits every 6 weeks. At these ISM visits, district staff will:

- \* Review the goals and strategies of the SIP
- \* Visit classrooms to provide school with feedback
- \* Provide feedback to the school on strengths and areas for instructional improvements
- \* Review assessment data to drive instruction
- \* Identify further professional development needed for teachers to improve instruction
- \* Area Superintendents to visit at 2-3 week intervals between ISM visits to monitor implementation of ISM action plan.

Preferential human resource processes – Responsible personnel: Asst. Superintendent Human Resources

- \* Each school may hire for any vacancies at any time
- \* Each school is not required to accept any involuntary transfer teachers
- \* Four of the five schools (not Lakewood ES) offer \$3000 recruitment or retention bonuses to attract highly effective teachers

Comprehensive wraparound services –Responsible personnel: Director Strategic Partnerships/

### Juvenile Welfare Board (JWB)

All community agencies will be solicited to provide additional support at these five schools including:

- \* Family Services Initiative – Resources for families to access such as food, clothing, transportation, etc.
  - \* Access to mental health services (Suncoast)
  - \* Sanderlin Neighborhood Family Center – Family Service Center – training, tutoring, family activities
  - \* South County Community Council – community collaboration group that works on community concerns
  - \* South County Wrap-around Services Collaborative – Collaboration of agencies who provide services to children and families
  - \* McCabe Center for Early Learning – Pre-Kindergarten program
  - \* Community Out of School Time (– City of St. Petersburg-Boys/Girls Club, etc)
  - \* City of St. Petersburg Out of School Time – Teen Arts, Sports, and Cultural Opportunities (TASCO), Tutoring Program, Recreation Centers, etc.
  - \* Enhanced scholarships for after-care programs through the YMCA and R'Club
- Enhanced extended learning opportunities – Responsible personnel: Deputy Superintendent, Area Superintendents, Leadership Team
- \* Enhanced Extended Learning Program (ELP) budgets to include services for all students scoring Level 1 or 2 in reading or math
  - \* Transportation available for ELP program

Measurement/Evaluation/Metric Development –Accountability, Assessment & Research/JWB Evaluator

Implementation will be individualized at each school through its School Improvement Plan (SIP).

District leadership will work to secure funding for all aspects of the plan. Schools will assist through their Title I budget plan.

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

The Leadership Team will meet weekly to monitor the District's DIAP and MTSS. The Area Superintendents, Ex. Directors for Teaching & Learning (T & L) and their content specialists conduct Instructional Support Model (ISM) visits on a predetermined schedule and report back to the Leadership Team weekly. The team conducting the ISM visits uses iObservation software to determine school-wide instructional trends. A support plan is developed during the Leadership Meeting based on the data from the ISM visit.

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

The district's definition of operational flexibility is outlined in School Board Policy 1115, Decentralized Decision Making. Foundational to this definition is the belief that those most closely affected by decisions ought to play a significant role in making those decisions; the school is usually the most viable organization unit within which to make changes; and changes have a greater degree of being effective and long-lasting when carried out by people who feel a sense of ownership and responsibility.

### Sustainability of Improvement

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

District staff in cooperation with the Pinellas Classroom Teachers Association staff developed a retention and recruitment agreement to support our current Focus and Priority schools now and in the future. This agreement will allow the District to pay highly qualified teachers a bonus to move into or stay at a high needs school. The District has also partnered with the Council for Education Change to increase the number of business leaders supporting our Focus and Priority schools. The principal and business leader work collaboratively to develop a three year strategic plan to increase student achievement.

## Stakeholder Involvement

### PIP Link

<https://www.floridacims.org/documents/275354>

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

PIP submitted to the FDOE

**Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions**

The Deputy Superintendent meets with district leadership weekly to review the progress of our DA schools. Staff from our Technology Information Systems Department developed an interactive management system to track issues and/or concerns at our DA schools. The program allows leadership to enter and prioritize issues and alert responsible district staff when issues arise at a school. Area Superintendents and Teaching & Learning staff conduct Instructional Support Model visits weekly. During the ISM visit, the team analyzes data, conducts walk-throughs, determines needed professional development, and develops a support plan. The District Team will visit the Focus and Priority schools every six weeks.

## Effective Leadership

### District Turnaround Lead

#### Employee's Name and Email Address

Matway, Lori, [matwayl@pcsb.org](mailto:matwayl@pcsb.org)

#### Employee's Title

Assistant Superintendent

#### Employee's Phone Number

(727) 588-6033

#### Employee's Phone Extension

6033

#### Supervisor's Name

Dr. Michael Grego

**Supervisor's Title**

Superintendent

**Employee's Role and Responsibilities**

The Associate Superintendent, Community and Student Support Services performs a variety of supervisory and administrative tasks in developing, directing, and overseeing the day-to-day operations of the Community and Student Support Services Division including translating the district's educational philosophy, goals, and objectives into active terms that directly benefit students. Is responsible for the administration of the division's departments including the supervision of its personnel, functions, goal setting, communicating, and decision-making while coordinating the delivery of community and student support to the PreK-Adult curriculum. This position works directly with all other Associate Superintendents and Area Superintendents to develop systematic approaches to evaluate and improve community and student support to determine the most effective means of closing the achievement gaps and increasing student achievement for every student in a safe learning environment. Vested with the authority of the Superintendent to resolve issues related to the day-to-day operations of the Division of Student and Community Support Services.

**District Leadership Team:****Grego, Mike, [gregom@pcsb.org](mailto:gregom@pcsb.org)****Title** Superintendent**Phone** (727) 588-6001**Supervisor's Name** School Board**Supervisor's Title** Board Member**Role and Responsibilities**

The Superintendent is the chief administrative officer in the Pinellas County School System, and, as such, is ultimately accountable for all functions and programs of the school system. He is the secretary and executive officer of the School Board and exercises by law the following power. Generally oversees the district school system to determine problems and needs and recommends improvements. Advises, counsels and recommends to the School Board. Recommends policies. Recommends and executes rules and regulations to supplement those adopted by the State Board of Education.

**Corbett, Bill, corbettw@pcsb.org****Title** Assistant Superintendent**Phone** 727-588-6022**Supervisor's Name** Dr. Michael Grego**Supervisor's Title** Superintendent**Role and Responsibilities**

Serves as Acting Superintendent in the absence of the Superintendent; assumes all the duties and responsibilities of the Superintendent. Serves as a staff officer to the Superintendent, including, but not limited to, keeping the superintendent informed as to all financial, information services, facilities, operational, and personnel issues, and status of the school system. Provides advice as to the appropriate use of all resources of the district; recommends changes in policy and practice; and assists in the preparation of agenda for Board meetings. Directs activities of the district to be in compliance with law, policy, and regulations in a manner that ensures the optimal use of district assets.

**Moore, Pam, moorep@pcsb.org****Title** Assistant Superintendent**Phone** 727-588-6121**Supervisor's Name** Dr. Michael Grego**Supervisor's Title** Superintendent**Role and Responsibilities**

The Associate Superintendent, Teaching and Learning performs a variety of supervisory and administrative tasks in developing, directing, and overseeing the day-to-day operations of the Teaching and Learning including translating the district's educational philosophy, goals, and objectives into active terms that directly benefit students. The Associate Superintendent, Teaching and Learning is responsible for the administration of the Division's departments including the supervision of its personnel and functions, goal setting, communicating, and decision-making while coordinating the delivery of the PreK- Adult curriculum. This position works directly with the Associate Superintendent, Finance & Business Services, Associate Superintendent, Operational Services and Area Superintendents to develop systematic approaches to evaluate and improve teaching and learning to determine the most effective means of closing the achievement gaps and increasing student achievement for every student in a safe learning environment.



**Wright, Pat, wrightp@pcsb.org****Title** Assistant Superintendent**Phone** 727-588-5022**Supervisor's Name** Dr. Michael Grego**Supervisor's Title** Superintendent**Role and Responsibilities** Ms. Wright directly supervises the principals in Area 4. She monitors the effective and efficient operations of the schools in her area.**Poth, Robert, pothr@pcsb.org****Title** Assistant Superintendent**Phone** 727-588-5020**Supervisor's Name** Dr. Michael Grego**Supervisor's Title** Superintendent**Role and Responsibilities** Mr. Poth directly supervises the principals in Area 3. He monitors the effective and efficient operations of the schools in his area.**Kennedy, Ward, kennedyw@pcsb.org****Title** Assistant Superintendent**Phone** 727-588-5023**Supervisor's Name** Dr. Michael Grego**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Mr. Kennedy directly supervises the principals in Area 1. He monitors the effective and efficient operations of the schools in his area.**Hires, Barbara, hiresb@pcsb.org****Title** Assistant Superintendent**Phone** 727-588-5024**Supervisor's Name** Dr. Michael Grego**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Dr. Hires directly supervises the principals in Area 2. She monitors the effective and efficient operations of the schools in her area.

**Downes, Sandra, downess@pcsb.org****Title** Director**Phone** 727-588-6443**Supervisor's Name** Pam Moore**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

The Executive Director, Elementary School Education is responsible for the administration, supervision, and management of curriculum and instruction duties and functions. The duties will be identified and assigned through a cooperative working relationship with the Associate Superintendent, Teaching and Learning Services. Responsibilities include goal setting, planning, organizing, coordinating, decision-making, and communicating with central administration and school-based personnel.

**Hinds, Dywayne, hindsdy@pcsb.org****Title** Director**Phone** 727-588-6453**Supervisor's Name** Pam Moore**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

The Executive Director, Middle School Education is responsible for the administration, supervision, and management of curriculum and instruction duties and functions. The duties will be identified and assigned through a cooperative working relationship with the Associate Superintendent, Teaching and Learning Services. Responsibilities include goal setting, planning, organizing, coordinating, decision-making, and communicating with central administration and school-based personnel.

**Vasquez, Rita, vasquezr@pcsb.org****Title** Director**Phone** 727-588-6302**Supervisor's Name** Pam Moore**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

The Executive Director, High School Education is responsible for the administration, supervision and management of curriculum and instruction duties and functions. The duties will be identified and assigned through a cooperative working relationship with the Associate Superintendent, Teaching and Learning Services. Responsibilities include goal setting, planning, organizing, coordinating, decision-making, and communicating with central administration and school-based personnel.

**Brimm, Valerie, brimmv@pcsb.org****Title** Director**Phone** 727-588-6245**Supervisor's Name** Lori Matway**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Direct, supervise, develop, coordinate, organize, implement, monitor, and evaluate the operational policies, procedures, and processes of the Office of Strategic Partnerships. Responsible for the district's family and community relations activities including, but not limited to, volunteer and mentoring programs, corporate /business, community, faith-based, government and higher education partnerships. Provide guidance and support to internal and external organizations, individual schools, district-level organizations, and post-secondary institutions to better serve the needs of all students.

**Conage, Mary, conagem@pcsb.org****Title** Director**Phone** (727) 588-6311**Supervisor's Name** Lori Matway**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** Position is responsible for the administration of all special projects and contracts between the Pinellas County School Board and the funding agency, including the state and federal government. Responsibilities include coordinating requests for all federal, state categorical and private grants.

**Aemisegger, Sherry, aemiseggers@pcsb.org****Title** Director**Phone** (727) 588-6032**Supervisor's Name** Pam Moore**Supervisor's Title** Assistant Superintendent

**Role and Responsibilities** The Executive Director, Exceptional Student Education (ESE) works directly with the Associate Superintendent Teaching and Learning Services to develop systematic approaches to evaluate and improve teaching and learning to determine the most effective means of closing the achievement gaps and increasing student achievement for every student in a safe learning environment.

<b>Evans, Dan, evansd@pcsb.org</b>	
<b>Title</b>	Director
<b>Phone</b>	727-588-6250
<b>Supervisor's Name</b>	Pam Moore
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Administrative position responsible for the planning, coordination and overall implementation of research, evaluation, testing, accountability, planning and policy services, projects and activities in the district with emphasis on improved decision making and accountability, particularly in regard to: District goals, objectives and priorities, including the Superintendent's goals and priorities as stated in the District Strategic Plan; Ongoing innovative or formative educational and support programs or projects; and Innovative or formative educational and support programs or projects of a pilot nature.

<b>Corace, Mary Beth, coracem@pcsb.org</b>	
<b>Title</b>	Director
<b>Phone</b>	727-588-6011
<b>Supervisor's Name</b>	Dr. Dan Evans
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	District strategic planning, policy development and approval, school improvement plan development and approval, and system accreditation.

## Educator Quality

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

Dr. Grego and/or staff met with the focus and priority school principals during the summer to review school data, evaluate the effectiveness of their leadership and determine if a leadership change was necessary. This process was also used to determine the effectiveness and quality of leadership at the assistant principal, coaching, and specialist level.

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

Teachers identified by their previous year's summative evaluation rating of Highly Effective or Effective who are an integral part of the school team and aligned to the school's mission and vision were recruited to remain at the school.

Teachers identified by their previous year's summative evaluation rating of Developing or Needs Improvement who are an integral part of the school team and are aligned to the school's mission and

vision, and who have shown improvement will participated in a District interview with District personnel. The District Interview Committee determined if the teachers were recruited to remain at the school.

Teachers who did not have a previous year's summative evaluation were recruited or not recruited based on the established protocols above using the Administrative Review rubric.

Any teacher recommended for renewal who was not recruited to remain at a priority or focus school, was eligible to apply for other teaching positions throughout the District and/or was placed in another teaching positions.

## Public and Collaborative Teaching

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

District staff supports the assistant principal for curriculum during the development of their master schedule to ensure that common planning time is embedded in the schedule. Common planning time continues to be a focus of professional development with school leaders and is monitored at the school and district level.

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

District staff evaluated the effectiveness of the coaches at each of the Focus and Priority schools. Effective coaches were retained and others were moved to ensure that highly qualified coaches were placed at Focus and Priority schools. Coaches are required to maintain logs submitted to both their principals and their supervising content specialist ensuring that the majority of their time is spent in classrooms and delivering professional development. Coaching Academies are held for all literacy, math, and science coaches with explicit professional development to lead and model effective practices including lesson study, professional learning communities, data analysis, and the instructional shifts required by the Florida standards.

## Ambitious Instruction and Learning

### Instructional Programs

#### Reading

***Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan***  
Yes

#### Writing

***List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:***

**In Grades K-5, students work in writing modules designed to last six weeks each. Each module allows students the opportunity to write to topics and texts as specified in the Florida State Standards. Teachers are further supported through professional development opportunities, Core Connections, which provide the rigorous writing tasks that students will encounter through FSA writing assessments. Teachers collaborate using student work to further promote the acquisition of the expected writing skills.**

**Program Type** Core

**School Type** Elementary School

**Description** Each day in all grades, students receive explicit instruction, often accompanied by teacher modeling, followed by guided and independent practice. Reflection on what students have learned is an integral part of daily writing instruction.

### **Jan Richardson's Guided Reading**

**Program Type** Supplemental

**School Type** Elementary School

**Description** Currently, we recommend that all teachers follow Jan Richardson's guided reading routine. An important part of this routine is the writing component. The goal is to teach struggling writers how to become more proficient writers by applying the skills and strategies that have been taught during the small group reading lesson. The teacher provides support at the zone of proximal development (Vygotsky) and gradually releases his or her support as the student internalizes the focus strategy. By framing the response so that it relates to the guided reading text, students are extending their comprehension and learning how to respond to reading. Schools also have the opportunity to use Istation during their daily intervention time. This computer-based program provides a writing component tied to the 6-traits of writing. Istation provides another opportunity for students who struggle to receive extra support in writing.

### **One-on-one Conferences**

**Program Type** Intensive Intervention

**School Type** Elementary School

**Description** One-one conferences allow teachers to zero in on the needs of individual students. Teachers identify the area of need, provide direct instruction to the student and coach as they practice independently.

**Write Source****Program Type**

Core

**School Type**

Middle School, High School

**Description**

- Meet with ELA department chairs and literacy coaches to discuss the Florida Standards Assessment (FSA) for English/Language Arts (ELA) and instructional implications of FSA Test Item Specifications, writing prompt direction guidelines, text stimulus attributes, and Language Arts Florida Standards (LAFS) addressed on FSA
- Work with Write Score to ensure ELA assessment platform is revised to reflect FSA test item specification, design summary, and blueprints for the FSA for ELA
- Provide all ELA and reading teachers with an overview of FSA resources and structured time and support for reviewing FSA Test Item Specifications, writing prompt direction guidelines, text stimulus attributes, and Language Arts Florida Standards (LAFS) addressed on FSA during District-wide Training (DWT) Day
- Provide all ELA and reading teachers with a resource booklet containing FSA information— including abbreviated test item specifications, examples, and writing prompt direction guidelines
- Develop and communicate an action plan for schools to ensure students take the FSA Training Test and become familiar with online testing tools and features
- Support ELA teachers with using Write Score data to drive instruction
- Use Write Score lessons to practice skills related to the LAFS and target performance gaps
- Implement Core Connections exemplar lessons for reading and writing practice aligned to standards, ELA formative assessments, and the FSA
- Participate in Core Connection PD using student work from exemplar lessons to plan for instruction aligned to LAFS

**Small Group Instruction****Program Type**

Intensive Intervention

**School Type**

Elementary School

**Description**

Small group instruction brings together students with similar needs. The teacher is then able to provide direct instruction in areas of greatest need. Most often, these groups focus on strategies and techniques experienced writers use. Knowledge of writing strategies builds struggling students' confidence which in turn helps improve their writing abilities.

**Shared Writing**

**Program Type** Intensive Intervention

**School Type** Elementary School

**Description** Shared writing provides an opportunity for the teacher and students to compose a coherent text together. The teacher writes while scaffolding children's language and ideas. This is an effective strategy for helping improve both the content of a piece of writing, but especially effective for modeling editing skills and strategies.

**Mathematics**

***List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:***

**Our Core Mathematics Instructional Design is based upon the Mathematics Florida Standards for content and the eight mathematical practices, and the recommendations of the National Research Council, the National Council of Supervisors of Mathematics, and the National Council of Teachers of Mathematics. During the 60 minutes of uninterrupted time, all students receive mathematics instruction that emphasizes the strategies and skills students need to develop procedural and conceptual knowledge in grade level mathematics.**

**Program Type** Core

**School Type** Elementary School

**Description** With the introduction of the Mathematics Florida Standards for Mathematics, teachers and students have the opportunity to engage in mathematics with focus, coherence, and understanding. The Standards for Mathematical Practice describe the ways that students will engage in the subject matter and ways in which teachers facilitate instructional opportunities for students' development of understanding. Therefore; the first ten days of mathematics instruction is designed to build a Mathematical Community of Learners. A community of learners can be thought of as a group of people interacting with each other, sharing common interests or goals, and working together to help each other achieve. Applying this to a mathematics classroom produces a group of students with common learning goals (mathematics content standards) who cooperate with each other to learn these goals with understanding (standards for mathematical practice). In other words, a mathematics classroom community will be built and defined by the opportunities, structures, and support the teacher facilitates, in order to help students work and learn together. The first ten days of community building place an emphasis on collaboration and problem solving through the use of the practice standards.



**ST Math**

**Program Type** Intensive Intervention

**School Type** Elementary School

Tier 1:

The Elementary Mathematics Department recommends two interventions for students during the 25 minute intervention block (Reteach, Extend, or Enrich). Two days (K-1st) or three days (2nd-5th) of ST Math, monitored with active teacher involvement. Two days of Go Math interventions, use of the Mathematics Formative Assessment Tasks with instructional implications and CPALMS within small group instruction.

ST Math:

**Description** Created by MIND Research Institute, ST Math is game-based instructional software for K-5 intervention and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. All students receive this intervention, to reteach, extend or enrich.

60 Minutes per week – Grades K-1

90 Minutes per week – Grades 2-5

**Soar to Success**

**Program Type** Intensive Intervention

**School Type** Elementary School

Tier 3:

Students needing more individualized instruction receive Tier 3 support. This happens outside of the core instructional block (30 minutes). More intensive, this level of instruction focuses specifically on student needs. Intensive intervention is provided through Soar to Success and the Intensive Intervention teacher's guide within the Go Math textbook adoption materials. Soar to Success is the technology based diagnostic and prescriptive interactive intervention. Soar to Success provides detailed progress monitoring tools.

**Description** Teachers are encouraged to use the Institute of Education Sciences (IES) published practice guide Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools and is provided through the Elementary Mathematics Moodle site. This guide provides eight specific recommendations intended to help teachers, principals, and school administrators use Response to Intervention (MTSSS/RtI) to identify students who need assistance in mathematics and to address the needs of these students through focused interventions. The guide provides suggestions on how to carry out each recommendation.

**Go Math**

**Program Type** Intensive Intervention

**School Type** Elementary School

**Description**

Small Group Instruction  
 Reteach - GO MATH – Reteach Book  
 Enrich – Go MATH - Differentiated Instructional Activities within every lesson  
 Extend – Go MATH- Grab and Go Differentiated Centers Kit (58)  
 A program never replaces active teacher involvement with small group instruction tailored to the needs of the individual child. CPALMS and the mathematics formative assessment system (MFAS) are excellent resources to help teachers create small groups and provide additional support. ST Math is designed for teachers to actively monitor students and provide instruction to individual students while using ST Math.

Tier 2:  
 The Elementary Mathematics Department recommends two interventions for students during their Tier 2 instruction. The first is the Strategic Intervention Guide within Go Math through print and included activities, focused and specifically selected hands-on activities with the Grab and Go Differentiated Centers Kits, including technology. ST Math – During this phase of intervention, teachers would re-organize the objectives based on individual student need, created specifically to address the Standards and interventions needed. Created by MIND Research Institute, ST Math is game-based instructional software for K-5 intervention and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

**Middle School Core**

**Program Type** Core

**School Type** Middle School

**Description**

- Based on the Mathematics Florida Standards
- Emphasis on developing procedural and conceptual fluency on grade/course level mathematics.
- Between 160 minutes and 270 minutes of instruction per week dependent on school bell schedule.
- Building a Mathematics Community (first five days of school)
- Create a culture of mathematics learning
- Explore and understand the 8 Standards of Mathematical Practice
- Key Elements
- Making the incorporation of the Standards of Mathematical Practice routine
- Balance between procedural and conceptual learning

### Middle School Intensive Intervention

**Program Type** Intensive Intervention

**School Type** Middle School

**Description**

- Rotation between teacher directed instruction and computer based instruction
- Teacher Directed
- Small group instruction with a focus on individualized needs of standards based curriculum on-grade level or below-grade level.
- 90-120 minutes each week
- Computer Based
- Utilization of Think Through Math program
- Student paced and individualized pathway with common on-grade level target lessons.
- Immediate student feedback and remediation as needed.
- Available live help and live certified math teacher through the program to students.
- 90-120 minutes each week

Key Elements:

- Provides on-grade level and below-grade level instruction to support increasing students achievement and mathematical foundation.
- Individualized and small group instruction focused on the students mathematical needs at the time of the need.

### Carnegie Learning

**Program Type** Core

**School Type** High School

**Description**

This is the core curriculum for our Algebra 1, Geometry and Algebra 2 students. It is a blended model so the students spend 60% of the time interacting with the consumable textbook and the other 40% interacting with the Cognitive Tutor, an online program used to familiarize the students not only with the Florida Standards but interacting with the content online. The curriculum is aligned to the Florida Standards and has built in the 8 mathematical practices for both students and teachers.

### Agile Mind

**Program Type** Intensive Intervention

**School Type** High School

**Description**

Intensified Algebra is in place at 6 of our high schools and middle schools. It is for a 90 minute block and was developed to prepare students for the Algebra End-of-Course-Assessment, as well as the Florida Standards. The focus of this program is for our Level 1 and low Level 2 9th grade students taking Algebra for the first time.

**Think Through Math****Program Type** Core**School Type** High School

**Description** This program is used for our Algebra 1 CR (Credit Recovery) students who have not passed either Algebra 1 or the Algebra 1 EOC. The program is student paced and provides an individualized pathway with common on-grade level target lessons. There is immediate student feedback and remediation as needed. Students can also access live help and live certified math teachers throughout the program.

**Science**

*List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:*

**National Geographic****Program Type** Core**School Type** Elementary School

**Description** This is the core science program adopted for Kindergarten. Program contains big books that support NGSSS content and introduces students to basic inquiry investigations

**CPALMS****Program Type** Core, Supplemental, Intensive Intervention**School Type** Elementary School, Middle School, High School

**Description** This is a teacher resource provided through FLDOE, web-based, including course descriptions, lesson/lab sharing, and lesson planning.

**GALE Power Search****Program Type** Supplemental**School Type** Middle School, High School

**Description** This web-based resource is used in grades 6-12, and provides authentic/non-fiction texts supporting science concepts and vocabulary.

**Science Mysteries Series**

**Program Type** Supplemental, Intensive Intervention

**School Type** Elementary School, Middle School, High School

**Description** NSTA, supports literacy and inquiry in science, used in 1st-5th grade, middle and high schools.

**Learn 360**

**Program Type** Supplemental

**School Type** Middle School, High School

**Description** This is an online media supplementary resource for concept exploration, and direct instruction.

**STEM Academies**

**Program Type** Supplemental

**School Type** Elementary School, Middle School, High School

**Description** These are extension opportunities used to help students apply science concepts in the classroom to real world applications and see the connections between science, math, and engineering.

**Brain Pop**

**Program Type** Supplemental, Intensive Intervention

**School Type** Elementary School, Middle School, High School

**Description** Online resource (<http://www.brainpop.com>) - online media for concept exploration and direct instruction. This resource is used at both elementary and middle school levels as a supplementary resource.

**PHET**

**Program Type** Supplemental, Intensive Intervention

**School Type**

**Description** 6-12, web-based, on line simulations in science.

**Harcourt Fusion****Program Type** Core**School Type** Elementary School, Middle School

**Description** This is the district-adopted core program for grades 1-8. Think Central is a digital based program that supports/supplements the core, Fusion. All components of both the text-based program and the digital-based program are integrated into the appropriate phases of district developed 5 E Lessons. These lessons are developed for all NGSSS grades 1-5. In 6-8, the Fusion core program supports each phase of the 5 E cycle through text, graphic analysis, lab investigations, online lessons, and extension activities.

**Gizmos****Program Type** Core, Supplemental, Intensive Intervention**School Type** High School

**Description** This web-based program is used in 9-12 biology classrooms (lab and data simulations).

**Science Learning Activity Guides and Success Criteria****Program Type** Core**School Type** Elementary School

**Description** Used in 1st-5th grade, these instructional guides represent a standards-based learning tool to guide students in mastery of science learning goals. The Success Criteria is the tracking mechanism for students to monitor their own progress towards mastery of these learning goals and it follows an instructional routine as students engage in the learning.

**Think Central****Program Type** Core, Intensive Intervention**School Type** Elementary School, Middle School

**Description** Think Central is an all-in-one learning site that provides access to digital books, activities, readers, and more for the Go Math Series.

## Science Investigation Labs

**Program Type** Supplemental

**School Type** Elementary School

**Description** Fifty-nine labs in elementary schools have been created and placed across the district based upon the examination of the district's standards-based common assessments. They support and review science content in grades 3-5 by supporting the conceptual understanding of the science concepts in each of these levels.

## Instructional Alignment and Pacing

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

All of the priority schools have Instructional Support Model (ISM) visits every 5-6 weeks to monitor the CORE instruction along with the intervention time. Feedback is given to the leadership team with next steps to improve instruction. The Florida Standards are reviewed in this process as we examine CORE instruction units which are based on the standards. The visits are followed up by the content specialists and leadership to ensure that the next steps have actually occurred. The next ISM visit looks for evidence of the work moving forward. At follow-up visits, ongoing progress monitoring data will be examined to look for achievement growth. In the L300 schools, there is one person identified to monitor the extended hour and the fidelity of the programs being utilized. This staff developer reports directly to the reading content supervisor and the administrator in each school after each visit with a follow up report to the Executive Director of Elementary Education. The staff developers also attend the ISM visits to support the embedded coaches with their next steps to further support teachers. The district has tightened up on core instruction in English/Language Arts by moving from "teacher choice across the block" to everyday elements including daily exemplar lessons. Content supervisors are monitoring that Effective Unit Planning with the Florida Standards is occurring by collection of the District created planning documents, and the debrief forms and logs of the coaches as these planning sessions occur.

At monthly Leadership and Learning Specialists' meetings, the administrators receive "Monthly at a Glance" documents with grade level specific content to utilize during walkthroughs enabling them to monitor the instruction being delivered. All schools have access to "Just in Time professional development" in all content areas. As administrators conduct their walkthroughs and analyze their data, they may contact the content specialists to arrange for professional development needed. At these monthly meetings, the administrators also receive professional development from the content specialists in each area on the "look fors" in the teacher lesson plans and as they walk through classrooms to ensure alignment to the Florida Standards. All of the content guides are posted and have been printed for teachers to have the standards and strategies at their fingertips.

The district elementary leadership team tracks school data to analyze the growth trends and the deficits occurring. As these trends are examined, an action plan is developed to assist schools with their next steps through staff developers and the area superintendents in their subsequent visits.

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

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

Yes

*Provide the hyperlink to the plan*

[http://pcsb.schoolwires.net/cms/lib8/FL01903687/Centricity/domain/170/board%20policy%20stuff/.Student\\_Progression\\_Plan\\_Policies\\_-Board\\_approved\\_2\\_25\\_14.pdf](http://pcsb.schoolwires.net/cms/lib8/FL01903687/Centricity/domain/170/board%20policy%20stuff/.Student_Progression_Plan_Policies_-Board_approved_2_25_14.pdf)

*Provide the page numbers of the plan that addresses this question*

pg. 2-6 and 10-11

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

Yes

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

*Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

#### Problem Analysis Summary

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



## District Improvement Goals

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.**      Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement.** 1a

G030559

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)	2015-16	80.0
District-Wide	Middle School Participation in EOC and Industry Certifications	2015-16	20.0
District-Wide	FSA Mathematics - Achievement	2015-16	71.0
District-Wide	FSA English Language Arts - Achievement	2015-16	74.0
District-Wide			

### Resources Available to Support the Goal 2

- Full-year professional development plan for principals and assistant principals
- Full-year professional development plan for aspiring leaders, new principals, new assistant principals
- Marzano appraisal processes/professional development
- Individually designed Deliberate Practice Plans for Improvement
- Alignment and collaboration with Teaching and Learning leaders, Student Services, leaders, and Area Superintendents to maximize professional development opportunities and consistency.
- Professional learning book titles used with leaders: Fink, Markholt, "Leading for Instructional Improvement: How Successful Leaders Develop Teaching and Learning Expertise"; and Marzano, Toth, and Carbaugh, "School Leadership for Results".
- Revised Instructional Support Model (ISM) documents including manual, data collection, and monitoring tools.

### Targeted Barriers to Achieving the Goal 3

- Past practices of principals and/or assistant principals serving as operational managers as opposed to instructional leaders.

### Plan to Monitor Progress Toward G1. 8

Increase student performance on standards

#### Person Responsible

Pam Moore

#### Schedule

On 6/30/2016

#### Evidence of Completion

On going progress monitoring tools and formative assessments provided by district Increase student performance on Florida Standards Assessment.

## District Action Plan for Improvement

### Problem Solving Key


**G** = Goal

**B** =  
Barrier


**S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

**G1.** Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement. **1**

 **G030559**

**G1.B1** Past practices of principals and/or assistant principals serving as operational managers as opposed to instructional leaders. **2**

 **B071117**

**G1.B1.S1** Administrators will participate in professional development to identify leadership roles and styles required to improve teaching and learning in the instructional core and explore practice-based techniques for closing the achievement gap. **4**

 **S079774**

### Strategy Rationale

Research affirms the direct and indirect links between school leader practices and student achievement.

### Action Step 1 **5**

Identify instructional gaps based on analysis of student data

#### Person Responsible

Pam Moore

#### Schedule

Biweekly, from 7/1/2015 to 6/30/2016

#### Evidence of Completion

Leadership team minutes, student progress monitoring data, school summary reports, classroom observation, and teacher evaluation data

**Action Step 2** 5

Identify and develop different modes of professional development delivery to encourage administrator and teacher attendance and meet individual and school needs.

**Person Responsible**

Pam Moore

**Schedule**

On 6/30/2016

***Evidence of Completion***

Completed modules; professional development calendar; and budget for paying teachers to attend professional development in core content areas

**Action Step 3** 5

School based administrators will identify teachers to attend professional development outlined in their Deliberate Practice Plan and the School Improvement Plan as identified through observation and analysis of student data.

**Person Responsible**

Bill Corbett

**Schedule**

On 7/1/2016

***Evidence of Completion***

Deliberate Practice Plan

**Action Step 4** 5

Principals will participate in a book study "School Leadership for Results" to build their capacity as visionary instructional leaders.

**Person Responsible**

Louis Cerreta

**Schedule**

Biweekly, from 7/1/2015 to 6/30/2016

***Evidence of Completion***

Leadership meeting agenda and minutes

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

Administrators and teachers will attend professional development as outlined in their Deliberate Practice Plan and the School Improvement Plan

**Person Responsible**

Bill Corbett

**Schedule**

Monthly, from 7/1/2015 to 6/30/2016

***Evidence of Completion***

Completed modules; professional development calendars; budget for paying teachers to attend professional development in core content areas.

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

Administrators will monitor through walkthroughs and formal observations that teachers are regularly implement effective standards based instruction at the appropriate level of rigor based on analysis of student data.

**Person Responsible**

Pam Moore

**Schedule**

Every 6 Weeks, from 7/1/2015 to 6/30/2016

***Evidence of Completion***

A Team minutes; student progress monitoring data, school summary reports, classroom observations, teacher evaluation data

## Implementation Timeline

## Professional Development Opportunities

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

**G1.** Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement.

**G1.B1** Past practices of principals and/or assistant principals serving as operational managers as opposed to instructional leaders.

**G1.B1.S1** Administrators will participate in professional development to identify leadership roles and styles required to improve teaching and learning in the instructional core and explore practice-based techniques for closing the achievement gap.

### PD Opportunity 1

Identify instructional gaps based on analysis of student data

#### Facilitator

Pam Moore, Sandy Downes, Dywayne Hinds, Rita Vasquez, Dan Evans, Lori Matway, Bill Corbett, Sherry Aemisegger and Mary Conage

#### Participants

Identified administrators and teachers

#### Schedule

Biweekly, from 7/1/2015 to 6/30/2016

### PD Opportunity 2

Identify and develop different modes of professional development delivery to encourage administrator and teacher attendance and meet individual and school needs.

#### Facilitator

Teaching and Learning Leadership Team along with all content area specialists; Professional Development staff

#### Participants

Identified administrators and teachers

#### Schedule

On 6/30/2016

### **PD Opportunity 3**

School based administrators will identify teachers to attend professional development outlined in their Deliberate Practice Plan and the School Improvement Plan as identified through observation and analysis of student data.

#### **Facilitator**

Professional Development staff, Teaching & Learning staff, Area Superintendents and Assessment, Accountability & Research staff

#### **Participants**

Identified teachers

#### **Schedule**

On 7/1/2016

### **PD Opportunity 4**

Principals will participate in a book study "School Leadership for Results" to build their capacity as visionary instructional leaders.

#### **Facilitator**

Teaching and Learning Leadership Team along with all content area specialists; Professional Development staff

#### **Participants**

Principals

#### **Schedule**

Biweekly, from 7/1/2015 to 6/30/2016



## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Identify instructional gaps based on analysis of student data	\$0.00
2	G1.B1.S1.A2	Identify and develop different modes of professional development delivery to encourage administrator and teacher attendance and meet individual and school needs.	\$0.00
3	G1.B1.S1.A3	School based administrators will identify teachers to attend professional development outlined in their Deliberate Practice Plan and the School Improvement Plan as identified through observation and analysis of student data.	\$0.00
4	G1.B1.S1.A4	Principals will participate in a book study "School Leadership for Results" to build their capacity as visionary instructional leaders.	\$0.00
Total:			\$0.00