FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Pinellas

Contact Person: Pamela Moore

Title: ASST SUPT PRE K-12 C & I

E-mail moorep@pcsb.org Phone Number: 727-588-2051

Fax:

Contact Person: Nicole Carr

Title: senior coordinator of Differentiated Accountability

E-mail Carrni@pcsb.org Phone Number: 727-588-6050

Fax:

Contact Person: William Lawrence

Title: Associate Superintendent, Teaching and Learning

E-mail lawrencew@pcsb.org
Phone Number: 727-588-6121

Fax:

Last Modified on: 08-10-2012



John L. Winn, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor K-12 Public Schools Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

Title I District Improvement Plan

Title I, Section 1116(c)(7)

This section addresses the requirements for districts that have been identified as in need of improvement.

Directions: Address each item below and provide your response in the appropriate cell or text box.

Title I District Improvement Plan - (Part1_1)

1) Summarize the process used to write this plan. Include how parents, school staff, and others were involved.

The DIAP is based on the Pinellas County School District Strategic Plan. Specific objectives and activities defined in the District Strategic Plan are further defined through the DIAP. The District Strategic Plan for 2012-2013 has been developed using a comprehensive needs assessment. The needs assessment included a review of prior year student performance data, district climate surveys, community and district workgroups, school improvement plans, state action plans, and district Office of strategic Planning. The District Strategic Plan demonstrates a commitment to systematic improvement to the district's programs and services to Pinellas County students and the community.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

Click here to see a Detailed Report

Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section "Title III District Improvement Plan."

Specific Ttaching

Subgroup not making satisfactory progress.	Subject Area	and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
satisfactory	-	Problem solving using FAIR results, FCAT 2.0 data,and teacher appraisal data, it was determined that our reading scores have remained flat across the district. To address this issue, we are implementing a new Professional Development system to align efforts at the district level, the school level, and for the individual teacher level to plan appropriate professional development activities that will	not sufficiently meet needs	District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block as needed and outside the 90 minute reading block as needed and outside the 90 minute block based on progress monitoring data. Using FCIM schools will analyze data to determine specific gaps to target instruction. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression. With a district focus on transitioning to Common Core State Standards, the implementation of the PD System will enable the district to provide more targeted, just in	District assures professional development is provided at various levels to support the needs of all students. At the elementary level, all schools are provided differentiated access to support from literacy coaches. Additionally, professional development is provided for specific reading interventions, such as Guided Reading (heavily emphasized in grades 3-5 during this year), Leveled Literacy Intervention (LLI), and other specific programs aligned to all components of reading. The Common Core State Standards are be implemented with direct literacy coaching support in grades K-2, but also with support through the PD system at all grade levels. At the secondary level, all schools are provided support from Literacy coaches.	Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director,
		address the needs of our students districtwide. The	assessments, "systems" approach to professional development, and FCIM	time opportunities for teachers to engage in meaningful professional development aligned to	Also, secondary intensive reading teachers may also attend professional	Rita Vasquez, Secondary Director, Antelia Campbell,
		professional	implementation) all	their IPDPs, school	development designed	Middle School
Total	Danding	development will be differentiated using	contributed to inconsistencies in district	improvement plans, and	specifically to support	Manager,
Total	Reading	district data to drive	implementation. Without	the district strategic plan.	reading intervention	Tracie Bergman,
		the content focus, but			curriculum.	Elementary
		it will continue to be	impacted district and	To also address the	Additionally, all	Reading/Language
		aligned to Common	schools' ability to problem	diverse needs of students	schools are	Arts Content
		Core State	solve issues with any	across our district, our	implementing Common	
		Standards/NGSS at	consistency.	professional development		Campbell,
		the appropriate grade			in English language arts	
		levels.		the need to provide	classes - in many	Content Specialist,
				culturally relevant	cases with embedded	and Signe Webb,

On-going data	materials to further engage all learners.	literacy coaches, in grades 6 and 9 this	Secondary Language Arts
analysis will be	3	school year. All	Content Specialist
required at the	Monitoring tools for	content areas are	
district and school	principals use are critical	implementing Common	
levels to ensure that	for systems changes. The	Core Literacy	
school-based	reading/language arts	Standards.	
leadership teams will work to ensure that a	departments will provide		
1	the following tools to	The Professional	
problem solving	provide consistent	Development system	
model is fully implemented. Regular	monitoring processes for	will allow "Leading the	
data chats will be	schools:	Learning" cadres of 4	
held by teacherss and		teachers plus an	
SBLT teams will	Implementation rubrics	administrator per	
review on-going	aligning standards-based	school site to engage	
progress monitoring	instruction to the high	in on-going	
data.	yield strategies from the	professional	
	teacher appraisal; month	development designed	
	"at a glance" calendars to	for the implementation	
	assist with walkthrough	of Common Core	
	observations and	State Standards	
	formative feedback to	throughout the year	
	teachers; on-going	and during the	
	communications	summer.	
	regarding the professional	Danding/Lamares	
	development	Reading/Language	
	opportunities for both school leaders and	Arts Departments	
		collaborating with level directors will also	
	teachers.	provide	
	Dinallas County has 6		
	Pinellas County has 6 elementary schools	teaching/learning tools to both leaders and	
	designated as L100	teachers to further	
	schools, and are	facilitate the adult	
	· '	learners in our system.	
	reading strategies for	carners in our system.	
	their extended school day		
	(one additional hour of		
	reading instruction per		
	school).		
		The Professions!	
		The Professional	
		Development system	
		will allow "Leading the	
		Learning" cadres of 4	
		teachers plus an administrator per	
		school site to engage	
		in on-going	
		professional	
		development designed	
		for the implementation	
	District defined strategies	of Common Core	
		State Standards	
ı		throughout the year	
	ioi uie impiementation Ul	minoughout the year	
	problem solving for both	and during the	
	problem solving for both core and supplemental	and during the summer. K-12 Math	
	problem solving for both core and supplemental instruction and	and during the summer. K-12 Math Departments	
	problem solving for both core and supplemental instruction and interventions.Adjustments	and during the summer. K-12 Math Departments collaborating with level	
	problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core	and during the summer. K-12 Math Departments collaborating with level directors will also	
	problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental	and during the summer. K-12 Math Departments collaborating with level directors will also provide	
	problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide	and during the summer. K-12 Math Departments collaborating with level directors will also provide teaching/learning tools	
	problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction	and during the summer. K-12 Math Departments collaborating with level directors will also provide	
	problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet	and during the summer. K-12 Math Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further	
	problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction	and during the summer. K-12 Math Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult	
	problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional	and during the summer. K-12 Math Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further	

After reviewing data from FCAT 2.0,EOCs,and district common assessments,now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs. problem solving conversations led to the following conclusions:

PS/RtI was not used to

ensure the appropriate

coaching model not

Lack of quality

match of student need to

the interventions selected.

Planned implementation of

assessments in math K-12

contributes to schools

Lack of research-based

inhibited consistency for

differentiation of instruction

interventions for math at the

inability to progress

monitor sufficiently.

elementary level has

in math.

Elementary math teachers lack sufficient content knowledge to meet the rigorous demands of more robust standards (both NGSSS and CCSS) for students to be successful; the district has not differentiated professional development enough to target teacher audiences; administrators need greater awareness to be able to provide meaningful formative feedback to teachers:

lack of math "experts" on our campuses to serve as models per site; lack of on-going formatiave/summative assessments to appropriately monitor student progress throughout the year.

improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math.

The approach to improvement is that of a K-12 Math Plan including the following actions:

Examination of student

schedules at all levels to

ensure that appropriate

math instruction as well

as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the attained due to budget cuts. following tools to provide visits during PLCs, consistent monitoring processes for schools: Implementation rubrics aligning standards-based instruction to the high yield strategies from the teacher appraisal; month "at a glance" calendars to assist with walkthrough observations and formative feedback to teachers; on-going communications regarding the professional advantage of development opportunities for both school leaders and teachers At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to on student data. The create a team to provide intensive math PD in targeted schools based on data. This PD will be delivered in several ways: the the PD System (aligned to CCSS); through site visits during PLCs, and through math content clinics utilizing highly qualified math

progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very time is allocated for core limited math coaches. but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math PD in targeted schools based on data. This PD will be delivered in several ways: the the PD System (aligned to CCSS); through site and through math content clinics utilizing highly qualified math teachers, coaches, and district staff to meet the needs of teachers in targeted schools where math content knowledge has been included in their IPDPs.

continue to use

monitor student

problem solving to

reduced, we are taking technology to provide on-going support to schools. Schools will utilize PLC meeting times to respond to professional development needs as determined through problem solving based district also provides district wide trainings opportunities in math as defined in the PD system. The Common Core State Standards are implemented in Grades K & 1. Ongoing Professional development on the

Common Core State

Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director, Rita Vasquez, Secondary Director, Antelia Campbell, Middle School Manager, Laurel Rotter, Elementary Mathematics Content Specialist, Rose Mack, Secondary Mathematics Content

Total

Mathematics

		IPDPs. At the secondary level, the PD plan will also focus on the teacher data, but will also include school leadership training as well as content-focued PD in mathematics.	Standards for Mathematics, as well as the NGSSS (3-5) is provided to all mathematics teachers at the Elementary level in grades K-5 through the variety of methods described above. On going professional development on the Common Core State Standards for Mathematics, as well asthe NGSSS for middle and high school courses is provided to all secondary math teachers through the coaching model at 6 middle schools and 4 high schools and on site by Math Department Chairs based on District created materials.	
Problem solving using FAIR results, FCAT 2.0 data, and teacher appraisal data, it was determined that our reading scores have remained flat across the district. To address this issue, we are implementing a new Professional Development system to align efforts at the district level, the school level, and for the individual teacher level to plan appropriate professional development activities that will	Lack of resources (quality assessments, "systems"	District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block as needed and outside the 90 minute block based on progress monitoring data. Using FCIM schools will analyze data to determine specific gaps to target instruction. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression. With a district focus on transitioning to Common Core State Standards, the implementation of the PD System will enable the district to provide more targeted, just in time opportunities for	District assures professional development is provided at various levels to support the needs of all students. At the elementary level, all schools are provided differentiated access to support from literacy coaches. Additionally, professional development is provided for specific reading interventions, such as Guided Reading (heavily emphasized in grades 3-5 during this year), Leveled Literacy Intervention (LLI), and other specific programs aligned to all components of reading. The Common Core State Standards are be implemented with direct literacy coaching support in grades K-2, but also with support through the PD system at all grade levels. At the secondary level, all schools are provided support from Literacy coaches. Also,	Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director, Rita Vasquez,

		address the needs of our students districtwide. The	approach to professional development, and FCIM implementation) all	teachers to engage in meaningful professional development aligned to	secondary intensive reading teachers may also attend professional	Antelia Campbe Middle School Manager, Traci
White	Reading	professional development will be differentiated using district data to drive the content focus, but it will continue to be aligned to Common Core State Standards/NGSS at the appropriate grade levels. On-going data analysis will be required at the district and school levels to ensure that school-based leadership teams will work to ensure that a problem solving model is fully implemented. Regular data chats will be held by teacherss and SBLT teams will review on-going progress monitoring data.		their IPDPs, school improvement plans, and the district strategic plan. To also address the diverse needs of students across our district, our professional development activities will also address the need to provide culturally relevant materials to further engage all learners. Monitoring tools for principals use are critical for systems changes. The reading/language arts departments will provide the following tools to provide consistent monitoring processes for schools: Implementation rubrics aligning standards-based instruction to the high yield strategies from the teacher appraisal; month "at a glance" calendars to assist with walkthrough observations and formative feedback to teachers; on-going communications regarding the professional development opportunities for both school leaders and teachers. Pinellas County has 6 elementary schools designated as L100 schools, and are implementing a variety of reading strategies for their extended school day (one additional hour of reading instruction per school).	development designed specifically to support reading intervention curriculum. Additionally, all schools are	Bergman, Elementary Reading/Langua Arts Content Specialist, Danic Campbell, Secondary Read Content Special and Signe Web Secondary Language Arts Content Special
					The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core	

assessments.now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content knowledge to meet the rigorous demands of more robust standards (both NGSSS and CCSS) for students to be successful; the district has not differentiated professional development enough to target teacher audiences: administrators need greater awareness to be able to provide meaningful formative feedback to teachers; lack of math "experts" on our

campuses to serve as

models per site; lack

formatiave/summative

of on-going

After reviewing data

from FCAT

2.0,EOCs,and

district common

PS/RtI was not used to ensure the appropriate match of student need to the interventions selected. Planned implementation of coaching model not attained due to budget cuts Lack of quality assessments in math K-12 contributes to schools inability to progress monitor sufficiently. Lack of research-based interventions for math at the elementary level has inhibited consistency for differentiation of instruction in math.

instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the following tools to provide consistent monitoring processes for schools: Implementation rubrics aligning standards-based instruction to the high yield strategies from the teacher appraisal; month "at a glance" calendars to assist with walkthrough observations and formative feedback to teachers; on-going communications regarding the professional development opportunities for both school leaders and teachers At the elementary level, there are very limited math coaches, but to create a more aggressive teacher

Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math PD in targeted schools based on data. This PD will be delivered in several ways: the the PD System (aligned to CCSS); through site visits during PLCs, and through math content clinics utilizing highly qualified math teachers, coaches, and district staff to meet the needs of teachers in targeted schools where math content knowledge has been included in their IPDPs. reduced, we are taking advantage of technology to provide on-going support to schools. Schools will utilize PLC meeting times to respond to professional development needs as

State Standards

and during the

throughout the year

summer. K-12 Math

District defined strategies

and actions are specified

for the implementation of

problem solving for both

core and supplemental

Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director, Rita Vasquez, Secondary Director, Antelia Campbell, Middle School Manager, Laurel Rotter, Elementary Mathematics Content Specialist, Rose Mack, Secondary Mathematics Content

White

Mathematics

ueterminea unougn assessments to training plan, it will be problem solving based appropriately monitor necessary to realign these on student data. The student progress resources to create a district also provides throughout the year. team to provide intensive district wide trainings math PD in targeted opportunities in math schools based on data. as defined in the PD This PD will be delivered system. The Common in several ways: the the Core State Standards PD System (aligned to are implemented in CCSS); through site Grades K & 1. visits during PLCs, and Ongoing Professional through math content development on the clinics utilizing highly Common Core State qualified math teachers, Standards for coaches, and district staff Mathematics, as well to meet the needs of as the NGSSS (3-5) is teachers in targeted provided to all schools where math mathematics teachers content knowledge has at the Elementary level been included in their in grades K-5 through IPDPs. At the secondary the variety of methods level, the PD plan will described above. On also focus on the teacher going professional data, but will also include development on the school leadership training Common Core State as well as content-focued Standards for PD in mathematics. Mathematics, as well asthe NGSSS for middle and high school courses is provided to all secondary math teachers through the coaching model at 6 middle schools and 4 high schools and on site by Math Department Chairs based on District created materials. District defined strategies and actions are specified District assures for the implementation of problem solving for both professional core and supplemental development is instruction and provided at various interventions.Adjustments levels to support the and modifications in core needs of all students. and supplemental At the elementary instruction will provide level, all schools are differentiated instruction provided differentiated targeted to meet access to support from student's instructional literacy coaches. Additionally, needs. Students will receive appropriate levels professional of differentiated development is provided for specific instruction during the 90 Problem solving using reading interventions, minute reading block as FAIR results, FCAT needed and outside the such as Guided 90 minute block based 2.0 data, and teacher Reading (heavily on progress monitoring emphasized in grades appraisal data, it was 3-5 during this year), determined that our data. Using FCIM reading scores have schools will analyze data Leveled Literacy remained flat across to determine specific Intervention (LLI), and the district. To gaps to target instruction. other specific address this issue, we The district has programs aligned to all are implementing a committed to provide an ||components of

new Professional Development system to align efforts at the district level, the school level, and for the individual teacher level to plan appropriate professional development activities that will our black students districtwide. The professional development will be differentiated using district data to drive the content focus, but it will continue to be aligned to Common Core State Standards/NGSS at the appropriate grade consistency. levels. On-going data analysis will be required at the district and school levels to ensure that school-based leadership teams will work to ensure that a problem solving model is fully implemented. Regular data chats will be held by teacherss and SBLT teams will review on-going progress monitoring

Problem solving around the professional development needs for teachers serving black students will also be a part of their Reading Leadership Team discussion

data.

address the needs of Lack of resources (quality assessments, "systems" approach to professional development, and FCIM implementation) all contributed to inconsistencies in district implementation. Without sufficient data, it negatively impacted district and schools' ability to problem solve issues with any

> With such late delivery of the sub-group data information has also been a barrier to the success of previous plans.

assessment sytem to Core State Standards provide schools with appropriate tools to monitor student progression. With a district focus on transitioning to Common Core State Standards, the implementation of the PD System will enable the district to provide more targeted, just in time opportunities for teachers to engage in meaningful professional development aligned to their IPDPs, school improvement plans, and the district strategic plan. To also address the diverse needs of students Additionally, all across our district, our professional development implementing Common activities will also address Core State Standards the need to provide culturally relevant materials to further engage all learners. Monitoring tools for principals use are critical for systems changes. The reading/language arts departments will provide the following tools to provide consistent monitoring processes for schools: Implementation rubrics aligning standards-based instruction to the high yield strategies from the teacher appraisal; month "at a glance" calendars to assist with walkthrough observations and formative feedback to teachers; on-going communications regarding the professional and during the development opportunities for both school leaders and teachers. Provision of culturally relevant materials will be a priority provide in the professional development activities. Pinellas County has 6 elementary schools designated as L100 schools, and are implementing a variety of reading strategies for be a priority in the their extended school day professional (one additional hour of development activities.

reading instruction per

improved, robust

are be implemented with direct literacy coaching support in grades K-2, but also with support through the PD system at all grade levels. At the secondary level, all schools are provided support from Literacy coaches. Also, secondary intensive reading teachers may also attend professional development designed specifically to support reading intervention curriculum. schools are in English language arts classes - in many cases with embedded literacy coaches, in grades 6 and 9 this school year. All content areas are implementing Common Core Literacy Standards. The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year summer. Reading/Language Arts Departments collaborating with level directors will also teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. Provision of culturally relevant materials will

reading.The Common

Pamela Moore, **Executive Director** Core Curriculum; Kathleen Young, Elementary Director, Rita Vasquez, Secondary Director, Antelia Campbell, Middle School Manager, Tracie Bergman, Elementary Reading/Language Arts Content Specialist, Danielle Campbell, Secondary Reading Content Specialist, and Signe Webb, Secondary Language Arts Content Specialist

Black

Reading

				school).		
					The Professional	
					Development system	
					will allow "Leading the	
					Learning" cadres of 4	
					teachers plus an	
					administrator per	
					school site to engage	
					in on-going	
					professional	
					development designed	
					for the implementation	
					of Common Core	
				District defined strategies	State Standards	
				and actions are specified	throughout the year	
				for the implementation of	and during the	
				problem solving for both	summer. K-12 Math	
					Departments	
				core and supplemental	collaborating with level	
				instruction and	directors will also	
				interventions.Adjustments	provide	
				and modifications in core	teaching/learning tools	
				and supplemental	to both leaders and	
				instruction will provide	teachers to further	
				differentiated instruction		
				targeted to meet	facilitate the adult	
				killaeni e inciriiciionai	learners in our system.	
				needs. The district has	All School Based	
				committed to provide an	Leadership teams will	
				improved robust	continue to use	
				assessment sytem to	problem solving to	
				provide schools with	monitor student	
				1	progress. The use of	
				appropriate tools to	new formative math	
				monitor student	assessments will	
				progression in math. The	require professional	
				approach to	development for both	
		After reviewing data			leaders and teachers,	
		from FCAT		K-I/ Wath Plan		
		2.0,EOCs,and			not only in the	
		district common			use/administration, but	
		assessments,now			also in the analysis of	
		combined with		levels to ensure that	results to impact	
		teacher performance		annronriate time is	instructional decisions.	
		data from their		allocated for core math	At the elementary	
					level, there are very	
		appraisals, it is clear		instruction as well as	limited math coaches,	
		that PCS student		differentiated	but to create a more	
		results have declined.		instruction/interventions.	aggressive teacher	
		This is especially true		This step will require	training plan, it will be	
		for our black		investigation of software	necessary to realign	
		students. To address		to facilitate student	these resources to	
		our student needs,		scheduling ensuring		
		problem solving	DC/D+I woo = a+ = -1+-	isecondary stildents are in i	create a team to	
		conversations led to	PS/Rti was not used to	the appropriate math	provide intensive math	Pamela Moore,
		the following	ensure the appropriate	courses to be on track	PD in targeted schools	Executive Directo
		conclusions:	match of student need to	for graduation. The	based on data. This	Core Curriculum;
		Elementary math	the interventions selected.	mathematics departments	PD will be delivered in	Kathleen Young,
		teachers lack	Planned implementation of	(K-12) will provide the	several ways: the the	Elementary Direc
			coaching model not	(K-12) will provide the	PD System (aligned to	
		sufficient content	attained due to budget outs	ronowing tools to provide	CCSS); through site	Rita Vasquez,
		knowledge to meet	Lack of quality	consistent monitoring	visits during PLCs,	Secondary Direct
		the rigorous demands	assessments in math K-12	processes for schools.	and through math	Antelia Campbell
Black	Mathematics	of more robust	contributes to schools	implementation rubrics	content clinics utilizing	Middle School
		standards (both	inability to progress	angning standards-based	highly qualified math	Manager, Laurel
		NGSSS and CCSS)	monitor sufficiently. Lack			Rotter, Elementar
		II.	momior sufficiently. Lack	riald strataging from the	teachers, coaches, and	Mathematics
		for students to be		yield strategies from the	district staff to	Maniciliancs
		for students to be successful; the district	of research-based	teacher annraisal: month	district staff to meet	
			of research based	teacher appraisal; month	district staff to meet the needs of teachers in targeted schools	Content Specialis Rose Mack,

remained flat across the district. To address this issue, we are implementing a new Professional Development system to align efforts at the district level, the school level, and for the individual teacher level to plan appropriate professional development activities that will address the needs of our students districtwide. The professional development will be differentiated using district data to drive the content focus, but it will continue to be aligned to Common Core State Standards/NGSS at levels. On-going data analysis will be required at the district and school levels to ensure that school-based leadership teams will work to ensure that a problem solving model is fully implemented. Regular data chats will be held by teacherss and SBLT teams will

review on-going

progress monitoring

Problem solving using

FAIR results, FCAT

appraisal data, it was

determined that our

reading scores have

2.0 data,CELLA

data and teacher

Lack of resources (quality assessments, "systems" approach to professional development, and FCIM implementation) all contributed to inconsistencies in district implementation. Without sufficient data, it negatively impacted district and the appropriate grade schools' ability to problem solve issues with any consistency.

and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block as needed and outside the 90 minute block based on progress monitoring data. Using FCIM schools will analyze data to determine specific gaps to target instruction. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression. With a district focus on transitioning to Common Core State Standards, the implementation of the PD System will enable the district to provide more targeted, just in time opportunities for teachers to engage in meaningful professional development aligned to their IPDPs, school improvement plans, and the district strategic plan. To also address the diverse needs of students across our district, our professional development activities will also address the need to provide culturally relevant materials to further engage all learners. Monitoring tools for principals use are critical for systems changes. The reading/language arts departments will provide the following tools to provide consistent monitoring processes for schools: Implementation

District defined strategies

and actions are specified

for the implementation of

core and supplemental

instruction and

level, all schools are problem solving for both provided differentiated access to support from literacy coaches. interventions. Adjustments Additionally, professional development is provided for specific reading interventions, such as Guided Reading (heavily emphasized in grades 3-5 during this year), Leveled Literacy Intervention (LLI), and other specific programs aligned to all components of reading.The Common Core State Standards are be implemented with direct literacy coaching support in grades K-2, but also with support through the PD system at all grade levels. At the secondary level, all schools are provided support from Literacy coaches. Also, secondary intensive reading teachers may also attend professional development designed specifically to support reading intervention curriculum. Additionally, all schools are implementing Common Core State Standards in English language arts classes - in many cases with embedded literacy coaches, in grades 6 and 9 this school year. All content areas are implementing Common Core Literacy Standards. The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed

levels to support the

needs of all students.

At the elementary

Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director, Rita Vasquez, Secondary Director, Antelia Campbell, Middle School Manager, Natasa Karac, Coordinator of ESOL Programs

Hispanic

Reading

data. As a system, this subproup has grown in numbers significantly over the past few years requiring us to closely monitor achievement dura. The past few years required us to closely monitor achievement dura. The past few years required us to closely monitor achievement dura. The past few years required us to closely monitor achievement dura, the past few years and the recommendation of common and formative feedback to teachers, one going common and feedback should have been been been been been been been be					
As a system, this subgroup has grown in control to the high statement of the statement of t	data.			for the implementation	
As a system, this unbranch has been propried at straights from the numbers is gifficantly over the past few years requiring us to closely monitor achievement duta. **The property of the past few years requiring us to closely monitor achievement documental development opportunities for bulk in the property of the pro					
subgroup has grown in numbers is gainfaculty over the past few years requiring us to closely monitor achievement dusts. The production of the past few years against with walkness to the past few years requiring us to closely monitor achievement development opportunities for both school leaders and development opportunities for both school leaders and teachers. Finalise County has 6 elementary schrools designated as 1-110 schools, and are implementing a variety of reading stategies for their exceeded school the reached school the reached school the reached school the past of	As a sy	ystem this			
in numbers significantly over the past few years requiring us to closely monitor achievement dam. **The state of the stat	- II				
is it a flatter clientants on the past few years observations and control of the past few years of the years of the past few years of the past few years of the past few years of the years of ye			1		
pass few years doservations and formative feedback to knackery, in groung groun					
monitor achievement data. monitor delinear and reachers, Punelsa County, Indiana decaders to further decaders and reachers to further decaders and reachers to further decaders and cone additional bour or reading instruction per school data (one additional bour or reading instruction per school). monitor delinear data and the possibility of the decaders and the possibility of the possibility of the decaders and the possibility of the decaders and the possibility of the decaders and possibility of the decaders					
monitor achievement data. lexichers, on poling communications regarding the professional and proportional pr					
data. communications communications continued					
regarding the professional development of motivation leaders and teachers. Phellas Coump has 6 elementary schools designated as L100 schools, and are implementing a variety of reading struction per school). Schools, and are implementing a variety of reading struction per school). The Professional development to assist teachers serving this successional development designed to the professional development designed for the implementation of Common Core State Standards throughout the year and during the summer, K-12 Math Departments and modifications in core and supplemental instruction and interventions Adjustments and modifications in core and supplemental instruction and interventions and					
development opportunities for both school leaders and teachers. Finelias Coulty has 6 elementary school designated as L100 schools, and are implementing a wairely of reading instruction per school). The professional development to assist the substitute of reading instruction per school). The professional development to assist the substitute of reading instruction per school). The professional development to assist the substitute of reading instruction per school). The professional development to assist the programment of the professional development to assist the programment of the professional development to assist the programment of the professional development of the professional development designed to the professional development designed to the temperature of the professional development o					
operunities for both school leaders and teachers. Pinellas Couny has 6 elementary schools designated as L100 schools, and are implemental a variety of reading strategies for their extended school do (one additional hour of reading instruction per school). The professional development in assist teachers serving this sub-group. These opportunities are delivered in multiple ways including blending learning, on-line, and flace-to-face. The Professional Development system will allow 'Leading the Learning' caders of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards hroughout the year and during the summer. K. 12 Math Departments of problems solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction ungreated on meet student's instructional needs. The district has committed to provide a schools with one of core successional development of the post of the supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction to great for meet student's instructional needs. The district has committed to provide accession will provide differentiated instruction to greate for meet student's instructional needs. The district has committed to provide accession will provide differentiated instruction to provide accession will be possible to the provide schools with one of committed to provide and the provide accession of the providence o					
school bedeen and teachers. Pinellas County has 6 elementary school designated as L100 schools, and are implementing a variety of reading instruction per school). The professional development in assist per professional development in the six per professional p					
sections. Pinellas County has 6 elementary schools designated as L100 schools, and are implementaling a variety of reading strategies for their extended school did (one additional hour of reading instruction per school). Teading instruction per school (one additional hour of reading instruction per school). The Professional development to assist teachers serving this sub-group. These opportunities are delivered in multiple ways including blending learning, online, and face-to-face. The Professional Development system will allow Teaching the Learning "cadres of 4 teachers plus an administrator per school site to engage in one going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide a manufaction and instruction and interventions Adjustments and modifications in core and supplemental instruction and interventions and instruction will provide differentiated instruction and instruction will provide differentiated instruction and received the facilitate the adult learners in our system. All School solving for both carbon and the schools with a committed to provide a migroved, robust assessment sytem to provide a migroved, robust assessment sytem to provide a migroved, robust assessment sytem to provide a migroved provide a migr					
bearners is our system. While nut district is an inclusive district, the ELI Department greating for their extended school day for eading instruction per school. The Professional development to assist eachers serving filis sub-group. These opportunities are delivered in multiple ways including bending learning, online, and face-to-face. The Professional Development system will allow "Leading the Learning calms of 4 teachers plus an administrator per school site to engage in one going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments callaborating with level directors will also District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions Adjustment aliastruction and interventions and i					
designated as L100 schools, and are implementaling a variety of reading strategies for their extended school duy. (one additional hour of reading instruction per school). The Professional development to assist neachers serving this stables serving this sub-group. These opportunities are delivered in multiple ways including blending learning, on-line, and face-to-face. The Professional Development system will allow "Learning" cades of 4 teachers plus an administrator per school site to engage in one going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer, K-12 Math Departments callaborating with level directors will also provide a migrated and modifications in one and supplemental instruction and mistruction and mistruction and instruction and instruction and mistruction and mistruction and mistruction and instruction and mistruction will provide differentiated instruction and aceds. The district has committed to provide an improved, robust assessment sylem to provide a misproved, robust assessment sylem to provide a misproved checkpost with the provides and teachers, not only in the			1		
schools, and are implementing a variety of reading strategies for their extended school day (one additional hour of reading instruction per school). The professional development to assist eachers serving this study-group. These opportunities are delivered in multiple ways including blending learning, on-line, and face-to-face. The Professional Development system will allow 'Leading the Learning' cadres of 4 teachers place to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. A: 12 Math Departments collaborating with level directions Adjustments and medifications in core and supplemental instruction and interventions. Adjustments and medifications in core and supplemental instruction will provide differentiated instruction and interventions. Adjustments and medifications in core and supplemental instruction will provide differentiated instruction ungreet of once student's instruction and needs. The district has committed to provide and an improved, robusts assessment sytem to provide schools with the state of the provide schools with the provide schools with the state of the provide schools with the state of the provide schools with the school and the provide schools with the provide schools with the provide schools with the provide schools with the provide					
implementing a variety of reading strategies for their extended school day (one additional hour of reading instruction per school). The professional development to assist eachers serving this sub-group. These opportunities are delivered in multiple ways including blending learning, on-line, and face-to-face. The Professional Development system will allow 'Leading the Learning' cadres of 4 teachers plays an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also per a decimination of the common core state standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide and interventions Adigutated instruction and interventions Adigutated instruction and interventions Adigutated instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide and improved, robust and improved, robust assessment sytem to provide schools with the provide shoots with the provide season and medical provide and improved, robust assessment sytem to provide schools with the provide season and the provide schools with assessment swill equipre professional development to assist eachers serving this sub-groups and development to assist eachers are delivered in multiple ways including the achievas in the assistance serving this sub-groups and development to assist eachers are delivered in multiple ways including the achievas and development to assist eachers are delivered in multiple ways including the achievas provides and each one are serving this sub-groups and development to assist eachers are delivered in multiple ways including the achievas and development to assist eachers are delivered in multiple ways including the cacher please and development to assist eachers and development to assist eachers and develo				inclusive district, the	
rading strategies for their extended school day (one additional hour of reading instruction per school). school). reading instruction per school). reading instruction per school). The Professional development to assist eachers serving this auto-group. These opportunities are delivered in multiple ways including blending learning, on-line, and face-to-face. The Professional Development system will allow Teading the Learning' cardes of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer, K-12 Math Departments collaborating with level directors will also District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and medifications in core and supplemental instruction and interventions. Adjustments and medifications in core and supplemental instruction will provide differentiated instruction and interventions. Adjustments and medifications in core and supplemental instruction will provide differentiated instruction and interventions. Adjustments and medifications in core and supplemental instruction will provide differentiated instruction and interventions. Adjustments and medifications in core and supplemental instruction and interventions. Adjustments will calcers to further facilitate the adult learning to the committee of the provide schools will be defined the adult learning to the continue to use problem solving to omnitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the					
heir extended school day (one additional hour of reading instruction per school). Teading instruction per school). The professional development to assist eachers serving this sub-group. These opportunities are delivered in multiple ways including blending learning, on-line, and face-to-face. The Professional Development system will allow "Leading the Learning" cales of 4 teachers plus an administrator per school site to engage in one-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level different with the summer in our system. The district has a large to the meat student's instruction and interventions. Adjustment and medifications in core and supplemental instruction and interventions. Adjustment and medifications in core and supplemental instruction and interventions. Adjustment in the adult learning to such the summer is our system. All School Boased acaders in the adult learning to summer in the summer is our system. All School Boased acaders in the adult learning to summer in the summer is our system. All School Boased acaders in the adult learning to summer in the summer is our system. All School Boased acaders in the adult learning to summer in the summer is our system. All School Boased acaders in the adult learning to summer in the summer is our system. All School Boased acaders in the adult learning to summer in the summer is our system. The summer is our system will also obtained the adult learning the summer in the summer is our system. The summer is our system will also obtained the adult learning the summer is our system. The summer is our system will also obtained the adult learning the summer is our system. The summer is our system will also obtained the adult learning the summer is our system will a					
cone additional hour of reading instruction per school). It is a provide schools with the per school in a sees seement syem to provide a differentiated instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction will provide adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments will accomplete the delivered in multiple ways, touluding blending learning, colline, and face to-acceptation administrator per school site to engage in on egoing professional development spring professional development of some propers. The use of provide schools with the search of the core and supplemental instruction and interventions. Adjustments are some professional development of some propers. The use of provide schools with the search of the cachers of the ca					
reading instruction per school). school). school). school). transport of the implementation of problem solving of both leaders and teachers of turber facilitate the adult learners and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction will provide a nimproved, robust assessment yell to provide schools will assessment syem to provide schools with the section of problem solving committed to provide a nimproved, robust assessment syem to provide schools with the section of provide schools will also provide and improved, robust assessment syem to provide schools will also provide schools wil					
sub-group. These opportunities are delivered in multiple ways including blending learning, on-line, and face-to-face. The Professional Development system will allow "Leading the Learning cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core States Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also problem solving for both tackers and the provided and actions are specified for the implementation of problem solving for both tackers and terventions. Adjustments and modifications in core and supplemental instruction and interventions and interventions and interventions and interventions and intervention targeted to meet student's instruction and intervention targeted to meet student's instruction and enceds. The district has committed to provide and improved, robust assessment sylem to provide schools with assessments will require professional development for both leaders and teachers, not only in the dividence of the provide schools with the provide and the provide schools with			11.		
opportunities are dedivered in multiple ways including blending learning, on- line, and face-to-face. The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide and actions are specified for the implementation of problem solving for both core and supplemental instruction will provide differentiated instruction will provide without the provide schools will be compared to the deliveration of the provide schools will be compared to the deliveration of the provide schools will be compared to the deliveration of the provide schools will be compared to the deliveration of the provide schools will be compared to the deliveration of the provide schools will be compared to the deliveration of the provide schools will be compared to the deliveration of the provide schools will be compared to the deliveration of the deliveration of the provide schools will be compared to the provide and the deliveration of the provide schools will be compared to the provide and the deliveration of the provide and the provide and the provide schools will be compared to the provide and th					
ways including blending learning, on- line, and face-to-face. The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and motifications in core and supplemental instruction and interventions. Adjustments and motifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide as mignored, robust assessment sytem to provide as committed to provide as mignored, robust assessments will acquerate for both leaders and development for both leaders and teachers, not only in the			SCHOOL).		
Blending learning, online, and face-to-face. The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sylem to provide conduct the progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the				delivered in multiple	
line, and face-to-face. The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also District defined strategies and actions are specified for the implementation of problem solving for both core and supplementation of the complementation of the complementation of problem solving for both core and supplementati instruction and interventions. Adjustments and modifications in core and supplementati instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provides robust assessments will recovered to the monitor student progress. The use of mew formative math assessments will recovered to the monitor student progress. The use of mew formative math assessments will recovered to the monitor student progress. The use of mew formative math assessments will recovered to the monitor student progress. The use of mew formative math assessments will recovered to the target of members and development for both leaders and decachers, monitor student progress. The use of mew formative math assessments will recovered to the target of members and the target of member				ways including	
The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction will provide differentiated instruction and exceed to meet studen's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with					
Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction arrageted to meet student's instructional needs. The district has committed to provide a mimproved, robust assessment sylem to provide schools with the deservant of the property of the property of the provide schools with the provide schools with the deservant of the provide schools with the p				line, and face-to-face.	
will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction will provide differentiated instruction and eneds. The district has committed to provide a minproved, robust assessment sylem to provide sassessment sylem to provide assessment swill require professional development for both leaders, not only in the				The Professional	
will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction will provide differentiated instruction and eneds. The district has committed to provide a minproved, robust assessment sylem to provide sassessment sylem to provide assessment swill require professional development for both leaders, not only in the					
Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level differentiated for the implementation of problem solving for the implementation of problem solving for one provide and actions are specified for the implementation of problem solving to the teachers to further facilitate the adult learners in our system. All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of new formative math assessment system to provide schools with					
teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with					
school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. All School Based Leadership teams will continue to use problem solving to monitor student instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instruction and needs. The district has committed to provide an improved, robust assessment sytem to provide schools with the school safety and the provide schools with the provide schools wit					
in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. All School Based and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with				administrator per	
professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide to the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with on tonly in the					
development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and instruction and interventional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with				in on-going	
for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide taching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. District defined strategies collaborating with level directors will also provide taching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of new formative math assessments will require professional development for both leaders, not only in the				professional	
of Common Core State Standards throughout the year and during the summer. K- 12 Math Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. All School Based Leadership teams will omitterventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with					
State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with					
throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with					
and during the summer. K-12 Math Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers in our system. All School Based All School Based All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the					
summer. K-12 Math Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of new formative math assessment sytem to provide schools with					
District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction will provide differentiated instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction and interventions. The district has committed to provide an improved, robust assessment sytem to provide schools with					
District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with					
District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with					
District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with					
and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with			District defined strategies		
for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with				*	
problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with to the district has compared to make the adult learners in our system. All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the					
core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with					
instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with leaders in our system. All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the					
interventions.Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the					
and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with leaders and teachers, provide schools with leaders and teachers,			II .		
and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with continue to use problem solving to monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the					
instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to problem solving to monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, provide schools with not only in the					
differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the					
targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the					
student's instructional new formative math assessments will require professional development for both assessment sytem to provide schools with not only in the					
committed to provide an improved, robust development for both assessment sytem to provide schools with not only in the					
improved, robust development for both assessment sytem to provide schools with not only in the			II .		
improved, robust development for both assessment sytem to provide schools with not only in the				require professional	
provide schools with not only in the			improved, robust	development for both	
appropriate tools to use/administration, but			*		
	II II	II	appropriate tools to	use/administration, but	

from FCAT 2.0,EOCs,and district common assessments,now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs. problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content knowledge to meet the rigorous demands of more robust standards (both NGSSS and CCSS) for students to be successful; the district has not differentiated professional development enough to target teacher audiences; administrators need greater awareness to be able to provide meaningful formative feedback to teachers; lack of math "experts" on our

campuses to serve as

models per site; lack

formatiave/summative

appropriately monitor

throughout the year.

of on-going

assessments to

student progress

After reviewing data

PS/RtI was not used to ensure the appropriate match of student need to the interventions selected. Planned implementation of coaching model not attained due to budget cuts. Lack of quality assessments in math K-12 contributes to schools inability to progress monitor sufficiently. Lack of research-based interventions for math at the elementary level has inhibited consistency for differentiation of instruction in math.

progression in math. The results to impact approach to instructional decisions. improvement is that of a At the elementary K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in CCSS); through site the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the following tools to provide consistent monitoring processes for schools: Implementation rubrics aligning standards-based instruction to the high yield strategies from the teacher appraisal; month "at a glance" calendars to assist with walkthrough observations and formative feedback to teachers; on-going communications regarding the professional professional development opportunities for both school leaders and teachers At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these Core State Standards resources to create a team to provide intensive math PD in targeted schools based on data. This PD will be delivered Common Core State in several ways: the the PD System (aligned to CCSS); through site visits during PLCs, and through math content clinics utilizing highly qualified math teachers, coaches, and district staff the variety of methods to meet the needs of teachers in targeted schools where math content knowledge has

monitor student

level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math PD in targeted schools based on data. This PD will be delivered in several ways: the the PD System (aligned to visits during PLCs, and through math content clinics utilizing highly qualified math teachers, coaches, and district staff to meet the needs of teachers in targeted schools where math content knowledge has been included in their IPDPs. reduced, we are taking advantage of technology to provide on-going support to schools. Schools will utilize PLC meeting times to respond to development needs as determined through problem solving based on student data. The district also provides district wide trainings opportunities in math as defined in the PD system. The Common are implemented in Grades K & 1. Ongoing Professional development on the Standards for Mathematics, as well as the NGSSS (3-5) is provided to all mathematics teachers at the Elementary level in grades K-5 through described above. On going professional development on the Common Core State

Standards for

been included in their

also in the analysis of

Pamela Moore. Executive Director Core Curriculum; Kathleen Young, Elementary Director, Rita Vasquez, Secondary Director, Antelia Campbell, Middle School Manager, Natasa Karac, Coordinator of ESOL Programs

Hispanic

Mathematics

		IPDPs. At the secondary Mathematics, as well	
		level, the PD plan will asthe NGSSS for	
		also focus on the teacher middle and high school	
		data, but will also include courses is provided to	
		school leadership training all secondary math	
		as well as content-focued teachers through the	
		PD in mathematics. coaching model at 6	
		middle schools and 4	
		high schools and on	
		site by Math	
		Department Chairs	
		based on District	
		created materials.	
		While our district is an	
		inclusive district, the	
I		ELL Department	
l		offers on-going	
l		professional	
l		development to assist	
l		teachers serving this	
l		sub-group. These	
l		opportunities are	
l		delivered in multiple	
l		ways including	
l		blending learning, on-	
		line, and face-to-face.	
Asian	Reading		
Asian	Mathematics		
		District assures	
l		professional	
l		development is	
l		provided at various	
l		levels to support the	
l		needs of all students.	
l		At the elementary	
l		level, all schools are	
l		provided differentiated	
l		access to support from	
l		literacy coaches.	
l		Additionally,	
l		professional	
l		development is	
l		provided for specific	
		reading interventions,	
		such as Guided	

Reading (heavily Problem solving using emphasized in grades FAIR results, FCAT 3-5 during this year), 2.0 data.and teacher Leveled Literacy appraisal data, it was Intervention (LLI), and determined that our other specific reading scores have programs aligned to all remained flat across components of the district. To reading.The Common address this issue, we Core State Standards are implementing a are be implemented new Professional with direct literacy Development system coaching support in to align efforts at the District defined strategies grades K-2, but also district level, the and actions are specified with support through school level, and for the PD system at all for the implementation of the individual teacher grade levels. At the problem solving for both level to plan core and supplemental secondary level, all appropriate instruction and schools are provided professional interventions. Adjustments support from Literacy development Lack of resources (quality and modifications in core coaches. Also, activities that will assessments, "systems" and supplemental secondary intensive address the needs of approach to professional instruction will provide reading teachers may our students development, and FCIM differentiated instruction also attend districtwide. The implementation) all targeted to meet professional professional contributed to student's instructional development designed development will be inconsistencies in district needs. specifically to support differentiated using implementation. Without Students will receive reading intervention district data to drive sufficient data, it negatively appropriate levels of curriculum. the content focus, but impacted district and Additionally, all differentiated instruction it will continue to be schools' ability to problem during the 90 minute schools are aligned to Common solve issues with any reading block as needed implementing Common Core State consistency. and outside the 90 minute Core State Standards Standards/NGSS at block based on progress in English language arts the appropriate grade classes - in many monitoring data. levels. On-going data Using FCIM schools will cases with embedded analysis will be analyze data to determine literacy coaches, in required at the specific gaps to target grades 6 and 9 this district and school instruction. school year. All levels to ensure that content areas are school-based implementing Common leadership teams will Core Literacy work to ensure that a Standards. The problem solving Professional model is fully Development system implemented. Regular will allow "Leading the data chats will be Learning" cadres of 4 held by teacherss and teachers plus an SBLT teams will administrator per review on-going school site to engage progress monitoring in on-going data. professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. Reading/Language Arts Departments collaborating with level directors will also provide teaching/learning tools to both leaders and

American

Indian

Reading

Pamela Moore,

Executive Director

Core Curriculum:

Kathleen Young,

Rita Vasquez,

Middle School

Manager

teachers to further

Elementary Director;

Secondary Director;

Antelia Campbell,

			 		facilitate the ad-1	1
					facilitate the adult learners in our system.	
					The Professional	
					Development system	
					will allow "Leading the	
					Learning" cadres of 4	
					teachers plus an	
					administrator per	
					school site to engage	
					in on-going	
					professional	
					development designed	
					for the implementation	
					of Common Core	
				District defined strategies	State Standards throughout the year	
				and actions are specified	and during the	
				for the implementation of	summer. K-12 Math	
				problem solving for both	Departments	
				core and supplemental	collaborating with level	
				instruction and	directors will also	
				interventions. Adjustments	provide	
				and modifications in core and supplemental	teaching/learning tools	
				instruction will provide	to both leaders and	
				differentiated instruction	teachers to further	
				targeted to meet	facilitate the adult	
				student's instructional	learners in our system.	
				needs. The district has	All School Based	
				committed to provide an	Leadership teams will	
				improved, robust	continue to use problem solving to	
				assessment sytem to	monitor student	
				provide schools with	progress. The use of	
				appropriate tools to	new formative math	
				monitor student	assessments will	
				progression in math. The	require professional	
				approach to	development for both	
		After reviewing date		improvement is that of a	leaders and teachers,	
		After reviewing data from FCAT		K-12 Math Plan including the following	not only in the	
		2.0,EOCs,and		actions: Examination of	use/administration, but	
		district common		ctudent schedules at all	also in the analysis of	
		assessments,now		levels to ensure that	results to impact	
		combined with		appropriate time is	instructional decisions.	
		teacher performance		allocated for core math	At the elementary	
		data from their		instruction as well as	level, there are very limited math coaches,	
		appraisals, it is clear		differentiated	but to create a more	
		that PCS student		instruction/interventions.	aggressive teacher	
		results have declined.		This step will require	training plan, it will be	
		To address our		investigation of software	necessary to realign	
		student needs,		to facilitate student	these resources to	
		problem solving conversations led to		scheduling ensuring secondary students are in	create a team to	
		the following	PS/RtI was not used to	the appropriate math	provide intensive math	
		conclusions:	ensure the appropriate	courses to be on track	PD in targeted schools	
		Elementary math	match of student need to	for graduation. The	based on data. This	
		teachers lack	the interventions selected.	mathematics departments	PD will be delivered in	D 135
		sufficient content	Planned implementation of	(K-12) will provide the		Pamela Moore,
		knowledge to meet	coaching model not	following tools to provide	, ,	Executive Director
		the rigorous demands	attained due to budget cuts.	consistent monitoring	CCSS); through site	Core Curriculum;
		of more robust	Lack of quality assessments in math K-12	processes for schools:	visits during PLCs, and through math	Kathleen Young, Elementary Director
A merican	Mathamatica	standards (both	contributes to schools	Implementation rubrics		Rita Vasquez,
American Indian	wiamemanes	· ·		laliamina atandanda baaad	content chines dunizing	ram rabquez,
American Indian	Wiathematics	NGSSS and CCSS)		aligning standards-based	highly qualified math	Secondary Director
	Wathematics	for students to be	inability to progress	instruction to the high		
	Wattematics	for students to be successful; the district		instruction to the high yield strategies from the	teachers, coaches, and	Secondary Director Antelia Campbell, Middle School
	Maniematics	for students to be successful; the district has not differentiated	inability to progress monitor sufficiently. Lack	instruction to the high	teachers, coaches, and district staff to meet	Antelia Campbell,

aevelopment enough assist with walkthrough inhibited consistency for where math content to target teacher observations and differentiation of instruction knowledge has been audiences; formative feedback to in math. included in their administrators need teachers; on-going IPDPs. reduced, we greater awareness to communications are taking advantage be able to provide regarding the professional of technology to meaningful formative development provide on-going feedback to teachers; opportunities for both support to schools. lack of math school leaders and Schools will utilize "experts" on our teachers At the PLC meeting times to campuses to serve as elementary level, there respond to models per site; lack are very limited math professional of on-going coaches, but to create a development needs as formatiave/summative more aggressive teacher determined through assessments to training plan, it will be problem solving based appropriately monitor necessary to realign these on student data. The student progress resources to create a district also provides throughout the year. team to provide intensive district wide trainings math PD in targeted opportunities in math schools based on data. as defined in the PD This PD will be delivered system. The Common in several ways: the the Core State Standards PD System (aligned to are implemented in CCSS); through site Grades K & 1. visits during PLCs, and Ongoing Professional through math content development on the clinics utilizing highly Common Core State qualified math teachers, Standards for coaches, and district staff Mathematics, as well to meet the needs of as the NGSSS (3-5) is teachers in targeted provided to all schools where math mathematics teachers content knowledge has at the Elementary level been included in their in grades K-5 through IPDPs. At the secondary the variety of methods level, the PD plan will described above. On also focus on the teacher going professional data, but will also include development on the school leadership training Common Core State as well as content-focued Standards for PD in mathematics. Mathematics, as well asthe NGSSS for middle and high school courses is provided to all secondary math teachers through the coaching model at 6 middle schools and 4 high schools and on site by Math Department Chairs based on District created materials. District defined strategies and actions are specified for the implementation of District assures problem solving for both professional core and supplemental development is provided at various instruction and interventions. Adjustments levels to support the and modifications in core needs of all students. and supplemental At the elementary instruction will provide level, all schools are differentiated instruction provided differentiated targeted to meet access to support from student's instructional literacy coaches.

the individual teacher level to plan appropriate professional development activities that will address the needs of our students districtwide. The professional Reading development will be Disadvantaged differentiated using district data to drive the content focus, but it will continue to be aligned to Common Core State Standards/NGSS at the appropriate grade levels. On-going data analysis will be required at the district and school levels to ensure that

school-based

problem solving

data chats will be

SBLT teams will

review on-going

data.

progress monitoring

model is fully

leadership teams will

work to ensure that a

implemented. Regular

held by teacherss and

Economically

Problem solving using

FAIR results, FCAT

2.0 data, and teacher

appraisal data, it was

determined that our

reading scores have

remained flat across

address this issue, we

Development system

to align efforts at the

school level, and for

are implementing a

new Professional

district level, the

the district. To

Lack of resources (quality assessments, "systems" approach to professional development, and FCIM implementation) all contributed to inconsistencies in district implementation. Without sufficient data, it negatively impacted district and schools' ability to problem solve issues with any consistency.

instruction during the 90 provided for specific minute reading block as reading interventions, needed and outside the 90 minute block based Reading (heavily on progress monitoring data. Using FCIM schools will analyze data to determine specific gaps to target instruction. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression. With a district focus on transitioning to Common Core State Standards, the implementation of the PD System will enable the district to provide more targeted, just in time opportunities for teachers to engage in meaningful professional development aligned to their IPDPs, school improvement plans, and the district strategic plan. To also address the diverse needs of students Additionally, all across our district, our professional development implementing Common activities will also address Core State Standards the need to provide culturally relevant materials to further engage all learners. Monitoring tools for principals use are critical for systems changes. The reading/language arts departments will provide the following tools to provide consistent monitoring processes for schools: Implementation rubrics aligning standards-based instruction to the high yield strategies from the teacher appraisal; month "at a glance" calendars to assist with walkthrough observations and formative feedback to teachers; on-going communications regarding the professional and during the development summer. opportunities for both Reading/Language

school leaders and

needs. Students will

of differentiated

receive appropriate levels professional

Additionally,

development is

such as Guided

emphasized in grades 3-5 during this year), Leveled Literacy Intervention (LLI), and other specific programs aligned to all components of reading. The Common Core State Standards are be implemented with direct literacy coaching support in grades K-2, but also with support through the PD system at all grade levels. At the secondary level, all schools are provided support from Literacy coaches. Also, secondary intensive reading teachers may also attend professional development designed specifically to support reading intervention curriculum. schools are in English language arts classes - in many cases with embedded literacy coaches, in grades 6 and 9 this school year. All content areas are implementing Common Core Literacy Standards. The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year

Arts Departments

Pamela Moore. Executive Director Core Curriculum; Kathleen Young, Elementary Director; Rita Vasquez, Secondary Director; Antelia Campbell, Middle School Manager

has is elementary schools designated as LIV by schools, and are implementing a watery of reading strategies for their extended school are dischers in further a facility of the additional hour of reading instruction per school). The Professional decision of the additional hour of reading instruction per school). The Professional Development system. The Professional Development system is made and activities and activities are specified for the implementation of Common Core State Standards from People and administrator per school site to engage in one-going professional designed for the implementation of Common Core State Standards from People and a common core and supplemental interventions. Adjustments and modifications is not specified for the implementation of Common Core State Standards from People and activities a			teachers. Pinellas County	collaborating with level	l II
schonts, and are implementing a variety of reading strategies for their extended schotters and teachers to further their extended schotters and teachers to further school.). The Professional Development system will allow Learning 'cades of 4 teachers pits an administrator per school in the learning 'cades of 4 teachers pits an administrator per school is to engage in on-going professional development designed for the implementation of common Core State Standards and actions are specified for the implementation of common Core should be supported to the specification of public in solving for both core and supplemental instruction and interventions. Adjustments and modifications in cure and supplemental instruction and interventions. Adjustments and modifications in cure and supplemental instruction and interventions. Adjustments and modifications in cure and supplemental instruction and interventions. Adjustments and modifications in cure and supplemental instruction and modifications in cure and instruction and modifications					
implementing a variety of reading strusterion per school). The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school and actions are specified for the implementation of professional district content of the proprietation and improved, robust assessment system to provide a mingroved, robust assessment system to provide a mingroved robust assessment system to provide a mi				*	
reading strategies for their extended shool day (one additional hour of reading instruction per school). The Professional Development system will allow "Leading the Learning" caders of 4 teachers plus an administrator per school site to engage in on-going professional development distinction and administration per school site to engage in on-going professional development distinction and interventions. Adjustment and modifications in corn and supplemental instruction and interventions. Adjustment and modifications in corn and supplemental instruction will provide schools to many state of the proposal to the progression in much the progression in much the progression in much the proposal to the proposal to the provide schools by the proposal to interventions will provide schools by the proposal to intervent the school such approach to intervention and instruction will provide schools by the proposal to intervent the school schools to the proposal to intervention and the proposal to intervent the school schools under the proposal to intervent the school schools under the proposal to intervent the school schools under the proposal to intervent the schools under the proposal to intervent the school schools under the proposal to intervent the school schools under the proposal to intervent the school schools under the proposal to intervent the schools under the proposal to intervent the school schools under the proposal to intervent the school schools under the proposal to intervent the schools under the proposal to intervent the school schools under the proposal to intervent the school schools under the proposal to intervent the school school school schools under the school school school school school schools under the school					
their extended school day facilitate the adult (one additional boar of reading instruction per school). The Professional Development systems will allow 'Leading the Learning' carbres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of problem solving for both care and supplemental instruction and interventions. Adjustment instruction and interventions. Adjustment and instruction will provide the search of the implementation of the problem solving for both care and supplemental instruction will provide the search of the implementation of the problem solving for both care and supplemental instruction will provide the search of the interventions. Adjustment in the provide schools in core and supplemental instruction will provide the search of the struction for the improvement is that of a factor of the provide schools assessment system to provide schools with appropriate tools to minimize the provide schools with a proper the tool in the provide schools with a proper the tool in the provide schools with a proper the tool in the provide schools with a proposal to tool in the provide schools with a proper the tool in the provide schools of the p					
cone additional hour of reading instruction per school). The Professional Development system will allow? I adding the Learning? colars of 4 teachers plus an administrator per school size to engage in on-going professional development designed for the implementation of problem solving for both core and supplemental instruction and instruction will provide the for the implementation of members of the implementation of more reading and development designed for the implementation of more and supplemental instruction will provide the school and development designed for the implementation of more read supplemental instruction will provide a struction and more reading for both core and supplemental instruction will provide a struction and more reading for both core and supplemental instruction will provide a struction and more reading for both core and supplemental instruction will provide a struction will provide a struction will provide a struction will provide a struction and more reading for both core and supplemental instruction will provide a struction and more reading for both core and supplemental instruction will provide a struction and the supplemental instruction and the suppleme					
reading instruction per school). The Professional Development system will allow "Leading the Learning" carbox of 4 teachers plus an administrator per school site to eagage in registration of the common force. District defined strategies and actions are specified for the implementation of Common Cores state Standards. The core and supplemental instruction and interventions. Adjustments and modifications in oral supplemental instruction and interventions. Adjustments and modifications in oral supplemental instruction will provide differentiated instruction will provide a finite the standard of standard the standard instruction will provide a finite the standard instruction will be a finite the standard inst					
The Professional Development system will allow "Learning" carders of 4 teachers plus an administrator per school site to erange in on-going professional development designed for the implementation of Common Common Common or will provide a many committed to provide and unsurenous will provide differentiated insuractions in core and supplemental instructions will allow "Learning" cardes of 4 teachers plus an administrator per school site to erange in on-going professional development designed for the implementation of Common Common or problems of the implementation of Common or substant proposed in the proposed in the provide schools with a montread insuraction allowed. The telegration of the common substant proposed in the provide schools with a proposite tools to account to student proposed in math. The approach to improvement is that of a K.12 Math Plan including the following actions: Fearmination of the following actions: Examination of the following actions: Examination of substant scheduling ensuring seasons will require professional development of tool to teachers and the teachers and the provide schools with a proposite school will be reasoned to the following actions: Examination of substant scheduling ensuring seasons will require investigation of software to the common seasons will require investigation of substant scheduling ensuring seasons will be conclusive the substantial proposal seasons will be conclusive the substantial seasons and substantial seasons and substantial			11.	learners in our system	
The Professional Development system will allow 'Leading the Learning plus an administration and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instruction largeted to meet student's instruction largeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment system to provide schools with appropriate tools to monitor student progression in muth. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all-levels to ensure that appropriate time is allocated for core mand that from their appraisals, it is clear that PCS student eachers profession of software to schedules at all-levels to ensure that appropriate ime is allocated for core mand that from their appraisals, it is clear that PCS student eachers profession of software to conclude to the following conversations led to the following conversations selved to the following co					
will allow "Leading the Learning" cadars of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustment and modifications in core and supplemental instruction and interventions. Adjustment and modifications in core and supplemental instruction and interventions. Adjustment and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction and interventions. This segment is assessment stools to monitor student progression in math. The approach to monitor student progression in math. The approach to monitor student progression in math. The approach to monitor student progress in in math. The approach to monitor student progress in in math. The approach to monitor student progress. The use of negotiating to the students for the interventions selected of the following conversations led to the following conversations led to the following conversations: Elementary math teachers tack sufficient content to use more the appropriate math concless to the interventions selected of the interventions select			,	The Professional	
Learning cades of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core Struct Standards and actions are specified for the implementation of Common Core Structs and actions are specified for the implementation of Common Core Structs and actions are specified for the implementation of Common Core Structs and actions are specified for the implementation of Common Core Structs and actions are specified for the implementation of Common Core Structs and during the summer. K-12 Math Pean and modifications in core and supplemental instruction and instruction will provide differentiated instruction and instruction will provide differentiated instruction and events. The districts has committed to provide a suscessment system to provide schools with appropriate tools to provide schools with appropriate in the including the following actions: Examination of sudent schools are in the support of the provide schools with appropriate math appropriate math instruction as well as differentiated to for core math instruction and development for both the suddent schools are such as a sessements and the support of the suppo				Development system	
District defined strategies and actions are specified for the implementation of Common Core State Standards throughout the year and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustment and modifications in core and supplemental instruction and interventions and provide and interventions and interventional research of the district base committed to provide a time to the following accions: Evaluation of State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level creating in the summer. K-12 Math Departments collaborating with level creating in the summer. K-12 Math Departments collaborating with level creating in the summer. K-12 Math Departments of the summer in				will allow "Leading the	
District defined strategies and actions are specified for the implementation of Cormon Core State Standards and actions are specified for the implementation of problems solving for both core and supplemental instruction and increvations. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction and increvations. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction and supplemental instruction will provide differentiated instruction will provide differentiated instructional needs. The district has committed to provide a improved, robust assessment system to provide schools with appropriate tools to north in a provide schools with appropriate tools to monitor student progress in a math. The approach to improvement is that of K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate many and the teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conversations and the student results have declined. To address our student needs, problem solving conversations led to the following conversations led to					
District defined strategies and actions are specified for the implementation of Common Core District defined strategies and actions are specified for the implementation of Common Core State Standards throughout the year and during the summer. Ke 12 Math Departments and supplemental instruction and interventions Adjustments and modifications in core and supplemental instruction and interventions adjustments and modifications in core and supplemental instruction will provide differentiated instruction and intervention and provide an improved, robust assessment system to provide a committed to provide an improved, robust assessment system to provide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for occur and that from their appraisals, it is clear that PCS student needs, problem solving conversations led to the following conversations feel to the interventions selected, problem solving conversations feel to the following conversations feel to the following conversations feel to the interventions selected, problem solving conversations feel to the interventions selected to the following conversations feel to the interventions selected to the following conversations feel to the interventions selected to the following conversations feel to the interventions selected to the following conversations feel to the interventions sele					
District defined strategies and actions are specified for the implementation of roblems looking for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and differentiated instruction and each of the following and modifications in core and supplemental instruction and each of the following and modifications in core and supplemental instruction and each of the following and modifications in core and supplemental instruction and the following and modifications in core and supplemental instruction and the following and modifications in core and supplemental instruction and the community of the dark and the community of the dark and the community of the dark and the core and the supplemental instruction and the s					
District defined strategies and actions are specified for the implementation of Common Core State Standards Introduction and modifications in core and supplemental instruction and interventions. Adjustment of understand the population of successful and the success					
District defined strategies and actions are specified for the implementation of Common Core State Standards broughout the year and during the summer. K-12 Math Departments and modifications in core and supplemental instruction will provide differentiated instruction will provide the student's instruction and medical proposal to the student's instruction and an interventions. Agriculture the adult and the student's instruction and an intervention and interventions. Agriculture the adult and the student's instruction and an intervention and intervention an					
District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction will provide differentiated instruction will provide a minor of the differentiated instruction will provide a minor of the differentiated instruction will provide a minor of the differentiated instruction targeted to meet student's instruction and eachers to further facilitate the adult learners and improved, robust assessment system to progress from the many transmitted to provide a improved, robust assessment system to provide schools to monitor student progression in math. The approach to improvement is that of a K-12 Malh Plan included the provide differentiated instruction and the following actions: Examination of student scheduling entering the following actions: Examination of student progress from the propropriate math conditions and a sessence swill be seen to further the facilitate the adult learners and the following actions: Examination of student provide schools to monitor student progression in math. The approach to improvement is that of a further than the following actions					
District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction argreted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student scheduling ensuring conversations led to the following sconversations led to the following conversations led to t				for the implementation	
District derinder Strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction argued to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide acknowledge to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide acknowledge teaching elearning tools to both leaders and teachers for further facilitate the adult teachers for further facilitate to provide an improved, robust assessment sytem to provide a choice. The facilitate the adult teachers for further facil					
and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction will provide differentiated instruction will provide an improved, robust assessment sytem to provide a committed to provide an improved, robust assessment sytem to provide a committed to provide an improved, robust assessment sytem to provide a chord system. Alter reviewing data from FCAT After reviewing data from FCAT 2.0.EOCs. and district common assessments, now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following actions: Examination of student results have declined. To address our student needs, problem solving conversations led to the following actions: Examination of student schedules at a rill and the provide an instruction as well add instruction and the provide an improved a			District defined strategies		
summer. K. 12 Math Departments collaborating with level directions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction all provide differentiated instructional needs. The district has committed to provide an improved, robust assessment sytem to provide shools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Popartments collaborating with level directors will also provide to the dealing learning tools to the dealers and teachers to further facilitate the adult fearing tools to the dealers and teachers to further facilitate the adult fearing tools to the dealers and teachers to further facilitate the adult fearing tools to the south teachers to further facilitate the adult fearing tools to the following to movide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate math assessments, will require professional development for both leaders and teachers, not only in the useadministration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very lievel, there are very lievel the elementary lievel, there are very lievel, there are very lievel the elementary lievel the ele			and actions are specified		
problem solving for core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction and interventions. Adjustments and modifications in core and supplemental instruction and instruction will provide differentiated instruction and modifications in core and and instruction and instruction and modifications in core and instruction and instructio					
Core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction diagreted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide consistence of the search of					
interventions. Adjustments and modifications in cora and supplemental instruction will provide differentiated instruction and supplemental instruction and surface of the district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate in appropriate in the appropriate in the appropriate investigation of software to facilitate student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content of student scheduling ensuring secondary students are in the appropriate math of students the deline appropriate math of students thereafted instructional development for both leaders and teachers to both or leaders and teachers to both leaders and teachers to both leaders and teachers to both or leachers and teachers to both or leaders and teachers to both or leaders and teachers to both leaders and teachers to both leaders and teachers to both or leaders and teachers to both leaders and teachers to both or leaders and teachers and teachers to both leaders and teachers to both and the propriate and the p					
and modifications in core and supplemental instruction will provide differentiated instruction will provide an instructional needs. The district has committed to provide a committed to provide schools with appropriate tools to monitor student proprises in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction. This step will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instruction as well as differentiated instruction as well as differentiated instruction as well as appropriate time is allocated for core math instruction as well as differentiated instruction for schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction for schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction as well as the part of the					
and supplemental instruction will provide differentiated instruction as well as allocated for core mathematic instruction as well as differentiated instruction as well as differentiated instruction as well as allocated for core as an ore as					
Instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated mistructions. This step will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instruction as well as differentiated mistructions. This step will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instruction as well as differentiated mistructions. This step will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional development for both leaders a					
affer reviewing data from FCAT 2.0,EOCS,and district common assessments,now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conversations led to the following conversations: Elementary math teachers lack sufficient content search as afficient content search as afficient content search as afficient content search as afficient content search as a first target as a firs			1		
afgeted to meer student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instructional results have declined. To address our student needs, problem solving conversations led to the following conversations: Elementary math teachers lack sufficient content sufficient content sufficient content sufficient content sufficient content sufficient content sudent meeds. The district charged in the district charged in the student schedule at all levels to ensure that appropriate time is allocated for core math instruction and sufficient content sudent needs to the following conversations led to the f					
needs. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction for graduation. This step will require investigation of software to facilitate student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content sufficient conte			-		
committed to provide an improved, robust assessment sylem to provide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction as well as differentiated. To address our student needs, problem solving conversations led to the following conversations: Elementary math teachers lack sufficient content sufficient content services and the services of the interventions selected. Planned implementation of sufficient content sufficient content sufficient content in the services of the schedules are improved, robust an improved, robust as improved, robust as improved, robust as improved, robust as improved, robust assessments yill require professional development for both leaders and teachers, not only in the use's differentiated instruction as well as differentiated instruction of software investigation of software					
improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to the interventions selected. Planned implementation of suddent needs (Planned implementation of suddent need to the interventions selected. Planned implementation of suddent needs (Planned implementation of suddent need to the interventions selected. Planned implementation of suddent needs (Planned implementation of suddent needs to ensure that appropriate tools to monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the safe and the propriate math course to be on track for graduation. The mathematics departments (K-12) will provide the safe of math. The appropriate to a sufficient content of the provide intensive and the provide the provide intensive to the new to a sufficient to t				_	
After reviewing data from FCAT 2.0.EOCs, and district common assessments, now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conversations led to the following conclusions: Elementary math teachers lack sufficient content suspended to appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student resources to be on track for graduation. The mathematics departments (K-12) will provide the several ways: the the portion of provide schools with appropriate tools to monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very limited to the sufficient experiment of a chief progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very level, there are very level, there are very level instructions. This step will require professional development for both leaders and teachers, not only in the use/					
After reviewing data from FCAT 2.0,EOCs, and district common assessments, now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content suppropriate tools to monitor student progression in math. The appropriate to in improvement is that of a K-12 Math Plan including the following actions: Examination of students schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction as well as differentiated instruction/interventions. This step will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math the appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math the propriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the solvent math appropriate time is allocated for core math instruction interventions. This step will evaluate the suppropriate time is allocated for core math courses				1	
After reviewing data from FCAT 2.0,EOCs, and district common assessments, now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content sufficient student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring conversations led to the interventions selected. Planned implementation of sudent schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the several ways: the the DN Surface (Alexel Planned implementation of sudent schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring these resources to create a team to provide intensive math pour leaves of the surface of the surface of the surface of the surfac			^		
After reviewing data from FCAT 2.0,EOCs, and district common assessments, now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content Elementary math teachers lack sufficient content Elementary math teachers lack sufficient content After reviewing data from their approach to improvement is that of a K12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the several ways: the the processional deevelopment for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math point in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the course the appropriate math course to be on track for graduation. The mathematics departments (K-12) will provide the course to a secondary students are in the appropriate math course to be on track for graduation. The mathematics departments (K-12) will provide the course to a sufficient of the believes of the pr					
After reviewing data from FCAT 2.0,EOCs, and district common assessments, now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content sufficient sufficient content sufficient su					
After reviewing data from FCAT 2.0,EOCs, and district common assessments, now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content PS/RtI was not used to the interventions selected. Planned implementation of surdent schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the common actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the course to secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the course to construct of course to create a team to provide intensive math course to be on track for graduation. The mathematics departments (K-12) will provide the several ways: the the plane in the appropriate					
After reviewing data from FCAT 2.0,EOCs, and district common assessments, now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content Form FCAT 2.0,EOCs, and district common ascided to the following actions: Examination of student steadules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction as well as differentiated instruction. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the lowing actions: Examination of student steadiles at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction as well as differentiated instruction finerventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the loweral ways: the the lowes/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math to appropriate the instruction as well as differentiated instruction are time is allocated for core math instruction as well as			* *	_	
2.0,EOCs, and district common assessments, now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content such addistrict of actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction as well as differentiated instruction for student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instructions. The subtraction instruction as well as differentiated instructions. The teacher very limited math coaches, but to create a team to provide intensive math the appropriate math courses to be on track for graduation. The mathematic				· /	
district common assessments,now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content PS/RtI was not used to ensure the appropriate match of student need to the interventions selected. Planned implementation of suddent schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the also in the analysis of results to impact instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math pD in targeted schools based on data. This PD will be delivered in several ways: the the RD Swetney (sligned to levels to ensure that appropriate time is allocated for core math instructional decisions. At the elementary level, there are very limited math coaches, but to create a teach ratining plan, it will be necessary to realign these resources to create a team to provide intensive math pD in targeted schools based on data. This PD will be delivered in several ways: the the RD Swetney (sligned to levels, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the					
assessments,now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content PS/RtI was not used to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the sufficient content selected. Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director,				also in the analysis of	
combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content PS/RtI was not used to the interventions selected. Planned implementation of sufficient content PS/RtI was not used to the interventions selected. Planned implementation of conclusions and implementation of conclusions and implementation of conclusions and implementation of conclusions and instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math courses to create a team to provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math courses to create a team to provide intensive ma				_	
data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content PS/RtI was not used to ensure the appropriate match of student need to the interventions selected. Planned implementation of sufficient content PS/RtI was not used to ensure the appropriate match of student need to the interventions selected. Planned implementation of sufficient content aninctated for Core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide the provide intensive math point transport of provide intensive math point transport of the content of the interventions selected. Planned implementation of the interventions and differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide the provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math course at eacher training plan, it will be necessary to realign these resources to create a team to provide intensive math course in the appropriate math course in the appro	combined with				
appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content Elementary math teachers lack suffic					
appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content sufficient content sufficient content sufficient content sufficient content sufficient content shared differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the several ways: the the proposition of the interventions aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the proposition of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide the proposition of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the p					
results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content sufficient content This step will require investigation of software to facilitate student schedling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments sufficient content This step will require investigation of software to facilitate student schedling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the prov					
To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content sufficient content sufficient content sudent needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content sufficient content student sufficient content student sufficient of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide the provide the provide intensive math provide intensive math provide intensive math provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math provide intensive math provide intensive math provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide the necessary to realign these resources to create a team to provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide the provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide the provide the necessary to realign these resources to create a team to provide intensive math provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide the necessary to realign these resources to create a team to provide intensive math provide inte					
student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content sufficient content student solving conversations led to the interventions selected. Planned implementation of souther selected appropriate math courses to be on track for graduation. The mathematics departments sufficient content student student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the provide the provide intensive math provid					
PS/RtI was not used to the following conclusions: Elementary math teachers lack sufficient content sufficient content solving conversations led to the following conclusions: Elementary math teachers lack sufficient content sufficient content solving conversations led to the following conclusions: Elementary math teachers lack sufficient content sufficient content solving conversations led to the following secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the several ways: the the several ways: the the conclusions is create a team to provide intensive math provide intensive math courses to be on track for graduation. The mathematics departments (K-12) will provide the several ways: the the several	student needs,		to facilitate student		
PS/RtI was not used to the following conclusions: Elementary math teachers lack sufficient content sufficient content sufficient content end to the following conclusions: Elementary math teachers lack sufficient content sufficient content sufficient content sufficient content sufficient content sufficient content sufficient sufficient content sufficient suffi					
ensure the appropriate math courses to be on track for graduation. The mathematics departments sufficient content ensure the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the conscious mathe		PS/RtI was not used to			Domala Mari
Elementary math teachers lack sufficient content sufficient content sufficient content teachers lack sufficient content sufficient suffin				PD in targeted schools	
teachers lack sufficient content sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient content the interventions selected. Planned implementation of coaching model not sufficient the interventions selected. Planned implementation of coaching model not sufficient the interventions selected. Planned implementation of coaching model not sufficient the intervention of coaching m					
sufficient content Planned implementation of (K-12) will provide the Several ways: the the Elementary Director,					1 1
knowledge to meet coaching model not following tools to provide FD System (anglied to Rita Vasquez,	sufficient content		(K-12) will provide the		Elementary Director,
	knowledge to meet	Coaching model flot	following tools to provide	D System (anglied to	Rita Vasquez,

District assures professional

determined that our reading scores have remained flat across the district. To address this issue, we are implementing a new Professional Development system to align efforts at the district level, the school level, and for the individual teacher level to plan appropriate professional development activities that will address the needs of our students districtwide. The professional development will be differentiated using district data to drive it will continue to be aligned to Common Core State Standards/NGSS at the appropriate grade solve issues with any levels. On-going data analysis will be required at the district and school levels to ensure that school-based leadership teams will work to ensure that a problem solving

model is fully

implemented. Regular

held by teacherss and

data chats will be

SBLT teams will

review on-going

Problem solving using

FAIR results, FCAT

appraisal data, it was

2.0 data, CELLA

data and teacher

Lack of resources (quality assessments, "systems" approach to professional development, and FCIM implementation) all contributed to the content focus, but inconsistencies in district implementation. Without sufficient data, it negatively impacted district and schools' ability to problem consistency.

and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block as needed and outside the 90 minute block based on progress monitoring data. Using FCIM schools will analyze data to determine specific gaps to target instruction. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression. With a district focus on transitioning to Common Core State Standards, the implementation of the PD System will enable the district to provide more targeted, just in time opportunities for teachers to engage in meaningful professional development aligned to their IPDPs, school improvement plans, and the district strategic plan. To also address the diverse needs of students across our district, our professional development activities will also address the need to provide culturally relevant materials to further engage all learners. Monitoring tools for principals use are critical for systems changes. The reading/language arts departments will provide the following tools to provide consistent monitoring processes for schools: Implementation

District defined strategies

and actions are specified

for the implementation of

core and supplemental

instruction and

level, all schools are problem solving for both provided differentiated access to support from literacy coaches. interventions. Adjustments Additionally, professional development is provided for specific reading interventions, such as Guided Reading (heavily emphasized in grades 3-5 during this year), Leveled Literacy Intervention (LLI), and other specific programs aligned to all components of reading.The Common Core State Standards are be implemented with direct literacy coaching support in grades K-2, but also with support through the PD system at all grade levels. At the secondary level, all schools are provided support from Literacy coaches. Also, secondary intensive reading teachers may also attend professional development designed specifically to support reading intervention curriculum. Additionally, all schools are implementing Common Core State Standards in English language arts classes - in many cases with embedded literacy coaches, in grades 6 and 9 this school year. All content areas are implementing Common Core Literacy Standards. The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed

levels to support the

needs of all students.

At the elementary

Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director; Rita Vasquez, Secondary Director; Antelia Campbell, Middle School Manager; Natasa Karac, Coordinator, ESOL Programs

English Language Learners

Reading

progress monitoring data. As a system, this subgroup has grown in numbers significantly over the past few years requiring us to closely monitor achievement data.	standards-based instruction to the high yield strategies from the teacher appraisal; month "at a glance" calendars to assist with walkthrough observations and formative feedback to teachers; on-going communications regarding the professional development opportunities for both school leaders and teachers. Pinellas County has 6 elementary schools designated as L100 schools, and are implementing a variety of reading strategies for their extended school day (one additional hour of reading instruction per school).	for the implementation of Common Core State Standards throughout the year and during the summer. Reading/Language Arts Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. While our district is an inclusive district, the ELL Department offers on-going professional development to assist teachers serving this sub-group. These opportunities are delivered in multiple ways including blending learning, on-line, and face-to-face. The Professional
		The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core

assessments.now combined with teacher performance data from their appraisals, it is clear that PCS student results have declined. To address our student needs, problem solving conversations led to the following conclusions: Elementary math teachers lack sufficient content knowledge to meet the rigorous demands of more robust standards (both NGSSS and CCSS) for students to be successful; the district has not differentiated professional development enough to target teacher audiences: administrators need greater awareness to be able to provide meaningful formative feedback to teachers; lack of math "experts" on our

campuses to serve as

models per site; lack

formatiave/summative

of on-going

After reviewing data

from FCAT

2.0,EOCs,and

district common

PS/RtI was not used to ensure the appropriate match of student need to the interventions selected. Planned implementation of coaching model not attained due to budget cuts Lack of quality assessments in math K-12 contributes to schools inability to progress monitor sufficiently. Lack of research-based interventions for math at the elementary level has inhibited consistency for differentiation of instruction in math.

interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math. The approach to improvement is that of a K-12 Math Plan including the following actions: Examination of student schedules at all levels to ensure that appropriate time is allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the following tools to provide consistent monitoring processes for schools: Implementation rubrics aligning standards-based instruction to the high yield strategies from the teacher appraisal; month "at a glance" calendars to assist with walkthrough observations and formative feedback to teachers; on-going communications regarding the professional development opportunities for both school leaders and teachers At the elementary level, there are very limited math coaches, but to create a more aggressive teacher

summer. K-12 Math problem solving for both Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of new formative math assessments will require professional development for both leaders and teachers, not only in the use/administration, but also in the analysis of results to impact instructional decisions. At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these resources to create a team to provide intensive math PD in targeted schools based on data. This PD will be delivered in Pamela Moore, several ways: the the PD System (aligned to CCSS); through site visits during PLCs, and through math content clinics utilizing highly qualified math teachers, coaches, and district staff to meet the needs of teachers in targeted schools where math content knowledge has been included in their IPDPs. reduced, we are taking advantage of technology to provide on-going support to schools. Schools will utilize PLC meeting times to respond to professional

development needs as

State Standards

and during the

throughout the year

District defined strategies

and actions are specified

for the implementation of

core and supplemental

instruction and

Executive Director Core Curriculum; Kathleen Young, Elementary Director; Rita Vasquez, Secondary Director; Antelia Campbell, Middle School Manager; Natasa Karac, Coordinator, **ESOL Programs**

English Language Learners

Mathematics

assessments to appropriately monitor student progress throughout the year.	training plan, it will be necessary to realign these resources to create a team to provide intensive math PD in targeted schools based on data. This PD will be delivered in several ways: the the PD System (aligned to CCSS); through site visits during PLCs, and through math content clinics utilizing highly qualified math teachers, coaches, and district staff to meet the needs of teachers in targeted schools where math content knowledge has been included in their IPDPs. At the secondary level, the PD plan will also focus on the teacher data, but will also include school leadership training as well as content-focued PD in mathematics. I common Core State Standards for Mathematics teachers at the Elementary level in grades K-5 through the variety of methods described above. On going professional development on the Common Core State Standards for Mathematics, as well as the NGSSS (3-5) is provided to all mathematics teachers at the Elementary level in grades K-5 through the variety of methods described above. On going professional development on the Common Core State Standards for Mathematics, as well as the NGSSS for middle and high school courses is provided to all secondary math teachers through the coaching model at 6 middle schools and 4 high schools and on site by Math Department Chairs based on District	
	District defined strategies and actions are specified for the implementation of problem solving for both core and supplemental instruction and interventions. Adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet student's instructional needs. The district has committed to provide an improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math. The approach to District assures professional development is provided at various levels to support the needs of all students. At the elementary level, all schools are provided differentiated access to support from literacy coaches. Additionally, professional development is provided for specific reading interventions, such as Guided Reading (heavily emphasized in grades)	

FAIR results, FCAT 2.0 data.FAA results, progress monitoring as directed through IEP requirements, and teacher appraisal data, it was determined that our reading scores have remained flat across the district. To address this issue, we are implementing a new Professional Development system to align efforts at the district level, the school level, and for the individual teacher level to plan appropriate professional development activities that will address the needs of our students districtwide. The professional development will be differentiated using district data to drive the content focus, but it will continue to be aligned to Common Core State Standards/NGSS at the appropriate grade levels. On-going data analysis will be required at the district and school levels to ensure that school-based leadership teams will work to ensure that a problem solving model is fully implemented. Regular data chats will be held by teacherss and SBLT teams will review on-going progress monitoring data.

Students with

Disabilities

Reading

Problem solving using

Lack of resources (quality assessments, "systems" approach to professional development, and FCIM implementation) all contributed to inconsistencies in district implementation. Without sufficient data, it negatively impacted district and schools' ability to problem solve issues with any consistency.

actions: Examination of other specific student schedules at all programs aligned to all levels to ensure that components of reading.The Common appropriate time is Core State Standards allocated for core math instruction as well as differentiated instruction/interventions. This step will require investigation of software to facilitate student scheduling ensuring secondary students are in secondary level, all the appropriate math courses to be on track for graduation. The mathematics departments (K-12) will provide the following tools to provide also attend consistent monitoring processes for schools: Implementation rubrics aligning standards-based instruction to the high yield strategies from the teacher appraisal; month "at a glance" calendars to assist with walkthrough observations and formative feedback to teachers; on-going communications regarding the professional grades 6 and 9 this development opportunities for both school leaders and teachers At the elementary level, there are very limited math coaches, but to create a more aggressive teacher training plan, it will be necessary to realign these teachers plus an resources to create a team to provide intensive math PD in targeted schools based on data. This PD will be delivered development designed in several ways: the the PD System (aligned to CCSS); through site visits during PLCs, and through math content clinics utilizing highly qualified math teachers, coaches, and district staff Arts Departments to meet the needs of teachers in targeted schools where math content knowledge has teaching/learning tools to both leaders and been included in their IPDPs. At the secondary teachers to further level, the PD plan will facilitate the adult

also focus on the teacher learners in our system.

improvement is that of a

including the following

K-12 Math Plan

are be implemented with direct literacy coaching support in grades K-2, but also with support through the PD system at all grade levels. At the schools are provided support from Literacy coaches. Also, secondary intensive reading teachers may professional development designed specifically to support reading intervention curriculum. Additionally, all schools are implementing Common Director of ESE Core State Standards in English language arts classes - in many cases with embedded literacy coaches, in school year. All content areas are implementing Common Core Literacy Standards. The Professional Development system will allow "Leading the Learning" cadres of 4 administrator per school site to engage in on-going professional for the implementation of Common Core State Standards throughout the year and during the summer. Reading/Language collaborating with level directors will also provide

3-5 during this year),

Intervention (LLI), and

Leveled Literacy

Cindy Bania, Executive

	data, but will also include school leadership training as well as content-focued PD in mathematics. ESE staff also plans and delivers specialized trainings specific to ESE teacher needs based on both district-wide and school-wide data sources. This same process as described for general education teachers/administrators will occur through collaborative planning with Teaching and Learning staff and ESE staff.	
	The Professional Development system will allow "Leading the Learning" cadres of 4 teachers plus an administrator per school site to engage in on-going professional development designed for the implementation of Common Core State Standards throughout the year and during the summer. K-12 Math Departments collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system. All School Based Leadership teams will continue to use problem solving to monitor student progress. The use of new formative math assessments will require professional development for both	

		After reviewing data			leaders and teachers,	
		from FCAT			not only in the	
		2.0,EOCs,FAA, and			use/administration, but	
		district common			also in the analysis of	
		assessments,now			results to impact	
		combined with			instructional decisions. At the elementary	
		teacher performance			level, there are very	
		data from their			limited math coaches,	
		appraisals, it is clear			but to create a more	
		that PCS student results have declined.			aggressive teacher	
		To address our		Problem solving method	training plan, it will be	
		student needs,		will continue at the same	necessary to realign	
		problem solving		level of intensity as for	these resources to	
		conversations led to		students without disabilities requiring	create a team to provide intensive math	
		the following		intense intervention.	PD in targeted schools	
		conclusions:			based on data. This	
		Elementary math teachers lack		Changes and	PD will be delivered in	
		sufficient content	Intense level progress	modifications in	several ways: the the	
		knowledge to meet	monitoring not frequently	instruction and	PD System (aligned to	
		the rigorous demands		intervention will be made	CCSS); through site	
Students wit	h	of more robust	change/modifyinterventions.	based on progress monitoring data.	visits during PLCs, and through math	Cindy Bania,
Disabilities VIC	Mathematics	standards (both		momtoring data.	content clinics utilizing	Executive
		NGSSS and CCSS) for students to be	Problem solving method not continued following	IEP and problem solving	highly qualified math	Director of ESE
		successful; the district		will be aligned and	teachers, coaches, and	
		has not differentiated		provide maximum	district staff to meet	
		professional		support needed to close gap.	the needs of teachers in targeted schools	
		development enough		ESE staff also plans and	where math content	
		to target teacher audiences;		delivers specialized	knowledge has been	
		administrators need		trainings specific to ESE	included in their	
		greater awareness to		teacher needs based on	IPDPs. reduced, we	
		be able to provide		both district-wide and	are taking advantage	
		meaningful formative		school-wide data sources.	of technology to provide on-going	
		feedback to teachers;		Sources.	support to schools.	
		lack of math "experts" on our			Schools will utilize	
		campuses to serve as			PLC meeting times to	
		models per site; lack			respond to	
		of on-going			professional development needs as	
		formatiave/summative			determined through	
		assessments to			problem solving based	
		appropriately monitor student progress			on student data. The	
		throughout the year.			district also provides	
					district wide trainings	
					opportunities in math as defined in the PD	
					system. The Common	
					Core State Standards	
					are implemented in	
					Grades K & 1.	
					Ongoing Professional development on the	
					Common Core State	
					Standards for	
					Mathematics, as well	
					as the NGSSS (3-5) is	
					provided to all mathematics teachers	
					at the Elementary level	
					in grades K-5 through	
					the variety of methods	
					described above. On	
	I				going professional	I

		development on the Common Core State Standards for Mathematics, as well asthe NGSSS for middle and high school courses is provided to all secondary math teachers through the coaching model at 6 middle schools and 4 high schools and on site by Math Department Chairs based on District created materials.
Other (e.g. Migrant) [as needed]	Reading	
Other (e.g. Migrant) [as needed]	Mathematics	

$Title\ I\ District\ Improvement\ Plan - (Part 3_1)$

3) List and describe specific scientifically research-based reading programs and instructional strategies the district will use at each level (elementary, middle, high).

used daily for initial instruction in all 6 areas of reading for all elementary general ies who receive reading instruction from a teacher of special education. Reading Mastery g Exceptionality classrooms. The CCRP will be integrated into the 90-minute reading ion followed by up to 50 minutes of differentiated instruction provided in small group th daily using the Pinellas Vocabulary Project based on the vocabulary in Macmillan sabel Beck. Targeted schools also receive ongoing professional development and improvement Model (FCIM). Specific sample schedules, instructional focus calendars, ided. The ancillary materials from the CCRP and supplemental small group materials provided to teach small groups using the Jan Richardson Guided Reading Routine as specified in K-2 teacher will receive this professional book and professional development related to expected to teach small groups by using the Jan Richardson routine as well as other
o teach small groups using the Jan Richardson Guided Reading Routine as specified in K-2 teacher will receive this professional book and professional development related to
olex text.
the Common Core State Standards for ELA in several ways. Teachers will receive ad Aloud with Accountable Talk that aligns with CCSS exemplars as well as Speaking Informational Text Standards. Teachers in K-1 have also professional development and nits of Study which are aligned with the CCSS.
ired for sixth grade students scoring Level 3 and above on FCAT Reading. Daybooks a all sixth grade level or above reading courses. This series includes instructional plans ree the strategic reading of both fiction and non-fiction texts.
elective reading classes for seventh and eighth grade students scoring Level 3 and above et Allen's curriculum, Plugged-In to Reading. The seventh grade curriculum uses the riculum uses Fiction Level 2. This program supports both the Balanced Literacy and the nstruction to deliver NGSSS reading benchmark instruction.
enging texts that elicit close reading and re-reading at each grade level in reading courses
i

Comprehensive Intervention Reading Programs (CIRP)

Teachers use the adopted CIRP materials and available tools in a manner consistent with the philosophy of instruction embedded into the program and the research base upon which the program is designed. The CIRP materials are used as a vehicle to support the instructional needs of the students based on on-going formative instruction.

- Within the passages provided by the CIRP, teachers will design lessons that require students to closely read and re-read texts in order to fully comprehend increasingly difficult text independently. Students will be asked to respond in writing and discussion to text based questions focused on the Standards.
- Using supplemental texts, teachers will regularly include shorter, challenging passages that elicit close reading and re-reading. The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority will be placed on the close, sustained reading of complex text. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.

MIDDLE

- Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction—including effective scaffolding—to enable them to read at the appropriate level of text complexity. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully.
- Effective scaffolding aligned to the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.

Supplemental Intervention Reading Programs (SIRP)

Each of these resources support word study, text efficiency, comprehension and writing in response to reading.

- Teachers have multiple resources from which to select short but challenging texts with which to supplement the CIRP. These include non-fiction, as well as fiction passages. These passages include articles from Britannica Online, AVID Weekly, and GALE Literacy Resource Center as well as passages from novels, short stories, and poems.
- Classroom libraries with leveled texts are selected as determined by the independent reading level of the students. These are used for the purpose of supporting self-selected independent reading.
- St. Petersburg Times/Newspapers in Education (NIE) is provided to support and practice reading strategies using current, relevant nonfiction text. Newspapers may be used as either a shared, guided, or independent reading resource.
- Class sets of novels are provided for the teacher to use as a resource, maintaining a Balanced Literacy format-used for shared or guided reading instruction.
- In our low level courses we use Scholastic Action Magazine to support and practice reading strategies using current, relevant, mixed genre reading and to be used as either a shared, guided or independent reading resource.
- The 8th grade Read 180 course will have additional stretch texts to provide students an opportunity to enhance their learning through primary sources that are rigorous, complex, and authentic. Extended research, media, writing activities, and projects will support students with accessing content specific text.

Comprehensive Intervention Reading Programs (CIRP)

Teachers use the adopted CIRP materials and available tools in a manner consistent with the philosophy of instruction embedded into the program and the research base upon which the program is designed. The CIRP materials are used as a vehicle to support the instructional needs of the students based on on-going formative instruction.

- Within the passages provided by the CIRP, teachers will design lessons that require students to closely read and re-read texts in order to fully comprehend increasingly difficult text independently. Students will be asked to respond in writing and discussion to text based questions focused on the Standards.
- Using supplemental texts, teachers will regularly include shorter, challenging passages that elicit close reading and re-reading. The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority will be placed on the close, sustained reading of complex text. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.

I	
instruction—including effect scaffolding will not preempt	its to experience the complexity of the text, rather than avoid it. Many students will need careful ive scaffolding—to enable them to read at the appropriate level of text complexity. However, the or replace the text by translating its contents for students or telling students what they are going to learn that is, the scaffolding will not itself become an alternate, simpler source of information that diminishes text itself carefully.
directions that focus student she might struggle. When pr	ed with the Standards should result in the reader encountering the text on its own terms, providing helpfuls on the text. Follow-up support should guide the reader when encountering places in the text where he roductive struggle with the text is exhausted, questions rather than explanations can help focus the studer statements in the text, or the organization of ideas in the paragraph.
Supplemental Intervention F	Reading Programs (SIRP)
non-fiction as well as fiction	urces from which to select short but challenging texts with which to supplement the CIRP. These include a passages. These passages include articles from Britannica Online, AVID Weekly, and GALE Literacy passages from novels, short stories and poems
use, in addition to Plugged-i development; Reading Plus	pplemental materials will be found in high school reading classes. The single period intervention classes winto Reading, Take 10 Reading Benchmark focused lessons, Reader's Handbook (9-12) for reading sk (9) software used to provide students with experiential practice using developmental strategies, and used for reading skill development.
0	srooms are stocked with classroom libraries for independent reading based on student interest and that there is a resource in the balanced literacy model: Tampa Bay Times used as a

All high school reading classrooms are stocked with classroom libraries for independent reading based on student interest and independent reading level; shared reading novels for use as a resource in the balanced literacy model; Tampa Bay Times used as a resource for shared, guided, and independent reading instruction and skill practice; and Great Leaps used as a resource for instruction in developing text reading proficiency.

Additional Information

HIGH

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	The Elementary Reading and Language Arts Department will collaborate with any elementary school that extends the instructional day. The district will assist the schools by helping them explore the resources available at the school and aligning them to student needs based on data. If the Lexia Program is available, schools will be encouraged to utilize it as well as small group instruction. The small group instruction should be designed to move children along a trajectory of complex text.
	All professional development beginning in the year 2011/2012, has been written and delivered according to the standards in the CCSS.
	In Grades K-1, teachers have received Reading Units of Study aligned to the CCSS. In several units students are reading grade level and beyond 'text sets.'
	In Grades 3-5, teachers have received The Reading & Writing Nonfiction Routine, written to the CCSS. While using this routine, teachers organize grade level 'text sets' around nonfiction reading topics that align with the Science Benchmarks.
	In Grades 2-5, teachers will receive professional development in the area of small group instruction. From August through December, students who are deficient or substantially deficient will receive small group instruction using leveled text designed to accelerate them along a trajectory to grade level text. From January – June, those students will receive small group instruction while reading complex text.
ELEMENTARY	The district will provide a professional development module(s) on text complexity for administrators, learning specialists, and reading/literacy coaches. There will be training offered on using the complex text rubric (rubric provided by JRF!). The district will also provide exemplar texts from the CCSS Appendix B, and use those exemplars to identify other complex texts, creating 'text sets' with 'stretch texts' provided in all courses/grades, particularly in reading intervention.
	Students in need of intensive intervention will be part of the instructional core program including read aloud, think aloud, comprehension strategy instruction, and so forth. In addition, designated students (determined by FAIR and other forms of assessment) in grades K-5 will receive daily small group directed instruction for immediate intensive intervention during the additional reading time allocated for intervention (extended beyond the 90 minutes allocated for reading instruction.) Students are placed in flexible needs alike small groups for intervention. Students in these groups will read progressively more complex text while focusing on newly acquired reading skills. The intervention will be provided by classroom teachers, ESE teachers, and/or hourly teachers. Students will receive explicit instruction and scaffolded instruction with corrective feedback. Instruction and feedback are precisely adjusted based on progress monitoring. A variety of ongoing progress monitoring tools will be used (TDIOPM tasks, DIBELS

NEXT, and AIMS Web).

By the fall of 2012 all 74 elementary schools will receive materials and professional development on Fountas & Pinnell's Leveled Literacy Intervention (LLI). This intervention program is designed for students requiring immediate intensive intervention for students in grades K-2. Leveled Literacy Intervention (LLI) consists of a series of planned lessons designed to provide supplementary instruction to kindergarten, first, and second grade children who are finding it difficult to learn to read and write. Teachers first use a systematic assessment to determine children's instructional reading level, and then form groups of three children who are reading at approximately the same level. English language learners can also benefit from LLI. Each LLI lesson provides specific suggestions for supporting English language learners.

Comprehensive Intervention Reading Programs (CIRP)

Teachers use the adopted CIRP materials and available tools in a manner consistent with the philosophy of instruction embedded into the program and the research base upon which the program is designed. The CIRP materials are used as a vehicle to support the instructional needs of the students based on on-going formative instruction.

- Within the passages provided by the CIRP, teachers will design lessons that require students to closely read and re-read texts in order to fully comprehend increasingly difficult text independently. Students will be asked to respond in writing and discussion to text based questions focused on the Standards.
- Using supplemental texts, teachers will regularly include shorter, challenging passages that elicit close reading and re-reading. The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority will be placed on the close, sustained reading of complex text. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.
- Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction—including effective scaffolding—to enable them to read at the appropriate level of text complexity. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding should not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully.
- Effective scaffolding aligned to the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.

Supplemental Intervention Reading Programs (SIRP)

Each of these resources support word study, text efficiency, comprehension and writing in response to reading.

- Teachers have multiple resources from which to select short but challenging texts with which to supplement the CIRP. These include non-fiction, as well as fiction passages. These passages include articles from Britannica Online, AVID Weekly, and GALE Literacy Resource Center as well as passages from novels, short stories, and poems.
- Classroom libraries with leveled texts are selected as determined by the independent reading level of the students. These are used for the purpose of supporting self-selected independent reading.
- St. Petersburg Times/Newspapers in Education (NIE) is provided to support and practice reading strategies using current, relevant nonfiction text. Newspapers may be used as either a shared, guided, or independent reading resource.
- Class sets of novels are provided for the teacher to use as a resource, maintaining a Balanced Literacy format-used for shared or guided reading instruction.
- In our low level courses we use Scholastic Action Magazine to support and practice reading strategies using current, relevant, mixed genre reading and to be used as either a shared, guided or independent reading resource.
- The 8th grade Read 180 course will have additional stretch texts to provide students an opportunity to enhance their learning through primary sources that are rigorous, complex, and authentic. Extended research, media, writing activities, and projects will support students with accessing content specific text.

Comprehensive Intervention Reading Programs (CIRP)

Teachers use the adopted CIRP materials and available tools in a manner consistent with the philosophy of instruction embedded into the program and the research base upon which the program is designed. The CIRP materials are used as a vehicle to support the instructional needs of the students based on on-going formative instruction.

MIDDLE

	order to fully comprehend increasingly difficult text independently. Students will be asked to respond in writing and discussion to text based questions focused on the Standards.
	• Using supplemental texts, teachers will regularly include shorter, challenging passages that elicit close reading and re-reading. The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority will be placed on the close, sustained reading of complex text. Such reading emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.
HIGH	• Scaffolds enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction—including effective scaffolding—to enable them to read at the appropriate level of text complexity. However, the scaffolding will not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; that is, the scaffolding will not itself become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully.
	• Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.
	Supplemental Intervention Reading Programs (SIRP)
	Teachers have multiple resources from which to select short but challenging texts with which to supplement the CIRP. These include non-fiction as well as fiction passages. These passages include articles from Britannica Online, AVID Weekly, and GALE Literacy Resource Center as well as passages from novels, short stories and poems
	In addition, the following supplemental materials will be found in high school reading classes. The single period intervention classes will use, in addition to Plugged-in to Reading, Take 10 Reading Benchmark focused lessons, Reader's Handbook (9-12) for reading skill development; Reading Plus (9) software used to provide students with experiential practice using developmental strategies, and Reading Advantage (9-12) used for reading skill development.
	All high school reading classrooms are stocked with classroom libraries for independent reading based on student interest and independent reading level; shared reading novels for use as a resource in the balanced literacy model; Tampa Bay Times used as a resource for shared, guided, and independent reading instruction and skill practice; and Great Leaps used as a resource for instruction in developing text reading proficiency.
Additional	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	
MIDDLE	Click here to Professional Development in Reading web page
HIGH	
Additional	
Information	

Title I District Improvement Plan - (Part 3_2)

3_2) Describe the extended learning opportunities for reading that will be provided before school, after school, during the summer, or during an extension of the school year.

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	Pinellas County Schools offers Summer Reading Camp services to all third graders who score a Level 1 on the FCAT Reading. The purpose of Pinellas County's Summer Reading Camp is twofold: provide intensive remediation and acceleration to third grade students. (Please see Summer Reading Camp website for additional information.)		

Pinellas County Schools has partnered with St. Petersburg College to train tutors to work with students during Summer Reading Camp. The R'Club, the YMCA, and city recreation departments also offer after school programs during the summer. Six Title I schools are offering "mini" extended year summer camps. At five summer school sites, students in grades 1 and 2 will receive four hours of instruction (reading, writing, and math) a day and teachers will receive three hours of professional development. At one site, students in grade 3 will receive 3 ½ hours of writing instruction each day and teachers will receive 2 ½ hours of professional development daily. These camps are in addition to the district's 3rd grade Summer Reading Camp. Students who qualify for Summer Reading Camp cannot attend the 3rd grade Title I extended year camp. Every Summer, Five of the six camps are being held at our lowest performing schools. Students who Tracie Bergman, for up to 3-6 attend the zoned school qualify for the camp. Teachers are selected with priority given Elementary ELEMENTARY weeks, to teachers who teach at the schools. Reading/Language Arts depending on the In five schools, the focus of reading and writing instruction will be on informational text Specialist grade level. aligned with CCSS as well as Science NGSSS benchmarks. The focus of writing instruction will be on writing process, reading like a writer, and the reciprocal nature of reading and writing. All Pinellas County students will be offered the opportunity to access Destination Reading activities aligned to grade level specific benchmarks. Intervention teachers as well as summer reading camp teachers must be highly qualified with knowledge and experience using intervention programs, accelerating student learning, and monitoring student progress. Reading Endorsement/Reading Certification is preferred for these positions. Schools are encouraged to use their extended learning funds to provide intensive reading intervention to students. Our district has made application to become an SES provider for after school intervention instruction. • Our most struggling readers in need of decoding, text reading efficiency, vocabulary, and comprehension instruction are in an intensive reading double-block period, using the SRA REACH, SRA Reasoning and Writing 6-8, or Lexia. The student per teacher ratio for these classes is 20:1 or less. In this setting, students receive direct instruction in decoding, writing, and thinking skills. • The next level of readers in need of text reading efficiency, vocabulary, and comprehension instruction are in an intensive reading double-block period, using the Scholastic Read 180 curriculum. The student per teacher ratio for these classes is 21:1 or less. This classroom uses a rotational model where students receive 20 minutes of whole group explicit instruction, 20 minutes of guided reading practice, 20 minutes on the Read 180 software, 20 minutes of independent reading, and a 10 minute wrap-up. Students read, discuss, and write in response to reading during this 90 minute block • The 8th grade Read 180 course will have additional stretch texts to provide students an opportunity to enhance their learning through primary sources that are rigorous, complex, and authentic. Extended research, media, writing activities, and projects will support students with accessing content specific text. Each school will design before, after, and summer school reading activities that will meet the needs of their students. Supplemental Academic Instruction funds support Extended Learning Programs at each school site. • Tampa Bay Times--The Tampa Bay Times Newspaper in Education (NIE) program is a cooperative effort between schools and the Times to promote the use of newspapers as an educational resource. NIE provides schools with class sets of the Times, plus their award-winning curriculum, at no cost to teachers or schools. The Times absorbs all production costs and half the cost of newspapers; the other half of the newspaper cost is paid for through the sponsorships of generous communityminded companies, government agencies, foundations and individuals. • Summer Secondary Reading Program-- Optional summer reading program--work

with public libraries across the county to make books available, and district provides funds to schools to purchase multiple sets to give to students. District communications

team helps with advertising and work with the Tampa Bay Times, as well. Danielle Campbell, Overview: Supervisor, Secondary Optional participation Reading MIDDLE • Three – four books per grade level • Culminating technology-based project • Students log hours and have opportunity to compete for prizes by completing projects and also can participate in Scholastic's free Reading for the World Record. • Projects eligible for competition for prizes, recognition, i.e., Rays tickets, movie tickets, clothes, bikes, music downloads, etc.. Prizes to be donated by community partners. Vetted through teacher input • District will complete Connect Ed calls throughout the summer and coordinate with public library events. • District will provide funds to schools to purchase books for students, and students will participate in book swaps as well as set goals for summer reading. • Thematic book selection anchored by historical time period/subject (see below) Grade 6 – Ancient Civilizations Grade 7 – Civics Grade 8 – U.S. History to 1865 Grade 9 – Geography or Government Grade 10 – World History Grade 11 – second half of U.S. History Grade 12 – Economics Book sets at each grade level would fall into the following categories: - Fiction/historical fiction - Nonfiction Science-related · Careers, strange facts, biographies, etc. The Tampa Bay Times NIE program will design a 4-page Kraft wrap in partnership with Pinellas County Schools to promote the 2012 summer reading program; will distribute the guide to all schools in the designated school districts; will insert the guide in all Pinellas copy versions of the Tampa Bay Times; will provide an over run of the publication to Pinellas County Schools and Pinellas County Public Library Cooperative; and will create a special tab on the Reading with the Rays website for this middle and high school reading program. • Pinellas County has created an automated data/placement system, called the Pinellas Reading Sorter, which pulls together data to support reading placement in all high school classrooms. The sorting system matches these data to a rating scale that helps define our readers who may have issues with decoding and text reading efficiency and recommends placement for students into reading intervention courses. We use this system, which is reflected on our assessment tree, to accurately identify, place and redirect struggling readers. Though this system is not fail-proof it helps site-based assistant principals and guidance counselors make more accurate decisions about student placement. • Reading teachers will conduct individualized reading assessments on the lowest performing readers, and will make placement recommendations for following school year for all Level 1 and 2 students. Assistant Principals will use this data to inform placement decisions when anomalies arise in the sorter data or when parents, students, or teachers question reading sorter placement. These data points are to include, FCAT scores, FAIR scores, individualized assessment data and teacher recommendation. In all cases, students should be provided the highest level of intervention that will likely accelerate growth in reading proficiency. • The Read 180 curriculum is used in the extended-time reading intervention classes for 9th and 10th grade students in need of decoding and text reading efficiency instruction. Read 180 uses a rotational model, providing whole group instruction, guided reading,

computer-assisted instruction, and independent reading to address fluency, vocabulary, and comprehension deficiencies. Students read, discuss, and write in response to reading during this 90 minute block.

- The Read 180 curriculum is supplemented with Scholastic FX to assist with differentiated phonics instruction as needed. The student per teacher ratio for these classes is 15:1.
- Teachers help students develop individual reading goals and share progress
 monitoring data with students in order to build motivation and purpose. In addition,
 each classroom is print rich with a variety of texts to increase interest and motivation.
- Teachers receive extensive training in the delivery of instruction to ensure the programs are implemented with high fidelity. Immediate intensive intervention is provided in class, before and after school, along with tutoring and mentoring programs.

Each school will design before, after, and summer school reading activities that will meet the needs of their students. Supplemental Academic Instruction funds support Extended Learning Programs at each school site.

- Tampa Bay Times--The Tampa Bay Times Newspaper in Education (NIE) program is a cooperative effort between schools and the Times to promote the use of newspapers as an educational resource. NIE provides schools with class sets of the Times, plus their award-winning curriculum, at no cost to teachers or schools. The Times absorbs all production costs and half the cost of newspapers; the other half of the newspaper cost is paid for through the sponsorships of generous community-minded companies, government agencies, foundations and individuals.
- Summer Secondary Reading Program-- Optional summer reading program--work with public libraries across the county to make books available, and district provides funds to schools to purchase multiple sets to give to students. District communications team helps with advertising and work with the Tampa Bay Times, as well.

Overview:

- Optional participation
- Three four books per grade level
- Culminating technology-based project
- Students log hours and have opportunity to compete for prizes by completing projects and also can participate in Scholastic's

free Reading for the World Record.

• Projects eligible for competition for prizes, recognition, i.e., Rays tickets, movie tickets, clothes, bikes, music downloads, etc..

Prizes to be donated by community partners.

- Vetted through teacher input
- District will complete Connect Ed calls throughout the summer and coordinate with public library events.
- District will provide funds to schools to purchase books for students, and students will participate in book swaps as well as set goals for summer reading.
- Thematic book selection anchored by historical time period/subject (see below)
 Anchors:

Grade 6 – Ancient Civilizations

Grade 7 – Civics

Grade 8 – U.S. History to 1865

Grade 9 – Geography or Government

Grade 10 – World History

Grade 11 – second half of U.S. History

Grade 12 – Economics

Book sets at each grade level would fall into the following categories:

- Fiction/historical fiction
- Nonfiction
- Science-related
- Careers, strange facts, biographies, etc.

Danielle Campbell, Supervisor, Secondary Reading

HIGH

	The Tampa Bay Times NIE program will design a 4-page Kraft wrap in partnership with Pinellas County Schools to promote the 2012 summer reading program; will distribute the guide to all schools in the designated school districts; will insert the guide in all Pinellas copy versions of the Tampa Bay Times; will provide an over run of the publication to Pinellas County Schools and Pinellas County Public Library Cooperative; and will create a special tab on the Reading with the Rays website for this middle and high school reading program.		
Additional Information	Elementary (Title I) Supplemental Education Services	Students at eligible Title I schools who are eligible for free/ reduced lunch SES- based on per pupil allocation and fees charged by providers	Mary Conage, Director of Title I
	Extended Day for six L100 schools	One hour daily for the students' school year	Area Superintendent

$Title\ I\ District\ Improvement\ Plan\ \hbox{--}\ (Part\ 3_3)$

 $3_{-}3$) Describe the reading opportunities that will be provided for targeted groups and grade level as it relates to sections $3_{-}1$ and $3_{-}2$. Provide the frequency, duration, and person responsible for monitoring.

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	Elementary (Title I) Supplemental education services. Students at eligible Title I schools who are eligible for free/reduced lunch First priority for will be given to any retained K-3 students. The second priority will be for struggling 2nd and 3rd grade students. Support for those subgroups where Annual Measurable Objectives were not met will also be considered.	SES – based on per pupil allocation and fees charged by providers All elementary schools will be allocated funds based on the number of level I students. It is the District's expectation to provide service to the number of students on which the allocation is based.	Isabella Torbert, Title I (SES) Tracie Bergman, Elementary Reading/Language Arts Specialist
		Intensive reading courses in Pinellas County are a part of our Tier 2 and Tier 3 instruction for students who are reading below grade level. The purpose of these courses is to accelerate reading competency and scaffold students' ability to transfer reading strategies to grade level text and beyond. These classes use both the Balanced Literacy and Gradual Release of Responsibility models of instruction. Developmental reading courses in Pinellas County Schools are a part of our Tier 1 instruction for students reading at grade level. The purpose of these courses is to support reading competency and scaffold students' ability to transfer reading strategies to grade level text and beyond. These classes are designed in accordance with a Balanced Literacy model supported by scientifically based reading research. The Balanced Literacy model utilizes whole group instruction, guided reading instruction, and independent practice as its core methods of instruction. Instructional deliveries include explicit	

HIGH	First priority is our Level 1 and Level 2 students, but we also target our Bubble and Level 3+ students.		Danielle Campbell, Supervisor, Secondary Reading
MIDDLE	First priority is our Level 1 and Level 2 students, but we also target our Bubble and Level 3+ students.	reachers help students develop individual reading goals and share progress	Danielle Campbell, Supervisor, Secondary Reading

Title I District Improvement Plan - (Part 4)

4) List and describe specific scientifically research-based mathematics programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
			Textbook training workshops during pre-school, NGSSS workshops using PROMISE Modules, Technology workshops throughout the school year, Embedded training provided by math coaches District-wide access to Elluminate sessions on NGSSS and coaching support. Elluminate sessions by Benchmark to

HI HMHNTARYI	Pearson enVision Math	FASTTMath,Destination Math, Everyday Counts Calendar Math, ST Math (14 schools)	support topics as presented in the County-wide Curriculum guide. The Common Core State Standards are implemented in Grades K & 1. Ongoing Professional development on the Common Core State Standards for Mathematics, as well as the NGSSS (3-5) is provided to all mathematics teachers at the Elementary level in grades K-5 through the coaching model (14 schools) and on site by Learning Specialists based on District created materials.
MIDDLE	hth - Xth grade.	Cambium Learning Group/Voyager Intervention Program, VMath Live FASTTMath, Destination Math, ALEKS, DimensionM-Tabula Digita, I CAN LEARN lab, Math Elevations Intervention Program, NOVANET online course recovery programby Pearson	Textbook training workshops during pre-school, NGSSS workshops using PROMISE Modules, Technology workshops throughout the school year, Embedded training provided by math coaches. District-wide access to Elluminate sessions on NGSSS and coaching support via Elluminate. Algebra Leadership Team meetings and Algebra support trainings.
HIGH	Textbook program for	XL,Compass Learning, Agile Mind	Textbook training workshops during pre-school, NGSSS workshops using PROMISE Modules, Technology workshops throughout the school year, Embedded training provided by math coaches

Describe the extended learning opportunities for mathematics that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
All high schools have been provided Algebra Remediation funds to hire tutors and purchase supplies for after-school extended learning and tutoring. The Intervene school will have an extended day and block scheduling. Saturday tutoring occurs at the Intervene school weekly.	9th - 12th Grade	Extended Learning Program for Algebra Remediation and other math tutoring is daily. Every Saturday from 8:00 am - noon is tutoring.	School administation
Credit recovery is offered at each high school in subjects required for graduation	9th - 12th Grade students who have not earned credit	Individualized to meet the needs of student	Rita Vasquez, Director of Secondary School Education
Summer EOC recovery program to prepare students for the summer EOC retakes	Upper level 2 Algebra and Geometry	2 weeks prior to the summer administration of the Algebra or Geometry EOC	Rita Vasquez, Director of Secondary Education
Elementary (Title I) Supplemental Education Services	Students at eligible Title I Schools who are eligible for free/reduced lunch	SES-based on per pupil allocation and fees charded by providers	Mary Conage, Director of Title I

Title I District Improvement Plan - (Part 5)

5) List and describe specific scientifically research-based science programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade l	Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMEN	VTARY	1st-5th Harcourt Science FUSION Integrated into the 5E Instructional Model	To supplement the core curriculum for elementary science, district developed lessons emphasizing misconception probes have been included based on the research from Page Keeley. Additionally, district-developed lessons for the 5E workshop model of science	*Content Literacy Strategies Integrated Into 5 E Science Workshops Grades 1- 5 *SEAMS -Students Exploring *Authentic Math and Science-Scientific Thinking

	National Geographic - Kindergarten	instruction based on the research completed by Roger Bybee have been infused into the core science curriculum	*Formative Assessment Strategies/Misconceptions *Science Notebooking *Data and Assessment PLC training
MIDDLE	*6th - 8th Holt Science FUSION Integrated into the 5 E Instructional Model	To supplement the core curriculum for middle schoolscience, district developed lessons emphasizing misconception probes have been included based on the research from Page Keeley. Additionally, district-developed lessons for the 5E workshop model of science instruction based on the research completed by Roger Bybee have been infused into the core science curriculum	*Content Literacy Strategies Integrated Into 5 E Science Workshops *SEAMS -Students Exploring Authentic Math and Science-Scientific Thinking Formative Assessment Strategies/Misconceptions *Science Notebooking *Data and Assessment PLC training *Introduction to CCSS
HIGH	Pearson (Biology, Physics, Chemistry) Holt McDougal (Biology H, chemistry H, Physics H) Glencoe (Earth Space, Biology H, Chemistry 1) CPO Science (Physics)	The department of Secondary Science deploys the following researched based strategies and programs: Gizmos, AVID, Content Enhancement (provides additional support to SWD/ELL), 5E Lesson Planning. 2012-13 Common Core State Standards (integration of reading and writing anchor standards into science curriculum).	Unpacking Standards Introduction to CCSS Science Inquiry 5E Lesson Planning Science Interactive Notebooks Lab Safety Science Technology Content Enhancement Data & Assessment training Formative Assessment Levels of Questioning Biology 1 EOC support training for all biology 1 teachers (benchmarks, assessment frequency, data-driven instruction, key labs)

Describe the extended learning opportunities for science that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Envirothon (Environmental Science afterschool club)	Persistently lowest achieving school(s)	Throughout the school year	Classroom teacher
Credit recovery is offered at each high school in subjects required for graduation	Students that do not pass the course	Summer	Rita Vasquez, Director of High School Education
After School Science Clubs	Various Title I Schools	School Year	Julie Poth, K-5 Science Content Specialist
Super Scientist Day/competition	Various Elementary schools	annual	Julie Poth, K-5 Science Specialist and ESTA Board
District Science Showcase	Various schools K-8 students	annual	Julie Poth K-5 Science Specialist
Biology 1 Recovery	All Biology 1 students (freshman entering 2012) not passing EOC	Throughout the school year	Andrew Oyer 6-12 Science Specialist
STEM/Robotics clubs (lego K'Nex), expanding 2012-13 via RTTT proj3	Various Middle Schools, RTTT: students that have not previously had access to STEM clubs onsite	Throughout the school year	Andrew Oyer 6-12 Science Specialist; Celeste Thomas, Grants Specialist

Title I District Improvement Plan - (Part 6)

6) List and describe specific scientifically research-based writing programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Writing and Scientifically Research- Based Program(s)	Supplemental Writing and Scientifically Research- Based Program(s)	Professional Development Activities to Support Programs and Strategies
			Training in implementation of core curriculum instruction and

ELEMENTARY	Writing Units of Study based on FL NGSSS and Common Core Standards (K-5)	based on work of Strickland, Ganske, and Monroe in	intervention strategies provided by coaches; Follow-up training provided based on implementation and writing assessment data; Student writing is used as a formative assessment and this data is analyzed to determine both student need as well as professional development needs.
MIDDLE	FCAT Writing Lessons (6-8); FCAT Writing Video Lessons based on FL NGSSS (8th); Glencoe Writers Choice; 6th Grade CCSS Implementation with Exemplar Units	Glencoe On-Line Essay Grader, which incorporates the six traits of writing	Training in implementation of core and supplemental instruction and intervention programs provided by instructional leaders; Follow-up training provided based on implementation fidelity data; Ongoing progress monitoring of students in order to differentiate instruction, provide appropriate interventions, and determine onoing professional development needs
HIGH	FCAT Writing Video Lessons based on FL NGSSS in 9th and 10th; Holt Elements of Language; McDougal Littell Elements of Language; 9th Grade CCSS Implementation with Exemplar Units	Glencoe On-Line Essay Grader, which incorporates the six traits of writing	Training in implementation of core and supplemental instruction and intervention programs provided by instructional leaders; Follow-up training provided based on implementation fidelity data; Ongoing progress monitoring of students in order to differentiate instruction, provide appropriate interventions, and determine onoing professional development needs

Describe the extended learning opportunities for writing that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Credit recovery is offered at each high school in subjects required for graduation	9th- 12th grade students who did not earn English credit	Individualized based on student's need	Rita Vasquez, Director of Secondary Education
Writing is infused into 3rd grade summer reading camps curriculum. Building Critical Writers training will be provided to teachers at the L100 schools. The training includes content training for teachers as well as modeling of lessons with students with feedback from the trainers to move writing instruction forward. The training also focuses on examination of student work in a lesson study-like professional learning environment to build the writing skills of both teachers and students. It is also aligned to the rigors of the CCSS.	Third graders who score Level 1 on FCAT 2.0. The Building Writing training will be for all teachers responsible for the instruction of writing at the L100 schools, and will reach all students in these schools.	Minimum of 21 days in summer, but looking to expand depending upon financial resources. The Building Critical Writers consists of 1 full day of content for teachers with three follow up days of classroom/PLC collaborative learning sessions.	Kathleen Young, Director of Elementary Education Tracie Bergman,

Title I District Improvement Plan - (Part 7)

7) Describe how the district will ensure that no less than 10% of Title I, Part A funds are committed to support the professional development activities described in this plan.

Under Florida's waiver of certain components of No Child Left Behind, a 10% set-aside of the district's Title I, Part A allocation is no longer required. However, supporting high quality professional development activities remains a district priority. An amount exceeding 10% of the district's Title I Part allocation has been designated to support professional learning for teachers and school leaders in the following ways:

- -Reading/Literacy, Math, Science, and RtI coaches to support embedded professional learning in Title I schools including building teachers' knowledge of the Common Core State Standards, modeling and co-teaching, facilitating lesson study cycles and problem solving processes, leading reflective conversations in Professional Learning Communities, building teachers' knowledge of the Common Core standards, and using data to provide explicit, targeted instruction for students
- -External consultants to facilitate increased knowledge and skill with specific processes, strategies, and intervention programs
- -A cadre of mentors to support new teachers with all aspects of effective pedagogical practice, including classroom management, planning,

assessment, and structures for increased student engagement and learning

- -Stipends for teachers participating in professional learning activities beyond the contract day
- -Substitute teachers to provide instruction while teachers participate in professional development during the school day
- Professional resource materials to allow teachers to engage in book studies, inquiry projects, and other relevant learning activities
- -Funds to cover travel costs for teachers and school leaders participating in out-of-district conferences and learning institutes

Title I District Improvement Plan - (Part 8)

8) Describe specific activities or strategies the district will use to promote effective parental involvement.

Specific Parent Needs	Data to Support Parent Needs	Activities/Strategies to Address Parent Needs	Evaluation Mechanism	Person/Department Responsible for Monitoring
Need for parents to know how to work with their children to increase academic achievement		Resource Center (Literacy Strategies	Sign in Sheets, Workshop Evaluations	Karen Davis-Pritchett, Family Education Specialist
II . • • .	results; FCAT/AYP	Center – (Stay open 1 night a week, Thursday,	Sign in sheets, log of resources checked out by families, Evaluation results in Spring 2013	Karen Davis-Pritchett, Family Education Specialist

Title III District Improvement Plan

Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

Directions: Address the topic matter requested for each cell. Explain how this information supports your District's ELL Plan and cite where this data is located in your ELL Plan. Add additional strategies for each item as needed.

1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)

The district did not meet AMAOs II and III. By its definition, the ELL subgroup is constantly renewing and receiving new member students. Arrival of new immigrant students not speaking English, who are unable to meet the increased grade level benchmarks during their first years in our schools, prevent the ELL subgroup from meeting AMAOs II and III - attaining the English language proficiency as measured by the CELLA and mastery of grade level content as measured by FCAT. The district has experienced an overall increase of 10% in the ELL population in the previous school year. Those students that meet the proficiency targets, exit the group annually.

In AMAO II, the data indicate that

- 12.1% of LY students in grades K-2 were proficient on the state CELLA 6% below the state expectations
- 14.4% of LY students in grades 3-5 were proficient on the state CELLA 6.6% below the state expectations
- 1.1% of LY students in grades 6-8 were proficient on the state CELLA 4.9% below the state expectations
- 10.6% of LY students in grades -12 were proficient on the state CELLA 6.4% below the state expectations

Pinellas ELL 2012 FCAT data:

Reading Achievement Level LEVEL Number Percent 1 1057 47.85% 2 818 37.03% 3 263 11.91% 4 65 2.94% 5 6 0.27% Total 2209 Math Achievement Level LEVEL Number Percent 1 887 45.46% 2 615 31.52% 3 325 16.66% 4 93 4.77% 5 31 1.59% Total 1951

Science Achievement Level LEVEL Number Percent 1 315 61.28% 2 157 30.54% 3 41 7.98% 4 1 0.19% 5 0 0.00% Total 514

Writing Essay Score Number Percent 0 24 3.13% 10 28 3.65% 15 34 4.43% 20 78 10.16% 25 109 14.19% 30 248 32.29% 35 145 18.88% 40 79 10.29% 45 18 2.34% 50 3 0.39% 55 2 0.26% 60 0 0.00% Total 768

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
Use of scientifically based research strategies including but not limited to Fishbone, Academic Word Wall, Jigsaw, Carousel, Venn Diagram, T-Chart, Cognates Test, Circle of Friends, Guided Reading with Read Alouds, Radio Readers, Echo Reading, Shared Reading, Partner Reading, Partner Fluency Check, Repeated Readings, Portable Word Walls, Spider Web, Big Book Phonics, Letter Patterns	Natasa Karac	Ongoing	District and Title III
Language development through extended learning in the summer school with Take Home Materials. Training for parents was provided at individual school sites on the use of materials by bilingual staff and certified ESOL teachers.	Natasa Karac	June and July 2013	District and Title III
Imagine Learning was purchased and implemented at ten schools with highest ELL population and highest needs.	Natasa Karac	Ongoing	Title III
BrainPopESOL software license was purchased and implemented district-wide.BrainPopESL lessons reinforce vocabulary, grammar, pronunciation, reading comprehension, and writing skills. New concepts are couched in everyday situations, adding context for learners and helping them master idiomatic and cultural nuances.	Natasa Karac	Ongoing	Title III

3. Describe so	cientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)	Natasa Karac	Ongoing	District and Title III
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			
	rials, such as Homework Help Dictionaries for parents and The Key to Your Child's ased to increase parental involvement and capacity to help their children with	Natasa Karac	Ongoing	Title III

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
Use of scientifically based research strategies including but not limited to Fishbone, Accademic Word Wall, Jigsaw, Carousel, Venn Diagram, T-Chart, Cognates Test, Portable Word Walls, Spider Web, Big Graphic Organizers, Alternative Assessments.	Natasa Karac	Ongoing	District and Title III
Supplemental materials, such as Homework Help Dictionaries for parents and The Key to Your Child's Success were purchased to increase parental involvement and capacity to help their children with academic content.	Natasa Karac	Ongoing	Title III

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
Training of all teachers in ESOL strategies	Natasa Karac	August 2012	Title III
Imagine Learning training for teachers in the use of research based computer-mediated technologies	Natasa Karac	Ongoing	Title III
Training for all teachers in Differentiated Strategies for Informational Text for ELLs	Natasa Karac	September 2012	Title III
Training for teachers in best practices and teaching content to ELLs	Natasa Karac	October 2012	Title III
Training for teachers in Reading Strategies with Informational Text	Natasa Karac	February 2013	Title III

6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
Parent literacy programs at schools with high needs	Natasa Karac	Ongoing	Title III
School based parent information programs to help parents understand our schools and the expectations for their children's academic achievement.	Natasa Karac	Ongoing	District and Title III
Parent workshops in reading and math strategies	Natasa Karac	Ongoing	District and Title III
ELL Parent Hour Clubs at individual schools to encourage parents to take an initiative in improving their children's education and encourage higher level of participation and involvement.	Natasa Karac	Ongoing	Title III
ELL District Advisory Council meetings to encourage parent participation in decision-making and enhancing their children's education.	Natasa Karac	Ongoing	Title III
ESOL Community Advisory Board to establish partnerships with the community resources and bring them to ELL families, enhance the quality of lives of ELL students and contribute to their academic success.	Natasa Karac	Ongoing	Title III

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
Not applicable			

District Assistance and Intervention Plan: Differentiated Accountability

$Section\ 1001.42(18), Florida\ Statutes$

This section addresses how the district will provide assistance and intervention to schools in danger of not meeting state standards or not making Adequate Yearly Progress by implementing the required support and interventions under Differentiated Accountability.

Directions: Upload the district's Differentiated Accountability Checklist of Compliance.

No Attached district's Differentiated Accountability Checklist of Compliance.