

**FLORIDA DEPARTMENT OF EDUCATION**  
**Differentiated Accountability**  
**2012-2013 District Improvement and Assistance Plan**  
**District: Pinellas**



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**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				
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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
Total	Reading	<p>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 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.</p>	<p>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.</p>	<p>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.</p> <p>The district has committed to provide an improved, robust assessment system to provide schools with appropriate tools to monitor student progression.</p> <p>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.</p> <p>To also address the diverse needs of students across our district, our professional development activities will also address the need to provide culturally relevant</p>	<p>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 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</p>	<p>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,</p>

		<p>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 teachers and SBLT teams will review on-going progress monitoring data.</p>		<p>materials to further engage all learners.</p> <p>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:</p> <p>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.</p> <p>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).</p>	<p>literacy coaches, in grades 6 and 9 this school year. All content areas are implementing Common Core Literacy Standards.</p> <p>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.</p> <p>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.</p>	<p>Secondary Language Arts Content Specialist</p>
				<p>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.</p> <p>The district has committed to provide an</p>	<p>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.</p> <p>All School Based Leadership teams will</p>	

Total	Mathematics	<p>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:</p> <p>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;</p> <p>lack of math "experts" on our campuses to serve as models per site; lack of on-going formative/summative assessments to appropriately monitor student progress throughout the year.</p>	<p>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.</p>	<p>improved, robust assessment sytem to provide schools with appropriate tools to monitor student progression in math.</p> <p>The approach to improvement is that of a K-12 Math Plan including the following actions:</p> <p>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</p> <p>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</p>	<p>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.</p> <p>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 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 Core State Standards are implemented in Grades K &amp; 1. Ongoing Professional development on the Common Core State</p>	<p>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</p>
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				<p>teachers, coaches, and district staff to meet the needs of teachers in targeted schools where math content knowledge has been included in their IPDPs.</p> <p>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-focused PD in mathematics.</p>	<p>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 created materials.</p>	
		<p>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</p>	<p>Lack of resources (quality assessments, "systems"</p>	<p>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 system 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</p>	<p>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 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,</p>	<p>Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director, Rita Vasquez,</p>

White	Reading	<p>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 teachers and SBLT teams will review on-going progress monitoring data.</p>	<p>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.</p>	<p>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 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).</p>	<p>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 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.</p>	<p>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</p>
					<p>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</p>	

White	Mathematics	<p>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 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 formative/summative</p> <p>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.</p>	<p>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 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</p>	<p>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 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</p>	<p>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</p>
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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-focused PD in mathematics.

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 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 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 created materials.

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Black	Reading	<p>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 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 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 teachers and SBLT teams will review on-going progress monitoring data.</p> <p>Problem solving around the professional development needs for teachers serving black students will also be a part of their Reading Leadership Team discussion</p>	<p>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.</p> <p>With such late delivery of the sub-group data information has also been a barrier to the success of previous plans.</p>	<p>improved, robust assessment system 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 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. Provision of culturally relevant materials will be a priority in the professional development activities. 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</p>	<p>reading. The Common Core State Standards are 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 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. Provision of culturally relevant materials will be a priority in the professional development activities.</p>	<p>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</p>
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Black	Mathematics	<p>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. This is especially true for our black students. 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</p>	<p>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</p>	<p>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 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</p>	<p>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 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</p>	<p>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</p>

		<p>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 formative/summative assessments to appropriately monitor student progress throughout the year.</p>	<p>limited consistency of differentiation of instruction in math.</p>	<p>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 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-focused PD in mathematics.</p>	<p>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 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 Core State Standards are implemented in Grades K &amp; 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 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 created materials.</p>	<p>Mathematics Content</p>
					<p>District assures professional development is provided at various</p>	

Hispanic	Reading	<p>Problem solving using FAIR results, FCAT 2.0 data, CELLA 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 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 teachers and SBLT teams will review on-going progress monitoring</p>	<p>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.</p>	<p>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 system 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</p>	<p>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 to 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</p>	<p>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</p>
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		<p>data.</p> <p>As a system, this subgroup has grown in numbers significantly over the past few years requiring us to closely monitor achievement data.</p>		<p>focus on using 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).</p>	<p>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.</p>	
				<p>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 system to provide schools with appropriate tools to</p>	<p>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 leaders and teachers, not only in the use/administration, but</p>	

Hispanic	Mathematics	<p>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 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 formative/summative assessments to appropriately monitor student progress throughout the year.</p>	<p>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.</p>	<p>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 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</p>	<p>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 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 Core State Standards are implemented in Grades K &amp; 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 going professional development on the Common Core State Standards for</p>	<p>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</p>
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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-focused PD in mathematics.

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 created materials. 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.

Asian	Reading
Asian	Mathematics

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

American Indian	Reading	<p>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 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 teachers and SBLT teams will review on-going progress monitoring data.</p>	<p>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.</p>	<p>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.</p>	<p>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 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 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</p>	<p>Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director; Rita Vasquez, Secondary Director; Antelia Campbell, Middle School Manager</p>
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					facilitate the adult learners in our system.	
American Indian	Mathematics	<p>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 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</p>	<p>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</p>	<p>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 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</p>	<p>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 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</p>	<p>Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director; Rita Vasquez, Secondary Director; Antelia Campbell, Middle School Manager</p>

		<p>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 formative/summative assessments to appropriately monitor student progress throughout the year.</p>	<p>inhibited consistency for differentiation of instruction in math.</p>	<p>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 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-focused PD in mathematics.</p>	<p>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 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 Core State Standards are implemented in Grades K &amp; 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 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 created materials.</p>	
				<p>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</p>	<p>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.</p>	

Economically Disadvantaged

Reading

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 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 teachers and SBLT teams will review on-going progress monitoring data.

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.

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 system 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 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

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

				<p>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).</p>	<p>collaborating with level directors will also provide teaching/learning tools to both leaders and teachers to further facilitate the adult learners in our system..</p>	
		<p>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 knowledge to meet</p>	<p>PS/RtI was not used to ensure the appropriate match of student need to the interventions selected. Planned implementation of coaching model not</p>	<p>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 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</p>	<p>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 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</p>	<p>Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director, Rita Vasquez,</p>

Economically Disadvantaged	Mathematics	<p>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 formative/summative assessments to appropriately monitor student progress throughout the year.</p>	<p>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.</p>	<p>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 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-focused PD in mathematics.</p>	<p>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 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 Core State Standards are implemented in Grades K &amp; 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 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 created materials.</p>	<p>Secondary Director, Antelia Campbell, Middle School Manager, Laurel Rotter, Elementary Mathematics Content Specialist, Rose Mack, Secondary Mathematics Content</p>
					<p>District assures professional development is provided at various</p>	

English Language Learners	Reading	<p>Problem solving using FAIR results, FCAT 2.0 data, CELLA 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 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 teachers and SBLT teams will review on-going</p>	<p>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.</p>	<p>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 system 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</p>	<p>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 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</p>	<p>Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director; Rita Vasquez, Secondary Director; Antelia Campbell, Middle School Manager; Natasa Karac, Coordinator, ESOL Programs</p>
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		<p>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.</p>		<p>includes analyzing 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).</p>	<p>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.</p>	
					<p>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</p>	

English Language Learners	Mathematics	<p>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 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 formative/summative</p>	<p>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.</p>	<p>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 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</p>	<p>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 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</p>	<p>Pamela Moore, Executive Director Core Curriculum; Kathleen Young, Elementary Director; Rita Vasquez, Secondary Director; Antelia Campbell, Middle School Manager; Natasa Karac, Coordinator, ESOL Programs</p>
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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-focused PD in mathematics.

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 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 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 created materials.

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

Students with Disabilities	Reading	<p>Problem solving using 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 teachers and SBLT teams will review on-going progress monitoring data.</p>	<p>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.</p>	<p>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 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</p>	<p>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 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.</p>	<p>Cindy Bania, Executive Director of ESE</p>
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data, but will also include school leadership training as well as content-focused 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

Students with Disabilities	Mathematics	<p>After reviewing data from FCAT 2.0,EOCs,FAA, 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 of on-going formative/summative assessments to appropriately monitor student progress throughout the year.</p>	<p>Intense level progress monitoring not frequently done and used to change/modify interventions.</p> <p>Problem solving method not continued following placement.</p>	<p>Problem solving method will continue at the same level of intensity as for students without disabilities requiring intense intervention.</p> <p>Changes and modifications in instruction and intervention will be made based on progress monitoring data.</p> <p>IEP and problem solving will be aligned and provide maximum support needed to close gap.  ESE staff also plans and delivers specialized trainings specific to ESE teacher needs based on both district-wide and school-wide data sources.</p>	<p>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 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 Core State Standards are implemented in Grades K &amp; 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 going professional</p>	Cindy Bania, Executive Director of ESE
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					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 created materials.
Other (e.g. Migrant) [as needed]	Reading				
Other (e.g. Migrant) [as needed]	Mathematics				

**Title I District Improvement Plan - (Part3\_1)**

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

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>Macmillan McGraw Hill Treasures (CCRP) is used daily for initial instruction in all 6 areas of reading for all elementary general education students, and students with disabilities who receive reading instruction from a teacher of special education. Reading Mastery Plus is used in all elementary full time Varying Exceptionality classrooms. The CCRP will be integrated into the 90-minute reading block through 30-45 minutes of initial instruction followed by up to 50 minutes of differentiated instruction provided in small group settings. Explicit vocabulary instruction is taught daily using the Pinellas Vocabulary Project based on the vocabulary in Macmillan McGraw Hill Treasures and the research of Isabel Beck. Targeted schools also receive ongoing professional development and materials that follow the Florida Continuous Improvement Model (FCIM). Specific sample schedules, instructional focus calendars, lessons, and mini-assessments were also provided.</p> <p>During small group instruction, teachers use the ancillary materials from the CCRP and supplemental small group materials provided by the district. In K-2, teachers are expected to teach small groups using the Jan Richardson Guided Reading Routine as specified in "The Next Step in Guided Reading." (Every K-2 teacher will receive this professional book and professional development related to the contents of the book.) In 3-5, teachers are expected to teach small groups by using the Jan Richardson routine as well as other small group structures related to reading complex text.</p> <p>In K-2 teachers will align instruction to meet the Common Core State Standards for ELA in several ways. Teachers will receive materials and professional development in Read Aloud with Accountable Talk that aligns with CCSS exemplars as well as Speaking &amp; Listening, Reading Literature and Reading Informational Text Standards. Teachers in K-1 have also professional development and materials to implement Reading Workshop Units of Study which are aligned with the CCSS.</p>
	<ul style="list-style-type: none"> <li>• Yes, a middle grades reading course is required for sixth grade students scoring Level 3 and above on FCAT Reading. Daybooks of Critical Reading and Writing will be used in all sixth grade level or above reading courses. This series includes instructional plans aligned to NGSSS which introduce and reinforce the strategic reading of both fiction and non-fiction texts.</li> <li>• Some Pinellas County middle schools offer elective reading classes for seventh and eighth grade students scoring Level 3 and above on FCAT Reading. These courses use Dr. Janet Allen's curriculum, Plugged-In to Reading. The seventh grade curriculum uses the Non-fiction Level 1, and the eighth grade curriculum uses Fiction Level 2. This program supports both the Balanced Literacy and the Gradual Release of Responsibility models of instruction to deliver NGSSS reading benchmark instruction.</li> <li>• Teachers will regularly include shorter, challenging texts that elicit close reading and re-reading at each grade level in reading courses for students scoring Level 3 and above on FCAT Reading. The study of shorter 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.</li> </ul>

MIDDLE

### 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.

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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 Information

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	<p>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.</p> <p>All professional development beginning in the year 2011/2012, has been written and delivered according to the standards in the CCSS.</p> <p>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.’</p> <p>In Grades 3-5, teachers have received The Reading &amp; 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.</p> <p>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.</p> <p>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.</p> <p>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 (TDI--OPM tasks, DIBELS</p>

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.
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MIDDLE

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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)

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HIGH

- 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.
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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 Information

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<a href="#">Click here to Professional Development in Reading web page</a>
MIDDLE	
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.)		

<p>ELEMENTARY</p>	<p>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.</p> <p>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.</p> <p>Five of the six camps are being held at our lowest performing schools. Students who attend the zoned school qualify for the camp. Teachers are selected with priority given to teachers who teach at the schools.</p> <p>In five schools, the focus of reading and writing instruction will be on informational text aligned with CCSS as well as Science NGSSS benchmarks.</p> <p>The focus of writing instruction will be on writing process, reading like a writer, and the reciprocal nature of reading and writing.</p> <p>All Pinellas County students will be offered the opportunity to access Destination Reading activities aligned to grade level specific benchmarks.</p> <p>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.</p> <p>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.</p>	<p>Every Summer, for up to 3-6 weeks, depending on the grade level.</p>	<p>Tracie Bergman, Elementary Reading/Language Arts Specialist</p>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>		

MIDDLE

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.

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.

Danielle Campbell,  
Supervisor, Secondary  
Reading

- 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 re-direct 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.

HIGH

Danielle Campbell,  
Supervisor, Secondary  
Reading

	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  Extended Day for six L100 schools	Students at eligible Title I schools who are eligible for free/reduced lunch SES- based on per pupil allocation and fees charged by providers  One hour daily for the students' school year	Mary Conage, Director of Title I  Area Superintendent

**Title I District Improvement Plan - (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	

MIDDLE	First priority is our Level 1 and Level 2 students, but we also target our Bubble and Level 3+ students.	<p>instruction, teacher modeling, guided practice and independent practice in order to promote highest levels of student engagement. The content focus of these classes is word study, text reading efficiency, comprehension and writing in response to reading.</p> <p>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.</p> <p>Progress monitoring assessments and individual screening assessments will be conducted regularly to ensure students are matched with materials that address the skill deficiency area of each student. The FAIR Diagnostic Tool Kit will be utilized if a student continues to demonstrate significant difficulties and improvement is not evident on progress monitors.</p> <p>At the secondary level all teachers support literacy for students at every grade and ability level. Referendum funds supported school-wide literacy proficiency by providing embedded professional development through two full time content area staff developers.</p> <p>In addition, through a partnership with the National Literacy Project, the Helios Foundation, and the Office of Secondary Reading, six secondary schools received extensive support last year in establishing vibrant Literacy Leadership Teams, and the processes established through this project have been extended to many other schools throughout the district.</p>	Danielle Campbell, Supervisor, Secondary Reading
HIGH	First priority is our Level 1 and Level 2 students, but we also target our Bubble and Level 3+ students.	<p>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.</p> <p>Progress monitoring assessments and individual screening assessments will be conducted regularly to ensure students are matched with materials that address the skill deficiency area of each student. The FAIR Diagnostic Tool Kit will be utilized if a student continues to demonstrate significant difficulties and improvement is not evident on progress monitors.</p> <p>At the secondary level all teachers support literacy for students at every grade and ability level. Referendum funds supported school-wide literacy proficiency by providing embedded professional development through two full time content area staff developers.</p> <p>In addition, through a partnership with the National Literacy Project, the Helios Foundation, and the Office of Secondary Reading, six secondary schools received extensive support last year in establishing vibrant Literacy Leadership Teams, and the processes established through this project have been extended to many other schools throughout the district.</p>	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

ELEMENTARY	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	Big Ideas Inc. Textbook Series for 6th - 8th grade; Pearson/Prentice Hall for Algebra 1 and Geometry	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 program by 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	Pearson/Prentice Hall Textbook program for all types of Algebra, Geometry and Algebra 2	Cambium Learning Group/Glencoe McGraw-Hill Triumphs- Algebra, FASTTMath, ASCEND, DimensionU-Tabula Digita, ALEKS, Math XL, Compass Learning, Agile Mind Academic Youth Development Program, NOVANET online course recovery program by Pearson	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 administration
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 charged 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 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
ELEMENTARY	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 schools 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 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)	Suggested intervention Strategies based on work of Strickland, Ganske, and Monroe in supporting struggling readers and writers	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 ongoing 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 ongoing 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, Reading/Language Arts Content Specialist.

**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	Trend FCAT data (percent proficient, learning gains) for all subgroups	Parent Workshops at the Title I Family Resource Center (Literacy Strategies, FCAT Strategies, College Admissions,)	Sign in Sheets, Workshop Evaluations	Karen Davis-Pritchett, Family Education Specialist
Need for parents to be aware of resources available to help their child achieve academic success.	Title I Parent Survey results; FCAT/AYP data; Title I school SIP goals	Family Resource Center at Title I Center – (Stay open 1 night a week, Thursday, until 6:00 pm	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 scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source										
<table border="0"> <tr> <td><b>Grade Level</b></td> <td><b>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b></td> </tr> <tr> <td>K-2</td> <td><a href="#">Grade K-2 Chart</a></td> </tr> <tr> <td>3-5</td> <td><a href="#">Grade 3-5 Chart</a></td> </tr> <tr> <td>6-8</td> <td><a href="#">Grade 6-8 Chart</a></td> </tr> <tr> <td>9-12</td> <td><a href="#">Grade 9-12 Chart</a></td> </tr> </table>	<b>Grade Level</b>	<b>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b>	K-2	<a href="#">Grade K-2 Chart</a>	3-5	<a href="#">Grade 3-5 Chart</a>	6-8	<a href="#">Grade 6-8 Chart</a>	9-12	<a href="#">Grade 9-12 Chart</a>	Natasa Karac	Ongoing	District and Title III
<b>Grade Level</b>	<b>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b>												
K-2	<a href="#">Grade K-2 Chart</a>												
3-5	<a href="#">Grade 3-5 Chart</a>												
6-8	<a href="#">Grade 6-8 Chart</a>												
9-12	<a href="#">Grade 9-12 Chart</a>												
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										

<b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
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

<b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
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

<b>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.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
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

<b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Funding Source</b>
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.