2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

52 - Pinellas

Kevin Hendrick, Superintendent

, Southwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement
Educate and prepare each student for college, career, and life

b. District Vision Statement
100% Student Success

c. Link to the district's strategic plan (optional).
No strategic plan link stored

2. Supports for School Improvement

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

Pinellas County Schools has taken up the challenge of school turnaround with an unprecedented dedication to this important work in support of all students in all of our district schools. Superintendent Michael Grego and the Pinellas County School Board have invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need.
• Our school district has strong structures, processes and measures in place to continually review the progress in these schools in support of their continued improvement. More specifically, the district has established an ongoing developmental, research evaluation of our turnaround schools and all of the strategies and interventions in place to support learning.
• A thorough data review has informed every aspect of this plan and is connected to a number of ongoing monitoring systems in place to support these schools in alignment to the five domains for school turnaround: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment and Family and Community Engagement.

The leadership team meets weekly to monitor the progress of our DA schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, effectiveness of School-based Leadership Team, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve the issues.

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

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

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

The Pinellas County School District developed a comprehensive reform plan that was modeled after key successful components of the Fairmount Park Children's Initiative, a pilot program that was implemented in Pinellas in 2009. The plan is in direct alignment with the district's strategic goals. It will focus on increasing achievement for all students, with an emphasis on closing the achievement gap, and turning around the lowest performing schools. The plan is strategically designed to target the district's lowest performing schools.
The school plan will include the following areas of focus: comprehensive mental health and social counseling, additional classroom assistance, full behavior management systems, enhanced family engagement, ongoing professional development, frequent district monitoring, preferential human resource processes, comprehensive wraparound services, and enhanced extended learning opportunities supported with transportation.

Comprehensive mental health and social counseling--Responsible personnel: Suncoast/Ex. Director Student Services
* One full time psychologist assigned at each school
* One full time social worker assigned at each school
* One or more licensed mental health counselors servicing each school

Additional classroom assistance – Responsible personnel: Area Superintendents
* A full time paraprofessional as a teaching partner in many of the classrooms.
* These teaching partners will form a cohort of potential new teachers.
* Extensive monthly training will be offered to the classroom teachers and the teaching partners.

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

Enhanced family engagement-- Responsible personnel: Director Strategic Partnerships/Juvenile Welfare Board
Parents will be expected to:
* attend monthly Parent/Family meetings – there will be a campaign to promote participation throughout the community.
* Sign the parent contract form
* Participate in the school-wide agenda program
* Attend the Parent/Teacher Conference Day each semester
* Participate in quarterly home visits
* Participate in Parent/Family trainings (JWB/PCS)

Ongoing professional development will occur on a monthly basis after school for content implementation with embedded monitoring and additional supportw. Responsible personnel: Assoc. Superintendent Teaching & Learning/Professional Development
The content provided will consist of the following topics:
* Co-teaching Processes and Routines- What does co-teaching look like and sound like?
* Culturally Sensitive and responsive teaching

* Content and methods development
* Small group instruction
* Clinical Education- scaffolding new teachers into the learning environment

Frequent district monitoring – Responsible personnel: Deputy Superintendent – Administrative Leadership Team
Instructional Support Model (ISM) visits every 6 weeks. At these ISM visits, district staff will:
* Review the goals and strategies of the SIP
* Visit classrooms to provide school with feedback
* Provide feedback to the school on strengths and areas for instructional improvements
* Review assessment data to drive instruction
* Identify further professional development needed for teachers to improve instruction
* Area Superintendents to visit at 2-3 week intervals between ISM visits to monitor implementation of ISM action plan.

Preferential human resource processes – Responsible personnel: Asst. Superintendent Human Resources
* Each school may hire for any vacancies at any time
* Each school is not required to accept any involuntary transfer teachers
* Teachers recruited to work at a High Need School, whether they are recruited from existing staff at the High Need School, from another school within the District, or from outside the District, are eligible for a recruitment bonus of $3,000.

Comprehensive wraparound services –Responsible personnel: Director Strategic Partnerships/ Juvenile Welfare Board (JWB)
All community agencies will be solicited to provide additional support at these five schools including:
* Family Services Initiative – Resources for families to access such as food, clothing, transportation, etc.
* Access to mental health services (Suncoast)
* Sanderlin Neighborhood Family Center – Family Service Center – training, tutoring, family activities
* South County Community Council – community collaboration group that works on community concerns
* South County Wrap-around Services Collaborative – Collaboration of agencies who provide services to children and families
* McCabe Center for Early Learning – Pre-Kindergarten program
* Community Out of School Time (– City of St. Petersburg-Boys/Girls Club,etc)
* City of St. Petersburg Out of School Time – Teen Arts, Sports, and Cultural Opportunities (TASCO), Tutoring Program, Recreation Centers, etc.
* Enhanced scholarships for after-care programs through the YMCA and R'Club

Enhanced extended learning opportunities – Responsible personnel: Deputy Superintendent, Area Superintendents, Leadership Team
* Enhanced Extended Learning Program (ELP) budgets to include services for all students scoring Level 1 or 2 in reading or math
* Transportation available for ELP program

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

Implementation will be individualized at each school through its School Improvement Plan (SIP). District leadership will work to secure funding for all aspects of the plan. Schools will assist through their Title I budget plan.

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

As it relates to changes to specific policies and practices required to implement change in the district's turnaround schools, the district has been successful to date in the following ways:
• Teacher Contract: Negotiations with teacher union regarding pay / extended day / transfer window / opt out.
• Human Resource Practices: Change in transfer window / involuntary transfers not placed in DA schools.
• Payroll / Differentiated Pay: Recruitment / retention / school performance bonuses.
• Discipline Policies: Discipline Disparity research / equity research briefs. New restrictions on types of offenses that lead to suspension and limits on number of days of suspension (School Board supported).

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

The district A-Team has full authority to make changes and provide supports to the schools as needed. The team meets every Monday and relies on weekly updates from the schools via three related support mechanisms described below.
These three direct supports ensure that any and all actions, policies and procedures are implemented in support of school-based leadership teams at our turnaround schools.

1. Transformation Team established. This 8-member team is on the ground in the turnaround schools every week and is charged with coaching teachers and leaders in the key actions and pillars of school turnaround. The team is headed by Dr. Antonio Burt, a former TNTP staff member who was hired after a national search of top leaders in school turnaround. The team reports progress, needs and next steps to Dr. Grego and the district A-Team so improvements can be made efficiently.
2. Instructional Support Model (ISM) site visits. The district's Teaching and Learning division conducts monthly site visits to our neediest schools and visits classrooms to observe growth in instruction specific to rigor and student engagement. Those results are shared immediately with the school-based leadership teams and every Monday at the weekly A-Team meetings.
3. Area Superintendent visits. The Area Superintendent assigned to each school has direct oversight of the school and principal. He or she visits each turnaround school every other week to follow up on the actions suggested by the A-Team following the ISM visit.

A Tiered Support Model / Differentiated Supports for School Improvement
Pinellas County Schools has invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need.
• Tier 1 -- Supports for All Schools
• Tier 2 – Supports for DA and district Priority Schools
• Tier 3 – Supports for Turnaround Schools

Tier 1

Supports Provided to All Schools

Personnel:
(Staff Hiring / Retention)
District Staffing Model
• Teacher transfer process.
• Early Open Hiring window to secure top talent from colleges, universities.
• Pay for Performance opportunities.
• Interns placed by certification area and need.
• Job Fairs in support of all schools to help school fill vacancies.
• Advanced contracts given to minority applicants at job fairs.
• HBCU recruitment fairs/efforts.
• Minority administrators asked to participate in recruitment efforts.

Core Content, Curriculum and Instruction:

Elementary, Middle and High:
• Core adopted materials and additional text resources. Supplemental digital resources.
• Exemplar lessons and scales.
• Instructional materials training.
• Curriculum and content guide to provide instructional strategies, ELA Shifts, Standards for Mathematical Practices, and common misconceptions.
• PLC Content Just in Time support and coaching support as requested.
• Universal Design for Learning (UDL) Guidelines and unit planning templates.
• Cycle assessments and results by standard via Performance Matters / Unify.
• 2 Instructional Support Model (ISM) visits.

Interventions:

Elementary, Middle and High:
• Extended Learning Model / District-funded.
• Computer-adaptive, intervention programs. Monthly reports on each student.
• Content specialist support through monthly leadership and assistant principal meetings
• Bi-monthly content specialist support through department chair meetings.
• Data Champions training to all schools in support of data-based decisions, use of assessment data, etc.

Leadership Development:

• Regular monitoring and support from Area Superintendent and Executive Director.
• Monthly PD (Leadership and Area meetings)
• Ongoing PD in the Marzano Instructional Framework, Evaluation System and Leadership Development model.
• Two days. Required leadership PD (summer) School Improvement sessions (summer)

Discipline Resources:

Code of Student Conduct
Area Superintendent / MTSS Specialist support
MTSS Site Team / PBS Site Team (all schools)
• Training: PBIS (Positive Behavioral Intervention and Supports)
• Training: Discipline Disparity / Equity

Alternatives to Suspension:
• ISS
• ABS – Alternative Bell Schedule (High School)

Family, Community Engagement:

• District training per School Improvement help sessions (summer).
• Family and community liaison (per model).
• Ongoing support from district's Office for Family and Community Relations.

Tier 2

Supports Provided to Priority Schools

(in addition to Tier 1 supports)

School: State DA Schools / Priority Schools

Personnel:

District Staffing Model
• Recruitment, retention and performance bonuses for teachers and administrators.
• Differentiated staffing model for allocation of units from Area Superintendents.
• Opportunity to interview outside of the transfer window and accept transfers anytime from any non-priority school.
• Priority school is not required to take involuntary transfers.
• Administrators from priority schools invited to participate in job fairs side by side our HR Recruitment Specialists (HR supports travel costs).
• Priority pay for substitutes.

Core Content, Curriculum and Instruction:

Elementary:
• Frequent formative assessment questions (FSA-like). Every two weeks.
• Culturally relevant, high interest texts provided that match the unique needs of the student population.
• Instructional coaches meet with teachers on a weekly basis in planning sessions to utilize the planning templates, process, content guides.
• 4 Instructional support visits (ISM) per year.

Middle / High:
• Full-time or part-time embedded coaches (Math, Science, ELA, Social Studies)
• PD via coaching cycles and PLCs.
• Department and teacher level support of curriculum guides.
• Teen-engagement Resource (grades 9-12).

Interventions:

Elementary, Middle and High:
• Data chats at school sites conducted by embedded coaches to help teachers and administrators understand student data.
• Priority access to the Just in Time Team.
• Teacher PLCs led by embedded coaches to analyze student data / student work.

Elementary:
• Additional materials for 3rd grade intervention.
• Extended school day (30 mins) with monitoring.
• Extended professional development.
• Promise Time digital resources.

Leadership Development:
Extensive training on school turnaround via the following developmental cohorts:
(A-Prep, A-Prep 2, First Year APs, First Year Principals, Aspiring Leaders and Level 2 Leaders programs)
Gulfcoast Partnership
Turnaround Internship opportunities
"Assisting" Principal opportunities

Discipline Resources:

District A-Team Monitoring
Monthly Discipline Data Reports

Additional Behavior Specialist (per model)
Additional Social Services (per model)
Additional ESE personnel (per model)

• Training: PBIS
• Training: Discipline Disparity / Equity
• Training: Culturally Responsive Intervention Model / Restorative Practices

Family and Community Engagement:

• Annual training on Dual Capacity framework from Dr. Karen Mapp / Harvard University.
• Additional, required educational field-trips at each school. Invite parents as chaperones.
• Mandated monthly family/community engagement activities connected to academic learning.

Tier 3
Supports Provided to Transformation Zone Schools
(in addition to Tier 1 and Tier 2 supports)
Scale Up Schools / Turnaround Schools

Personnel:

District Staffing Model
• In addition to other bonuses, provide substantial performance bonuses for teachers and administrators.
• Additional pay related to extended school hours and Summer Bridge employment.
• Additional instructional coaching and interventions provided through Director of School Transformation, turnaround team.
• Additional recruitment and hiring support from Director of School Transformation and turnaround team.
• Opportunity for new hires to get acclimated to schools through summer employment.
• Full-Time Social Worker, Psychologist.
• Paraprofessional teaching partners in each school (per district model).

• A hybrid Clinical Ed training model–reduced # of years to 3; stipend offered; hosted training at Transformation schools.
• Fall Recruitment Fair focused on Scale Up schools only.
• Required participation of administrators in the FLDOE Florida Teach-In (April).
• Collaborate with external partners on "diversity hiring" focus. Develop unique branding, recruitment flyers.
• Provide a "Team Teacher in Training" Model which ensures momentum is maintained during unexpected vacancies.
• On-site substitute in support of vacancies.

Core Content, Curriculum and Instruction:

Elementary (Tier 3 only reflects elementary at present):
• Director of School Transformation and turnaround team will work with each school to individualize curriculum by school.
• Flexibility provided to school leadership to revise instructional model.
• Ongoing ISM visits with embedded coaching.
• Required pre-school and monthly professional development.

Interventions:

Elementary (Tier 3 only reflects elementary at present):
• Extended school day (90 mins) with monitoring. Re-structured school day with unique interventions built in.
• Training on content and digital interventions provided to para-professionals (per model).
• 2 full-time ELA coaches at each site and priority given to the Just-in-Time coaches (as needed).
• Coaches lead effective planning and identify standards based interventions.
• Individual support for use of the Leveled Literacy Intervention (LLI) model

Leadership Development:

• Regular monitoring and support from Area Superintendent and Executive Director.
• Side-by-side coaching from Director of School Transformation and district turnaround team.
• Ongoing ISM visits with embedded coaching for principals and leadership teams.
• Required pre-school and monthly professional development for school leadership teams.
• Review of leader's turnaround competencies related to BEI survey.

Discipline Resources:

District A-Team Monitoring
Monthly Discipline Data Reports

Oversight, support via Director of School Transformation and district turnaround team.

Additional Social Services (per model)
Additional ESE personnel (per model)
Additional classroom assistants, paras

Training: (as required per Tier 2).

Rigorous Implementation of Culturally Responsive Intervention / Restorative Practices
• Mandated Peer Mediation system
• Flexible Discipline Coding/Interventions

• Differentiated Process / Re-Assignment
• Alternatives to Suspension

Family and Community Engagement:

• Extensive follow-up training related to Dual Capacity framework / Dr. Karen Mapp.
• Additional staff in support of needed wrap-around services (ie: family navigator, etc.)
• Quarterly meetings with local community staff, Juvenile Welfare Board, PCS district staff, family navigators, mental health clinicians, school social workers, and school psychologists to share best practices for continuous improvement of this model.
• Mandated training, data chats with parents related to literacy and math achievement and student data dashboard.

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

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

A key focus of our district is providing differentiated supports to our schools and allowing for unique flexibility and autonomy to our neediest schools. This structure allows principals many options in writing unique plans to improve their schools. Dr. Burt, Director of School Transformation, and his team have already begun working with each school team to design an instructional schedule and staffing model that meets each school's needs.
The schools have been provided greater flexibility in the following areas:
• Instructional model and materials.
• Hiring and transfer processes and timelines.
• Teacher retention decisions.
• Intervention materials and supports.
• Scheduling / Budgeting / Title 1 Plans.
The key component to school autonomy is the school leader and his or her vision around instructional models, materials and training that supports each school's unique environment. In support of this autonomy, the Teaching and Learning division engaged this Spring in the process of researching over a dozen different instructional resources for ELA and mathematics in order to provide school leadership teams in our turnaround schools with a menu of research-based and proven tools for possible use with their students. The team of reviewers consisted of several principals, members of the Transformation Zone team, Teaching and Learning staff, instructional coaches, teachers and curriculum specialists. These groups used research protocols including the Instructional Materials Evaluation Tool (IMET) to vet materials and determine whether resources were research–based, effective and showed positive results with at-risk students. In addition, educational consultants contributed with an external review of the same materials.

At the conclusion of the review process, school leadership teams were provided with the autonomy to decide which instructional and intervention resources would best supplement their core instruction

based on the specific needs of their students. In addition, they set
timelines for the purchase of materials and created plans for professional development for their teaching staffs. District staff also continues to work collaboratively with schools to secure the resources needed to provide selected materials.

School leadership teams in the district's turnaround schools are provided with both flexibility in scheduling, budgeting and the autonomy to decide which instructional and intervention resources would best supplement their core instruction based on the specific needs of their students. Recommended scheduling guidelines are provided to all schools in the district, but schools develop their individual schedules according their own needs and instructional model. Likewise, schools are provided with base budgets and staffing models and subsequently can supplement or adjust these allocations to meet their needs. In addition, all schools are provided with instructional materials and resources according to student enrollment, but can choose from a menu of research-based and proven tools to supplement their program as they see fit.

Full autonomy is also provided to schools related to their Title 1 plans and budgets (including extended learning budgets and plans) and to the design and manner of professional development at the school sites. The district allows principals in these schools to recruit, hire, train, review and, if needed, to "opt out" teachers. The schools have unique advantages in that they can hire teachers at any point during the school year and do not have to take an "involuntary" transfer teacher they do not want. This degree of autonomy is outlined in our district personnel policies and teacher contract.

3. Sustainability of Improvement

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

Pinellas County Schools is committed to a number of strategies, interventions and supports. Those include:

• An extended school day / instructional day (90 minutes of additional time in elementary schools), partially supported by Title I funds.
• Flexible instructional model. Dedicated intervention time.
• Increased Extended Learning budgets and programs, including a 6-week Summer Bridge Program, partially supported by Title I funds.
• Increased teacher training. A minimum of five additional training days a year are required at these schools, supported by Title I and Title II funds.
• Increased leadership training, including monthly training around disciplinary disparity and implicit bias.
• Increased district monitoring and support (ex. weekly district A-Team meetings and monthly ISM visits).
• Recruitment / retention / school performance pay bonuses, supported by Title I and Title II funds.
• A comprehensive data matrix on teacher effectiveness to support recruitment and retention decisions.
• Hiring and recruitment advantages provided to schools (ability to hire outside of transfer window, unique job fairs, etc.).
• Additional support services personnel provided to schools (full-time psychologist, social worker, etc.), supported by Title I funds.
• Additional paraprofessionals provided to schools per each school's needs, supported by Title I funds.

• Additional instructional coaches provided to schools per each school's needs, supported by Title I and Title II funds.
• Increased technology and software resources (take-home laptops for students, IStation, etc.), partically supported by Title I funds.
• Establishment of Transformation Zone team led by Dr. Antonio Burt (former TNTP staff member and national expert in school turnaround), supported by Title I and Title II funds.
• Secured and implemented funding from Juvenile Welfare Board to support Promise Time, an after-school program that provides students with quality reading and mathematics instruction.
•? Partnership with Juvenile Welfare Board to provide mental health counseling, family navigators at five of our DA schools.
• Implemented STEM academies in all Title 1 schools and secured additional funding from Duke Energy ($225,000).
• Provided Technology to Extend Learning:
• Connect for Success – Provided more than 6,000 laptops that students at Title 1 schools can take home and keep at home all school year including the summer.
• Beyond the Classroom – Provided online resources for at-home learning.
• MyON – Provided online reading resource available to all students.
• Internet Service – Partnered with Bright House to provide low-cost internet service for families in need.
• Increased funding for Extended Learning Programs.
• Established Parent University, a parent education program that is free and open to all families.
• Provided family engagement training with Dr. Karen Mapp / Harvard University.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link
https://www.floridacims.org/documents/361906

2. Family and Community Engagement
Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts.

PIP submitted to the FDOE

Community Assessment Team
In addition to the focus groups and feedback sessions conducted via our research division, the district has been deliberate in calling together a Community Assessment Team meeting twice a year to review the best practices in place at the schools and the needs assessment results that are specific to next steps.
The next Community Assessment Team meeting is planned for July as a final review of the turnaround recommendations and School Improvement Plan strategies.
Dr. Grego, Dr. Corbett, and Dr. Burt, as the head of the Transformation Zone, also attend meetings that are regularly scheduled and organized by community organizations. Those meetings always include updates regarding the data and plans for supporting these turnaround schools.

New district initiative: In light of the community's interest in these schools, a new Collaborative Implementation Network has been established to provide regular meetings to bring more stakeholders (including teachers) together to inform the work and hold all parties accountable in moving these schools forward. This new network is part of our agreement and ongoing dialogue with our teacher's union (the Pinellas County Teacher's Association) to keep them involved in the turnaround initiatives.

3. Engagement of School Leadership
Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

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

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address
Matway, Lori, matwayl@pcsb.org

b. Employee's Title
Assistant Superintendent

c. Employee's Phone Number
(727) 588-6033

d. Employee's Phone Extension
6033

e. Supervisor's Name
Dr. Michael Grego

f. Supervisor's Title
Superintendent

g. Employee's Role and Responsibilities

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

2. District Leadership Team:

Grego, Mike, gregom@pcsb.org	
Title	Superintendent
Phone	(727) 588-6011
Supervisor's Name	School Board
Supervisor's Title	Board Member
Role and Responsibilities	The Superintendent is the chief administrative officer in the Pinellas County School System, and, as such, is ultimately accountable for all functions and programs of the school system. He is the secretary and executive officer of the School Board and exercises by law the following power. Generally oversees the district school system to determine problems and needs and recommends improvements. Advises, counsels and recommends to the School Board. Recommends policies. Recommends and executes rules and regulations to supplement those adopted by the State Board of Education.

Corbett, Bill, corbettw@pcsb.org	
Title	Assistant Superintendent
Phone	727-588-6022
Supervisor's Name	Dr. Michael Grego
Supervisor's Title	Superintendent
Role and Responsibilities	Serves as Acting Superintendent in the absence of the Superintendent; assumes all the duties and responsibilities of the Superintendent. Serves as a staff officer to the Superintendent, including, but not limited to, keeping the superintendent informed as to all financial, information services, facilities, operational, and personnel issues, and status of the school system. Provides advice as to the appropriate use of all resources of the district; recommends changes in policy and practice; and assists in the preparation of agenda for Board meetings. Directs activities of the district to be in compliance with law, policy, and regulations in a manner that ensures the optimal use of district assets.

Moore, Pam, moorep@pcsb.org

Title	Assistant Superintendent
Phone	727-588-6121
Supervisor's Name	Dr. Michael Grego
Supervisor's Title	Superintendent
Role and Responsibilities	The Associate Superintendent, Teaching and Learning performs a variety of supervisory and administrative tasks in developing, directing, and overseeing the day-to-day operations of the Teaching and Learning including translating the district's educational philosophy, goals, and objectives into active terms that directly benefit students. The Associate Superintendent, Teaching and Learning is responsible for the administration of the Division's departments including the supervision of its personnel and functions, goal setting, communicating, and decision-making while coordinating the delivery of the PreK- Adult curriculum. This position works directly with the Associate Superintendent, Finance & Business Services, Associate Superintendent, Operational Services and Area Superintendents to develop systematic approaches to evaluate and improve teaching and learning to determine the most effective means of closing the achievement gaps and increasing student achievement for every student in a safe learning environment.

Wright, Pat, wrightp@pcsb.org

Title	Assistant Superintendent
Phone	727-588-5022
Supervisor's Name	Dr. Michael Grego
Supervisor's Title	Superintendent
Role and Responsibilities	• Supervises the principals and administrators in his/her respective area • Supports and monitors disciplinary procedures for assigned schools • Assists in maintenance of the official "Code of Student Conduct" for all Pinellas County Schools • Monitors the principals in problems related to discipline, grade placement, attendance, due process, and Board policy to include: release from compulsory school attendance, readmission of students to county schools • Administratively reassigns or transfers students as needed • Evaluates principals and direct reports • Recommends to Superintendent the selection, transfer, or termination of principals • Assists in resolving problems appealed above the principal level • Serves as a liaison between school levels with the Superintendent • Contributes toward professional growth and performance through providing staff development opportunities for administrators

Poth, Robert, pothr@pcsb.org	
Title	Assistant Superintendent
Phone	727-588-5020
Supervisor's Name	Dr. Michael Grego
Supervisor's Title	Superintendent
Role and Responsibilities	• Supervises the principals and administrators in his/her respective area • Supports and monitors disciplinary procedures for assigned schools • Assists in maintenance of the official "Code of Student Conduct" for all Pinellas County Schools • Monitors the principals in problems related to discipline, grade placement, attendance, due process, and Board policy to include: release from compulsory school attendance, readmission of students to county schools • Administratively reassigns or transfers students as needed • Evaluates principals and direct reports • Recommends to Superintendent the selection, transfer, or termination of principals • Assists in resolving problems appealed above the principal level • Serves as a liaison between school levels with the Superintendent • Contributes toward professional growth and performance through providing staff development opportunities for administrators

Kennedy, Ward, kennedyw@pcsb.org	
Title	Assistant Superintendent
Phone	727-588-5023
Supervisor's Name	Dr. Michael Grego
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	• Supervises the principals and administrators in his/her respective area • Supports and monitors disciplinary procedures for assigned schools • Assists in maintenance of the official "Code of Student Conduct" for all Pinellas County Schools • Monitors the principals in problems related to discipline, grade placement, attendance, due process, and Board policy to include: release from compulsory school attendance, readmission of students to county schools • Administratively reassigns or transfers students as needed • Evaluates principals and direct reports • Recommends to Superintendent the selection, transfer, or termination of principals • Assists in resolving problems appealed above the principal level • Serves as a liaison between school levels with the Superintendent • Contributes toward professional growth and performance through providing staff development opportunities for administrators

Hires, Barbara, hiresb@pcsb.org

Title	Assistant Superintendent
Phone	727-588-5024
Supervisor's Name	Dr. Michael Grego
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	• Supervises the principals and administrators in his/her respective area • Supports and monitors disciplinary procedures for assigned schools • Assists in maintenance of the official "Code of Student Conduct" for all Pinellas County Schools • Monitors the principals in problems related to discipline, grade placement, attendance, due process, and Board policy to include: release from compulsory school attendance, readmission of students to county schools • Administratively reassigns or transfers students as needed • Evaluates principals and direct reports • Recommends to Superintendent the selection, transfer, or termination of principals • Assists in resolving problems appealed above the principal level • Serves as a liaison between school levels with the Superintendent • Contributes toward professional growth and performance through providing staff development opportunities for administrators

Rafalski, Shana, rafalskis@pcsb.org

Title	Director
Phone	727-588-6443
Supervisor's Name	Pam Moore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The Executive Director, Elementary School Education is responsible for the administration, supervision, and management of curriculum and instruction duties and functions. The duties will be identified and assigned through a cooperative working relationship with the Associate Superintendent, Teaching and Learning Services. Responsibilities include goal setting, planning, organizing, coordinating, decision-making, and communicating with central administration and school-based personnel.

Hinds, Dywayne, hindsdy@pcsb.org

Title	Director
Phone	727-588-6453
Supervisor's Name	Pam Moore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The Executive Director, Middle School Education is responsible for the administration, supervision, and management of curriculum and instruction duties and functions. The duties will be identified and assigned through a cooperative working relationship with the Associate Superintendent, Teaching and Learning Services. Responsibilities include goal setting, planning, organizing, coordinating, decision-making, and communicating with central administration and school-based personnel.

Vasquez, Rita, vasquezr@pcsb.org

Title	Director
Phone	727-588-6302
Supervisor's Name	Pam Moore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The Executive Director, High School Education is responsible for the administration, supervision and management of curriculum and instruction duties and functions. The duties will be identified and assigned through a cooperative working relationship with the Associate Superintendent, Teaching and Learning Services. Responsibilities include goal setting, planning, organizing, coordinating, decision-making, and communicating with central administration and school-based personnel.

Brimm, Valerie, brimmv@pcsb.org	
Title	Director
Phone	727-588-6245
Supervisor's Name	Lori Matway
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Direct, supervise, develop, coordinate, organize, implement, monitor, and evaluate the operational policies, procedures, and processes of the Office of Strategic Partnerships. Responsible for the district's family and community relations activities including, but not limited to, volunteer and mentoring programs, corporate /business, community, faith-based, government and higher education partnerships. Provide guidance and support to internal and external organizations, individual schools, district-level organizations, and post-secondary institutions to better serve the needs of all students.

Grant, Felita, grantf@pcsb.org

Title	Director
Phone	(727) 588-6311
Supervisor's Name	Lori Matway
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	• Determines Title I program priorities and develops annual budget • Works in collaboration with district leadership to provide instructional support and resources for highest student achievement • Works in collaboration with the Teaching and Learning Services division to support the design and implementation of effective instructional programs • Provides help to schools in preparing School Improvement Plans/Title I Schoolwide Plans • Develops and provides professional development for enhancing instruction and instructional leadership • Remains current on laws and requirements regarding assigned programs and grants, and meets with related staff to interpret and implement programs • Coordinates and facilitates state and federal monitoring of Title I programs by the Department of Education, Auditor General, and independent auditors • Coordinates and monitors the allocation of Title I funds to qualifying schools to ensure compliance with federal/state requirements • Monitors school-based Title I budget plans and expenditures for alignment to student achievement goals • Prepares and submits federal and state reports related to Title I programs and School Improvement Grants • Coordinates with the Title I Research Specialist to plan, monitor, and evaluate Title I program components for progress toward highest student achievement • Uses formative and summative data in the analysis of academic performance of all subgroups • Monitors and evaluates progress of low-achieving Title I schools • Assists schools in analyzing district and state assessment data to continually improve student achievement

Aemisegger, Sherry, aemiseggers@pcsb.org

Title	Director
Phone	(727) 588-6032
Supervisor's Name	Pam Moore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The Executive Director, Exceptional Student Education (ESE) works directly with the Associate Superintendent Teaching and Learning Services to develop systematic approaches to evaluate and improve teaching and learning to determine the most effective means of closing the achievement gaps and increasing student achievement for every student in a safe learning environment.

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

Corace, Mary Beth, coracem@pcsb.org	
Title	Director
Phone	727-588-6011
Supervisor's Name	Dr. Dan Evans
Supervisor's Title	Director
Role and Responsibilities	• Coordinates development of the District's Strategic Plan and other district / department planning and related activities as assigned • Monitors the status of district / department plans on a regular, systematic basis • Disseminates information concerning the content of district plans and progress toward their achievement • Provides technical assistance to schools, departments, and programs in analyzing current status, identifying directions and needs, and developing long-range plans • Provides support to district and school administrators for an efficient and flowing implementation of School Improvement Plan requirements • Serves as FLDOE contact for district's planning and policy requirements • Facilitates publication and distribution of the FLDOE mandated reports, plans, and summary student data by the required date • Prepares Student Code of Conduct for annual publication and distribution • Facilitates policy approval process with the School Board, School Board Attorney, Superintendent, and staff • Serves as the School Board's resource for policy • Researches School Board minutes and other sources to provide information for decision-making and/or problem resolution related to planning and policy • Maintains accuracy of School Board Planning & Policy websites • Maintains an up-to-date knowledge of state legislative laws and policies and ensures district's compliance with those policies • Performs other related duties as assigned

Burt, Antonio, burtan@pcsb.org	
Title	Director
Phone	(727) 588-6270
Supervisor's Name	Dr. Michael Grego
Supervisor's Title	Superintendent
Role and Responsibilities	Assist in the development of School Improvement Plans of the lowest–performing schools through analysis of each school's situation • Assist in the implementation of School Improvement Plans of the lowest–performing schools • Track and report on the progress of the School Improvement Plans of schools identified as lowest-performing schools • Provide day-to-day guidance and support in decision making to low-performing schools • Assist in the hiring of all personnel at the low-performing schools • Assure that the lowest-performing schools are fully staffed by the first day of school by overseeing the staffing of the school prior to the start of school • Assist schools in reviewing and replacing teachers who have not contributed to increased learning gains or those teachers who did not contribute to improving the school's performance • Help to implement the recruitment/retention plan to encourage teachers and instructional coaches to transfer to or remain at lower-performing schools based on increased learning gains • Review data to determine the effectiveness of all instructional programs and class offerings in schools identified as lowest–performing schools • Monitor academic progress of students at identified schools through formative and summative evaluations • Assess, align, and monitor professional development for faculty at identified schools to ensure the professional development required for the student population is effective • Assist school-based leaders at identified schools in improving the effectiveness of the coaching model • Develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct-support systems for each school principal in the area of school improvement • Monitor implementation of Multi-Tiered Systems of Support (MTSS) in schools identified as lowest-performing schools

3. Educator Quality

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

Dr. Grego and/or staff met with the focus and priority school principals during second semester to review school data, evaluate the effectiveness of their leadership and determine if a leadership

change was necessary. This process was also used to determine the effectiveness and quality of leadership at the assistant principal, coaching, and specialist level.

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

The district has been purposeful and deliberate in assuring that all teachers were observed adequately and their instructional practice and student data results were analyzed to ensure that the best teachers were retained for the 2016-17 school year. The district's offices of Human Resources, Professional Development and Assessment, Accountability and Research compiled extensive teacher performance data in support of these decisions.
The data provided were:
• All final evaluation ratings per teacher (ratings from 2014-15).
• All scores per teacher in the area of instructional practice (Domain 1 of the Marzano scale) (principal's rating from 2014-15).
• All state VAM scores per teacher (if available).
• All district cycle / interim assessment data per teacher (teacher score versus school and district average from 2015-16).

As described above, the district developed an exhaustive data review of every teacher in the turnaround schools to ensure that only effective and highly effective teachers were rehired. In fact, our district has negotiated specific contract language that does not allow for teachers to be retained unless they are rated effective or higher. The language also provides the principal with the right to "opt out" teachers who are not showing adequate skill to work in challenging school environments. The Area Superintendents for each school and district Transformation Team reviewed each teacher at each school in supporting the principals in their retention decisions.

The district has provided several related hiring advantages to these schools, including:
• An open transfer window that allows these schools to advertise and hire teachers at any time during the year.
• An assurance that no teacher who was removed from another school can be placed at these schools without the principal's support.
• Significant recruitment, retention and school performance bonuses.

D. Professional Capacity

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

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

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

Monthly training in school turnaround strategies and equity in schools (based on research from the Equity Project from Indiana University).
Bi-weekly monitoring and support visits from Area Superintendent.
Side-by-side, on-site instructional coaching in leadership competencies
On-site coaching examples:
• Support provided the past two years by on-site coaches from The New Teacher Project (TNTP), a national partner in school turnaround competencies. The TNTP coaches provided side-by-side in class coaching—with in-the-moment modeling—to build leadership capacity.
• Support provided by new district Transformation Team, led by Dr. Antonio Burt (a former TNTP staff member and national expert in school turnaround).
• Support provided by the certified results coaches from LSI (Learning Sciences International).

Metrics to Measure Success
Student Outcome Measures:
• School Grade Improvement
• SAT-10 Assessment Results (Grades 1 and 2)
• FSA Results (Grades 3, 4, 5, 6, 7 and 8)
• EOC Results (Grades 7 and 8)
Climate survey results from the AdvancED survey of school staff, students and parents.
Annual evaluation by Area Superintendent using the Marzano School Leadership Evaluation Framework.

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

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

District Reading Plans
https://www.floridacims.org/districts/pinellas?current_tab=reading

b. Writing

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

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

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

Jan Richardson's Guided Reading

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

One-on-one Conferences

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

Write Source

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

Small Group Instruction

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

Shared Writing

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

c. Mathematics

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

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

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

ST Math

Program Type	Intensive Intervention
School Type	Elementary School
Description	Tier 1: The Elementary Mathematics Department recommends two interventions for students during the 25 minute intervention block (Reteach, Extend, or Enrich). Two days (K-1st) or three days (2nd-5th) of ST Math, monitored with active teacher involvement. Two days of Go Math interventions, use of the Mathematics Formative Assessment Tasks with instructional implications and CPALMS within small group instruction. ST Math: Created by MIND Research Institute, ST Math is game-based instructional software for K-5 intervention and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. All students receive this intervention, to reteach, extend or enrich. 60 Minutes per week – Grades K-1 90 Minutes per week – Grades 2-5

Soar to Success

Program Type	Intensive Intervention
School Type	Elementary School
Description	Tier 3: Students needing more individualized instruction receive Tier 3 support. This happens outside of the core instructional block (30 minutes). More intensive, this level of instruction focuses specifically on student needs. Intensive intervention is provided through Soar to Success and the Intensive Intervention teacher's guide within the Go Math textbook adoption materials. Soar to Success is the technology based diagnostic and prescriptive interactive intervention. Soar to Success provides detailed progress monitoring tools. Teachers are encouraged to use the Institute of Education Sciences (IES) published practice guide Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools and is provided through the Elementary Mathematics Moodle site. This guide provides eight specific recommendations intended to help teachers, principals, and school administrators use Response to Intervention (MTSSS/RtI) to identify students who need assistance in mathematics and to address the needs of these students through focused interventions. The guide provides suggestions on how to carry out each recommendation.

Go Math

Program Type	Intensive Intervention
School Type	Elementary School

Description

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

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

Middle School Core

Program Type	Core
School Type	Middle School

Description

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

-Key Elements
-Making the incorporation of the Standards of Mathematical Practice routine
-Balance between procedural and conceptual learning

Middle School Intensive Intervention

Program Type	Intensive Intervention
School Type	Middle School
Description	-Rotation between teacher directed instruction and computer based instruction -Teacher Directed -Small group instruction with a focus on individualized needs of standards based curriculum on-grade level or below-grade level. -90-120 minutes each week -Computer Based -Utilization of Think Through Math program -Student paced and individualized pathway with common on-grade level target lessons. -Immediate student feedback and remediation as needed. -Available live help and live certified math teacher through the program to students. -90-120 minutes each week Key Elements: -Provides on-grade level and below-grade level instruction to support increasing students achievement and mathematical foundation. -Individualized and small group instruction focused on the students mathematical needs at the time of the need.

Carnegie Learning

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

Agile Mind

Program Type Intensive Intervention

School Type High School

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

Think Through Math

Program Type Core

School Type High School

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

d. Science

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

National Geographic

Program Type Core

School Type Elementary School

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

CPALMS

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School, High School

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

GALE Power Search

Program Type	Supplemental
School Type	Middle School, High School
Description	This web-based resource is used in grades 6-12, and provides authentic/non-fiction texts supporting science concepts and vocabulary.

Science Mysteries Series

Program Type	Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	NSTA, supports literacy and inquiry in science, used in 1st-5th grade, middle and high schools.

Learn 360

Program Type	Supplemental
School Type	Middle School, High School
Description	This is an online media supplementary resource for concept exploration, and direct instruction.

STEM Academies

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	These are extension opportunities used to help students apply science concepts in the classroom to real world applications and see the connections between science, math, and engineering.

Brain Pop

Program Type	Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	Online resource (http://www.brainpop.com) - online media for concept exploration and direct instruction. This resource is used at both elementary and middle school levels as a supplementary resource.

PHET

Program Type	Supplemental, Intensive Intervention
School Type	
Description	6-12, web-based, on line simulations in science.

Harcourt Fusion

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

Gizmos

Program Type	Core, Supplemental, Intensive Intervention
School Type	High School
Description	This web-based program is used in 9-12 biology classrooms (lab and data simulations).

Science Learning Activity Guides and Success Criteria

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

Think Central	
Program Type	Core, Intensive Intervention
School Type	Elementary School, Middle School
Description	Think Central is an all-in-one learning site that provides access to digital books, activities, readers, and more for the Go Math Series.

Science Investigation Labs	
Program Type	Supplemental
School Type	Elementary School
Description	Over seventy labs in elementary schools have been created and placed across the district based upon the examination of the district's standards-based common assessments. They support and review science content in grades 3-5 by supporting the conceptual understanding of the science concepts in each of these levels.

2. Instructional Alignment and Pacing

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

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

At monthly Leadership and Learning Specialists' meetings, the administrators receive "Monthly at a Glance" documents with grade level specific content to utilize during walkthroughs enabling them to monitor the instruction being delivered. All schools have access to "Just in Time professional development" in all content areas. As administrators conduct their walkthroughs and analyze their data, they may contact the content specialists to arrange for professional development needed. At

these monthly meetings, the administrators also receive professional development from the content specialists in each area on the "look fors" in the teacher lesson plans and as they walk through classrooms to ensure alignment to the Florida Standards. All of the content guides are posted and have been printed for teachers to have the standards and strategies at their fingertips.

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

b. Supports for Student Transitions
Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?
Yes

a. Link to Student Progression Plan

http://pcsb.schoolwires.net/cms/lib8/FL01903687/Centricity/domain/170/
board%20policy%20stuff/.Student_Progression_Plan_Policies_-Board_approved_2_25_14.pdf

b. Provide the page numbers of the plan that address this question.

pg. 2-6 and 10-11

c. Alignment of Pacing Guides to Florida Standards
Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*
The following documents were submitted as evidence for this section:

No files were uploaded

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

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

District Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G2.   Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G2. Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement. `1a`

🔍 G030559

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)	2016-17	80.0
District-Wide	Middle School Participation in EOC and Industry Certifications	2016-17	20.0
District-Wide	FSA Mathematics Achievement	2016-17	62.0
District-Wide	FSA ELA Achievement	2016-17	56.0

Targeted Barriers to Achieving the Goal `3`

- Shifting paradigms to instructional leadership, especially among leaders completing the appraisals of school leaders.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Full-year professional development plan for principals and assistant principals

- Full-year professional development plan for aspiring leaders, new principals, new assistant principals

- Marzano appraisal processes/professional development

- Individually designed Deliberate Practice Plans for Improvement

- Alignment and collaboration with Teaching and Learning leaders, Student Services, leaders, and Area Superintendents to maximize professional development opportunities and consistency.

- Professional learning book titles used with leaders: Fink, Markholt, "Leading for Instructional Improvement: How Successful Leaders Develop Teaching and Learning Expertise"; and Marzano, Toth, and Carbaugh, "School Leadership for Results".

- Revised Instructional Support Model (ISM) documents including manual, data collection, and monitoring tools.

- Learning Science International for their extensive research and experience in increased student rigor.

- Urban Schools Human Capital Academy for their expertise in building teacher and leadership capacity.

Plan to Monitor Progress Toward G2. `8`

Increase student performance on standards

Person Responsible

Kevin Hendrick

Schedule

On 5/26/2017

Evidence of Completion

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

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G2. Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement. [1]

🔍 G030559

G2.B2 Shifting paradigms to instructional leadership, especially among leaders completing the appraisals of school leaders. [2]

🔍 B117565

G2.B2.S1 The district will partner with two external agencies to support school and district growth in the areas of instructional rigor and improved teacher practice, as well as, re-structure and improve our strategies around human capital. [4]

🔍 S138808

Strategy Rationale

To ensure that the best teachers were retained for the 2016-17 school year.

Action Step 1 [5]

The partnership with Learning Science International (LSI) specifically involves the use of six concurrent supports to accelerate school growth and improve district learning around turnaround. Those areas include:
o Regular visits to classrooms to measure the degree of academic rigor using LSI RigorWalk tools.
o Training of school and district leadership in turnaround domains.
o Visitations by certified LSI coaches to ensure fidelity to the model.
o Support for school PLCs / data teams in reviewing rigor data by classroom and grade level.
o Training for school teams in Marzano strategies designed to achieve increased rigor.
o Exclusive use of LSI Tracker to measure mastery of standards by each student.

Person Responsible

Kevin Hendrick

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

• On-going progress monitoring tools and formative assessments provided by district. • Increased student performance on the Florida Standards Assessment.

Action Step 2 5

Recruiting and retaining highly-qualified teachers and leaders. External Partner: Urban Schools Human Capital Academy.
• We selected Urban Schools as our partner in the important work of building teacher and leadership capacity by hiring and retaining the best candidates to teach and lead in turnaround settings. Our needs assessment data continues to show a need to create a sustainable path and process for finding and retaining teachers and leaders of high quality, especially those who can succeed in turnaround settings.
• This new partnership with Urban Schools builds on our previous two-year partnership with TNTP to assess our current practices and growth needs in the areas of recruitment, hiring and professional development. Our internal assessment, supported by the findings of TNTP, showed us that our Human Resources Department policies and practices was not adequately structured to carry out the best practices required.
• We have since hired a new Assistant Superintendent for Human Resources to support the re-structuring districtwide and hired an Assistant Director for Human Resources to support our district turnaround schools.
• As national experts in this work, Urban Schools has agreed to support our re-structuring and re-visioning accordingly.
The supports from the Urban Schools Academy will include:
• Supporting principals to be effective managers of human capital.
• Building the capacity of the school district to address teacher shortages (especially in the area of minority hiring).
• Supporting the district's role in ensuring teacher and principal quality.
• Establishing strong school and district Human Capital teams (effective smart goals that are focused on the work).
• Measuring our growth and successes via the Urban Schools Power Metrics (15 key metrics provided by Urban Schools).

Person Responsible

Paula Texel

Schedule

On 5/26/2017

Evidence of Completion

• Final evaluation ratings per teacher • All scores per teacher in the area of instructional practice (Domain 1 of the Marzano scale) • All state VAM scores per teacher (if available). • All district cycle / interim assessment data per teacher

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

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

Person Responsible

Kevin Hendrick

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Completed modules; professional development calendar; and Instructional Support Model visits and Feedback Forms

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

District and school based leaders will monitor student performance data and provide immediate interventions where necessary.

Person Responsible

Dan Evans

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

The district has revised its assessment approach in these schools to be focused heavily on more frequent, formative assessment that can support growth and intervention at the individual student level. Specific Measures/Districtwide: Summative (FSA and SAT-10) and Formative (District-designed cycle assessments, IStation and Running Records) Additional Measures/Turnaround Schools: NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) Assessment in our Tier 3 elementary schools as a progress monitoring tool. The schools will be using MAP assessment in 2016-17 to identify specific learning gaps and to provide related interventions. Bi-Weekly formative assessments: The schools will also be using short, bi-weekly formative assessments to inform instruction. The results will be added to the Performance Matters data dashboard for immediate access for teachers and principals. Data-Based Conversations: The district Transformation Team has already planned for regular data conversations with each school's SBLT as a way of monitoring and supporting interventions around student data.

G2.B2.S2 The district will provide on-going high quality professional development for school leaders and teachers to implement a comprehensive school-wide support model focused on effective core instruction. 4

🔑 S264307

Strategy Rationale

To ensure that effective standards-based core instruction, higher levels of instructional rigor, and higher levels of student engagement result in increased student performance.

Action Step 1 5

Professional development will be provided that focuses on methods and materials to engage, instruct, and assess diverse learners.

Person Responsible

Louis Cerreta

Schedule

On 5/23/2018

Evidence of Completion

Student performance will improve

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

An Instructional Support Model observation and data collection tool will be used to monitor the following expected outcomes: effective standards-based core instruction; levels of instructional rigor; and levels of student engagement.

Person Responsible

Kevin Hendrick

Schedule

On 5/18/2018

Evidence of Completion

An electronic data monitoring tool will house data from formative assessments, as well as, Instructional Support Model feedback forms.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

A comprehensive support plan has been established and implemented for participating schools.

Person Responsible

Kevin Hendrick

Schedule

On 5/18/2018

Evidence of Completion

Formative and summative assessment results; Instructional Support Model feedback forms; and FSA results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 🔍 M000585	Increase student performance on standards	Hendrick, Kevin	8/1/2016	On going progress monitoring tools and formative assessments provided by district Increase student performance on Florida Standards Assessment.	5/26/2017 one-time
G2.B2.S1.MA1 🔍 M261739	District and school based leaders will monitor student performance data and provide immediate...	Evans, Dan	8/1/2016	The district has revised its assessment approach in these schools to be focused heavily on more frequent, formative assessment that can support growth and intervention at the individual student level. Specific Measures/ Districtwide: Summative (FSA and SAT-10) and Formative (District-designed cycle assessments, IStation and Running Records) Additional Measures/Turnaround Schools: NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) Assessment in our Tier 3 elementary schools as a progress monitoring tool. The schools will be using MAP assessment in 2016-17 to identify specific learning gaps and to provide related interventions. Bi-Weekly formative assessments: The schools will also be using short, bi-weekly formative assessments to inform instruction. The results will be added to the Performance Matters data dashboard for immediate access for teachers and principals. Data-Based Conversations: The district Transformation Team has already planned for regular data conversations with each school's SBLT as a way of monitoring and supporting interventions around student data.	5/26/2017 monthly
G2.B2.S1.MA1 🔍 M261674	Administrators will monitor through walkthroughs and formal observations that teachers regularly...	Hendrick, Kevin	8/1/2016	Completed modules; professional development calendar; and Instructional Support Model visits and Feedback Forms	5/26/2017 monthly
G2.B2.S1.A1 🔍 A268121	The partnership with Learning Science International (LSI) specifically involves the use of six...	Hendrick, Kevin	8/1/2016	• On-going progress monitoring tools and formative assessments provided by district. • Increased student performance on the Florida Standards Assessment.	5/26/2017 monthly
G2.B2.S1.A2 🔍 A268122	Recruiting and retaining highly-qualified teachers and leaders. External Partner: Urban Schools...	Texel, Paula	8/1/2016	• Final evaluation ratings per teacher • All scores per teacher in the area of instructional practice (Domain 1 of the Marzano scale) • All state VAM scores per teacher (if available). • All district cycle / interim assessment data per teacher	5/26/2017 one-time
G2.B2.S2.MA1 🔍 M372777	A comprehensive support plan has been established and implemented for participating schools.	Hendrick, Kevin	9/18/2017	Formative and summative assessment results; Instructional Support Model feedback forms; and FSA results	5/18/2018 one-time
G2.B2.S2.MA1 🔍 M372776	An Instructional Support Model observation and data collection tool will be used to monitor the...	Hendrick, Kevin	9/18/2017	An electronic data monitoring tool will house data from formative assessments, as well as, Instructional Support Model feedback forms.	5/18/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A1 A349998	Professional development will be provided that focuses on methods and materials to engage,...	Cerreta, Louis	10/2/2017	Student performance will improve	5/23/2018 one-time

V. Professional Development Opportuntities

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

G2. Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement.

G2.B2 Shifting paradigms to instructional leadership, especially among leaders completing the appraisals of school leaders.

G2.B2.S2 The district will provide on-going high quality professional development for school leaders and teachers to implement a comprehensive school-wide support model focused on effective core instruction.

PD Opportunity 1

Professional development will be provided that focuses on methods and materials to engage, instruct, and assess diverse learners.

Facilitator

Professional Development Department

Participants

Teachers

Schedule

On 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G2.B2.S1.A1	The partnership with Learning Science International (LSI) specifically involves the use of six concurrent supports to accelerate school growth and improve district learning around turnaround. Those areas include: o Regular visits to classrooms to measure the degree of academic rigor using LSI RigorWalk tools. o Training of school and district leadership in turnaround domains. o Visitations by certified LSI coaches to ensure fidelity to the model. o Support for school PLCs / data teams in reviewing rigor data by classroom and grade level. o Training for school teams in Marzano strategies designed to achieve increased rigor. o Exclusive use of LSI Tracker to measure mastery of standards by each student.	$0.00
2	G2.B2.S1.A2	Recruiting and retaining highly-qualified teachers and leaders. External Partner: Urban Schools Human Capital Academy. • We selected Urban Schools as our partner in the important work of building teacher and leadership capacity by hiring and retaining the best candidates to teach and lead in turnaround settings. Our needs assessment data continues to show a need to create a sustainable path and process for finding and retaining teachers and leaders of high quality, especially those who can succeed in turnaround settings. • This new partnership with Urban Schools builds on our previous two-year partnership with TNTP to assess our current practices and growth needs in the areas of recruitment, hiring and professional development. Our internal assessment, supported by the findings of TNTP, showed us that our Human Resources Department policies and practices was not adequately structured to carry out the best practices required. • We have since hired a new Assistant Superintendent for Human Resources to support the re-structuring districtwide and hired an Assistant Director for Human Resources to support our district turnaround schools. • As national experts in this work, Urban Schools has agreed to support our re-structuring and re-visioning accordingly. The supports from the Urban Schools Academy will include: • Supporting principals to be effective managers of human capital. • Building the capacity of the school district to address teacher shortages (especially in the area of minority hiring). • Supporting the district's role in ensuring teacher and principal quality. • Establishing strong school and district Human Capital teams (effective smart goals that are focused on the work). • Measuring our growth and successes via the Urban Schools Power Metrics (15 key metrics provided by Urban Schools).	$0.00
3	G2.B2.S2.A1	Professional development will be provided that focuses on methods and materials to engage, instruct, and assess diverse learners.	$0.00
		Total:	$0.00