FLORIDA DEPARTMENT OF EDUCATION
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Pam Stewart, Commissioner

2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

52 - Pinellas

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

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District Improvement Planning

District Leadership Team

Provide the following contact information for each member of the district leadership team, including the position dedicated to leading the turnaround effort at the district level.:

Dr. William Corbett	
Title	Deputy Superintendent
Email	corbettw@pcsb.org
Phone	727-588-6022
Function & Responsibility	Dr. Corbett will ensure that required resources are available to support the District's improvement plan

Pamela Moore	
Title	Associate Superintendent, Teaching and Learning Services
Email	moorep@pcsb.org
Phone	727-588-6121
Function & Responsibility	Mrs. Moore coordinates the district staff responsible for monitoring the fidelity of the curriculum and instruction at each school.

Lori Matway	
Title	Associate Superintendent, Student and Community Services
Email	matwayl@pcsb.org
Phone	727-588-6033
Function & Responsibility	Ms. Matway coordinates the Instructional Reviews and monitors the progress at the Differentiated Accountability schools.

Patricia Wright	
Title	Area 1 Superintendent
Email	wrightp@pcsb.org
Phone	727-588-5022
Function & Responsibility	Ms. Wright directly supervises the principals in Area 1. She monitors the effective and efficient operations of the schools in her area.

Robert Poth	
Title	Area 2 Superintendent
Email	pothr@pcsb.org
Phone	727-588-5020
Function & Responsibility	Mr. Poth directly supervises the principals in Area 2. He monitors the effective and efficient operations of the schools in his area.

Ward Kennedy	
Title	Area 3 Superintendent
Email	kennedyw@pcsb.org
Phone	727-588-5023
Function & Responsibility	Mr. Kennedy directly supervises the principals in Area 3. He monitors the effective and efficient operations of the schools in his area.

Dr. Barbara Hires	
Title	Area 4 Superintendent
Email	hiresb@pcsb.org
Phone	727-588-5024
Function & Responsibility	Dr. Hires directly supervises the principals in Area 4. She monitors the effective and efficient operations of the schools in her area.

Sandra Downes	
Title	Executive Director, Elementary Education
Email	downess@pcsb.org
Phone	727-588-6443
Function & Responsibility	Ms. Downes provides curriculum and instruction support at the elementary level.

Dywayne Hinds	
Title	Executive Director, Middle School Education
Email	hindsdy@pcsb.org
Phone	727-588-6453
Function & Responsibility	Mr. Hinds provides curriculum and instruction support at the middle school level.

Rita Vasquez	
Title	Executive Director, High School Education
Email	vasquezr@pcsb.org
Phone	727-588-6302
Function & Responsibility	Ms. Vasquez provides curriculum and instruction support at the high school level.

Dr. Michael Grego	
Title	Superintendent
Email	gregom@pcsb.org
Phone	727-588-6011
Function & Responsibility	Dr. Grego establishes the strategic direction for the district in collaboration with all stakeholders.

Plan Development

Summarize the process used to write this plan including how parents, school staff, and others were involved. If applicable, describe the Community Assessment Team's (CAT) role in the development of this plan, pursuant to Section 1008.345(6)(d)

Dr. Grego continues to conduct parent and community cadres to receive input from our stakeholders. The Executive Leadership Team elicites feedback on our progress monitoring process from the Pinellas County Urban League and the Concerned Organization for Quality Education for Black Students (COQEBS). Each of our Turnaround, Priority and Focus schools completed a School Improvement and Differentiated Accountability Plan that is aligned to the District Strategic Plan.
Additionally, the Differentiated Accountability Checklist has assisted the leadership team serving as a roadmap for self examination. This collaborative process provided the impetus to collectively examine current ways of work and reflect on what has been and could be done to improve systemic methods to increase student achievement.

MTSS/RtI

Describe your district's data-based problem-solving processes for the implementation and monitoring of your DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Area Superintendents and the Teaching and Learning staff visit the Turnaround, Priority and Focus schools every four weeks to conduct instructional reviews. The team will develop an action plan for each school and provide needed support from district staff to implement the plan.

Describe the function and responsibility of each member of the district leadership team as it relates to MTSS and DIAP.

Each member of the district leadership team participates in school visits, develops action plans and monitors progress. The leadership team meets every Monday to review the action plans and determine next steps.

Describe the systems in place the leadership team uses to monitor the district's MTSS and DIAP

The leadership team monitors the following: academic coaches schedules; professional development; master schedule; extended learning; assessments; attendance; discipline, and tiered level of supports.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

The Executive Directors and their staff visit each of our Turnaround, Priority and Focus schools on a monthly basis. They conduct walk-throughs and provide feedback on schoolwide trends. Progress monitoring of student achievement and discipline is also reviewed on a monthly basis.

Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving

Area MTSS Specialists work with principals on data collection through the walk-throughs with Teaching and Learning staff and Area Superintendents. MTSS Specialist collect the information through needs assessment in order to determine how to support the schools. Following the needs assesment, MTSS Specialist determine if the resources meet the needs at each school. The MTSS Specialist meet with principals on a monthly basis and schedule meetings with the school based MTSS coaches about 4 times a year. They work with school staff individually as the need presents itself.

Describe the plan for "increased learning time" or "extended day" as defined in paragraph (2)(m) of Rule 6A-1.099811, F.A.C., in your district's Priority schools. Include a description of the specific activities and number of total minutes each will contribute

All of our Priority schools have an additional hour of instruction each day and Woodlawn Elementary continues to have an additional 30 minutes of extended time even though they have improved by two letter grades this year.

Alignment of Strategies and Resources

Strategies and Support

AMO Data:

AMO Target: Reading, All Students (Target: 63, Actual: 57)

What does research suggest about the specific learning needs of this subgroup not meeting target?

For elementary students, guided reading instruction using Jan Richardson's research-based routines DAILY is a focus at all grade levels. Additionally, through monitored teacher planning, teachers are ensuring that there is increased time spent on the use of grade level text during the instructional block. Teachers are increasing opportunities for writing in response to their reading and increasing the amount of accountable talk (classroom discussions) shifting time spent on instruction-teacher directed/ teacher supported. Progress monitoring of instruction includes the use of running records at all grade levels and formative assessments to monitor core instruction. Close reading strategies are also built into the collaborative planning sessions to ensure students grapple with a variety of text materials on a regular basis.
For secondary, the research completed through the National Reading Panel concludes that explicit instruction in comprehension strategies led to high reading achievement. To this end, secondary reading/language arts classes use the identified materials in the K12 Comprehensive Reading Plan to support core and intervention instruction. The following strategies are taught using the research-based gradual release model with an emphasis on increasing independence and proficiency with any text students may encounter:
1. Set the purpose for learning - set a benchmark/standard focus, and identify a strategy that helps students practice it with each reading interaction and before beginning any text-dependent interaction to help students set a purpose for reading and inquiry.
2. Utilize vocabulary routines - Identify words within the text to determine how best to read it. These strategies include previewing text features, asking questions, making predictions, making connections to prior knowledge, identifying text structures and considering whether any reading strategies (text marking, note taking) will need to be used to work through the text and task.
3. Model strategy use - as teachers model how they think through the text and task, students learn exactly what level of thinking is expected during guided practice and eventually during independent work.
4. Chunk text interactions and guide student practice - scaffold instruction to help students work through complex text. Chunk text interaction instruction into small segments to provide multiple cycles of guided practice and frequent formative assessments, prompting students to use evidence from the text to support their thinking.
5. Increase authentic text-based discussion and writing experiences - provide more opportunities for students to engage in collaborative text-based discussions and writing experiences that require them to use accountable talk, clarify confusions, justify thinking using textual evidence, and elaborate/revise their thinking.
6. Utilize writing rubrics to help students determine writing expectations and track their own progress.
7. Use formative and summative assessment data to differentiate class instruction to meet the needs of learners.
8. Increase writing instruction for research-based type essays into curriculum areas at least twice a year.

Why did the previous plan not sufficiently meet these needs?

Guided reading was not fully supported in grades 3-5. While there was an emphasis on the use of independent text during the reading block, there was a limited amount of grade level text with the majority of students during core instruction. Lack of monitoring of student progress at both school and district level contributed to limited improvements in reading. Writing was seen as an isolated subject, and not connected to reading tasks.
At the secondary level, secondary students did not have enough practice with grade-appropriate

complex text and tasks aligned to standards. Student texts and tasks were at a low level of complexity and on-going formative assessment data was not consistently used to differentiate instruction.

AMO Target: Mathematics, All Students (Target: 58, Actual: 55)

What does research suggest about the specific learning needs of this subgroup not meeting target?

"What Works Clearinghouse" studies validate that mathematics instruction should be explicit and systematic and include modeling of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent progress monitoring. Effective mathematics programs include math screening processes (assessments) to identify at risk learners, and subsequently grouping/scheduling students accordingly.
In Pinellas County, highly effective mathematics instruction happens
When teachers . . .
• Deliver instruction aligned to both the CCSS and students' needs through an explanation of teaching mathematics through problem solving in a student-centered environment
• Plan and collaborate with colleagues to enhance their practices
• Utilize varied instructional strategies within a variety of student groupings
• Analyze and monitor student data, both formal and informal to make instructional decisions for students
When students…
• Engage in activities that incorporate both procedural and conceptual knowledge, and responding to problem solving at their grade level, instructional level and independent level
• Engage in the Eight Common Core Standards for Mathematical Practice
When classrooms…
• Exhibit a student-centered environment of mathematics instruction.
• Emphasize problem solving as seen through a student-centered approach where teachers plan their instruction around "big ideas" rather than individual skills or concept.
As a district, all professional development will be focused to meet these examples, and will be supported through the use of core curriculum materials as well as supplemental materials to support differentiated instruction, including not only remediation but also enrichment in the development of strong mathematical concepts. There are more professional development offerings in mathematics this year and including summer opportunities that also include a culturally responsive instructional objective per component.
At the elementary level, schools are using the MFAS (Math Formative Assessment System) assessments to to formatively assess students by standard. From these results, teachers will use the instructional implications to drive their instruction and differentiate based on student need. These are research-based assessments through the work of FCR-STEM and Florida State University.
Additionally, elementary master schedules now include 60 minutes of uninterrupted core math instruction and a 30 minute block for math interventions.
At the secondary level, a new scheduling method ("math sorter") has been implemented to ensure that all level 1 and 2 math students are scheduled in the appropriate intervention math course.

Why did the previous plan not sufficiently meet these needs?

While the district provided common assessments in mathematics, it was not a K-12 systemic approach. Data demonstrates a significant gap in the number of teachers who participated in math professional development leading to inconsistencies in instructional practices.
Limited instructional time devoted to the instruction of math at the elementary level contributed to low proficiency rates. There was no time built into the master schedule to include math intervention. Limited coaching support negatively impacted ability to provide systemic professional development.

AMO Target: Reading, American Indian (Target: 59, Actual: 51)

What does research suggest about the specific learning needs of this subgroup not meeting target?

For elementary students, guided reading instruction using Jan Richardson's research-based routines DAILY is a focus at all grade levels. Additionally, through monitored teacher planning, teachers are ensuring that there is increased time spent on the use of grade level text during the instructional block. Teachers are increasing opportunities for writing in response to their reading and increasing the amount of accountable talk (classroom discussions) shifting time spent on instruction-teacher directed/ teacher supported. Progress monitoring of instruction includes the use of running records at all grade levels and formative assessments to monitor core instruction. Close reading strategies are also built into the collaborative planning sessions to ensure students grapple with a variety of text materials on a regular basis.
For secondary, the research completed through the National Reading Panel concludes that explicit instruction in comprehension strategies led to high reading achievement. To this end, secondary reading/language arts classes use the identified materials in the K12 Comprehensive Reading Plan to support core and intervention instruction. The following strategies are taught using the research-based gradual release model with an emphasis on increasing independence and proficiency with any text students may encounter:
1. Set the purpose for learning - set a benchmark/standard focus, and identify a strategy that helps students practice it with each reading interaction and before beginning any text-dependent interaction to help students set a purpose for reading and inquiry.
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3. Model strategy use - as teachers model how they think through the text and task, students learn exactly what level of thinking is expected during guided practice and eventually during independent work.
4. Chunk text interactions and guide student practice - scaffold instruction to help students work through complex text. Chunk text interaction instruction into small segments to provide multiple cycles of guided practice and frequent formative assessments, prompting students to use evidence from the text to support their thinking.
5. Increase authentic text-based discussion and writing experiences - provide more opportunities for students to engage in collaborative text-based discussions and writing experiences that require them to use accountable talk, clarify confusions, justify thinking using textual evidence, and elaborate/revise their thinking.
6. Utilize writing rubrics to help students determine writing expectations and track their own progress.
7. Use formative and summative assessment data to differentiate class instruction to meet the needs of learners.
8. Increase writing instruction for research-based type essays into curriculum areas at least twice a year.

Why did the previous plan not sufficiently meet these needs?

Guided reading was not fully supported in grades 3-5. While there was an emphasis on the use of independent text during the reading block, there was a limited amount of grade level text with the majority of students during core instruction. Lack of monitoring of student progress at both school and district level contributed to limited improvements in reading. Writing was seen as an isolated subject, and not connected to reading tasks.
At the secondary level, secondary students did not have enough practice with grade-appropriate

complex text and tasks aligned to standards. Student texts and tasks were at a low level of complexity and on-going formative assessment data was not consistently used to differentiate instruction.

AMO Target: Mathematics, American Indian (Target: 52, Actual: 51)

What does research suggest about the specific learning needs of this subgroup not meeting target?

"What Works Clearinghouse" studies validate that mathematics instruction should be explicit and systematic and include modeling of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent progress monitoring. Effective mathematics programs include math screening processes (assessments) to identify at risk learners, and subsequently grouping/scheduling students accordingly.
In Pinellas County, highly effective mathematics instruction happens
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When students…
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• Engage in the Eight Common Core Standards for Mathematical Practice
When classrooms…
• Exhibit a student-centered environment of mathematics instruction.
• Emphasize problem solving as seen through a student-centered approach where teachers plan their instruction around "big ideas" rather than individual skills or concept.
As a district, all professional development will be focused to meet these examples, and will be supported through the use of core curriculum materials as well as supplemental materials to support differentiated instruction, including not only remediation but also enrichment in the development of strong mathematical concepts. There are more professional development offerings in mathematics this year and including summer opportunities that also include a culturally responsive instructional objective per component.
At the elementary level, schools are using the MFAS (Math Formative Assessment System) assessments to to formatively assess students by standard. From these results, teachers will use the instructional implications to drive their instruction and differentiate based on student need. These are research-based assessments through the work of FCR-STEM and Florida State University.
Additionally, elementary master schedules now include 60 minutes of uninterrupted core math instruction and a 30 minute block for math interventions.
At the secondary level, a new scheduling method ("math sorter") has been implemented to ensure that all level 1 and 2 math students are scheduled in the appropriate intervention math course.
For students with language issues, we use ST Math instructional software (published by Mind Research) is a research-proven, comprehensive, grade-level specific supplementary math program that utilizes spatial-temporal reasoning to teach math concepts that are aligned to the common core state standards. Spatial-temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time - a process critical for all students in solving problems in math, science and other curriculum areas. It is currently in 17 priority schools and will be expanded to all elementary schools during this year.
This approach not only helps differentiate instruction to reach students of all academic and language proficiency, but also engages students who struggle to learn with traditional materials and methods. It is used to complement textbook and classroom instruction, and offers self-paced learning and instructive feedback utilizing data-driven reports.

Why did the previous plan not sufficiently meet these needs?

While the district provided common assessments in mathematics, it was not a K-12 systemic approach. Data demonstrates a significant gap in the number of teachers who participated in math professional development leading to inconsistencies in instructional practices.
Limited instructional time devoted to the instruction of math at the elementary level contributed to low proficiency rates. Limited coaching support negatively impacted ability to provide systemic professional development.

AMO Target: Reading, Asian (Target: 72, Actual: 68)

What does research suggest about the specific learning needs of this subgroup not meeting target?

For elementary students, guided reading instruction using Jan Richardson's research-based routines DAILY is a focus at all grade levels. Additionally, through monitored teacher planning, teachers are ensuring that there is increased time spent on the use of grade level text during the instructional block. Teachers are increasing opportunities for writing in response to their reading and increasing the amount of accountable talk (classroom discussions) shifting time spent on instruction-teacher directed/ teacher supported. Progress monitoring of instruction includes the use of running records at all grade levels and formative assessments to monitor core instruction. Close reading strategies are also built into the collaborative planning sessions to ensure students grapple with a variety of text materials on a regular basis.
For secondary, the research completed through the National Reading Panel concludes that explicit instruction in comprehension strategies led to high reading achievement. To this end, secondary reading/language arts classes use the identified materials in the K12 Comprehensive Reading Plan to support core and intervention instruction. The following strategies are taught using the research-based gradual release model with an emphasis on increasing independence and proficiency with any text students may encounter:
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3. Model strategy use - as teachers model how they think through the text and task, students learn exactly what level of thinking is expected during guided practice and eventually during independent work.
4. Chunk text interactions and guide student practice - scaffold instruction to help students work through complex text. Chunk text interaction instruction into small segments to provide multiple cycles of guided practice and frequent formative assessments, prompting students to use evidence from the text to support their thinking.
5. Increase authentic text-based discussion and writing experiences - provide more opportunities for students to engage in collaborative text-based discussions and writing experiences that require them to use accountable talk, clarify confusions, justify thinking using textual evidence, and elaborate/revise their thinking.
6. Utilize writing rubrics to help students determine writing expectations and track their own progress.
7. Use formative and summative assessment data to differentiate class instruction to meet the needs of learners.
8. Increase writing instruction for research-based type essays into curriculum areas at least twice a year.

Why did the previous plan not sufficiently meet these needs?

AMO Target: Reading, Black/African American (Target: 40, Actual: 28)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Research states that black/African American students respond positively to non-fiction text. To meet this requirement, Pinellas County has devoted resources to schools through the use of referendum funds to increase the amount of non-fiction texts in classrooms and covering other content areas such as social studies, science, and mathematics. Through the use of frequent on-going formative assessments, students are grouped for targeted instruction or specific coursework. Instructional materials are reviewed to ensure they include culturally diverse perspectives, topics, and relevant real-world examples.
Teachers will be offered opportunities to engage in culturally responsive teaching professional development, recognizing the assets of all students, and especially for students of color. This strategy has been highlighted in our district strategic plan.
For elementary students, guided reading instruction using Jan Richardson's research-based routines DAILY is a focus at all grade levels. Additionally, through monitored teacher planning, teachers are ensuring that there is increased time spent on the use of grade level text during the instructional block. Teachers are increasing opportunities for writing in response to their reading and increasing the amount of accountable talk (classroom discussions) shifting time spent on instruction-teacher directed/ teacher supported. Progress monitoring of instruction includes the use of running records at all grade levels and formative assessments to monitor core instruction. Close reading strategies are also built into the collaborative planning sessions to ensure students grapple with a variety of text materials on a regular basis.
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At the secondary level, secondary students did not have enough practice with grade-appropriate complex text and tasks aligned to standards. Student texts and tasks were at a low level of complexity and on-going formative assessment data was not consistently used to differentiate instruction.
Gap in the knowledge level of teachers on how to provide culturally responsive teaching.

AMO Target: Mathematics, Black/African American (Target: 36, Actual: 25)

What does research suggest about the specific learning needs of this subgroup not meeting target?

"What Works Clearinghouse" studies validate that mathematics instruction should be explicit and systematic and include modeling of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent progress monitoring. Effective mathematics programs include math screening processes (assessments) to identify at risk learners, and subsequently grouping/scheduling students accordingly.
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• Exhibit a student-centered environment of mathematics instruction.
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As a district, all professional development will be focused to meet these examples, and will be supported through the use of core curriculum materials as well as supplemental materials to support differentiated instruction, including not only remediation but also enrichment in the development of strong mathematical concepts. There are more professional development offerings in mathematics this year and including summer opportunities that also include a culturally responsive instructional objective per component.
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Additionally, elementary master schedules now include 60 minutes of uninterrupted core math instruction and a 30 minute block for math interventions.
At the secondary level, a new scheduling method ("math sorter") has been implemented to ensure that all level 1 and 2 math students are scheduled in the appropriate intervention math course.
For some black/African American students, limited language proficiency may contribute to low proficiency in mathematics. To address this, we use ST Math instructional software (published by Mind Research) is a research-proven, comprehensive, grade-level specific supplementary math program that utilizes spatial-temporal reasoning to teach math concepts that are aligned to the common core state standards. Spatial-temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time - a process critical for all students in solving problems in math, science and other curriculum areas. It is currently in 17 priority schools and will be expanded to all elementary schools during this year.
This approach not only helps differentiate instruction to reach students of all academic and language proficiency, but also engages students who struggle to learn with traditional materials and methods. It is used to complement textbook and classroom instruction, and offers self-paced learning and instructive feedback utilizing data-driven reports.

Progress monitoring of this subgroup will be ongoing with instructional adjustments made as needed. Instructional grouping using the data from the MFAS assessments will support this work.

Why did the previous plan not sufficiently meet these needs?

While the district provided common assessments in mathematics, it was not a K-12 systemic approach. Data demonstrates a significant gap in the number of teachers who participated in math professional development leading to inconsistencies in instructional practices.
Limited instructional time devoted to the instruction of math at the elementary level contributed to low proficiency rates. Limited coaching support negatively impacted ability to provide systemic professional development.
Gap in the knowledge level of teachers on how to provide culturally responsive teaching.

AMO Target: Reading, Economically Disadvantaged (Target: 52, Actual: 43)

What does research suggest about the specific learning needs of this subgroup not meeting target?

For elementary students, guided reading instruction using Jan Richardson's research-based routines DAILY is a focus at all grade levels. Additionally, through monitored teacher planning, teachers are ensuring that there is increased time spent on the use of grade level text during the instructional block. Teachers are increasing opportunities for writing in response to their reading and increasing the amount of accountable talk (classroom discussions) shifting time spent on instruction-teacher directed/ teacher supported. Progress monitoring of instruction includes the use of running records at all grade levels and formative assessments to monitor core instruction. Close reading strategies are also built into the collaborative planning sessions to ensure students grapple with a variety of text materials on a regular basis.
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Why did the previous plan not sufficiently meet these needs?

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At the secondary level, secondary students did not have enough practice with grade-appropriate

complex text and tasks aligned to standards. Student texts and tasks were at a low level of complexity and on-going formative assessment data was not consistently used to differentiate instruction.

AMO Target: Mathematics, Economically Disadvantaged (Target: 48, Actual: 41)

What does research suggest about the specific learning needs of this subgroup not meeting target?

"What Works Clearinghouse" studies validate that mathematics instruction should be explicit and systematic and include modeling of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent progress monitoring. Effective mathematics programs include math screening processes (assessments) to identify at risk learners, and subsequently grouping/scheduling students accordingly.
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• Emphasize problem solving as seen through a student-centered approach where teachers plan their instruction around "big ideas" rather than individual skills or concept.
As a district, all professional development will be focused to meet these examples, and will be supported through the use of core curriculum materials as well as supplemental materials to support differentiated instruction, including not only remediation but also enrichment in the development of strong mathematical concepts. There are more professional development offerings in mathematics this year and including summer opportunities that also include a culturally responsive instructional objective per component.
At the elementary level, schools are using the MFAS (Math Formative Assessment System) assessments to to formatively assess students by standard. From these results, teachers will use the instructional implications to drive their instruction and differentiate based on student need. These are research-based assessments through the work of FCR-STEM and Florida State University.
Additionally, elementary master schedules now include 60 minutes of uninterrupted core math instruction and a 30 minute block for math interventions.
At the secondary level, a new scheduling method ("math sorter") has been implemented to ensure that all level 1 and 2 math students are scheduled in the appropriate intervention math course.
For some students in this economically disadvantaged subgroup, limited language proficiency may contribute to low proficiency in mathematics. To address this, we use ST Math instructional software (published by Mind Research) is a research-proven, comprehensive, grade-level specific supplementary math program that utilizes spatial-temporal reasoning to teach math concepts that are aligned to the common core state standards. Spatial-temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time - a process critical for all students in solving problems in math, science and other curriculum areas. It is currently in 17 priority schools and will be expanded to all elementary schools during this year.
This approach not only helps differentiate instruction to reach students of all academic and language proficiency, but also engages students who struggle to learn with traditional materials and methods. It is used to complement textbook and classroom instruction, and offers self-paced learning and instructive feedback utilizing data-driven reports.

Progress monitoring of this subgroup will be ongoing with instructional adjustments made as needed. Instructional grouping using the data from the MFAS assessments will support this work.

Why did the previous plan not sufficiently meet these needs?

While the district provided common assessments in mathematics, it was not a K-12 systemic approach. Data demonstrates a significant gap in the number of teachers who participated in math professional development leading to inconsistencies in instructional practices.
Limited instructional time devoted to the instruction of math at the elementary level contributed to low proficiency rates. Limited coaching support negatively impacted ability to provide systemic professional development.

AMO Target: Reading, English Language Learners (Target: 40, Actual: 31)

What does research suggest about the specific learning needs of this subgroup not meeting target?

For our English Language Learners in Pinellas, teachers use and document the use of both content objectives and language objectives. They choose content concepts for age appropriateness and "fit" with educational background of students and use supplementary materials to make lessons clear and meaningful, adapting content to all levels of reading proficiency. These adaptations may include the use of graphic organizers, study guides, taped texts, and jigsaw reading.
ELL teachers as well as classroom teachers provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities such as surveys, letter writing, and making models. Teachers explicitly link concepts to students' background experiences and make clear connections between students' past learning and new concepts, as well as emphasizing vocabulary development. Additionally, teachers use a variety of techniques to make content concepts clear and comprehensible such as modeling, use of hands-on materials, visuals, demos, gestures, and video/film clips. Teachers provide ample opportunities for students to use strategies, and they consistently use scaffolding techniques throughout lessons.
Additionally, teachers employ a variety of question types and provide frequent opportunities for interaction and discussion. Students are grouped to support language and content objectives and are given multiple opportunities for clarification of concepts through the use of bilingual paraprofessionals, native language materials, and note taking by students.
ELL students benefit from the following instructional practices as well:
For elementary students, guided reading instruction using Jan Richardson's research-based routines DAILY is a focus at all grade levels. Additionally, through monitored teacher planning, teachers are ensuring that there is increased time spent on the use of grade level text during the instructional block. Teachers are increasing opportunities for writing in response to their reading and increasing the amount of accountable talk (classroom discussions) shifting time spent on instruction-teacher directed/ teacher supported. Progress monitoring of instruction includes the use of running records at all grade levels and formative assessments to monitor core instruction. Close reading strategies are also built into the collaborative planning sessions to ensure students grapple with a variety of text materials on a regular basis.
For secondary, the research completed through the National Reading Panel concludes that explicit instruction in comprehension strategies led to high reading achievement. To this end, secondary reading/language arts classes use the identified materials in the K12 Comprehensive Reading Plan to support core and intervention instruction. The following strategies are taught using the research-based gradual release model with an emphasis on increasing independence and proficiency with any text students may encounter:
1. Set the purpose for learning - set a benchmark/standard focus, and identify a strategy that helps students practice it with each reading interaction and before beginning any text-dependent interaction to help students set a purpose for reading and inquiry.
2. Utilize vocabulary routines - Identify words within the text to determine how best to read it. These strategies include previewing text features, asking questions, making predictions, making connections to prior knowledge, identifying text structures and considering whether any reading strategies (text marking, note taking) will need to be used to work through the text and task.
3. Model strategy use - as teachers model how they think through the text and task, students learn exactly what level of thinking is expected during guided practice and eventually during independent work.
4. Chunk text interactions and guide student practice - scaffold instruction to help students work through complex text. Chunk text interaction instruction into small segments to provide multiple cycles of guided practice and frequent formative assessments, prompting students to use evidence from the text to support their thinking.
5. Increase authentic text-based discussion and writing experiences - provide more opportunities for

students to engage in collaborative text-based discussions and writing experiences that require them to use accountable talk, clarify confusions, justify thinking using textual evidence, and elaborate/revise their thinking.
6. Utilize writing rubrics to help students determine writing expectations and track their own progress.
7. Use formative and summative assessment data to differentiate class instruction to meet the needs of learners.
8. Increase writing instruction for research-based type essays into curriculum areas at least twice a year.

Why did the previous plan not sufficiently meet these needs?

Insufficient funds were allocated to provide coaches and comprehensive embedded support to ELL teachers. Additionally, implementation of professional development for ELL teachers was not adequately monitored or sustained, creating gaps in learning for teachers.
There remains a gap in teacher knowledge regarding culturally responsive teaching.

AMO Target: Mathematics, English Language Learners (Target: 42, Actual: 36)

What does research suggest about the specific learning needs of this subgroup not meeting target?

"What Works Clearinghouse" studies validate that mathematics instruction should be explicit and systematic and include modeling of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent progress monitoring. Effective mathematics programs include math screening processes (assessments) to identify at risk learners, and subsequently grouping/scheduling students accordingly.
In Pinellas County, highly effective mathematics instruction happens
When teachers . . .
• Deliver instruction aligned to both the CCSS and students' needs through an explanation of teaching mathematics through problem solving in a student-centered environment
• Plan and collaborate with colleagues to enhance their practices
• Utilize varied instructional strategies within a variety of student groupings
• Analyze and monitor student data, both formal and informal to make instructional decisions for students
When students…
• Engage in activities that incorporate both procedural and conceptual knowledge, and responding to problem solving at their grade level, instructional level and independent level
• Engage in the Eight Common Core Standards for Mathematical Practice
When classrooms…
• Exhibit a student-centered environment of mathematics instruction.
• Emphasize problem solving as seen through a student-centered approach where teachers plan their instruction around "big ideas" rather than individual skills or concept.
As a district, all professional development will be focused to meet these examples, and will be supported through the use of core curriculum materials as well as supplemental materials to support differentiated instruction, including not only remediation but also enrichment in the development of strong mathematical concepts. There are more professional development offerings in mathematics this year and including summer opportunities that also include a culturally responsive instructional objective per component.
At the elementary level, schools are using the MFAS (Math Formative Assessment System) assessments to to formatively assess students by standard. From these results, teachers will use the instructional implications to drive their instruction and differentiate based on student need. These are research-based assessments through the work of FCR-STEM and Florida State University.
Additionally, elementary master schedules now include 60 minutes of uninterrupted core math instruction and a 30 minute block for math interventions.
At the secondary level, a new scheduling method ("math sorter") has been implemented to ensure that all level 1 and 2 math students are scheduled in the appropriate intervention math course.
For some English Language learners, limited language proficiency may contribute to low proficiency in mathematics. To address this, we use ST Math instructional software (published by Mind Research) is a research-proven, comprehensive, grade-level specific supplementary math program that utilizes spatial-temporal reasoning to teach math concepts that are aligned to the common core state standards. Spatial-temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time - a process critical for all students in solving problems in math, science and other curriculum areas. It is currently in 17 priority schools and will be expanded to all elementary schools during this year.
This approach not only helps differentiate instruction to reach students of all academic and language proficiency, but also engages students who struggle to learn with traditional materials and methods. It is used to complement textbook and classroom instruction, and offers self-paced learning and instructive feedback utilizing data-driven reports.

Progress monitoring of this subgroup will be ongoing with instructional adjustments made as needed. Instructional grouping using the data from the MFAS assessments will support this work.

Why did the previous plan not sufficiently meet these needs?

While the district provided common assessments in mathematics, it was not a K-12 systemic approach. Data demonstrates a significant gap in the number of teachers who participated in math professional development leading to inconsistencies in instructional practices.
Limited instructional time devoted to the instruction of math at the elementary level contributed to low proficiency rates. Limited coaching support negatively impacted ability to provide systemic professional development.

AMO Target: Reading, Hispanic (Target: 58, Actual: 49)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Hispanic students benefit from many of the same strategies and instructional practices as other English Language Learners. Teachers use supplementary materials to make lessons clear and meaningful, adapting content to the proficiency levels of their students. This is done through the use of graphic organizers, study guides, taped texts, and jigsaw reading. Additional online materials are used to supplement instruction, and technology devices are being provided in our Title I schools to provide additional language development practice activities at home.
Additionally, teachers use a variety of techniques to clarify content and extend language development/ acquisition opportunities such as modeling, hands-on materials, visuals, demos, gestures, and video/ film clips.
Hispanic students benefit from these best practices as well:
For elementary students, guided reading instruction using Jan Richardson's research-based routines DAILY is a focus at all grade levels. Additionally, through monitored teacher planning, teachers are ensuring that there is increased time spent on the use of grade level text during the instructional block. Teachers are increasing opportunities for writing in response to their reading and increasing the amount of accountable talk (classroom discussions) shifting time spent on instruction-teacher directed/ teacher supported. Progress monitoring of instruction includes the use of running records at all grade levels and formative assessments to monitor core instruction. Close reading strategies are also built into the collaborative planning sessions to ensure students grapple with a variety of text materials on a regular basis.
For secondary, the research completed through the National Reading Panel concludes that explicit instruction in comprehension strategies led to high reading achievement. To this end, secondary reading/language arts classes use the identified materials in the K12 Comprehensive Reading Plan to support core and intervention instruction. The following strategies are taught using the research-based gradual release model with an emphasis on increasing independence and proficiency with any text students may encounter:
1. Set the purpose for learning - set a benchmark/standard focus, and identify a strategy that helps students practice it with each reading interaction and before beginning any text-dependent interaction to help students set a purpose for reading and inquiry.
2. Utilize vocabulary routines - Identify words within the text to determine how best to read it. These strategies include previewing text features, asking questions, making predictions, making connections to prior knowledge, identifying text structures and considering whether any reading strategies (text marking, note taking) will need to be used to work through the text and task.
3. Model strategy use - as teachers model how they think through the text and task, students learn exactly what level of thinking is expected during guided practice and eventually during independent work.
4. Chunk text interactions and guide student practice - scaffold instruction to help students work through complex text. Chunk text interaction instruction into small segments to provide multiple cycles of guided practice and frequent formative assessments, prompting students to use evidence from the text to support their thinking.
5. Increase authentic text-based discussion and writing experiences - provide more opportunities for students to engage in collaborative text-based discussions and writing experiences that require them to use accountable talk, clarify confusions, justify thinking using textual evidence, and elaborate/revise their thinking.
6. Utilize writing rubrics to help students determine writing expectations and track their own progress.
7. Use formative and summative assessment data to differentiate class instruction to meet the needs of learners.
8. Increase writing instruction for research-based type essays into curriculum areas at least twice a year.

Why did the previous plan not sufficiently meet these needs?

Guided reading was not fully supported in grades 3-5. While there was an emphasis on the use of independent text during the reading block, there was a limited amount of grade level text with the majority of students during core instruction. Lack of monitoring of student progress at both school and district level contributed to limited improvements in reading. Writing was seen as an isolated subject, and not connected to reading tasks.
At the secondary level, secondary students did not have enough practice with grade-appropriate complex text and tasks aligned to standards. Student texts and tasks were at a low level of complexity and on-going formative assessment data was not consistently used to differentiate instruction.
There remains a gap in teacher understanding of culturally responsive instruction.

AMO Target: Mathematics, Hispanic (Target: 53, Actual: 47)

What does research suggest about the specific learning needs of this subgroup not meeting target?

"What Works Clearinghouse" studies validate that mathematics instruction should be explicit and systematic and include modeling of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent progress monitoring. Effective mathematics programs include math screening processes (assessments) to identify at risk learners, and subsequently grouping/scheduling students accordingly.
In Pinellas County, highly effective mathematics instruction happens
When teachers . . .
• Deliver instruction aligned to both the CCSS and students' needs through an explanation of teaching mathematics through problem solving in a student-centered environment
• Plan and collaborate with colleagues to enhance their practices
• Utilize varied instructional strategies within a variety of student groupings
• Analyze and monitor student data, both formal and informal to make instructional decisions for students
When students…
• Engage in activities that incorporate both procedural and conceptual knowledge, and responding to problem solving at their grade level, instructional level and independent level
• Engage in the Eight Common Core Standards for Mathematical Practice
When classrooms…
• Exhibit a student-centered environment of mathematics instruction.
• Emphasize problem solving as seen through a student-centered approach where teachers plan their instruction around "big ideas" rather than individual skills or concept.
As a district, all professional development will be focused to meet these examples, and will be supported through the use of core curriculum materials as well as supplemental materials to support differentiated instruction, including not only remediation but also enrichment in the development of strong mathematical concepts. There are more professional development offerings in mathematics this year and including summer opportunities that also include a culturally responsive instructional objective per component.
At the elementary level, schools are using the MFAS (Math Formative Assessment System) assessments to to formatively assess students by standard. From these results, teachers will use the instructional implications to drive their instruction and differentiate based on student need. These are research-based assessments through the work of FCR-STEM and Florida State University. Additionally, elementary master schedules now include 60 minutes of uninterrupted core math instruction and a 30 minute block for math interventions.
At the secondary level, a new scheduling method ("math sorter") has been implemented to ensure that all level 1 and 2 math students are scheduled in the appropriate intervention math course.
For some English Language learners especially in the Hispanic subgroup, limited language proficiency may contribute to low proficiency in mathematics. To address this, we use ST Math instructional software (published by Mind Research) is a research-proven, comprehensive, grade-level specific supplementary math program that utilizes spatial-temporal reasoning to teach math concepts that are aligned to the common core state standards. Spatial-temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time - a process critical for all students in solving problems in math, science and other curriculum areas. It is currently in 17 priority schools and will be expanded to all elementary schools during this year.

Why did the previous plan not sufficiently meet these needs?

While the district provided common assessments in mathematics, it was not a K-12 systemic approach. Data demonstrates a significant gap in the number of teachers who participated in math professional development leading to inconsistencies in instructional practices.
Limited instructional time devoted to the instruction of math at the elementary level contributed to low proficiency rates. Limited coaching support negatively impacted ability to provide systemic professional development.

AMO Target: Reading, Students With Disabilities (Target: 40, Actual: 27)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Instructional decisions for students with disabilities are driven by their Individual Educational Plan and are specifically designed to address the individual needs of each student. Instruction may vary by specific instructional materials, accommodations, and/or technology devices deemed necessary for the educational setting. ESE teachers collaborate with general education teachers to design the appropriate plans for their often shared students with disabilities. These specialized plans enhance the instructional practices taking place in the general education setting, and may include the following:
For elementary students, guided reading instruction using Jan Richardson's research-based routines DAILY is a focus at all grade levels. Additionally, through monitored teacher planning, teachers are ensuring that there is increased time spent on the use of grade level text during the instructional block. Teachers are increasing opportunities for writing in response to their reading and increasing the amount of accountable talk (classroom discussions) shifting time spent on instruction-teacher directed/ teacher supported. Progress monitoring of instruction includes the use of running records at all grade levels and formative assessments to monitor core instruction. Close reading strategies are also built into the collaborative planning sessions to ensure students grapple with a variety of text materials on a regular basis.
For secondary, the research completed through the National Reading Panel concludes that explicit instruction in comprehension strategies led to high reading achievement. To this end, secondary reading/language arts classes use the identified materials in the K12 Comprehensive Reading Plan to support core and intervention instruction. The following strategies are taught using the research-based gradual release model with an emphasis on increasing independence and proficiency with any text students may encounter:
1. Set the purpose for learning - set a benchmark/standard focus, and identify a strategy that helps students practice it with each reading interaction and before beginning any text-dependent interaction to help students set a purpose for reading and inquiry.
2. Utilize vocabulary routines - Identify words within the text to determine how best to read it. These strategies include previewing text features, asking questions, making predictions, making connections to prior knowledge, identifying text structures and considering whether any reading strategies (text marking, note taking) will need to be used to work through the text and task.
3. Model strategy use - as teachers model how they think through the text and task, students learn exactly what level of thinking is expected during guided practice and eventually during independent work.
4. Chunk text interactions and guide student practice - scaffold instruction to help students work through complex text. Chunk text interaction instruction into small segments to provide multiple cycles of guided practice and frequent formative assessments, prompting students to use evidence from the text to support their thinking.
5. Increase authentic text-based discussion and writing experiences - provide more opportunities for students to engage in collaborative text-based discussions and writing experiences that require them to use accountable talk, clarify confusions, justify thinking using textual evidence, and elaborate/revise their thinking.
6. Utilize writing rubrics to help students determine writing expectations and track their own progress.
7. Use formative and summative assessment data to differentiate class instruction to meet the needs of learners.
8. Increase writing instruction for research-based type essays into curriculum areas at least twice a year.

Why did the previous plan not sufficiently meet these needs?

Guided reading was not fully supported in grades 3-5. While there was an emphasis on the use of independent text during the reading block, there was a limited amount of grade level text with the majority of students during core instruction. Lack of monitoring of student progress at both school and district level contributed to limited improvements in reading. Writing was seen as an isolated subject, and not connected to reading tasks.

At the secondary level, secondary students did not have enough practice with grade-appropriate complex text and tasks aligned to standards. Student texts and tasks were at a low level of complexity and on-going formative assessment data was not consistently used to differentiate instruction.

AMO Target: Mathematics, Students With Disabilities (Target: 38, Actual: 28)

What does research suggest about the specific learning needs of this subgroup not meeting target?

Students with disabilities often require specialized curriculum materials as defined within their Individual Education Plans and they often require curriculum modifications, accommodations, and/or technology devices to support the needs of the individual student. Using progress monitoring data on a consistent basis, adjustments and modifications in core and supplemental instruction will provide differentiated instruction targeted to meet the requirement within each student's IEP.
Students with disabilities also benefit from the following instructional practices in mathematics: "What Works Clearinghouse" studies validate that mathematics instruction should be explicit and systematic and include modeling of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent progress monitoring. Effective mathematics programs include math screening processes (assessments) to identify at risk learners, and subsequently grouping/scheduling students accordingly.
In Pinellas County, highly effective mathematics instruction happens
When teachers . . .
• Deliver instruction aligned to both the CCSS and students' needs through an explanation of teaching mathematics through problem solving in a student-centered environment
• Plan and collaborate with colleagues to enhance their practices
• Utilize varied instructional strategies within a variety of student groupings
• Analyze and monitor student data, both formal and informal to make instructional decisions for students
When students…
• Engage in activities that incorporate both procedural and conceptual knowledge, and responding to problem solving at their grade level, instructional level and independent level
• Engage in the Eight Common Core Standards for Mathematical Practice
When classrooms…
• Exhibit a student-centered environment of mathematics instruction.
• Emphasize problem solving as seen through a student-centered approach where teachers plan their instruction around "big ideas" rather than individual skills or concept.
As a district, all professional development will be focused to meet these examples, and will be supported through the use of core curriculum materials as well as supplemental materials to support differentiated instruction, including not only remediation but also enrichment in the development of strong mathematical concepts. There are more professional development offerings in mathematics this year and including summer opportunities that also include a culturally responsive instructional objective per component.
At the elementary level, schools are using the MFAS (Math Formative Assessment System) assessments to to formatively assess students by standard. From these results, teachers will use the instructional implications to drive their instruction and differentiate based on student need. These are research-based assessments through the work of FCR-STEM and Florida State University.
Additionally, elementary master schedules now include 60 minutes of uninterrupted core math instruction and a 30 minute block for math interventions.
At the secondary level, a new scheduling method ("math sorter") has been implemented to ensure that all level 1 and 2 math students are scheduled in the appropriate intervention math course.
For students with disabilities, they receive instruction as described above. However, for students with disabilities, their individual education plan may specify additional supports needed to meet the specific needs of the student. This may come in the form of differentiated materials, accommodations, adjusted time allocations, or digital devices to help each student reach their full potential. The academic progress is monitored for student success.

Why did the previous plan not sufficiently meet these needs?

While the district provided common assessments in mathematics, it was not a K-12 systemic approach. Data demonstrates a significant gap in the number of teachers who participated in math professional development leading to inconsistencies in instructional practices.
Limited instructional time devoted to the instruction of math at the elementary level contributed to low proficiency rates. Limited coaching support negatively impacted ability to provide systemic professional development.
There remains a gap with teacher knowledge of best practices to use for students with disabilities.

AMO Target: Reading, White (Target: 72, Actual: 66)

What does research suggest about the specific learning needs of this subgroup not meeting target?

For elementary students, guided reading instruction using Jan Richardson's research-based routines DAILY is a focus at all grade levels. Additionally, through monitored teacher planning, teachers are ensuring that there is increased time spent on the use of grade level text during the instructional block. Teachers are increasing opportunities for writing in response to their reading and increasing the amount of accountable talk (classroom discussions) shifting time spent on instruction-teacher directed/ teacher supported. Progress monitoring of instruction includes the use of running records at all grade levels and formative assessments to monitor core instruction. Close reading strategies are also built into the collaborative planning sessions to ensure students grapple with a variety of text materials on a regular basis.
For secondary, the research completed through the National Reading Panel concludes that explicit instruction in comprehension strategies led to high reading achievement. To this end, secondary reading/language arts classes use the identified materials in the K12 Comprehensive Reading Plan to support core and intervention instruction. The following strategies are taught using the research-based gradual release model with an emphasis on increasing independence and proficiency with any text students may encounter:
1. Set the purpose for learning - set a benchmark/standard focus, and identify a strategy that helps students practice it with each reading interaction and before beginning any text-dependent interaction to help students set a purpose for reading and inquiry.
2. Utilize vocabulary routines - Identify words within the text to determine how best to read it. These strategies include previewing text features, asking questions, making predictions, making connections to prior knowledge, identifying text structures and considering whether any reading strategies (text marking, note taking) will need to be used to work through the text and task.
3. Model strategy use - as teachers model how they think through the text and task, students learn exactly what level of thinking is expected during guided practice and eventually during independent work.
4. Chunk text interactions and guide student practice - scaffold instruction to help students work through complex text. Chunk text interaction instruction into small segments to provide multiple cycles of guided practice and frequent formative assessments, prompting students to use evidence from the text to support their thinking.
5. Increase authentic text-based discussion and writing experiences - provide more opportunities for students to engage in collaborative text-based discussions and writing experiences that require them to use accountable talk, clarify confusions, justify thinking using textual evidence, and elaborate/revise their thinking.
6. Utilize writing rubrics to help students determine writing expectations and track their own progress.
7. Use formative and summative assessment data to differentiate class instruction to meet the needs of learners.
8. Increase writing instruction for research-based type essays into curriculum areas at least twice a year.

Why did the previous plan not sufficiently meet these needs?

Guided reading was not fully supported in grades 3-5. While there was an emphasis on the use of independent text during the reading block, there was a limited amount of grade level text with the majority of students during core instruction. Lack of monitoring of student progress at both school and district level contributed to limited improvements in reading. Writing was seen as an isolated subject, and not connected to reading tasks.
At the secondary level, secondary students did not have enough practice with grade-appropriate

complex text and tasks aligned to standards. Student texts and tasks were at a low level of complexity and on-going formative assessment data was not consistently used to differentiate instruction.

AMO Target: Mathematics, White (Target: 66, Actual: 65)

What does research suggest about the specific learning needs of this subgroup not meeting target?

"What Works Clearinghouse" studies validate that mathematics instruction should be explicit and systematic and include modeling of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent progress monitoring. Effective mathematics programs include math screening processes (assessments) to identify at risk learners, and subsequently grouping/scheduling students accordingly.
In Pinellas County, highly effective mathematics instruction happens
When teachers . . .
• Deliver instruction aligned to both the CCSS and students' needs through an explanation of teaching mathematics through problem solving in a student-centered environment
• Plan and collaborate with colleagues to enhance their practices
• Utilize varied instructional strategies within a variety of student groupings
• Analyze and monitor student data, both formal and informal to make instructional decisions for students
When students…
• Engage in activities that incorporate both procedural and conceptual knowledge, and responding to problem solving at their grade level, instructional level and independent level
• Engage in the Eight Common Core Standards for Mathematical Practice
When classrooms…
• Exhibit a student-centered environment of mathematics instruction.
• Emphasize problem solving as seen through a student-centered approach where teachers plan their instruction around "big ideas" rather than individual skills or concept.
As a district, all professional development will be focused to meet these examples, and will be supported through the use of core curriculum materials as well as supplemental materials to support differentiated instruction, including not only remediation but also enrichment in the development of strong mathematical concepts. There are more professional development offerings in mathematics this year and including summer opportunities that also include a culturally responsive instructional objective per component.
At the elementary level, schools are using the MFAS (Math Formative Assessment System) assessments to to formatively assess students by standard. From these results, teachers will use the instructional implications to drive their instruction and differentiate based on student need. These are research-based assessments through the work of FCR-STEM and Florida State University.
Additionally, elementary master schedules now include 60 minutes of uninterrupted core math instruction and a 30 minute block for math interventions.
At the secondary level, a new scheduling method ("math sorter") has been implemented to ensure that all level 1 and 2 math students are scheduled in the appropriate intervention math course.

Why did the previous plan not sufficiently meet these needs?

While the district provided common assessments in mathematics, it was not a K-12 systemic approach. Data demonstrates a significant gap in the number of teachers who participated in math professional development leading to inconsistencies in instructional practices.
Limited instructional time devoted to the instruction of math at the elementary level contributed to low proficiency rates. Limited coaching support negatively impacted ability to provide systemic professional development.

Additional Data:

Additional Target: Mathematics, Asian

What does research suggest about the specific learning needs of this subgroup?

Why did the previous plan not sufficiently meet these needs?

Goals Summary

G1. Increase student achievement resulting in improvements for every school (A, B, C grades), learning gains, higher promotional (each level) and graduation rates.

G2. Ensure curriculum, instruction and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

G3. Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.

G4. Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

G5. Provide quality technology and business services to optimize operations, communications and academic results.

Goals Detail

G1. Increase student achievement resulting in improvements for every school (A, B, C grades), learning gains, higher promotional (each level) and graduation rates.

Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

Resources Available to Support the Goal

- Aligned curriculum/pacing guides.

Targeted Barriers to Achieving the Goal

- With the changing standards teachers need additional support to provide effective standards based instruction at the appropriate level of rigor based on analysis of student data.

Plan to Monitor Progress Toward the Goal

Increase student performance on standards

Person or Persons Responsible

Teachers, PLCs, District, School based Administrators, and Students

Target Dates or Schedule:

Quarterly

Evidence of Completion:

On going progress monitoring tools and formative assessments provided by district Increase student performance on FCAT

G2. Ensure curriculum, instruction and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

Resources Available to Support the Goal

- Professional development for Common Core State Standards - Core Connections for Grades K-3, 6, 7, 9, 10 Reading/ELA teachers and intensive writing (FCAT 2.0) in thirteen targeted schools at elementary - grade 4; middle - grade 8; high - grade 10 and literacy coaches.
- Professional development for Common Core State Standards in Math - Juli Dixon and team professional development for K-8 math teachers and math coaches. Involves 4 day summer institutes, and principal trainings.
- New textbook adoptions with supporting supplementary materials in elementary schools in both reading and math (Houghton Mifflin/Harcourt series for both - supported by online Think Central resources).
- Leading the Learning Cadre teams to move professional development forward at each school. (online, blended learning courses for cadre members, as well as district's Community of Practice team learning).

Targeted Barriers to Achieving the Goal

- Lack of clear understanding of the standards and how to impliment them effectively in classroom instruction

Plan to Monitor Progress Toward the Goal

Increase in student performance on standards based assessments

Person or Persons Responsible
District leadership

Target Dates or Schedule:
June 30, 2014

Evidence of Completion:
Precent of students showing growth and proficency on FCAT will increase from 2013

G3. Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.

Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

Resources Available to Support the Goal

- College Board Advance Placement tool to train guidance counselors to increase the number and percentage of students who qualify and are enrolled in Advance Placement courses (all subgroups).
- Leading the Learning Cadres to implement the district's Professional Development System
- Building highly qualified work force and leaders through the use of programs such as Florida Turnaround Leadership Program, Commissioner's Learning training, Gulf Coast Partnership Grant, and Future Leaders.

Targeted Barriers to Achieving the Goal

- The expectations for student engagement in active learning and appropriate behaviors across the district are inconsistent

Plan to Monitor Progress Toward the Goal

Decrease in student discipline referrals and increase in attendance and student achievement.

Person or Persons Responsible
Area Superintendents, School based Leadership Teams, and Student Services

Target Dates or Schedule:
Monthly

Evidence of Completion:
Schoolwide discipline and attendance data Increased performance on standards based assessments

G4. Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

Resources Available to Support the Goal

- Title I, Title II, Race to the Top, and SAI funds

Targeted Barriers to Achieving the Goal

- Funds are managed by different departments

Plan to Monitor Progress Toward the Goal

Efficiency of operations and an increase in student achievement

Person or Persons Responsible

Superintendent

Target Dates or Schedule:

Weekly

Evidence of Completion:

Weekly Executive Leadership Meeting agenda and minutes

G5. Provide quality technology and business services to optimize operations, communications and academic results.

Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

Resources Available to Support the Goal

- Laptops for testing administration.
- Web-based programs to support student achievement.

Targeted Barriers to Achieving the Goal

- Insufficient resources and infrastructure to facilitate timely administration of assessments and provide technology support for improved student achievement.

Plan to Monitor Progress Toward the Goal

Increase in student performance on standards based assessments

Person or Persons Responsible
School based Leadership Teams

Target Dates or Schedule:
Quarterly

Evidence of Completion:
On-going progress monitoring assessments and district common assessments

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement resulting in improvements for every school (A, B, C grades), learning gains, higher promotional (each level) and graduation rates.

G1.B1 With the changing standards teachers need additional support to provide effective standards based instruction at the appropriate level of rigor based on analysis of student data.

G1.B1.S1 Teachers will participate in professional development to provide effective standards based instruction at the appropriate level of rigor based on analysis of student data.

Action Step 1

Indentify instructional gaps based on analysis of student data

Person or Persons Responsible

Executive Directors Teaching and Learning, Director Professional Development, Content Specialists and School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student progress monitoring data, school summary reports, classroom observation, teacher evaluation data

Action Step 2

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

Person or Persons Responsible

Content Specialists, Director of Professional Development, and School-based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed modules and professional development calendar

Action Step 3

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

Person or Persons Responsible

School based Administrators

Target Dates or Schedule

On-going

Evidence of Completion

IPDP

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

Teachers will attend professional development as outlined in their IPDP and the School Improvement Plan

Person or Persons Responsible

School Based Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of the LMS transcripts

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will regularly implement effective standards based instruction at the appropriate level of rigor based on analysis of student data.

Person or Persons Responsible

School based Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Walk through data

G2. Ensure curriculum, instruction and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

G2.B1 Lack of clear understanding of the standards and how to impliment them effectively in classroom instruction

G2.B1.S1 Improve communication to increase teacher and administrator engagement with implementation of standards.

Action Step 1

Identify the gaps in understanding the standards and how to impliment them effectively in classroom instruction

Person or Persons Responsible

Associate Superintendent of Teaching and Learning and the Teaching and Learning Team Director of Professional Development

Target Dates or Schedule

By January 30, 2014

Evidence of Completion

A strategic plan that identifies the gaps in understanding and establishes the suggestions for next steps.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

District will provide multiple modes of communication that address the identified gaps

Person or Persons Responsible

Teaching and Learning Department and Director of Professional Development

Target Dates or Schedule

January 30, 2014

Evidence of Completion

Communication modules and materials

Plan to Monitor Effectiveness of G2.B1.S1

Evidence of teachers providing standards based instruction and best practices and students purposefully engaged in rigorous learning tasks across schools

Person or Persons Responsible

Executive Directors T & L, Content Specialist and Area Superintendents

Target Dates or Schedule

Beginning second semester

Evidence of Completion

Classroom walk throughs and teacher evaluation tool Feedback conversations with administrators during walk throughs

G3. Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.

G3.B1 The expectations for student engagement in active learning and appropriate behaviors across the district are inconsistent

G3.B1.S1 Provide professional development for school leadership teams to establish clear expectations for student engagement in active learning through the development of a positive schoolwide behavior plan.

Action Step 1

To review and refine the schoolwide behavior plan template and evaluation rubric.

Person or Persons Responsible

Area Superintendents and MTSS specialists

Target Dates or Schedule

April 2014

Evidence of Completion

Improved schoolwide behavior plan template and evaluation rubric.

Action Step 2

Expand professional development plan across identified content areas to embed social emotional learning activities in lesson plans.

Person or Persons Responsible

Student services

Target Dates or Schedule

August 2014

Evidence of Completion

Social emotional lesson plans

Action Step 3

School Based Leadership Teams will analize school data to identify barriers to student engagement and active learning and refine their schoolwide behavior plan through problem solving.

Person or Persons Responsible

Area Superintendents and School administrators

Target Dates or Schedule

June 2014

Evidence of Completion

Improved schoolwide behavior planning as measured by the evaluation rubric

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Administrators would attend professional development on the development of a positive schoolwide behavior plan.

Person or Persons Responsible

Area Superintendents

Target Dates or Schedule

May 2014

Evidence of Completion

Sign-in sheets and agendas documenting attendance at professional development

Plan to Monitor Effectiveness of G3.B1.S1

Positive behavior support plans will be implemented at the beginning of the 2014 school year.

Person or Persons Responsible

Area Superintendents

Target Dates or Schedule

August 2014

Evidence of Completion

Area Superintendent walk throughs and expectations are posted in classrooms.

G4. Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

G4.B1 Funds are managed by different departments

G4.B1.S1 Establish a districtwide plan to priortize funding of resources based on analysis of districtwide data.

Action Step 1

Collaborate with district leadership to develop a districtwide fiscal plan to priortize resources based on analysis of districtwide data.

Person or Persons Responsible

Superintendent, Deputy Superintendent and Chief Financial Officer

Target Dates or Schedule

April-June 2014

Evidence of Completion

Budget aligned to districtwide goals

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Regular meetings with Superintendent, Deputy Superintendent and CFO

Person or Persons Responsible

Superintendent

Target Dates or Schedule

On-going

Evidence of Completion

Routine reports to the School Board

Plan to Monitor Effectiveness of G4.B1.S1

Budget is aligned to the goals

Person or Persons Responsible

Superintendent

Target Dates or Schedule

July 2014

Evidence of Completion

Board presentation

G5. Provide quality technology and business services to optimize operations, communications and academic results.

G5.B1 Insufficient resources and infrastructure to facilitate timely administration of assessments and provide technology support for improved student achievement.

G5.B1.S1 Collaborate with leadership team to design district technology plan enabling a five year plan to support student achievement.

Action Step 1

Establish a committee to design district technology plan enabling a five year plan to support student achievement.

Person or Persons Responsible

Assistant Superintendent Technology

Target Dates or Schedule

January 2014

Evidence of Completion

Names of committee members will be submitted to the Superintendent

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Completion of the plan

Person or Persons Responsible

Superintendent

Target Dates or Schedule

June 2014

Evidence of Completion

Completed plan

Plan to Monitor Effectiveness of G5.B1.S1

Increase in available resources and ease in scheduling for student assessment and student learning activities

Person or Persons Responsible

School based Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease number of tech help tickets Sufficient school technology inventories necessary to meet student needs

Alignment of Needs and Resources

Based on school and student performance data at your Focus and Priority schools, describe the process the district will use to align strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources

The District Executive Leadership Team meets regularly to review the district's monitoring matrix including:
1. Staffing model - ensuring equitable staffing with special considerations for targeted schools as it relates to instructional coaches; monitoring of coaching logs.
2. Professional development - collaborates to produce professional development plan, resources provided, and attendance at sessions; teacher effectiveness data is used to determine what is offered, and attendance is monitored through the Individual Professional Development Plans (IPDPs)
3. Unit allocations - resources aligned to school needs; reviews of master schedules to determine if students are scheduled appropriately.
4. Extended Learning Time - schools received additional funds to serve not only their Level 1 and 2 students, but also to enrich other students in moving toward higher levels of achievement.
5. Assessment data - just in time data (both formative and summative) is readily available for review by area superintendents, teaching/learning staff, as well as student services team.
Area Superintendents, Deputy Superintendent, and Teaching and Learning Leadership meet weekly to discuss the school visits from each week.
Executive Directors at all levels have developed an Instructional Support Model for school visitations to provide feedback to each school on a regular basis. Their feedback reports are shared at the weekly leadership meetings to coordinate efforts and to provide assistance where needed.
Targeted schools received the highest levels of coaching supports and the largest allocations for extended learning opportunities.

Reading Resources

The district has an approved K-12 Comprehensive Researched-Based Reading Plan

Yes

Web Address:

http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1314.aspx?DID=52

Writing Resources

List and describe the core and supplemental writing programs the district will use at the elementary, middle, and high school levels:

Writing Core K-5

Houghton Mifflin/Harcourt Journeys research-based reading program. This program was selected through the state adopted process by a district committee and final teacher vote as representing a balanced literacy program K-5. Journeys supports writing instruction in addition to district-developed writing units of study.

Core Connections Writing FCAT 2.0

This FCAT 2.0 aligned training supports thirteen targeted elementary schools as determined by their FCAT writing scores from 12-13. Teachers study the mechanics of writing, and they use student work samples to evaluate effective instructional practices.

Glencoe Writers Choice

This is a supplementary program offered to secondary ELA teachers.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the writing programs listed above

Yes

Mathematics Resources

List and describe the core and supplemental mathematics programs the district will use at the elementary, middle, and high school levels:

Voyager Math (Vmath)

Used in 6-8 and provides individualized, differentiated instruction in a module-based design. It is a grade-level specific math intervention used in our middle schools.

Pearson Textbook

This is the core textbook used for Algebra 1, Algebra 2, and Geometry. It provides students with skill practice.

Compass Learning

Used in grades 9-12, this is a web-based online resource providing supplementary direct instruction with mini-assessments. It is used in our geometry classes.

Agile Mind (Algebra)

Intensified Algebra (Agile Mind) is in place at ten schools (Boca Ciega HS, Dixie Hollins HS, Gibbs HS, Lakewood HS, Lealman Intermediate, Northeast HS, Palm Harbor HS, Pinellas Park HS, Seminole HS, and St. Petersburg HS. It is for a 90 minute block and is developed to prepare students for the Algebra End-of-Course Assessment, as well as the Common Core State Standards. The focus for this program is Level 1 9th grade students who are taking Algebra for the first time.

GoMath

GoMath is the core program published by Houghton Mifflin/Harcourt, K-5. It is also supplemented by multiple online resources using Think Central. Grade levels 1-5 Supports instruction as the core through the textbook adoption materials. Supports intervention through Soar to Success (online intervention that is part of the adoption). Grab and Go Centers - differentiated materials through the adoption. Provides teachers with multiple resources for instruction, assessment, intervention at all tiers, and enrichment.

Carnegie Learning (Algebra)

MATH XL

Pearson, 6-8 - is an online homework, tutorial, and assessment system that supplements the Big Ideas core instructional program. It is modular, self-paced, and accessible through any web access. It supplements Algebra 1, Algebra 2, and Geometry. This program gives students individualized instruction to help them with targeted skills of concern. There are built in assessments and practice with immediate feedback, as well as video tutors.

BIG IDEAS

Used in 6-8 as the core math curriculum. Provides a narrower and deeper course of study that leads students to mastery of each benchmark as they move from grade to grade.

ST Math K-5

ST Math instructional software (published by Mind Research) is a research-proven, comprehensive, grade-level specific supplementary math program that utilizes spatial-temporal reasoning to teach math concepts that are aligned to the common core state standards. Spatial-temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time - a process critical for all students in solving problems in math, science and other curriculum areas. It is currently in 17 priority schools and will be expanded to all elementary schools during this year.
This approach not only helps differentiate instruction to reach students of all academic and language proficiency, but also engages students who struggle to learn with traditional materials and methods. It is used to complement textbook and classroom instruction, and offers self-paced learning and instructive feedback utilizing data-driven reports.

Edgenuity

This online resource offers mathematics instruction in specific math coursework in grades 6-12 providing students with the opportunity to re-engage with school, receive additional instruction, and/or earn credits to graduate on time. Courses also include options for pretesting and prescriptive learning pats to support a mastery-based program.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the mathematics programs listed above

Yes

Science Resources

List and describe the core and supplemental science programs the district will use at the elementary, middle, and high school levels:

National Geographic

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

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

GALE Power Search

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

Science Mysteries series

NSTA, supports literacy and inquiry in science, used in middle schools.

Uncovering Student Ideas in Science series

This resource is provided through NSTA, and is a formative assessment tool and offers engagement opportunities in middle schools.

Learn 360

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

STEM Academies

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.

Compass Learning

This on-line supplemental material is used at multiple 6-12 school sites for remediation of science skills.

Brain Pop

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

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

Harcourt Fusion

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

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

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the science programs listed above

Yes

Curriculum Alignment and Pacing

The district’s instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics, and science. Pacing guides will be made available upon request

Yes