



FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

**Turnaround Option Plan (TOP) – Phases 1 and 2
Planning in 2015-16 for Implementation in 2016-17**

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

- **Year 1 Implementing:**
- Gulfport Montessori Elementary (1691)
- John Hopkins Middle School (4061)
- Lakewood Elementary (2021)

Part II: Stakeholder Engagement

A. Community Assessment Team (see page 40)

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the 2016-17 DIAP, Section I.B.2, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

B. Turnaround Option Selection Process

Item 3: The district shall use the 2016-17 DIAP, Section I.B.2, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

Pinellas County Schools has taken up the challenge of school turnaround with an unprecedented dedication to this important work in support of all students in all of our district schools. Superintendent Michael Grego and the Pinellas County School Board have invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need.

- **Our school district has strong structures, processes and measures in place** to continually review the progress in these schools in support of their continued improvement. More specifically, the district has established an ongoing developmental, research evaluation of our turnaround schools and all of the strategies and interventions in place to support learning.
- **A thorough data review has informed every aspect of this plan** and is connected to a number of ongoing monitoring systems in place to support these schools in alignment to the five domains for school turnaround: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment and Family and Community Engagement.
- **To best illustrate the direct connection between the interventions in these schools and the evidence of their success**, we have provided the following outline of the key metrics and methodologies that are driving our data-based decisions (For a complete listing of the metrics, see **Table 1 below**).

2016 Template - Turnaround Improvement Plan (TOP) - Phases 1 and 2

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Table 1. Key District Metrics (Supporting details on pages 6-19)

Focus Areas	Pinellas County Schools: Key Indicators and Outcome Measures
Effective Leadership	<ul style="list-style-type: none"> • School assessment results (2-year and 3-year trend data) • Climate survey results from AdvancED survey of school staff, students and teachers. • Teacher appraisal (growth data) and retention data – percentage increase. • Annual appraisal using the Marzano <i>School Leadership Evaluation Framework</i>.
Collaborative Teaching	<ul style="list-style-type: none"> • Classroom observation data (from school administrator and district Teaching and Learning team). • Review of district cycle assessment results by teacher. • Review of state assessment results by teacher (including VAM data). • Staff survey and focus groups (conducted by district research team).
Ambitious Instruction	<p><i>Formative and progress monitoring measures include:</i></p> <ul style="list-style-type: none"> • Reading proficiency (Istation, Running Record and District cycle assessment data) • Math proficiency (ST Math and District cycle assessment data) • Science proficiency (District cycle assessment data) • Number of students accessing “extended learning options” – percentage growth. • Percentage of students completing and meeting “growth measures” via extended learning programs (ELP). <p><i>Summative outcomes include:</i></p> <ul style="list-style-type: none"> • Reading and math proficiency (SAT-10 and FSA) • Reading and math gains (SAT-10 and FSA) • Science proficiency (State assessment)
Learning Environment	<ul style="list-style-type: none"> • Number of referrals / repeated misbehaviors • Number and frequency of Out of School Suspensions (OSS) • Matrix of measures re: Positive Behavior Support (PBS), cultural competence • Matrix of measures re: model to use paraprofessionals as “teaching partners” • Principal, paraprofessional and teacher perceptions regarding the learning environment (surveys / focus groups)
Family and Community Engagement	<ul style="list-style-type: none"> • Number of learning-centered activities offered, attendance by percentage of families. • Number of students / parents utilizing school support services (counseling, mentoring, etc.) • Climate survey results from AdvancED survey of school staff, students and teachers. • Parent and community feedback sessions and focus groups (conducted by district research team).

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Effective Leadership

Pinellas County Schools is dedicated to having the best principals and assistant principals leading these schools, as well as a support structure to help these leaders grow and flourish.

Key Interventions / Strategies / Supports

Monthly training in school turnaround strategies and equity in schools (based on research from the Equity Project from Indiana University).

Bi-weekly monitoring and support visits from Area Superintendent.

Side-by-side, on-site instructional coaching in leadership competencies

On-site coaching examples:

- Support provided the past two years by on-site coaches from The New Teacher Project (TNTP), a national partner in school turnaround competencies. The TNTP coaches provided side-by-side in class coaching—with in-the-moment modeling—to build leadership capacity.
- Support provided by new district Transformation Team, led by Dr. Antonio Burt (a former TNTP staff member and national expert in school turnaround).
- Support provided by the certified results coaches from LSI (Learning Sciences International).

Metrics to Measure Success

Student Outcome Measures:

- School Grade Improvement
- SAT-10 Assessment Results (Grades 1 and 2)
- FSA Results (Grades 3, 4, 5, 6, 7 and 8)
- EOC Results (Grades 7 and 8)

Climate survey results from the AdvancED survey of school staff, students and parents.

Annual evaluation by Area Superintendent using the *Marzano School Leadership Evaluation Framework*.

2016 Template - Turnaround Condition Plan (TOP) - Phases 1 and 2

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Collaborative Teaching

Pinellas County Schools has committed to providing these schools with the strongest teachers possible and the training and supports to grow in more challenging school environments.

Key Interventions / Strategies / Supports

- Additional, mandated professional development in the Marzano instructional framework and the high-yield strategies for improving learning through increased rigor.
- Additional, mandated training in the 5Essentials of school turnaround.
- Additional, mandated training in supporting children through family engagement (connected to the Dual Capacity Framework from Dr. Karen Mapp / Harvard University).
- Additional instructional coaches, including “Just in Time” coaches, to provide supports to teachers in immediate and directed ways.

Metrics to Measure Success

- Classroom observation data (from school administrator and district Teaching and Learning team).
- Review of district cycle assessment results by teacher.
- Review of state assessment results by teacher (including VAM data).
- Staff survey and focus groups (conducted by district research team).

Ambitious Instruction

Pinellas County Schools has designed an ambitious, research-based model for instruction in these schools that has supported strong growth trends and continued improvement toward a full transformation (see each school's growth trends in **Tables 2 and 3 below**).

Key Interventions / Strategies / Supports

- An extended instructional day with dedicated intervention time.
- A more flexible instructional model that is designed to support student growth, build relationships and increase engagement.
- Increased extended learning budgets and programs, including a Summer Bridge Program to address summer learning loss.
- Recruitment / retention / school performance pay bonuses.
- Additional support services personnel to support the safety and security needs of children (psychologist, social worker, etc.).
- Additional paraprofessionals in our elementary classrooms to serve as "teaching partners" per each school's needs.
- Increased technology and software resources (student laptops for home use, IStation, etc.)
- Establishment of Transformation Zone team led by Dr. Antonio Burt (former TNTP staff member and national expert in school turnaround).

Metrics to Measure Success

Formative and progress monitoring measures include:

- Reading proficiency (Istation, Running Record and District cycle assessment data)
- Math proficiency (ST Math and District cycle assessment data)
- Science proficiency (District cycle assessment data)
- Number of students accessing extended learning options – percentage growth.
- Percentage of students completing and meeting growth measures via extended learning programs (ELP).

Summative outcomes include:

- Reading and math proficiency (SAT-10 and FSA)
- Reading and math gains (SAT-10 and FSA)
- Science proficiency (State assessment)

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Table 2. School-by-School Academic Growth Trends (Reading / ELA)

	Grade 1 SAT 10 Reading					Grade 2 SAT 10 Reading				
	2014 Total Reading Stanine 4-9	2015 Total Reading Stanine 4-9	2016 Total Reading Stanine 4-9	2-Year Change 2015-2016	3-Year Change 2014-2016	2014 Total Reading Stanine 4-9	2015 Total Reading Stanine 4-9	2016 Total Reading Stanine 4-9	2-Year Change 2015-2016	3-Year Change 2014-2016
Gulfport Elementary	44%	41%	45%	4%	1%	52%	54%	49%	-5%	-3%
Lakewood Elementary	35%	54%	54%	0%	19%	43%	29%	55%	26%	12%

	Grade 3 FSA ELA			Grade 4 FSA ELA			Grade 5 FSA ELA		
	2015 Level 3 and Above	2016 Level 3 and Above	Change in % at Level 3 and Above	2015 Level 3 and Above	2016 Level 3 and Above	Change in % at Level 3 and Above	2015 Level 3 and Above	2016 Level 3 and Above	Change in % at Level 3 and Above
Gulfport Elementary	34%	44%	10%	31%	24%	-7%	17%	17%	0%
Lakewood Elementary	23%	21%	-2%	13%	23%	10%	21%	15%	-6%

Table 3. School-by-School Academic Growth Trends (Math)

	Grade 1 SAT 10 Math					Grade 2 SAT 10 Math				
	2014 Total Math Stanine 4-9	2015 Total Math Stanine 4-9	2016 Total Math Stanine 4-9	2-Year Change 2015-2016	3-Year Change 2014-2016	2014 Total Math Stanine 4-9	2015 Total Math Stanine 4-9	2016 Total Math Stanine 4-9	2-Year Change 2015-2016	3-Year Change 2014-2016
Gulfport Elementary	74%	61%	63%	2%	-11%	58%	77%	60%	-17%	2%
Lakewood Elementary	57%	61%	66%	5%	9%	49%	52%	67%	15%	18%

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	Grade 3 FSA Math			Grade 4 FSA Math			Grade 5 FSA Math		
	2015 Level 3 and Above	2016 Level 3 and Above	Change in % at Level 3 and Above	2015 Level 3 and Above	2016 Level 3 and Above	Change in % at Level 3 and Above	2015 Level 3 and Above	2016 Level 3 and Above	Change in % at Level 3 and Above
Gulfport Elementary	36%	46%	10%	36%	39%	3%	37%	23%	-14%
Lakewood Elementary	21%	28%	7%	14%	34%	20%	27%	17%	-10%

Middle School Growth / 2015 to 2016

	Grade 6 FSA ELA 2-Year Trend	Grade 7 FSA ELA 2-Year Trend	Grade 8 FSA ELA 2-Year Trend	Grade 6 FSA Math ELA 2-Year Trend	Grade 7 FSA Math ELA 2-Year Trend	Grade 8 FSA Math ELA 2-Year Trend	Alg EOC 2-Year Trend	Geo EOC 2-Year Trend	Civics EOC 2-Year Trend	Grade 8 Science 2-Year Trend
John Hopkins Middle	-2%	2%	-4%	-1%	-1%	16%	35%	-10%	-13%	3%

Student Assessment Data

- Assessment Dashboard:** The district maintains a current database of all student performance data, both state performance data (summative) and district progress monitoring data (formative) via an online database provided by Performance Matters. Those data are provided to school leaders and teachers on a daily basis. The district closely monitors the performance data of these schools and has reviewed both the longitudinal and recent trend data in forming its turnaround plans related to each school's unique needs.
- Reviewing Results:** The district-developed progress monitoring assessments have been developed over the past five years through our Teaching and Learning subject experts and through the guidance of our district's Office of Assessment, Accountability and Research. We have found those assessments to be highly correlated to the Florida Standards and the state FSA results.

Assessment Updates for 2016-17:

- Bi-Weekly formative assessments.** The schools next year will be using short, bi-weekly formative assessments to inform instruction. The results will be added to the Performance Matters data dashboard for immediate access for teachers and principals.
- Data-Based Conversations.** The district has scheduled regular data conversations with each school's Site-Based Leadership Team (SBLT) as a way of monitoring and supporting interventions around student data.

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• Classroom Observation Data

- In addition to the principal's observation of the classrooms, the district team from our Teaching and Learning division visits these schools at least once a month (which we call our Instructional Support Model visits) and a district Area Superintendent visits the schools every other week to conduct classroom walk-throughs and monitor curriculum and instruction (see classroom observation data from each school in **Tables 4 and 5 below**).
 - The district Teaching and Learning team conducted more than 4,000 classroom visits to all schools during the 2015-16 school year and more than 1,000 of those were conducted at the 8 turnaround schools. This does not include the regular visits and observations conducted by principals at the schools. The Region IV Executive Director and/or the Region IV Assistant Director also participates on our Instructional Support Model visits when available.
 - Each of the schools also had multiple site visits from external experts in school turnaround, rigor and standards-based instruction (ex. TNTP site visits, LSI site visits – "Rigor Walks.")
 - Additionally, our elementary schools with an F grade also had at least two formal visits from our district research and evaluation team to all classrooms in all turnaround schools to measure specific interventions (such as the use of paraprofessionals in the classroom and Positive Behavior Support measures like positive-to-negative interactions).
 - 162 classrooms in the turnaround schools were formally observed by the research team.
 - 2,305 students were directly observed relative to their degree of on-task behavior. In these classrooms across all turnaround schools, 90% of students displayed on-task behaviors.

Table 4. Classroom Observations

ISM Classroom Visitations – 2015-16 / By Percentages

	Rigor in Classrooms					
	Somewhat Evident		Evident		Exemplary	
	School	District	School	District	School	District
<i>Gulfport Elem</i>	63%	26%	31%	59%	2%	15%
<i>Lakewood Elem</i>	44%	26%	48%	59%	8%	15%
<i>John Hopkins Middle</i>	23%	26%	60%	59%	16%	15%

Table 5. Data Example

Engagement in Classrooms

	Somewhat Evident		Evident		Exemplary	
	School	District	School	District	School	District
<i>Gulfport Elem</i>	66%	30%	28%	53%	6%	17%
<i>Lakewood Elem</i>	51%	30%	41%	53%	8%	17%
<i>John Hopkins Middle</i>	39%	30%	45%	53%	16%	17%

Learning Environment

Pinellas County Schools has invested heavily in the methods and tenets of PBS (Positive Behavior Supports) and the problem-solving processes of MTSS (Multi-Tiered Systems of Support) to support a safe and healthy learning environment for all.

Key Interventions / Strategies / Supports

- Extensive training in the key strategies and problem-solving methods of PBS (Positive Behavior Supports).
- Additional student services personnel to support the safety and security needs of children (psychologist, social worker, etc.).
- Additional paraprofessionals assigned to our elementary classrooms to serve as “teaching partners” per each school’s needs (supports increased learning and improved engagement).
- Monthly training for school leaders in restorative practices and discipline disparity (based on the research from the Equity Project from Indiana University).
- New school data dashboard (updated nightly) – (see example in **Figure 1 below**).

2016 Template - Turnaround Intervention Plan (TOP) - Phases 1 and 2

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- **Student Attendance** (daily attendance rate, percentage of students missing 10% or more days, etc.).
 - **Student Discipline** (referrals by type, out-of-school suspensions, in-school suspensions, and discipline disparity data).
 - **Early Warning Indicators** (students with excessive referrals, excessive absences, F grades or low test scores).
 - **Students At-Risk** (student-by-student alerts for meeting multiple risk factors – color-coded by red / yellow / green).
- Each of the turnaround schools also receives multiple visits from our district research and evaluation team to capture data related to specific interventions (such as the use of paraprofessionals in the classroom and PBS measures like positive-to-negative interactions).
 - In our five neediest elementary schools (including Lakewood Elementary), 162 classrooms in total were formally observed by the research team.
 - In those classrooms, 2,305 students were directly observed relative to their degree of on-task behavior. In these classrooms, 90% of students displayed on-task behaviors.
 - In addition to the visits from the district research team, district leaders conducted 99 observations at Gulfport Elementary, 305 at Lakewood Elementary and 239 at John Hopkins Middle through our district ISM (Instructional Support Model) structure.

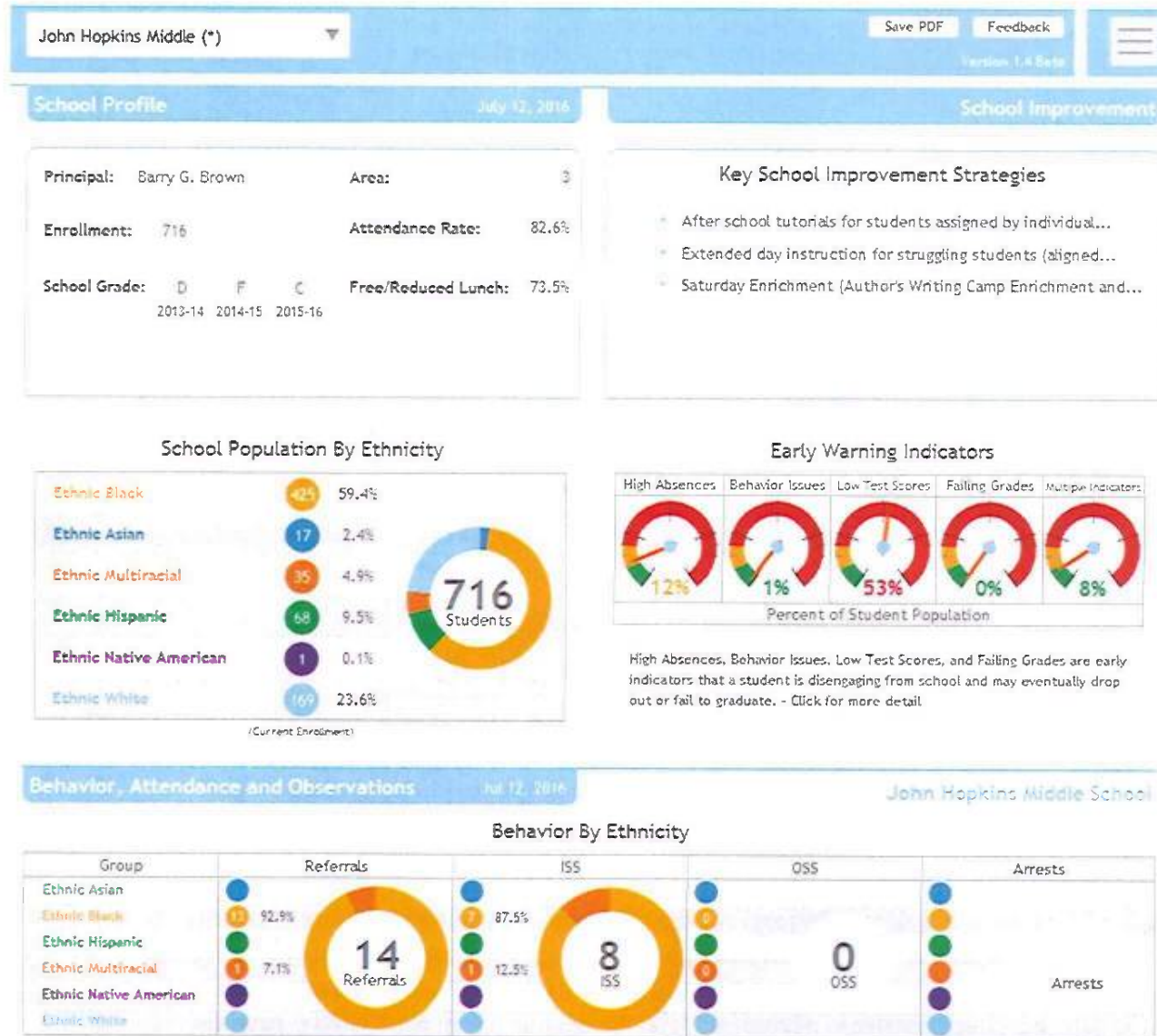
Metrics to Measure Success

- Number of referrals / repeated misbehaviors
- Number and frequency of Out-of-School Suspensions (OSS)
- Matrix of measures regarding the Positive Behavior Support (PBS) Model, cultural competence
- Matrix of measures regarding the model to use paraprofessionals as “teaching partners”
- Principal, paraprofessional and teacher perceptions regarding the learning environment (surveys / focus groups)

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Figure 1: School Data Dashboard / Example / Screenshot



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The district has seen strong evidence in these schools of continued behavior improvement and engagement for learning (see reductions in suspensions and number of students suspended in **Table 6 and 7 below**).

Table 6. Out-of-School Suspensions / Final School-Year Data / 2014-15 to 2015-16

School Year Comparison End-of-Year TOTALS	Total Number of OSS	
	2014-15	2015-16
Gulfport Elementary School	177	109
Lakewood Elementary School	259	90
John Hopkins Middle School	942	597

Table 7. Number of Students Suspended Out-of-School / Final School-Year Data / 2014-15 to 2015-16

School Year Comparison End-of-Year Totals	Total Number of Students / Suspended OSS	
	2014-15	2015-16
Gulfport Elementary School	80	61
Lakewood Elementary School	101	56
John Hopkins Middle School	298	269

Family and Community Engagement

- Pinellas County Schools has made family engagement in Differentiated Accountability (DA) schools a priority and has partnered directly with Dr. Karen Mapp from Harvard University in establishing the strongest protocols possible in supporting these schools.

Key Interventions / Strategies / Supports

- Extensive training for school leaders and staff members in the Dual Capacity Framework from Dr. Mapp / Harvard University.
- A commitment to unique enrichment and learning opportunities for students and parents.
- A partnership with the Juvenile Welfare Board to provide direct family support services to our neediest families.
- A partnership with the Pinellas Education Foundation to provide college scholarships and mentors to children in our turnaround schools.
- A partnership with Bayfront Hospital, Raytheon and Pinellas County Urban League to provide mentors and resources to support highest student achievement and parent engagement at our turnaround schools.

Metrics to Measure Success

- Number of learning-centered activities offered, attendance by percentage of families.
- Number of students / parents utilizing school support services (counseling, mentoring, etc.)
- Climate survey results from AdvancED survey of school staff, students and teachers.
- Parent and community feedback sessions and focus groups (conducted by district research team).

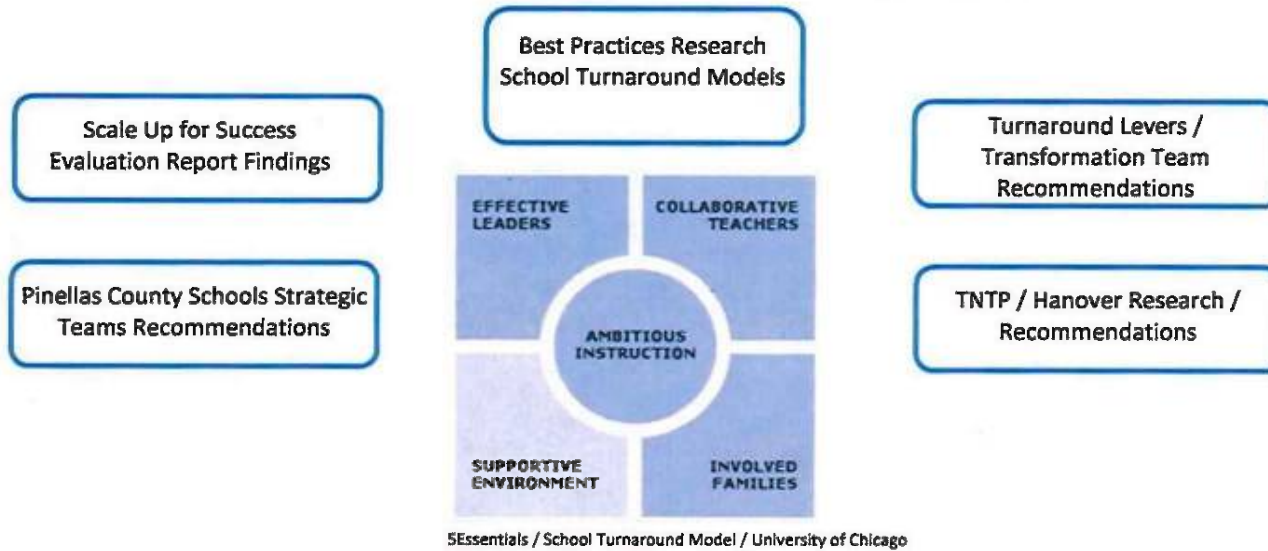
• Surveys / Focus Group Data

- The district annually conducts a 360-degree survey in each of these school, as well as every school in the district, using the AdvancED survey of school staff, students and parents. These survey results are reviewed in making decisions about school environment, leadership capacity and family engagement. The district also conducted focus groups with teachers at each of these schools to gain their feedback and recommendations for improvement.
- The district research and evaluation team **conducted more than 30 focus groups and community feedback sessions specific to our turnaround schools** over the past six months to help keep schools and community stakeholders informed about the data and to gain feedback around the proposed initiatives planned for each school. (See **Figure 2 below**).
- The district Superintendent (Dr. Grego) also conducts numerous focus group meetings with various employee job classifications and conducts monthly parent cadre meetings with parent leaders throughout the district, representing every school.

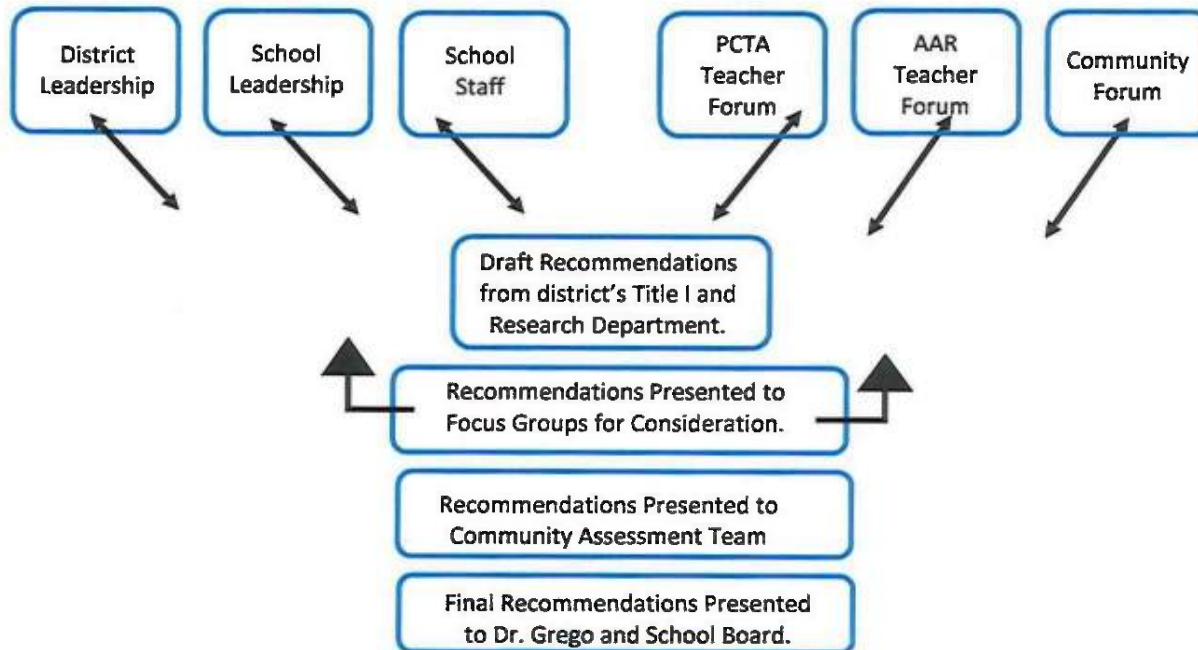
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Figure 2.



➔ Focus Groups / Feedback Sessions



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B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

Option 3: Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

Our Pinellas County Schools (PCS) needs assessment has provided evidence that the turnaround domains are progressing well in the schools and that continued focus on improved district processes should result in increased school progress and sustained academic growth. This is why our district will implement an approved Option 1 District-Managed Turnaround. PCS also established a collaborative partnership with Learning Sciences International (LSI), with the express purpose of building district capacity to transform all schools into environments where rigorous, standards-based instruction is consistently observed and where student learning and achievement are increasing across subgroups and subjects. Three pillars of this collaborative partnership are: 1) concentrated, job-embedded professional development for teachers, instructional coaches and school leaders; 2) strategic collection and analysis of data; and 3) effective, timely feedback to inform instructional improvement. This partnership with an external partner is aligned to goals and strategies included in our districts Title I and Title II plans, and will be partially supported by these supplemental funds.

The needs assessment specific to this plan is part of our school district's ongoing investment in supporting all schools in research-based methods and innovative design. Pinellas County Schools has taken up the challenge of school turnaround for many years with an unprecedented dedication to this important work in support of all schools.

Superintendent Michael Grego and the Pinellas County School Board have invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need.

- **Tier 1** -- Supports for All Schools
- **Tier 2** – Supports for DA and district Priority Schools
- **Tier 3** – Supports for Turnaround Schools

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Some Successes to Date

- Pinellas County has seen its graduation rate increase significantly over the past five years, surpassing the graduation rate for the state of Florida for the first time. (State of Florida graduation rate for 2015 = 77.8%)
- The school district has also seen dramatic increases in graduation rates for minority students.
 - **13.1% point increase in Graduation Rate since 2011 for all students**
 - **17.5% point increase in Graduation Rate since 2011 for black students**
 - **18.7% point increase in Graduation Rate since 2011 for Hispanic students**

2011	2012	2013	2014	2015	
65.2	72.0	71.9	76.2	78.3%	(All Students)
47.1	54.6	56.4	60.7	64.6%	(Black Students)
56.4	60.2	62.6	71.2	75.1%	(Hispanic Students)

- Pinellas County has seen its percentage of D and F schools decrease by 16% and was the only large school district in Florida to see its number of D and F schools decrease last year (2014-15).
- Pinellas County has also seen its percentage of A and B schools increase by 11% and was the only large school district to see its number of A and B schools increase last year (2014-15). (See **Table 8 below**).

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Table 8.

District	% of schools with A or B grade	% change since the 2013-14 school year	District	% of schools with D or F grade	% change since the 2013-14 school year
Pinellas	59%	+11%	Pinellas	16%	-5%
Orange	56%	-5%	Orange	17%	+4%
Palm Beach	54%	-10%	Palm Beach	18%	+4%
Dade	54%	-5%	Dade	19%	+3%
Broward	50%	-3%	Broward	24%	+6%
Hillsborough	50%	-10%	Hillsborough	24%	+12%
Duval	38%	+1%	Duval	36%	+4%

- Pinellas County has also seen its number of schools in DA status decrease over the past three years.
- Pinellas County has seen its number of referrals, suspensions and arrests decrease significantly over the past three years.
- **In fact, PCS has seen a 36.4% decrease in the number of out-of-school suspensions from 2014-15 to 2015-16.**
- Pinellas County has seen over a 40% decrease in the number of arrests since the 2013-14 school year.

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District Improvement Plans / Supports for Schools

The District Strategic Plan for Pinellas County Schools is connected to the 5Essentials for school improvement and is fully aligned to five domains tied to the University of Chicago's 5Essentials framework (See **Figure 3 & 4 below**)

Figure 3.

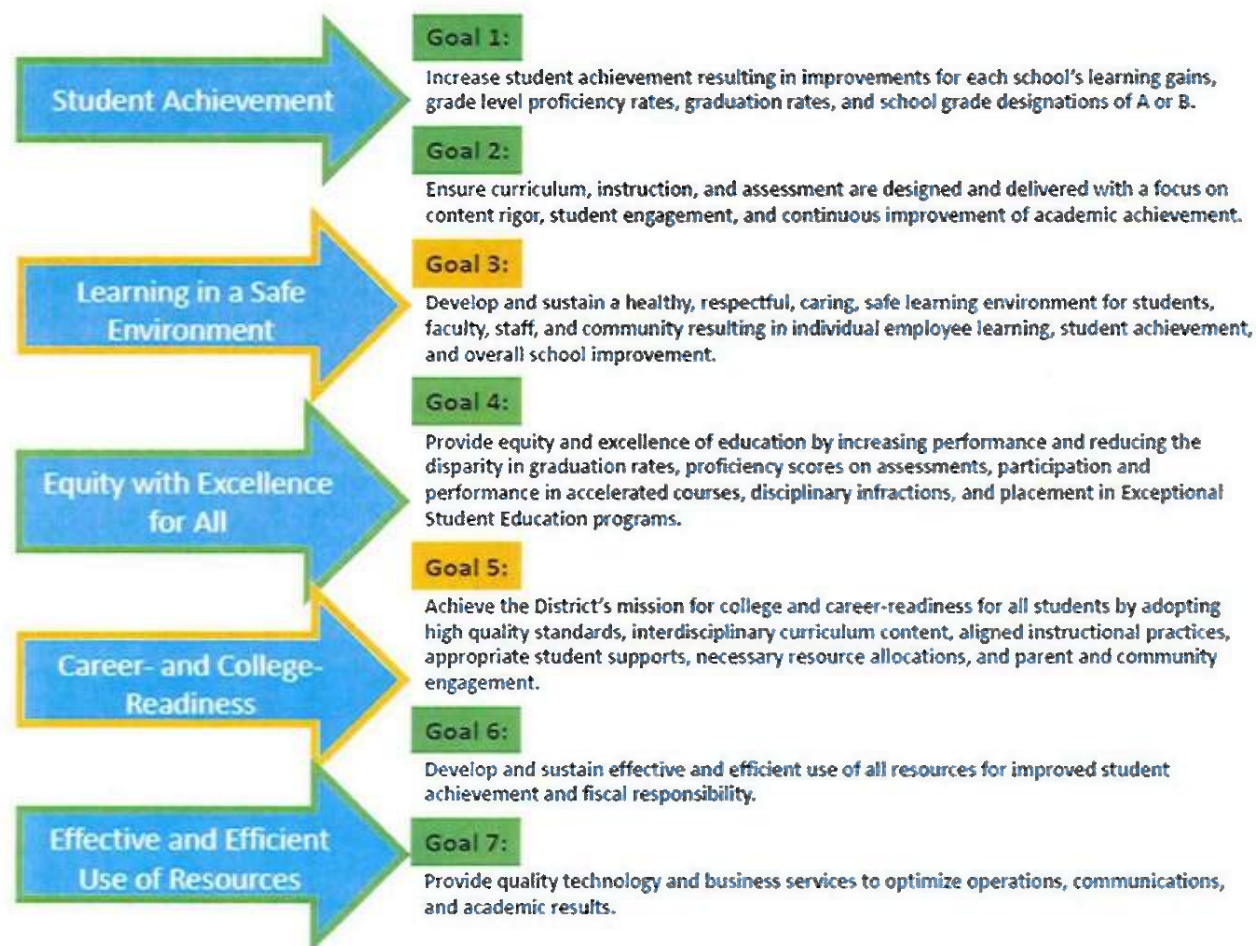
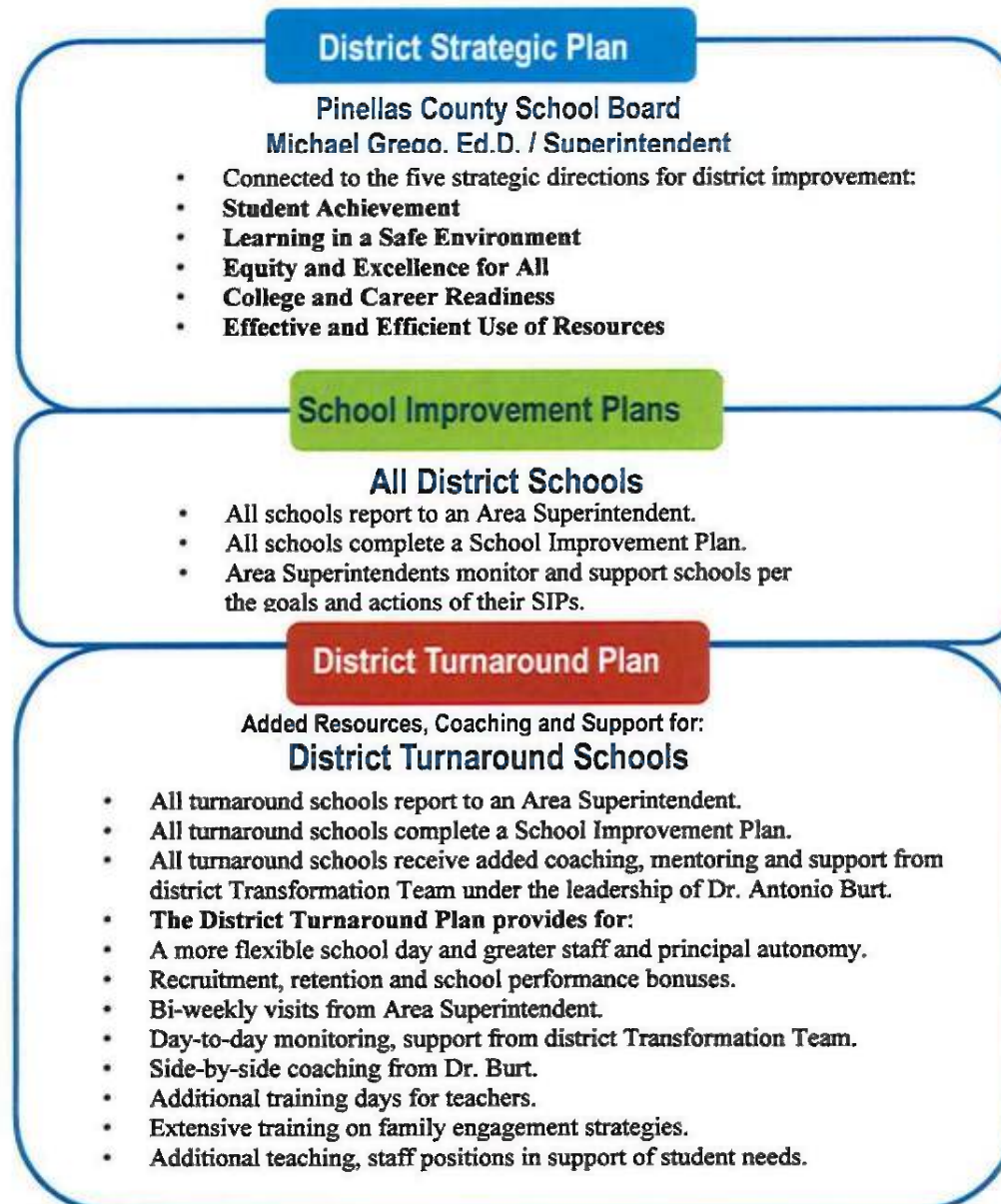


Figure 4.



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Bridging the Gap Plan / Districtwide / Strategic Planning and Monitoring

Pinellas County has also created a strategic plan specific to reducing the black / non-black achievement gap across all schools in the district. Each goal area has an assigned strategic team and a goal manager who meets regularly with Dr. Grego one-on-one to review progress and next steps.

This plan includes five distinct goals:

- Eliminate the gap in graduation rate between black and non-black students.
- Eliminate the gap in proficiency rates on state assessments between black and non-black students.
- Eliminate the gap in participation and performance rates in advanced courses (AP, Honors, Dual Enrollment) between black and non-black students.
- Reduce the disparity rates of disciplinary infractions and consequences between black and non-black students.
- Reduce the number of black students found eligible for ESE services and specifically for Emotional / Behavioral Disabilities (EBD) and reduce the gaps between black and non-black students.

Some success to date:

District graduation rates have increased (see table on page 22), grade level proficiency in reading and math have increased for minority students, both participation and performance in accelerated courses and for black students has increased and black students being staffed for EBD services has decreased. In fact, eligibilities for emotional behavioral disabilities (EBD) for black students has decreased by 60% over the last three years.

- On the state ELA assessment, the overall proficiency gap in grades 3-10 decreased by 4% (according to FLDOE INDV data provided 2/2016).
 - For grades 3-5, the gap decreased by 6%.
 - For grades 6-8, the gap decreased by 4%.
 - For grades 9-10, the gap decreased by 7%.
- On the state Mathematics assessment, the proficiency gap decreased by 5% for grades 3-8 (according to FLDOE INDV data provided 2/2016).
 - For grades 3-5, the gap decreased by 5%.
 - For grades 6-8, the gap decreased by 5%.
- On the state Science assessment for grade 5, the proficiency gap decreased by 3%.
- On the Algebra EOC, the proficiency gap decreased by 4%.
- On the Geometry EOC, the proficiency gap decreased by 11%.
- On the Biology EOC, the proficiency gap decreased by 7%.
- On the Algebra EOC, the proficiency gap decreased by 4%.
- On the Civics EOC, the proficiency gap decreased by 2%.

District Initiatives in Support of Minority Achievement

- Established the Summer Bridge program, which began in the summer of 2013. While about 19% of students in Pinellas County Schools are black, black students made up more than 36% of Summer Bridge students in 2015. The program reduces the summer slide in reading, mathematics and science.
- Established wrap-around services at no cost to families in need.
- Reduced the representation of black students in ESE.
- Implemented STEM academies in all Title I schools and secured additional funding from Duke Energy (\$225,000).
- Provided Technology to Extend Learning
 - **Connect for Success** – Provided more than 6,000 laptops that students at Title I schools can take home and keep at home all school year including the summer.
 - **Beyond the Classroom** – Provided online resources for at-home learning.
 - **MyON** – Provided online reading resource available to all students.
 - **Internet Service** – Partnered with Bright House to provide low-cost internet service for families in need.
- Increased funding for Extended Learning Programs.
- Established Parent University, a parent education program that is free and open to all families.
- Provided family engagement training with Dr. Karen Mapp / Harvard University.

High School/Middle School

In support of improved graduation rates:

- Implemented peer-to-peer mentoring program in all high schools focused on black students.
- Implemented the Pinellas Talent Identification Program to promote high achieving 7th grade students to take the SAT. Created Summer STEM academies.
- Supported paying the exam fee for PSAT, SAT and ACT for students who have a financial need.
- Offered ACT exam during the school day to increase access to all students.
- Increased awareness and participation in the Khan Academy – a free personalized online exam preparation resource.
- Increased participation in Career/Technical Education, where we see higher graduation rates, improved attendance and GPAs of students engaged in these courses and programs.

Elementary School

- Placed gifted services in every elementary school to increase the screening and identification of black students eligible for gifted services.
- Began screening every EBD student for gifted.
- Secured and implemented funding from Juvenile Welfare Board to support Promise Time, an after-school program that provides students with quality reading and mathematics instruction.

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District Priority Schools

- Immediately implemented protected hiring practices for all schools in the district priority schools starting in the 2013-14 school year.
- Increased recruitment and retention bonuses for turnaround schools.
- Implemented Scale Up for Success Initiative in support of our five neediest elementary schools.
 - Program began in the 2014-2015 school year at Campbell Park, Fairmount Park, Lakewood, Maximo and Melrose elementary schools.
 - Paraprofessionals provided to support classroom learning.
 - Partnership with Juvenile Welfare Board to provide mental health counseling, family navigators.
 - Teacher Appreciation events at each Scale Up school sponsored in partnership with the Mayor of St. Petersburg.
 - Issued 25 Take Stock in Children Scholarships to five students in each of the Scale Up schools (\$350K value).
 - Increased funding for instructional materials and intervention.
 - Provided school leadership training specific to increasing academic performance.

District Turnaround Model	Interventions / Supports Already In Place:
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Pinellas County Schools has committed to a number of strategies, interventions and supports that are already in place in these schools. Those include:

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

Rationale for District-Managed Turnaround Model:

School Climate / Discipline Progress is Evident

As presented in this document, the school survey data, classroom observation data and discipline data support the conclusion that the school learning climate has improved in all of these schools.

Academic Progress is Evident / But Can Be Accelerated

An improved school climate in the schools and related academic interventions (such as dedicated intervention time, extended learning and additional classroom support) have contributed to some consistent academic gains in the schools, though the rate of improvement has been faster in some schools than others. As a point of celebration, several of the schools have seen academic growth that exceeds most schools in the district and state.

The improvements have been noticeable in our seven neediest elementary schools, which includes Lakewood Elementary. In fact, in analyzing the 2016 FSA results that were just released, our district's 7 elementary schools with an F grade were compared to all elementary schools in Florida (more than 1,600 schools) in both FSA Math and ELA proficiency growth:

- **All 7 schools ranked in the 74th percentile and above for growth in math proficiency when ranked among all elementary schools in Florida.**
- **4 of the 7 ranked in the 90th percentile and above for growth in math proficiency when ranked among all elementary schools in Florida.**

Those improvements have provided the district with evidence that some of the interventions in those schools can be applied to the continued support at Gulfport Elementary and John Hopkins Middle.

The tables provide previously in this document offer a summary of the **classroom observation data** collected this year (2015-16) and the **academic growth trends** at each school for the previous three years. (See **Tables 2, 3, 4 and 5 on pages 9, 10, 12 and 13**).

Still, the rate of growth is not sufficient to ensure that the schools will move out of state turnaround status quickly enough and that all students are making strong gains. This has led Pinellas County Schools to consider new external partners who may assist in some deficit areas (specifically related to raising the degree of rigor in all classrooms and affecting the critical shortage of highly qualified, experienced teachers in all classrooms).

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External Partnerships:

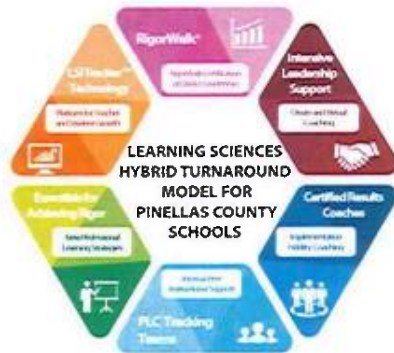
Key Growth Area: Ambitious Instruction for Learning

The district will partner with two external agencies to support school and district growth in the areas of instructional rigor and improved teacher practice. The evidence from student assessment results and classroom visitations has led us to conclude that we are making some progress in these areas of rigor and teacher practice but not enough to ensure that these schools move out of turnaround status quickly. The district has used TNTP (The New Teacher Project) as a partner for the past two years and their work has led us to better understand our needs to improve classroom rigor and re-structure and improve our strategies around human capital.

The two areas for immediate improvement are:

1. Increasing academic rigor. External Partner: Learning Science International (LSI).

- We selected LSI as our partner due to their extensive research and experience as district partners in school turnaround and increased student rigor. LSI has contracted with our district to provide on-site classroom visitations using their RigorWalk tools and intensive, differentiated support for the leadership teams and teachers at each school.



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

2. Recruiting and retaining highly-qualified teachers and leaders. External Partner: Urban Schools Human Capital Academy.

- We selected Urban Schools as our partner in the important work of building teacher and leadership capacity by hiring and retaining the best candidates to teach and lead in turnaround settings. Our needs assessment data continues to show a need to create a sustainable path and process for finding and retaining teachers and leaders of high quality, especially those who can succeed in turnaround settings.
- This new partnership with Urban Schools builds on our previous two-year partnership with TNTP to assess our current practices and growth needs in the areas of recruitment, hiring and professional development. Our internal assessment, supported by the findings of TNTP, showed us that our Human Resources Department policies and practices was not adequately structured to carry out the best practices required.
- We have since hired a new Assistant Superintendent for Human Resources to support the re-structuring districtwide and hired an Assistant Director for Human Resources to support our district turnaround schools.
- As national experts in this work, Urban Schools has agreed to support our re-structuring and re-visioning accordingly.

The supports from the Urban Schools Academy will include:

- **Supporting principals to be effective managers of human capital.**
- **Building the capacity of the school district to address teacher shortages** (especially in the area of minority hiring).
- **Supporting the district's role in ensuring teacher and principal quality.**
- **Establishing strong school and district Human Capital teams** (effective smart goals that are focused on the work).
- **Measuring our growth and successes via the Urban Schools Power Metrics** (15 key metrics provided by Urban Schools).

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▲ Research Supporting LSI / External Partnership

Over the past three years, Learning Sciences International (LSI) has been providing school turnaround interventions in Detroit Public Schools and in Palm Beach County Public Schools.

Detroit Public Schools

During the five-year period starting in 2010 there have been 331 schools in Detroit identified as Persistently Lowest Achieving (PLA) or Priority. The PLA metric was used in both 2010 and 2011. Since 2012, the Top-to-Bottom metric has been implemented. The Top-to-Bottom list is part of Michigan's school accountability system that ranks schools on their student performance in mathematics, reading, writing, science and social studies and graduation rate data (for high schools). School performance components include student achievement, improvement and achievement gaps between the highest and lowest scoring 30 percent of students in each school. This list is used to determine Priority Schools based on the bottom 5% of the list.

Schools remain in their respective cohorts for at least four years. The number of schools released from the 2012, 2013, and 2014 Cohorts depends upon performance on all exit criteria:

- **Top-to-Bottom Requirement (TTB):** The school must have a TTB percentile rank of 5 or higher.
- **Annual Measurable Objective (AMOs):** The school must meet its AMOs for both math and reading in the all-students subgroup.
- **Assessment Participation Requirement:** The school must have at least a 95% participation rate on all required state assessments.

All schools are included in the ranking if they have two years of assessment data for 30 or more full academic year students in two or more tested subjects.

During the 2014-2015 school year, LSI conducted school effectiveness audits of Detroit's Priority Schools. Based on the results of these audits, LSI provided tailored, intensive supports for the principals and teachers of these schools in the form of professional development in the delivery of rigorous, standards-based instructional strategies followed by coaching to ensure deliberate and faithful implementation of those strategies. LSI provided frequent data analysis and coaching to the principals of these schools, focusing on the teaching strategies, student evidence of learning, and the provision of feedback and support to teachers to improve their instructional practice. In addition, LSI provided executive level coaching to the Detroit Public Schools School Improvement team.

As a result of their collaborative work with LSI, 12 Priority Schools were released by the State of Michigan from the Priority School List after one year of intervention - the largest number ever in Detroit Public Schools. (Information about these schools is shown in the **Table 10**)

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Table 10. Detroit Public Schools Priority Schools, change in ranking 2012-2014

Detroit Public School Name	Minority Rate	Free or Reduced Price Lunch	FY12 Ranking	FY13 Ranking	FY 14 Ranking
Blackwell Institute	100%	81%	4	7	18
Burton International School	99%	71%	4	7	9
Carleton ES	99%	78%	1	1	12
Carver ES/MS	95%	71%	3	4	9
Dixon ES	98%	72%	2	11	12
Dossin ES/MS	100%	78%	3	4	16
Mann ES	100%	77%	1	4	16
Neinas ES	91%	76%	3	6	20
Nichols ES	98%	84%	2	6	8
Noble ES	99%	79%	4	5	6
Wayne ES	100%	71%	4	8	8
Wright, Charles School	100%	86%	0	1	32

The demographics of the schools list in Table 10 compare well to the Pinellas schools participating in the proposed hybrid turnaround model, which range from 63% to 92% minorities, with economically disadvantaged students ranging from 59% to 83%.

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Palm Beach County Public Schools

LSI also partnered with Palm Beach County Public Schools (PBCS) during the 2015-2016 school year to bring intensive supports to schools in the Glades area of that district. The model is an evolution of the one used with Detroit Public Schools, using LSI's RigorWalk to assess the level of school effectiveness and rigorous instruction through quarterly reviews of the conditions that are critical to support student learning at high levels. Based on the results of the baseline RigorWalks, LSI and PBCS collaborated on designing and implementing the appropriate levels of professional development and coaching required to make student achievement gains at each schools. LSI also provided executive level data analysis and coaching for district teams overseeing these efforts. The preliminary student performance results from the FSA indicate that the school grades of seven of the nine schools that participated in the LSI intervention will improve. Two of the schools that have been in the District-managed Turnaround Option Plan (TOP) are projected to attain C grades, while one school in TOP planning is projected to attain a grade of C. Of the remaining two schools in TOP planning, one improved from a F to a D, while the other held steady at D. (Information about these schools is shown in the **Table 11**)

Table 11. Palm Beach Public Schools, change in school grades 2014-2016 (projected)

Palm Beach County School Name	Minority Rate	Free or Reduced Price Lunch	FY14 School Grade	FY15 School Grade	FY16 Projected School Grade*	Change
PRIORITY						
Lake Shore MS (Year 2 District-managed TOP)	70%	98%	F	F	C	↑
Pioneer Park ES (Year 2 District-managed TOP)	63%	99%	F	D	C	↑

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Palm Beach County School Name	Minority Rate	Free or Reduced Price Lunch	FY14 School Grade	FY15 School Grade	FY16 Projected School Grade*	Change
FOCUS DD						
Belle Glade ES (Year 2 TOP planning)	63%	97%	D	F	D	↑
K. E. Cunningham/Canal Point ES (Year 2 TOP planning)	73%	99%	D	F	C	↑
Pahokee MS/HS	63%	95%	D	C	C	→
FOCUS D						
Glade View ES (Year 1 TOP planning)	99%	98%	D	D	D	→
Glades Central HS	66%	94%	D	C	C	↑
SCHOOLS OF CONCERN						
Pahokee ES	65%	97%	C	D	C	↑
Rosenwald ES	79%	99%	C	D	B	↑

*Official school grades from FLDOE have not yet been released yet. School grades for 2015-16 depicted here are preliminary and derived from district simulations.

The demographics of the Palm Beach Glades area schools participating in the LSI intervention is comparable to those of the Pinellas schools participating in the proposed hybrid turnaround model.

The results from both of these projects shows that LSI has demonstrated a record of turning around student achievement with schools in similar circumstances to those proposed in the hybrid turnaround model.

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▲ Research Supporting Urban Schools Human Capital Academy / External Partnership

The Urban Schools Human Capital Academy (USHCA) is a national nonprofit that offers a sustainable method for addressing the unique human capital needs of urban school districts by building the capacity of district staff to better recruit, deploy, and retain highly effective teachers and principals. USHCA currently works in over 15 urban districts across the United States, including:

- Atlanta Public Schools
- Baltimore City Public Schools
- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Denver Public Schools
- Hartford Public Schools
- Hillsborough County Public Schools
- Houston Independent School District
- Los Angeles Unified School District
- Pittsburgh Public Schools
- Prince George's County Public Schools
- Seattle Public Schools
- Shelby County Schools
- Tulsa Public Schools

A District Example: Charlotte-Mecklenburg Public Schools

Charlotte-Mecklenburg has partnered with Urban Schools for the past four years to review and restructure its way of work and “theory of action” in supporting its neediest schools.

Theory of Action from the CHARLOTTE-MECKLENBURG PUBLIC SCHOOLS / Human Resources Report

A. Introduction and Theory of Action (Charlotte-Mecklenburg Schools)

The mission of every urban school district is to provide the best possible education to each and every child and overcome the challenges that poverty has so that all children do achieve. All individuals working for an urban district must contribute to this mission. Teacher and Principal quality are the two most important factors in each student receiving the best education and the Human Resources department plays a critical role in ensuring an effective teacher in every classroom and an effective leader at the helm of every school. A clear and research-based human capital strategic plan with strong support from a highly functioning Human Resources division will result in a higher performing workforce. A strategic Human Resources division where all staff members know their roles and support every aspect of the urban reform movement is essential in addressing these challenges in ways that will provide long-term solutions.

To contribute to workforce quality, Human Resources must be focused on the "right work" - strategic work. Compliance activities will never contribute to improved workforce quality - in fact, those activities will often be barriers to finding and keeping great talent. To this end, assessment and improvement of Human Resources functionality is clearly linked to workforce capacity and quality. The "right work" of Human Resources is now defined in the curriculum of the Urban Schools Human Capital Academy and includes the following strategic functions:

Teacher Quality:

- Teacher Preparation and Recruitment
- Hiring and Selection
- Induction and Assignment
- Staffing and Deployment
- Performance Management
- Linking Professional Development to HR Functions
- Compensation and Benefits
- Career Management
- Support for the Principals as Human Capital Managers

Principal Quality:

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- Building a Quality Pool
- Selection and Deployment
- Induction

Research Support / Human Capital and Student Achievement

Elizabeth Arons, the Chief Executive Officer of the Urban School Human Capital Academy, connects the work of her team at Urban Schools with student achievement as part of their theory of action. She states:

- If Human Resources is aggressive in helping principals dismiss or non-renew ineffective teachers, the district has a 70% chance or better of replacing them with effective teachers (connected to the research from TNTP).
- If Human Resources provides a much stronger pathway into the principalship and helps to retain the highest performing principals, student achievement will increase.
- If Human Resources supports teacher effectiveness with multiple strategies to improve retention of the highest performers, student achievement will increase, especially for high-needs students.

National Research Findings – Teacher Quality and Student Achievement

The following excerpt is from a document prepared in 2005 by Policy Studies Associates (PSA). PSA, based in Washington, D.C, a research and evaluation consulting firm specializing in education and youth development. Its clients include federal, state, and local government agencies, foundations, and other organizations.

“More than two decades of **research findings are unequivocal about the connection between teacher quality and student learning**. Indeed, What Matters Most: Teaching for America’s Future (1996), the influential report of the National Commission on Teaching and America’s Future, made teaching the core of its “three simple premises” in its blueprint for reforming the nation’s schools. They are:

- What teachers know and can do is the most important influence on what students learn.
- Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.
- School reform cannot succeed unless it focuses on creating the conditions under which teachers can teach and teach well.

Key teacher quality provisions of the No Child Left Behind Act (NCLB) underscore the importance of these premises. Central to NCLB's goal of closing the achievement gap by 2014 is the requirement that all teachers be highly qualified by the end of the 2005-06 school year. For new teachers, this means that they must meet existing state certification requirements and demonstrate mastery of the content area in which they teach, either by passing a content knowledge test or by having majored in the subject in an undergraduate or graduate program.

Achieving this goal is proving to be a challenge for states and districts. The 2004 estimates put the number of teachers who have not yet met the highly qualified standard at 20 percent in elementary schools and 25 percent in secondary schools (U.S. Department of Education 2004).

Yet a growing body of research shows why current education policies emphasize teaching and why it's important for states and districts to rise to this challenge. These studies not only provide insight into the characteristics of good teachers, they reveal how these contribute to student learning and closing achievement gaps..."

Gauging the effect of teachers on student achievement

"...The most compelling evidence for the importance of teaching came initially from economists who adapted value-added models from business to measure the effect of teachers on student learning. While the statistical methods are complex, the definition of effective teaching is not. Simply, researchers looked for the change in students' test scores according to the teacher they were assigned to. A highly effective teacher, therefore, is one whose students show the most gains from one year to the next. By using this approach, researchers are able to isolate the effect of the teacher from other factors related to student performance, for example, students' prior academic record or school they attend.

Reports and data from two initiatives in Tennessee—the Tennessee Value Added Assessment System (TVAAS) and Student Teacher Achievement Ratio (STAR) project—and one in Texas—the University of Texas at Dallas Texas Schools Project—provide good starting points for understanding how much of an effect teachers have on student outcomes."

Insights from Tennessee and Texas

- The effect of teaching on student learning is greater than student ethnicity or family income, school attended by student, or class size.
- The effect is stronger for poor and/or minority students than for their more affluent and/or white peers, although all groups benefit from effective teachers.
- The effects accumulate over the years.

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How does teacher quality affect the achievement gap?

“...Regardless of how it’s measured, teacher quality is not distributed equitably across schools and districts. Poor and minority students are much less likely to get well-qualified teachers than students who are better off.

The Tennessee studies revealed that African American students were almost twice as likely to be taught by the least effective teachers (Sanders and Rivers 1996).

Data from the U.S. Department of Education’s national Schools and Staffing Survey (SASS) showed that students in high-poverty secondary schools were 77 percent more likely to be taught by teachers without degrees in the subject they were teaching than were their affluent counterparts. Students in high-minority schools were 40 percent more likely to be taught by out-of-field teachers. The problem is especially acute in middle schools (Jerald and Ingersoll 2002).

Poor and minority students are about twice as likely to have teachers with less than three years of teaching experience (National Center for Education Statistics 2000).

Districts that are predominantly poor or minority were considerably more likely to employ uncertified teachers (Darling-Hammond 1999).

Teacher mobility is a much greater problem for poor and minority students; teachers are much more likely to move from urban to suburban schools than vice versa (Hanushek, Kain, and Rivkin 2004).

The distribution of teachers with these qualities has grown more inequitable in recent years. Jerald and Ingersoll (2002) showed that the problem of out-of-field teachers actually got worse for disadvantaged students during the 1990s. In addition, some states’ efforts to reduce class size—and in so doing creating a need to increase the teacher workforce—have led to the hiring of more unqualified and untrained teachers, thus minimizing the possible benefits of lower class sizes (Jepsen and Rivkin 2002).

The impending teacher shortage, estimated at more than two million teachers by 2007 (Ingersoll 2003), could exacerbate the inequitable distribution of teacher quality in the coming decades unless policymakers and educational leaders find ways of increasing the supply of skilled teachers and ensuring that the lowest performing students are enrolled in their classes.”

Implications for closing the achievement gap

“...Research consistently shows that teacher quality—whether measured by content knowledge, experience, training and credentials, or general intellectual skills—is strongly related to student achievement: Simply, skilled teachers produce better student results. Many researchers and analysts argue that the fact that poor and minority students are the least likely to have qualified teachers is itself a major contributor to the achievement gap. It follows that assigning experienced, qualified teachers to low-performing schools and students is likely to pay off in better performance and narrowing gaps.”

Further Research

In a review of research by Pamela Tucker and James Stronge in their book Linking Teacher Evaluation and Student Learning, not only does a reasonable consensus exist on what effective teachers do to enhance student learning, related meta-analyses by researchers such as Marzano, Pickering, and Pollock (2001) have begun to quantify the average effects of specific instructional strategies... While teaching undeniably will remain an art, there is also a science to it that we are only beginning to aggressively apply to practice. As observed by Mike Schmoker, author of *Results: The Key to Continuous School Improvement*, “when we begin to more systematically close the gap between what we know and what we do, we will be on the cusp of one of the most exciting epochs in the history of education.” With state standards and federal legislation, such as No Child Left Behind, more explicitly defining accountability, the time has arrived for a systematic application of our research-based knowledge.

Impact of Teacher Effectiveness on Student Achievement

The work of Bill Sanders, formerly at the University of Tennessee's Value-Added Research and Assessment Center (see research details above), has been pivotal in reasserting the importance of the individual teacher on student learning. One aspect of his research has been the additive or cumulative effect of teacher effectiveness on student achievement. Over a multi-year period, Sanders focused on what happened to students whose teachers produced high achievement versus those whose teachers produced low achievement results. He discovered that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade. When children with comparable achievement histories starting in 3rd grade were placed with three low-performing teachers in a row, their average score on the same mathematics assessment was at the 44th percentile, an enormous 52-percentile point difference for children who presumably had comparable abilities and skills. Elaborating on this body of research, Dr. Sanders and colleagues reported the following:

... the results of this study well document that the most important factor affecting student learning is the teacher. In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms.

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Further analysis of the Tennessee data indicated that the effects on achievement of both strong and weak teachers persisted over three years: subsequent achievement was enhanced or limited by the experiences in the classrooms of strong or weak teachers, respectively. In other words, learning gains realized by students during a year in the classroom of an effective teacher were sustained over later years and were compounded by additional years with effective teachers. Conversely, depressed achievement results resisted improvement even after a student was placed with an effective teacher, and the negative impact was discernible statistically for approximately three subsequent years. Given results like these, it's no wonder that the researchers found that "a major conclusion is that teachers make a difference."

In a comparable study by researchers in Dallas, Texas, similar results were found in both math and reading during the early grades.

Key Resources Linking Teacher Quality to Student Achievement

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). Retrieved January 22, 2004 from <http://olam.ed.asu.edu/epaa/v8n1/> and Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (1999). *Results: The key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development, p. 70.

The Tennessee Value-Added Research and Assessment Center work will be high-lighted in more detail in Chapter 6.

Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement* (Research Progress Report). Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in*

Jordan, H., Mendro, R., & Weerasinghe, D. (1997, July). *Teacher effects on longitudinal student achievement*. Paper presented at the sixth National Evaluation Institute sponsored by CREATE, Indianapolis, IN.

Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students’ failure to improve can be attributed to the faculty.

DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F.S.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the 2016-17 DIAP by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Area of Focus 1

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

Area of Focus 2

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

Area of Focus 4

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

Area of Focus 5

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

Note: The strategies to address the barriers and needs of these schools are addressed in the response to the Hybrid section as Pinellas County Schools is selecting a hybrid of District-Managed Turnaround and External Operator. All assurances and areas of focus for DMT and External Operator are addressed there.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Strategies to Support Schools / Reduce or Eliminate Barriers

Pinellas County Schools has been systematic and inclusive in partnering with our school leaders, teachers and staff members, parents and community stakeholders in considering all options for eliminating barriers to school improvement. The district has also put in place a number of monitoring and support mechanisms that are designed to make our processes for turnaround as efficient and effective as possible.

This plan to improve our neediest schools has been researched, discussed, analyzed and vetted by the community at large in attempting to design a plan for improvement that is a model for our district and others.

Pinellas County Schools has established a district level monitoring team (called the A-Team) in support of our turnaround schools that meets every Monday to discuss the school trend data and related academic and operational supports required to move the schools forward. This team reports to Superintendent, Dr. Michael Grego, and has the full authority to remove any barriers that these schools are facing. The team is comprised of the following district leaders:

- **Deputy Superintendent:** Dr. William Corbett (Chairperson)
- **Area Superintendent for each school:** Mr. Bob Poth, Mrs. Patricia Wright, Dr. Barbara Hires
- **Associate Superintendent for Teaching and Learning:** Mrs. Pam Moore
- **Associate Superintendent for Student and Community Support Services:** Ms. Lori Matway
- **Director of School Transformation:** Dr. Antonio Burt
- **Executive Director for Elementary Education:** Dr. Shana Rafalski
- **Executive Director for Middle School Education:** Mr. Dywayne Hinds
- **Executive Director for Assessment, Accountability and Research:** Dr. Daniel Evans
- **Executive Director for Exceptional Student Education:** Mrs. Sherry Aemisegger
- **Director of Title I Programs:** Dr. Felita Grant
- **Regional Executive Director:** Dr. Jim Browder (meets with our A Team monthly)

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This team is charged with monitoring the district Turnaround Option Plans for each school and each school's related School Improvement Plan goals and strategies. The A-Team directs and monitors the work of two additional teams that are designed to engage in the work at the school and community levels. They are:

- **Transformation Zone team**

The district has formed a highly-qualified, Transformation Zone team – or “turnaround team” – to oversee the work in these schools on a daily basis. This 8-member team is headed by Dr. Antonio Burt, who was hired after a national search of top leaders in school turnaround. Dr. Burt has previously worked for TNTP (The New Teacher Project) and in school turnaround in Shelby County, Tennessee. Dr. Burt reports directly to school district Superintendent Dr. Michael Grego in supporting these schools in the most direct fashion possible. Dr. Burt has been directed to work side-by-side with each school in developing research-based strategies and interventions.

- **Title I Office / District Research and Evaluation team**

The Transformation Zone team works directly with our Title I office and has been provided the full resources of our Office of Assessment, Accountability and Research to continuously review and evaluate the interventions in place at the turnaround schools. In fact, these schools are being supported by a full-time research evaluator and related data analysts who monitor the data in each of these schools and inform research-based decisions about what is working best to improve student learning.

Stakeholder Engagement / Community Feedback in District Turnaround

School and Community Feedback

The district research team has been charged with getting feedback from the school principals, teachers and staff, parents and community members to ensure that all voices are heard in vetting the most appropriate next steps to improve the schools. (See **Figure 2 on page 19**).

The research team has conducted more than 30 focus groups and community feedback sessions over the past six months to help keep schools and community stakeholders informed about the data and to gain feedback around the proposed initiatives planned for each school. (See **Figure 5 below**).

Community Assessment Team

In addition to the focus groups and feedback sessions conducted via our research division, the district has been deliberate in calling together a Community Assessment Team meeting twice a year to review the best practices in place at the schools and the needs assessment results that are specific to next steps.

The next Community Assessment Team meeting is planned for July as a final review of the turnaround recommendations and School Improvement Plan strategies.

Dr. Grego, Dr. Corbett, and Dr. Burt, as the head of the Transformation Zone, also attend meetings that are regularly scheduled and organized by community organizations. Those meetings always include updates regarding the data and plans for supporting these turnaround schools.

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

Figure 5.

School Focus Groups / 2015-16 Research Recommendations				Community / Parent Teacher Feedback Sessions			
Date	Time	School	Evaluation Activity	Date	Time	Location	Evaluation Activity
Mon., 11/30	9:00 - 10:00	Lakewood	Principal interview	Tues., 3/8	4:00 - 5:00 PM	PCTA Union Offices	Teacher feedback group 1
Tues., 12/8	7:20 - 8:00	Maximo	Teacher focus group	Tues., 3/8	4:00 - 5:00 PM	PCTA Union Offices	Teacher feedback group 2
Tues., 12/8	9:00 - 10:00	Maximo	Principal interview	Thurs., 3/10	4:00 - 5:00 PM	Campbell Park	Community feedback group
Tues., 12/8	10:20 - 11:20	Fairmount Park	Principal interview	Weds., 3/16	7:15 - 8:15 AM	Campbell Park	Teacher staff meeting

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Tues., 12/8	1:00 - 2:00	Campbell Park	Principal interview	Wed., 3/16	3:15 - 4:15 PM	Campbell Park	Parent feedback session
Tues., 12/8	2:40 - 3:20	Maximo	Para focus group	Mon., 3/28	7:15 - 8:15 AM	Maximo	Teacher staff meeting
Thurs., 12/10	7:30 - 8:10	Melrose	Teacher focus group	Mon., 3/28	3:15 - 4:15 PM	Maximo	Parent feedback session
Thurs., 12/10	2:00 - 2:40	Campbell Park	Para focus group	Mon., 3/28	6:00 - 7:00 PM	Gibbs High	Community feedback session
Thurs., 12/10	2:40 - 3:20	Campbell Park	Teacher focus group	Tues., 3/29	7:15 - 8:15 AM	Melrose	Teacher staff meeting
Wed., 12/16	7:30 - 8:10	Fairmount Park	Teacher focus group	Tues., 3/29	3:15 - 4:15 PM	Melrose	Parent feedback session
Wed., 12/16	9:30 - 10:10	Melrose	Para focus group	Tues., 3/29	6:00 - 7:00 PM	Lakewood High	Community feedback session
Wed., 12/16	11:15 - 12:15	Melrose	Principal interview	Wed., 3/30	7:15 - 8:15 AM	Fairmount Park	Teacher staff meeting
Wed., 12/16	2:00 - 2:40	Fairmount Park	Para focus group	Wed., 3/30	3:15 - 4:15 PM	Fairmount Park	Parent feedback session
Thurs., 12/17	1:00 - 1:40	Lakewood	Para focus group	Thurs., 3/31	7:15 - 8:15 AM	Lakewood	Teacher staff meeting
Thurs., 12/17	2:40 - 3:20	Lakewood	Teacher focus group	Thurs., 6/9	6:30 - 7:30 PM	Azalea Middle	Parent feedback session

District Assurances – Option 1 (District-Managed Turnaround)

DMT Item 1 / Assurance 1:

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

District A-Team / Turnaround Schools / Weekly Monitoring and Support

As mentioned above, Pinellas County Schools has established a district level monitoring team (called the A-Team) in support of these schools that meets every Monday to discuss the school trend data and related academic and operational supports required to move the schools forward. This team reports directly to the Superintendent and has been given full authority to remove all barriers to school improvement. The team is comprised of the following district leaders:

- **Deputy Superintendent:** Dr. William Corbett (Chairperson)
- **Area Superintendent for each school:** Mr. Bob Poth, Mrs. Patricia Wright, Dr. Barbara Hires
- **Associate Superintendent for Teaching and Learning:** Mrs. Pam Moore
- **Associate Superintendent for Student and Community Support Services:** Ms. Lori Matway
- **Director of School Transformation:** Dr. Antonio Burt
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- **Executive Director for Exceptional Student Education:** Mrs. Sherry Aemisegger
- **Director of Title I Programs:** Dr. Felita Grant
- **Regional Executive Director:** Dr. Jim Browder (meets with our A Team monthly)

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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DMT Item 2 / Assurance 2:

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

The district A-Team explained above has full authority to make changes and provide supports to the schools as needed. The team meets every Monday and relies on weekly updates from the schools via three related support mechanisms described below.

These three direct supports ensure that any and all actions, policies and procedures are implemented in support of school-based leadership teams at our turnaround schools.

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

A Tiered Support Model / Differentiated Supports for School Improvement

Pinellas County Schools has invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need (See Figure 6 below).



- **Tier 1** -- Supports for All Schools
- **Tier 2** -- Supports for DA and district Priority Schools
- **Tier 3** -- Supports for Turnaround Schools

Figure 6. Pinellas County Schools / District Tiered System of Supports

	Tier 1	Tier 2	Tier 3
	Supports Provided to All Schools	Supports Provided to Priority Schools (in addition to Tier 1 supports)	Supports Provided to Transformation Zone Schools (in addition to Tier 1 and Tier 2 supports)
Schools	All Schools	State DA Schools / Priority Schools	Scale Up Schools / Turnaround Schools
Personnel (Staff Hiring / Retention)	<p>District Staffing Model</p> <ul style="list-style-type: none"> Teacher transfer process. Early Open Hiring window to secure top talent from colleges, universities. Pay for Performance opportunities. Interns placed by certification area and need. Job Fairs in support of all schools to help school fill vacancies. Advanced contracts given to minority applicants at job fairs. HBCU recruitment fairs/efforts. Minority administrators asked to participate in recruitment efforts. 	<p>District Staffing Model</p> <ul style="list-style-type: none"> Recruitment, retention and performance bonuses for teachers and administrators. Differentiated staffing model for allocation of units from Area Superintendents. Opportunity to interview outside of the transfer window and accept transfers anytime from any non-priority school. Priority school is not required to take involuntary transfers. Administrators from priority schools invited to participate in job fairs side by side our HR Recruitment Specialists (HR supports travel costs). Priority pay for substitutes. 	<p>District Staffing Model</p> <ul style="list-style-type: none"> In addition to other bonuses, provide substantial performance bonuses for teachers and administrators. Additional pay related to extended school hours and Summer Bridge employment. Additional instructional coaching and interventions provided through Director of School Transformation, turnaround team. Additional recruitment and hiring support from Director of School Transformation and turnaround team. Opportunity for new hires to get acclimated to schools through summer employment. Full-Time Social Worker, Psychologist. Paraprofessional teaching partners in each school (per district model). A hybrid Clinical Ed training model—reduced # of years to 3; stipend offered; hosted training at Transformation schools. Fall Recruitment Fair focused on Scale Up schools only. Required participation of administrators in the FLDOE Florida Teach-In (April). Collaborate with external partners on “diversity hiring” focus. Develop unique branding, recruitment flyers.



2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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			<ul style="list-style-type: none"> • Provide a "Team Teacher in Training" Model which ensures momentum is maintained during unexpected vacancies. • On-site substitute in support of vacancies.
<p>Core Content, Curriculum and Instruction</p> 	<p>Elementary, Middle and High:</p> <ul style="list-style-type: none"> • Core adopted materials and additional text resources. Supplemental digital resources. • Exemplar lessons and scales. • Instructional materials training. • Curriculum and content guide to provide instructional strategies, ELA Shifts, Standards for Mathematical Practices, and common misconceptions. • PLC Content Just in Time support and coaching support as requested. • Universal Design for Learning (UDL) Guidelines and unit planning templates. • Cycle assessments and results by standard via Performance Matters / Unify. • 2 Instructional Support Model (ISM) visits. 	<p>Elementary:</p> <ul style="list-style-type: none"> • Frequent formative assessment questions (FSA-like). Every two weeks. • Culturally relevant, high interest texts provided that match the unique needs of the student population. • Instructional coaches meet with teachers on a weekly basis in planning sessions to utilize the planning templates, process, content guides. • 4 Instructional support visits (ISM) per year. <p>Middle / High:</p> <ul style="list-style-type: none"> • Full-time or part-time embedded coaches (Math, Science, ELA, Social Studies) • PD via coaching cycles and PLCs. • Department and teacher level support of curriculum guides. • Teen-engagement Resource (grades 9-12). 	<p>Elementary (Tier 3 only reflects elementary at present):</p> <ul style="list-style-type: none"> • Director of School Transformation and turnaround team will work with each school to individualize curriculum by school. • Flexibility provided to school leadership to revise instructional model. • Ongoing ISM visits with embedded coaching. • Required pre-school and monthly professional development.
<p>Interventions</p> 	<p>Elementary, Middle and High:</p> <ul style="list-style-type: none"> • Extended Learning Model / District-funded. • Computer-adaptive, intervention programs. Monthly reports on each student. • Content specialist support through monthly leadership and assistant principal meetings • Bi-monthly content specialist support through department chair meetings. 	<p>Elementary, Middle and High:</p> <ul style="list-style-type: none"> • Data chats at school sites conducted by embedded coaches to help teachers and administrators understand student data. • Priority access to the Just in Time Team. • Teacher PLCs led by embedded coaches to analyze student data / student work. <p>Elementary:</p> <ul style="list-style-type: none"> • Additional materials for 3rd grade intervention. • Extended school day (30 mins) with monitoring. 	<p>Elementary (Tier 3 only reflects elementary at present):</p> <ul style="list-style-type: none"> • Extended school day (90 mins) with monitoring. Re-structured school day with unique interventions built in. • Training on content and digital interventions provided to para-professionals (per model). • 2 full-time ELA coaches at each site and priority given to the Just-in-Time coaches (as needed). • Coaches lead effective planning and identify standards based interventions. • Individual support for use of the Leveled Literacy Intervention (LLI) model

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<p>Leadership Development</p> 	<ul style="list-style-type: none"> • Data Champions training to all schools in support of data-based decisions, use of assessment data, etc. • Regular monitoring and support from Area Superintendent and Executive Director. • Monthly PD (Leadership and Area meetings) • Ongoing PD in the Marzano Instructional Framework, Evaluation System and Leadership Development model. • Two days. Required leadership PD (summer) School Improvement sessions (summer) 	<ul style="list-style-type: none"> • Extended professional development. • Promise Time digital resources. <p>Extensive training on school turnaround via the following developmental cohorts:</p> <ul style="list-style-type: none"> • A-Prep, A-Prep 2, First Year APs, First Year Principals, Aspiring Leaders and Level 2 Leaders programs. <p>Gulfcoast Partnership Turnaround Internship opportunities “Assisting” Principal opportunities</p>	<ul style="list-style-type: none"> • Regular monitoring and support from Area Superintendent and Executive Director. • Side-by-side coaching from Director of School Transformation and district turnaround team. • Ongoing ISM visits with embedded coaching for principals and leadership teams. • Required pre-school and monthly professional development for school leadership teams. • Review of leader’s turnaround competencies related to BEI survey.
<p>Discipline Resources</p> 	<p>Code of Student Conduct Area Superintendent / MTSS Specialist support MTSS Site Team / PBS Site Team (all schools)</p> <ul style="list-style-type: none"> • <i>Training:</i> PBIS (Positive Behavioral Intervention and Supports) • <i>Training:</i> Discipline Disparity / Equity <p>Alternatives to Suspension:</p> <ul style="list-style-type: none"> • ISS • ABS – Alternative Bell Schedule (High School) 	<p>District A-Team Monitoring Monthly Discipline Data Reports</p> <p>Additional Behavior Specialist (per model) Additional Social Services (per model) Additional ESE personnel (per model)</p> <ul style="list-style-type: none"> • <i>Training:</i> PBIS • <i>Training:</i> Discipline Disparity / Equity • <i>Training:</i> Culturally Responsive Intervention Model / Restorative Practices 	<p>District A-Team Monitoring Monthly Discipline Data Reports</p> <p>Oversight, support via Director of School Transformation and district turnaround team.</p> <p>Additional Social Services (per model) Additional ESE personnel (per model) Additional classroom assistants, paras</p> <p><i>Training:</i> (as required per Tier 2).</p> <p>Rigorous Implementation of Culturally Responsive Intervention / Restorative Practices</p> <ul style="list-style-type: none"> • Mandated Peer Mediation system • Flexible Discipline Coding/Interventions • Differentiated Process / Re-Assignment • Alternatives to Suspension

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**Family,
Community
Engagement**



- District training per School Improvement help sessions (summer).
- Family and community liaison (per model).
- Ongoing support from district's Office for Family and Community Relations.
- Annual training on Dual Capacity framework from Dr. Karen Mapp / Harvard University.
- Additional, required educational field-trips at each school. Invite parents as chaperones.
- Mandated monthly family/community engagement activities connected to academic learning.
- Extensive follow-up training related to Dual Capacity framework / Dr. Karen Mapp.
- Additional staff in support of needed wrap-around services (ie: family navigator, etc.)
- Quarterly meetings with local community staff, Juvenile Welfare Board, PCS district staff, family navigators, mental health clinicians, school social workers, and school psychologists to share best practices for continuous improvement of this model.
- Mandated training, data chats with parents related to literacy and math achievement and student data dashboard.

Tiered Supports / School-by-School Interventions

It should be further noted that Pinellas County Schools has developed its own listing of schools in need of tiered supports. Though this list is closely linked to student performance data and school grades, schools can be moved into tiers based on a variety of needs. This ongoing analysis is conducted through the work and data review of the district A-Team and allows for our district to connect schools to necessary supports during the school year, without waiting for school grades or a final list of DA and turnaround schools from the state (See Figure 7 below).

Figure 7.

<u>Tier I</u>	<u>Tier II</u>	<u>Tier III</u>
All Schools	Belleair Elementary Rawlings Elementary Seventy Fourth Street Elementary Woodlawn Elementary Blanton Elementary Dunedin Elementary New Heights Elementary Pinellas Park Elementary Tarpon Springs Elementary Lealman Ave Elementary Largo Middle Meadowlawn Middle Pinellas Park Middle Tyrone Middle Schools earning a D or in previous DA status.	Bear Creek Elementary Ponce De Leon Elementary Gulfport Elementary High Point Elementary Sandy Lane Elementary Campbell Park Elementary Fairmont Park Elementary Lakewood Elementary Maximo Elementary Melrose Elementary Azalea Middle John Hopkins Middle Schools earning an F or in state "turnaround" status.

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As it relates to changes to specific policies and practices required to implement change in the district's turnaround schools, the district has been successful to date in the following ways:

- **Teacher Contract:** Negotiations with teacher union regarding pay / extended day / transfer window / opt out.
- **Human Resource Practices:** Change in transfer window / involuntary transfers not placed in DA schools.
- **Payroll / Differentiated Pay:** Recruitment / retention / school performance bonuses.
- **Discipline Policies:** Discipline Disparity research / equity research briefs. New restrictions on types of offenses that lead to suspension and limits on number of days of suspension (School Board supported).

DMT Item 3 / Assurance 3:

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a "turnaround office" or "turnaround lead" at the district level who reports directly to the superintendent.

District Turnaround Office

As previously stated, the district has formed a Transformation Zone and hired Dr. Antonio Burt as our district turnaround leader. The position did not previously exist so a new position and reporting structure was brought to the School Board for its approval in 2015-16. This included an updated organizational chart that shows Dr. Burt as a direct report to the superintendent.

The 8-member Transformation Zone team is comprised of two assistant directors to support hiring and professional growth in the schools and additional instructional specialists to support the coaching and mentoring of teachers in these schools. (See Figure 8 below).

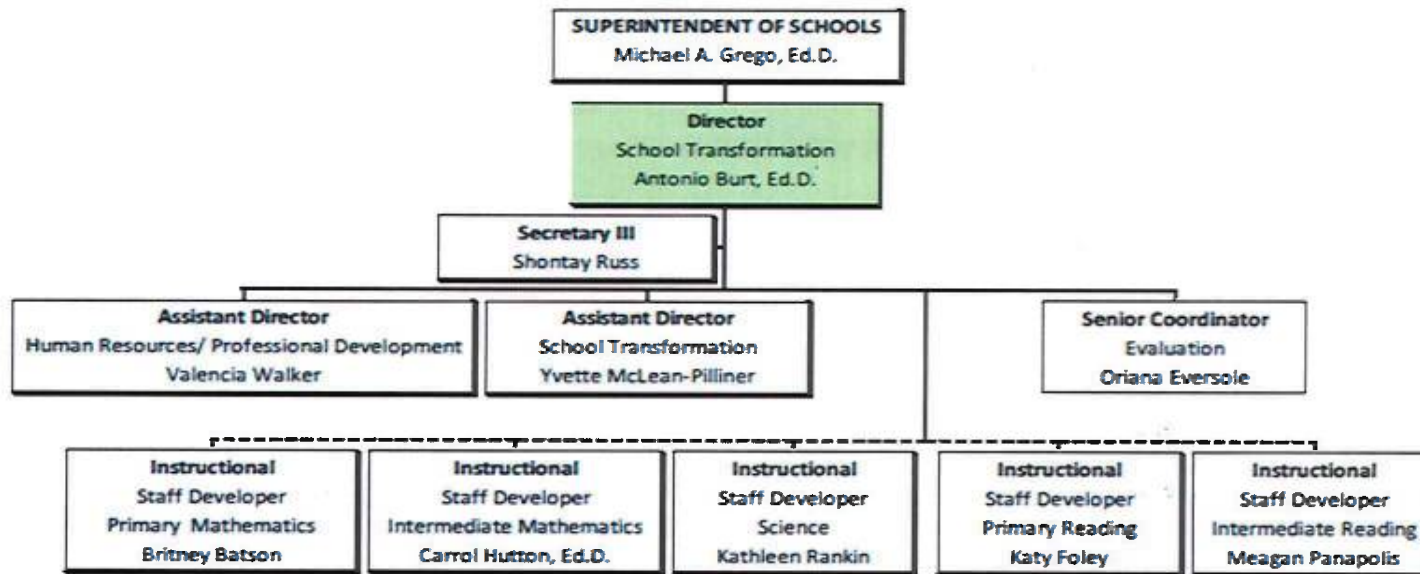
The team includes:

- **An assistant director of Leadership.**
- **An assistant director of Human Resources**
- **One reading specialist for primary grades and one reading specialist for intermediate grades**
- **One math specialist for primary grades and one math specialist for intermediate grades**
- **One science specialist**
- **One MTSS specialist**

Figure 8. Transformation Team Organizational Chart



School Transformation



Revised 07/10/16

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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DMT Item 4 / Assurance 4:

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

Flexibility / Autonomy

A key focus of our district is providing differentiated supports to our schools and allowing for unique flexibility and autonomy to our neediest schools (which are listed above as Tier 3 schools). This structure allows principals many options in writing unique plans to improve their schools. Dr. Burt and his team have already begun working with each school team to design an instructional schedule and staffing model that meets each school's needs.

The schools have been provided greater flexibility in the following areas:

- **Instructional model and materials.**
- **Hiring and transfer processes and timelines.**
- **Teacher retention decisions.**
- **Intervention materials and supports.**
- **Scheduling / Budgeting / Title I Plans.**

The key component to school autonomy is the school leader and his or her vision around instructional models, materials and training that supports each school's unique environment. In support of this autonomy, the Teaching and Learning division engaged this Spring in the process of researching over a dozen different instructional resources for ELA and mathematics in order to provide school leadership teams in our turnaround schools with a menu of research-based and proven tools for possible use with their students. The team of reviewers consisted of several principals, members of the Transformation Zone team, Teaching and Learning staff, instructional coaches, teachers and curriculum specialists. These groups used research protocols including the Instructional Materials Evaluation Tool (IMET) to vet materials and determine whether resources were research-based, effective and showed positive results with at-risk students. In addition, educational consultants contributed with an external review of the same materials.

At the conclusion of the review process, school leadership teams were provided with the autonomy to decide which instructional and intervention resources would best supplement their core instruction based on the specific needs of their students. In addition, they set timelines for the purchase of materials and created plans for professional development for their teaching staffs. District staff also continues to work collaboratively with schools to secure the resources needed to provide selected materials.

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

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

DMT Item 5 / Assurance 5:

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

The district has been purposeful and deliberate in assuring that all teachers were observed adequately and their instructional practice and student data results were analyzed to ensure that the best teachers were retained for the 2016-17 school year. The district's offices of Human Resources, Professional Development and Assessment, Accountability and Research compiled extensive teacher performance data in support of these decisions.

The data provided were:

- All final evaluation ratings per teacher (ratings from 2014-15).
- All scores per teacher in the area of instructional practice (Domain 1 of the Marzano scale) (principal's rating from 2014-15).
- All state VAM scores per teacher (if available).
- All district cycle / interim assessment data per teacher (teacher score versus school and district average from 2015-16).

It should be noted that these data were combined with related observational and teacher growth data that the principal used in making decisions about retention. See Table 11 below that was provided to all turnaround schools on all teachers at those schools.

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Table 11.

Teacher	State VAM 3-Year	Final EVAL 2015	Final EVAL Domain 1 Only	Count	District Math Asst Cycle 1			Count	District Math Asst Cycle 2		
					Not Proficient	Nearing Proficiency	Proficient		Not Proficient	Nearing Proficiency	Proficient
NAME (Deleted)				51	37%	35%	28%				
NAME (Deleted)								24	57%	17%	26%
NAME (Deleted)								67	63%	15%	22%
NAME (Deleted)				52	53%	27%	20%	64	25%	51%	24%
NAME (Deleted)				42	37%	35%	28%				
NAME (Deleted)								14	46%	17%	27%
NAME (Deleted)								67	65%	15%	20%
NAME (Deleted)				67	53%	27%	20%	64	36%	31%	33%
NAME (Deleted)				52	47%	14%	39%	55	31%	43%	26%
NAME (Deleted)				40	22%	31%	47%	48	17%	55%	28%
Entire District (MS only)				2706	53%	31%	15%	2878	36%	59%	23%
Red- Not Effective or Developing Yellow – Effective Green – Highly Effective											

To recruit the best teachers to these schools, a similar list was compiled of the elementary school teachers in Pinellas County who had the strongest data trends. Those 135 teachers were sent a personal letter of invitation from Dr. Grego to join our job fair that was organized only for our turnaround schools (see **Figure 9** below). This same process was used for our middle school teachers.

Figure 9. Letter to Pinellas County Teachers with Strong Academic Data

Dear (teacher name):

Congratulations on being one of the highest rated and most effective teachers in Pinellas County Schools. Your record as an educator demonstrates a clear demonstration of the skills required to meet the needs of our students.

I want to personally thank you for your continued hard work and strong performance standards in helping all students. I hope this letter finds you satisfied with your current school and excited about the end of another great school year and upcoming summer months.

Still, I want to make you aware of our dedicated search to attract the best teachers to our neediest schools. With this in mind, I encourage you to strongly consider taking your talents to these schools if you are looking for the next challenge in your career. These are exciting times for our district with the formation of our new Transformation Zone and cadre of schools that is dedicated to the belief that all students can excel.

Students in these schools need educators who are deeply committed to helping all students meet high expectations and educators who are skilled at building strong relationships with families, peers and the community. It's the kind of work that we all envisioned when we began teaching.

As you consider this request, please know that we remain committed to offering teachers in our transformation schools a chance to grow and learn through meaningful professional development, unique opportunities to expand their leadership skills as mentor teachers and an aggressive compensation package that could provide a pay increase of \$20,000 or more.

We ask you to consider this opportunity and join us for a unique job fair that we have planned from 4:30-7:00 p.m. on Wednesday, May 11, 2016, at Maximo Elementary (4850 31st Street South) in St. Petersburg. I will be there personally to greet you and introduce to you Dr. Antonio Burt and our new Transformation Team.

If you have immediate questions, please contact my office directly and we will be sure to get someone from our Transformation Team to answer your questions immediately. My assistant Marsha Ward can be reached at wardm@pcsb.org.

Thank you again for your skill and professionalism and, whatever you decide, please know that I am grateful for your service to the children of Pinellas County.

Sincerely, Michael A. Grego, Ed.D.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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DMT Item 6 / Assurance 6:

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

As described above, the district developed an exhaustive data review of every teacher in the turnaround schools to ensure that only effective and highly effective teachers were rehired. In fact, our district has negotiated specific contract language that does not allow for teachers to be retained unless they are rated effective or higher (see **Figure 10 below**). The language also provides the principal with the right to “opt out” teachers who are not showing adequate skill to work in challenging school environments. The Area Superintendents for each school and district Transformation Team reviewed each teacher at each school in supporting the principals in their retention decisions.

The district has provided several related hiring advantages to these schools, including:

- An open transfer window that allows these schools to advertise and hire teachers at any time during the year.
- An assurance that no teacher who was removed from another school can be placed at these schools without the principal's support.
- Significant recruitment, retention and school performance bonuses.

Figure 10: Copy of Stipulation Agreement with Teacher's Union re: Turnaround Schools

RECRUITMENT

To BOP 4/20/14
[Handwritten signature]

Recruitment Process for Teachers Currently at the School

- Teachers identified by their previous year summative evaluation rating of Highly Effective or Effective who are an integral part of the school team and are aligned to the school's mission and vision will be recruited to remain at the school.
- Teachers identified by their previous year summative evaluation rating of Developing or Needs Improvement who are an integral part of the school team and are aligned to the school's mission and vision, and who have shown improvement will participate in a District interview with District personnel. The District Interview Committee will determine if the teachers will be recruited to remain at the school.
- Teachers who do not have a previous year summative evaluation will be recruited or not recruited based on the established protocols above using the Administrative Review rubric.
- Any teacher recommended for renewal who is not recruited to remain at a Turnaround School, will be eligible to apply for other teaching positions throughout the District and/or will be placed in another teaching position.

Recruitment Process for Teachers Within the District

- Notwithstanding the voluntary or involuntary transfer process, any teacher in the District may apply for any vacant position at any Turnaround School at anytime during the school year.

Recruitment Process for Teachers Outside the District

- Teachers who hold certifications in critical need positions and who are interested in working in High Need Schools will continue to be recruited by the District. This includes recruitment at recruitment fairs, online job postings, and ongoing partnerships with teacher preparation programs.

Recruitment Bonus:

The recruitment bonus is available to teachers only for the first year they are hired into the Turnaround School.

Teachers who are recruited to work at a High Need School, whether they are recruited from existing staff at the High Need School, from another school within the District, or from outside the District, are eligible for a recruitment bonus of \$3,000.

All full-time instructional staff who have completed the recruitment process will be eligible to receive the recruitment bonus. Those who are not fully assigned to the building will receive a prorated amount. Those who are employed less than the full year will receive a prorated amount.

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RETENTION

TO BOP 4/23/14

Rule: Teachers who receive a rating of Highly Effective or Effective on their evaluation and remain at the same Turnaround School for the following school year are eligible for retention pay. Full-time instructional staff who are retained will be eligible to receive the retention bonus. Those who are not fully assigned to the building will receive a prorated amount. Those who are employed less than the full year will receive a prorated amount. Retention of a teacher at the school is within the discretion of the principal which will be based on a determination that the teacher is an integral part of the school team and aligned to the school's mission and vision.

Teachers in these Turnaround Schools shall have the option to opt out and can participate in all the open transfer periods; and if they do not find a new position, then the District will place them prior to the start of the new school year.

Retention Pay for Teachers: Pay to encourage Teachers to remain at the identified school:

- 1st year of retention = \$3,000
- 2nd year of retention = \$3,000
- 3rd year of retention = \$4,000
- 4th year of retention = \$4,000
- 5th year of retention = \$4,000
- 6th year of retention or more = \$6,000

PERFORMANCE

Schoolwide improvement as determined by meeting 3 out of 4 measures:

- Improve by one school letter grade or maintain an A or B
- Meets a minimum of 10 of the yearly AMO targets
- Increase school value-added scores on the 50-point scale by 3 points
- 90% of the staff participated in annual schoolwide professional development. Annual Schoolwide Professional Development to be defined by the faculty and site-based administration based on the School Improvement Plan. Annual Professional Development and the exact requirement to achieve 90% to be communicated by the Principal to all staff during preplanning.

Teachers will be paid the following for meeting the schoolwide goals:

- 3 out of 4 = \$1,000
- 4 out of 4 = \$2,000

Sunset:

When a school exits the State Turnaround status the above provisions will continue for a minimum of two (2) additional school years.


The parties have caused this Stipulation of Agreement to be executed by their undersigned officers, duly authorized, this 23 day of April, 2014.

THE PINELLAS CLASSROOM
TEACHERS ASSOCIATION


President


Executive Director

THE SCHOOL BOARD OF PINELLAS
COUNTY, FLORIDA


Superintendent


Assistant Superintendent, Human Resources

DMT Item 7 / Assurance 7:

Identify one or more of the following Areas of Focus the district will address in the 2016-17 DIAP by marking the box with an X. Part III of the DIAP shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Area of Focus 1

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

The district has revised its assessment approach in these schools to be focused heavily on more frequent, formative assessment that can support growth and intervention at the individual student level.

- **Specific Measures / Districtwide**
 - Assessment data -- Summative (FSA for Grades 3, 4, 5, 6, 7 and 8 and SAT-10 for Grades 1 and 2)
 - Assessment data – Formative /Progress Monitoring (District-designed cycle assessments, IStation and Running Records).
- **Additional Measures / Turnaround Schools**
 - Formative /Progress Monitoring
 - NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) assessment in our Tier 3 elementary schools as a progress monitoring tool. The schools will be using the MAP assessment in 2016-17 to identify specific learning gaps and to provide related interventions.
 - **Bi-Weekly formative assessments.** The schools will also be using short, bi-weekly formative assessments to inform instruction. The results will be added to the Performance Matters data dashboard for immediate access for teachers and principals.
 - **Data-Based Conversations.** The district Transformation Team has already planned for regular data conversations with each school's SBLT as a way of monitoring and supporting interventions around student data.

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Area of Focus 2

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

The district Teaching and Learning division just recently formed a review committee that includes district curriculum experts and community members to review the core and intervention materials used in our turnaround schools. That team engaged in the process of researching over a dozen different instructional resources for ELA and mathematics in order to provide school leadership teams in our turnaround schools with a menu of research-based and proven tools for possible use with their students. The groups used research protocols including the Instructional Materials Evaluation Tool (IMET) to vet materials and determine whether resources were research-based, effective and showed positive results with at-risk students. In addition, educational consultants contributed with an external review of the same materials.

At the conclusion of the review process, school leadership teams were provided with the autonomy to decide which instructional and intervention resources would best supplement their core instruction based on the specific needs of their students. In addition, they set timelines for the purchase of materials and created plans for professional development for their teaching staffs. District staff also continues to work collaboratively with schools to secure the resources needed to provide selected materials. The district has also established a new research and design team that is establishing district protocols and expectations around culturally responsive materials and instruction.

Additionally, Pinellas County Schools has partnered with TNTP and other Florida districts in a formal review of all reading / ELA and math materials to ensure close alignment to the Florida Standards and related instructional shifts that are critical to moving learning forward for all students.

Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

The instructional model for these schools will focus on the gradual release model for instruction, with an emphasis on determining where each student struggles and then building up those deficits until the student can work independently and successfully. Generally speaking, the teachers will lead the learning on Mondays, then move to guided practice on Tuesdays, allowing students to showcase and practice their independent skills on Wednesdays, Thursdays and Fridays.

The concept is designed to get students adequate time in work stations where they can perfect their skills and master the standards. The schools have been provided additional para-professionals to work in classrooms as “teaching partners” to support small-group instruction and one-on-one intervention.

Area of Focus 4

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

The district conducted a complete and exhaustive review of all school data and leadership competencies at is relates to the leadership teams in each of the turnaround schools.

In turn, 7 of the 8 schools will have a new principal in 2016-17. Additional, the majority of assistant principals and instructional coaches were replaced. The district conducted a wide and thorough search, including advertising nationally for turnaround leaders, to find the best candidates for each of these schools. More than 100 leaders applied and were vetted to ensure that the right candidates were placed at these schools.

Area of Focus 5

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

The district has completed a complete review of the instructional time at each of these schools and has provided for additional time required. In fact, the district's Tier 3 elementary schools have been working closely with the new district Transformation Team to revision the extra time built into the day as follows:

- 120 minutes -- Reading instructional block.
- 60 minutes – Reading intervention hour.
- 90 minutes -- Math instructional block.
- 30 minutes – Science instructional block.
- Additionally, there will be 20 minutes set aside for morning meetings to ensure the children feel supported and are ready to learn, as well as 20 minutes of health.

The district has fully funded Extended Learning Programs at each of these schools and invested in enrichment programs such as STEM and SLASH world language programs. The Pinellas County School District will partner with the Arts Conservatory for Teens to provide a morning character development program at three of our priority middle schools. The six-week Summer Bridge program at each school also provides for the extra time and support that these students need.

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DMT Item 8 (Reducing Barriers):

*Briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.*

Address that having an internal person and team that is dedicated to this initiatives allows for a more focused effort, communication, and implementation of a turnaround plan.

As mentioned previously, Pinellas County Schools has established a district level monitoring team (called the A-Team) in support of these schools that meets every Monday to discuss the school trend data and related academic and operational supports required to move the schools forward. This team reports directly to the Superintendent and has been given full authority to remove all barriers to school improvement.

The additional step of establishing a Transformation Team is also a key change to reducing system barriers and support these schools. The Transformation Team will be working side-by-side with the schools to support a more focused intervention at each site.