




# Pinellas County Schools / Tiered Supports and Interventions / 2016-17

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
	<b>Supports Provided to All Schools</b>	<b>Supports Provided to Priority Schools (in addition to Tier 1 supports)</b>	<b>Supports Provided to Turnaround Schools (in addition to Tier 1 and Tier 2 supports)</b>
<b>Schools</b>  <b>Personnel (Staff Hiring / Retention)</b>  	<b>All Schools</b>  <p>The district supports all schools in their efforts to post, recruit, hire and process all open teacher and staff positions.</p> <p>The district supports an annual teacher transfer process and conducts job fairs in support of all schools.</p>	<b>State DA Schools / Priority Schools</b>  <p>The district supports a differentiated staffing model for priority schools, as well as recruitment, retention and performance bonuses in the highest priority DA schools.</p> <p>The district allows priority schools to interview teachers outside of the transfer window and does not require these schools to take involuntary transfers.</p>	<b>Transformation / Turnaround Schools</b>  <p>The district provides substantial recruitment, retention and performance bonuses for teachers and administrators and provides recruitment and hiring support from the Director of School Transformation and Transformation Team.</p> <p>The district provides additional staff / support positions to these schools and employs additional recruitment efforts and job fairs specific to the needs of these schools.</p>
<b>Core Content, Curriculum and Instruction</b>  	<p>The district provides standards-based, core instructional materials and additional supplemental digital resources to all schools.</p> <p>The district provides regular progress monitoring (cycle) assessments and results to teachers and students by standard via Performance Matters / Unify.</p> <p>The district conducts a minimum of two instructional visits to each school and Just-in-Time academic content coaching as needed.</p>	<p>The district provides additional, high interest texts and virtual materials to support student engagement and intervention.</p> <p>The district provides part-time or full-time, embedded instructional coaches at each school and conducts a minimum of four instructional visits to each school.</p> <p>The district A-Team meets weekly to monitor and support all priority schools in the district.</p>	<p>The district has put in place a district Transformation Team to provide each school with individualized support as needed. The team is led by the Director of School Transformation.</p> <p>The district provides flexibility to each school to revise and/or lengthen the instructional day and differentiate from the district model as needed.</p> <p>The district provides full-time, embedded instructional coaches at each school and monthly instructional visits to each school.</p> <p>The district A-Team meets weekly to monitor and support all priority and turnaround schools.</p>
<b>Leadership Development</b>  	<p>The district provides monthly professional development and support to principals via Leadership meetings and Area meetings.</p> <p>The district provides regular training for all assistant principals and requires summer training for all school and district leaders.</p> <p>Area Superintendents monitor and mentor all principals to support their continued growth.</p>	<p>The district Professional Development Department provides leadership training specific to school turnaround via its leadership training programs (A-Prep, Aspiring Leaders, Level 2, etc.)</p> <p>The district identifies and recruits potential leaders that may succeed in priority and turnaround schools.</p> <p>The district provides Turnaround Internship opportunities for prospective leaders.</p>	<p>The Director of School Transformation works on site to provide side-by-side coaching to leaders in turnaround schools.</p> <p>Leaders are required to attend additional pre-school professional development days around turnaround practices.</p> <p>Leaders are required to take part in screening survey to review turnaround competencies and their growth steps as turnaround leaders.</p>

**Discipline Resources**



The district provides a Code of Student Conduct to all schools that outlines expectations for discipline and consequences.

The district provides discipline support to all schools from the Area Superintendents and district MTSS Specialists.

The district requires schools to infuse schoolwide behavior goals into their SIP that utilize Positive Behavioral Support strategies.

MTSS Site Team / PBS Site Team (all schools)

- *Training:* PBS (Positive Behavioral Support)
- *Training:* Discipline Disparity / Equity Alternatives to Suspension:
  - ISS
  - ABS – Alternative Bell Schedule (High School)

The district A-Team meets weekly to monitor discipline data and support all priority schools in the district.

Monthly Discipline Data Reports are required.

The district conducts regular behavioral support visits to review school processes and procedures.

- Similar to district instructional visits
- School Visits / Called “Process Walks”
- Minimum: Once Per Semester

The district provides additional staffing in support of priority schools:

- Additional Behavior Specialist (as needed)
- Additional Social Services (as needed)
- Additional ESE personnel (as needed)

The district provides oversight and support via Director of School Transformation and district Transformation Team.

The district conducts regular behavioral support visits to schools / Minimum: Once Per Month.

The district provides additional staffing in support of turnaround schools:

- Additional support staffing (per model)
- Additional staffing for ISS option (as needed)
- Additional classroom assistants, paras

Rigorous Implementation of Culturally Responsive Intervention / Restorative Practices

- Mandated Peer Mediation system
- Flexible Discipline Coding/Interventions
- Differentiated Process / Re-Assignment
- Alternatives to Suspension

**Family, Community Engagement**



The district provides training on best practices related to family and community engagement per School Improvement help sessions (summer).

The district provides each school with a Family and Community liaison (per model).

The district provides ongoing support from the Office for Family and Community Relations.

The district provides annual training on the Dual Capacity framework model from Dr. Karen Mapp / Harvard University.

Schools conduct monthly family/community engagement activities connected to academic learning (required at each priority school).

Additional educational field-trips are provided at each school. Parents invited to attend.

Extensive follow-up training is provided related to the Dual Capacity framework / Dr. Mapp.

Additional staff are provided to support needed wrap-around services (ex: family navigator).

Meetings are held as needed with local community staff, JWB, PCS district staff, family navigators, mental health clinicians, school social workers and psychologists to share best practices for improvement of this model.

Training for school staff related to data chats with students and parents in the areas of literacy and math. Use of data dashboard in support of student growth and family involvement.

**Pinellas County Schools  
Tiered Levels of Support 2016-17**

**Tier I**

All Schools

**Tier II**

Belleair Elementary  
Rawlings Elementary  
Seventy Fourth Street Elementary  
Woodlawn Elementary

Blanton Elementary  
Dunedin Elementary  
New Heights Elementary  
Pinellas Park Elementary  
Tarpon Springs Elementary

John Hopkins Middle  
Largo Middle  
Meadowlawn Middle  
Pinellas Park Middle  
Tyrone Middle

**Schools earning a D or in previous DA status.**

**Tier III**

Azalea Middle  
Bear Creek Elementary  
Gulfport Elementary  
Lealman Ave Elementary  
Ponce De Leon Elementary

High Point Elementary  
Sandy Lane Elementary

Campbell Park Elementary  
Fairmont Park Elementary  
Lakewood Elementary  
Maximo Elementary  
Melrose Elementary

**Schools in state "turnaround" status.**