



Principal Autonomy Pilot Program Initiative
Pinellas County Public Schools
Proposal – Phase Two

Principal Autonomy Pilot Program Initiative Proposal

Phase Two

Part IV: School Leadership

In this section, the district will provide information regarding the desired leaders for participating schools and acknowledge understanding of the requirements and deliverables relating to school leadership.

Highly Effective School Leaders

Complete the following questions for each school the district is including in the proposal.

Lealman Avenue Elementary

Provide a summary of the desired experience and competencies needed of a principal at this school.

To be an effective leader at this school the principal needs to be highly competent in the following areas:

- Possess the knowledge and has an unwavering belief and commitment to closing the racial academic and discipline disparity gap which exists in this school.
- Highly skilled instructional leader with a great depth of content knowledge in all core subject areas and the predominant instructional practices necessary for student learning.
- Possess the ability to provide and lead embedded professional development for each instructional staff member tailored to their growth needs.
- Have demonstrated by past performance the ability to make instructional leadership decisions based on data that has resulted in significant student academic growth.
- Have demonstrated by past performance the commitment to assuring all students have the opportunity to learn the critical content and creates systems to assure all students have successfully mastered the content.
- Possess the ability to manage the operational aspects of a school-based leader with minimal supervision or oversight.
- Possesses the skills necessary to grow teachers through ongoing evaluations of their pedagogical strengths and weaknesses.

Will the current principal assigned to the school be retained?

- Yes, the principal will be retained. No, the principal will be replaced.

If the current principal will be retained, answer the following questions.

Indicate the length of time the principal has been assigned to the school.

6 months

Provide a rationale for retaining the principal.

The principals identified for the Principal Autonomy Pilot Program all have past principal leadership performances that exceeded expectations in all critical leadership areas. They have consistently demonstrated the ability to have a data driven focus on student learning. They ensure their school has clear and measurable goals focused on improving achievement for each of their students. Their past principal experiences have demonstrated a consistent growth pattern of student learning at the school level as demonstrated in their accountability school grades and on district measures with each individual student at all grade levels. These leaders have demonstrated an elevated degree of competence in growing and retaining high performing teachers while maintaining a school culture that is professional, positive, and focused on the learning needs of every child.

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Maximo Elementary

Provide a summary of the desired experience and competencies needed of a principal at this school.

To be an effective leader at this school the principal needs to be highly competent in the following areas:

- Possess the knowledge and has an unwavering belief and commitment to closing the racial academic and discipline disparity gap which exists in this school.
- Highly skilled instructional leader with a great depth of content knowledge in all core subject areas and the predominant instructional practices necessary for student learning.
- Possess the ability to provide and lead embedded professional development for each instructional staff member tailored to their growth needs.
- Have demonstrated by past performance the ability to make instructional leadership decisions based on data that has resulted in significant student academic growth.
- Have demonstrated by past performance the commitment to assuring all students have the opportunity to learn the critical content and creates systems to assure all students have successfully mastered the content.
- Possess the ability to manage the operational aspects of a school-based leader with minimal supervision or oversight.
- Possesses the skills necessary to grow teachers through ongoing evaluations of their pedagogical strengths and weaknesses.

Will the current principal assigned to the school be retained?

- Yes, the principal will be retained. No, the principal will be replaced.

If the current principal will be retained, answer the following questions.

Indicate the length of time the principal has been assigned to the school.

2½ years

Provide a rationale for retaining the principal.

The principals identified for the Principal Autonomy Pilot Program all have past principal leadership performances that exceeded expectations in all critical leadership areas. They have consistently demonstrated the ability to have a data driven focus on student learning. They ensure their school has clear and measurable goals focused on improving achievement for each of their students. Their past principal experiences have demonstrated a consistent growth pattern of student learning at the school level as demonstrated in their accountability school grades and on district measures with each individual student at all grade levels. These leaders have demonstrated an elevated degree of competence in growing and retaining high performing teachers while maintaining a school culture that is professional, positive, and focused on the learning needs of every child.

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Seventy-Fourth Street Elementary

Provide a summary of the desired experience and competencies needed of a principal at this school.

To be an effective leader at this school the principal needs to be highly competent in the following areas:

- Possess the knowledge and has an unwavering belief and commitment to closing the racial academic and discipline disparity gap which exists in this school.
- Highly skilled instructional leader with a great depth of content knowledge in all core subject areas and the predominant instructional practices necessary for student learning.
- Possess the ability to provide and lead embedded professional development for each instructional staff member tailored to their growth needs.
- Have demonstrated by past performance the ability to make instructional leadership decisions based on data that has resulted in significant student academic growth.
- Have demonstrated by past performance the commitment to assuring all students have the opportunity to learn the critical content and creates systems to assure all students have successfully mastered the content.
- Possess the ability to manage the operational aspects of a school-based leader with minimal supervision or oversight.
- Possesses the skills necessary to grow teachers through ongoing evaluations of their pedagogical strengths and weaknesses.

Will the current principal assigned to the school be retained?

- Yes, the principal will be retained. No, the principal will be replaced.

If the current principal will be retained, answer the following questions.

Indicate the length of time the principal has been assigned to the school.

6 months

Provide a rationale for retaining the principal.

The principals identified for the Principal Autonomy Pilot Program all have past principal leadership performances that exceeded expectations in all critical leadership areas. They have consistently demonstrated the ability to have a data driven focus on student learning. They ensure their school has clear and measurable goals focused on improving achievement for each of their students. Their past principal experiences have demonstrated a consistent growth pattern of student learning at the school level as demonstrated in their accountability school grades and on district measures with each individual student at all grade levels. These leaders have demonstrated an elevated degree of competence in growing and retaining high performing teachers while maintaining a school culture that is professional, positive, and focused on the learning needs of every child.

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Requirements and Deliverables

Acknowledge the district's understanding of the requirements and deliverables listed below by checking each box and providing any information requested.

Highly Effective Leaders

The district must submit documentation that it has assigned a highly effective principal to each selected school by June 30, 2017.

We understand

Annual Principal Fund

The district must submit documentation of how the additional appropriation provided for the principal of each selected school pursuant to section 1011.6202(7), F.S., will be used by June 30, 2017.

We understand

School Turnaround Program

The district must submit its selected nationally recognized school turnaround program to the department for approval, and documentation that the program focuses on improving leadership, instructional infrastructure, talent management, and differentiated support and accountability by March 31, 2017.

We understand

If the district has started researching programs, answer the following question.

Identify one or more potential school turnaround programs to which the district may apply, and provide a link to each program's website.

No school turnaround programs have been determined at this time.

Leadership Development

The district must submit documentation that the principal and a three-member leadership team from each selected school, and district personnel working with each school, have enrolled in a nationally recognized school turnaround program by June 30, 2017.

We understand

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Part V: School Management

In this section, the district will outline the fiscal and administrative autonomy that will be provided to all participating principals and acknowledge understanding of the requirements and deliverables relating to school management.

Financial and Administrative Management

Describe the current financial and administrative management of the selected schools.

The administrative management of each school is led by the principal and one assistant principal. Administrative management responsibilities include:

- hire and evaluate instructional and support staff
- ensure facilities are effectively and efficiently maintained to maximize learning and safety
- monitor daily instruction and providing feedback to teachers
- provide guidance and direction for ongoing professional learning for all staff members
- conduct frequent reviews of data relevant to student learning/achievement, attendance, behavior and other factors
- secure the necessary resources and supports for effective teaching and learning
- encourage and facilitate positive engagement of families and the community

Each of the selected schools receives funding based on the district's funding model for elementary schools in accordance with their student enrollment and FTE. Additionally, all three schools are provided an allocation of supplemental Title I funds to support the needs of their students. Each school's personnel staffing model is based on student enrollment and mirrors the district's standard elementary school staffing model. Following an annual comprehensive needs assessment principals make decisions to provide additional staff (i.e., teachers, instructional coaches, paraprofessionals), instructional materials, technology, and professional development using Title I funds.

Requirements and Deliverables

Acknowledge the district's understanding of the requirements and deliverables listed below by checking each box and providing any information requested.

Fiscal and Administrative Autonomy

The district must submit documentation identifying the areas in which participating principals will have increased fiscal and administrative autonomy, including the authority and responsibilities provided in section 1012.28(8), F.S.; describing how the increased autonomy will help the selected schools improve student achievement and school management; and identifying the areas in which each selected school will continue to follow district school board fiscal and administrative policies by June 30, 2017.

We understand

Autonomy Request Process

The district must submit documentation that it has established and communicated a process for participating principals to request additional fiscal and administrative autonomy by June 30, 2017.

We understand

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Part VI: Strategic Goals and Targets

In this section, the district will describe the needs assessment methodology, outline the goals and targets for participating schools, and acknowledge understanding of the requirements and deliverables relating to annual school improvement planning.

Needs Assessment

Describe the methods used to identify the educational strengths and needs of the participating schools' students.

Several measures are used to identify the student needs/strengths including: district common assessment data, individual data gained through intensive intervention time, and anecdotal/observational data gleaned during daily instruction or extended learning programs. Naglieri testing is administered to all second grade students to identify potential for entry into the Gifted program. Multi-tiered Systems of Support teams and Child Study teams meet each week to discuss students and warning indicators (i.e., attendance, referral rate) to further identify student needs. Data Chats are conducted during Professional Learning Communities to determine needs for individual students, small groups, and grade level groups. Annual parent surveys are disseminated and the results are used to determine which programs/supports are most effective and which supports may need to be improved or added to better serve students. In addition, strengths and needs of students are identified through observations during classroom walkthroughs and Instructional Support Model visits by district curriculum teams.

Each Title I school uses the Ten Components of a Schoolwide Plan as a framework for determining needs to implement an effective schoolwide Title I program aligned to student needs. The following key areas are addressed: Comprehensive Needs Assessment, School Reform Strategies, Instruction by a Highly Qualified Professional Staff, High-Quality and Ongoing Professional Development, Strategies to Attract Highly Qualified Staff, Strategies to Increase Parental Involvement, Preschool Transition Strategies, Teacher Participation in Making Assessment Decisions, Timely/Additional Assistance to Students Having Difficulty Mastering the Standards, and Coordination and Integration of Federal, State and Local Programs and Resources. Action steps identified in each participating school's Ten Components support instruction in reading, math, and science with an emphasis on five key areas: Ambitious Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership and Support for Extended Learning Programs.

Another method used to identify strengths and needs is the completion of the Title I Project Application needs assessment. In completing the needs assessment a review of the following six needs is conducted: Strengthening Foundational Skills, Improving the Quality of Teaching in the Educational System, Increase Parental Involvement, Provide Services to Neglected and Delinquent Students, and Support for Priority and Focus Schools. For each identified area, a determination is made of the required focus and targeted population(s), the strategic imperatives and performance goals to which it is aligned, the relevant data source(s), actual outcomes and performance targets.

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Goals and Performance Targets

Complete the following questions for each school the district is including in the proposal.

Lealman Avenue Elementary

Provide the school's mission statement.

Lealman Avenue Elementary commits to creating a safe, consistent and caring environment. With a focus on organization, determination and meaningful work, our students will be held accountable for their learning and academic growth.

Describe the school's student population.

Lealman serves approximately 500 Pre-K to 5th grade students. The school racial composition of the student body is 7% Asian, 26% African American, 15% Hispanic, 3% Multiracial and 46% Caucasian. Currently, 80% of the students are eligible for free or reduced lunch, 14% receive English Language Learner (ELL) services, and 42% receive Exceptional Student Education (ESE) services, excluding Speech and Gifted. The daily average attendance is 94%.

Provide a summary of the needs assessment results, addressing strengths and gaps of the school in each of the following areas: effective leadership, collaborative teaching, ambitious instruction, supportive environment, and family and community engagement.

For the 2016-17 school year, a new principal with a track record of effective instructional leadership was assigned to Lealman Elementary. A review of data revealed that students lagged behind the district by over 15% in ELA and Mathematics achievement. It was determined that a lack of focused core instruction was the cause. It was further determined that a focus on collaborative planning and ambitious instruction would address the gap. For the 2016-17 school year collaborative planning for all grades in ELA and Math have occurred twice a month. Staff works with on-site coaches and each other to fully understand standards, assessments and good instruction tied to the Marzano Learning Map. A review of lesson plans, observations and walkthroughs have helped to identify instruction that meets or exceeds the standard and has allowed for focused feedback. Schoolwide professional development on Marzano elements has occurred to align curriculum and instruction. The administrative team is proactive and has an open door policy with staff. Building a risk-free and caring environment is a priority for the principal. The school participated in a Family Engagement Workshops Series provided by Dr. Karen Mapp. The purpose of these workshops was to provide guidance and tools to help schools focus their efforts to connect with families. School staff continue to apply lessons learned to design events where families feel connected to the school and take-home strategies they can use with their children.

Describe how the root causes of identified needs will be addressed to improve student achievement at the school.

Through the Comprehensive Needs Assessment done each year, a clear picture of the school is taken. The problem-solving process allows for determination of the most effective strategies to use to improve student achievement. These strategies become part of the School Improvement Plan and are directly related to the District's Bridging the Gap Plan. The school-based leadership team, along with staff, monitor the strategies throughout the year to ensure continuous improvement and progress toward identified goals.

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Lealman currently has a school grade of “C,” as determined by the state of Florida. School Improvement Plan goals are ambitious, with a target of 70% or more students meeting proficiency. This target is 30-40% higher than current FSA scores. Individual goals are established for all fourth and fifth grade students based on their previous year’s scores. These goals encourage growth for all students. It is anticipated that the school grade of “C” will be maintained or improved.

Maximo Elementary

Provide the school’s mission statement.

The mission of Maximo Elementary is to provide rigorous educational opportunities, promote highest student achievement and inspire students to become leaders beyond the classroom.

Describe the school’s student population.

Maximo Elementary School serves approximately 440 Pre-K to 5th grade students. The student population consists of 80% African American, 8% Caucasian, 8% Hispanic, 3% Multiracial, and approximately 1% Asian. 80.6% of Maximo’s students are identified as economically disadvantaged, resulting in the school being eligible for the Community Eligibility Provision (CEP) program. This allows the entire student body to receive free breakfast and lunch. The average daily attendance rate is 95.8%. Currently there are 14 student receiving Gifted services and 74 students receiving Exceptional Student Education services.

Provide a summary of the needs assessment results, addressing strengths and gaps of the school in each of the following areas: effective leadership, collaborative teaching, ambitious instruction, supportive environment, and family and community engagement.

For the 2016-17 school year, the principal was retained based on a track record of effective instructional leadership and improved student achievement outcomes. Based on the school’s needs assessment and work with The New Teacher Project (TNTP), it was determined that the instructional staff possessed varying degrees of expertise and knowledge of content standards. This year there is a schoolwide focus on the Marzano Framework, and a partnership has been established with Learning Sciences International (LSI) to facilitate rigor walks and identification of school-wide trends. In addition, biweekly assessments are being administered to identify students’ proficiency towards grade level standards. Their site-based coaches and Transformation Zone content coaches conduct coaching cycles and peer observations with teachers to help develop their craft. Each month, the Transformation Zone team facilitates collaborative sessions that are differentiated to meet the various academic and behavior needs of the schools under their oversight. Based on data from the previous year’s climate surveys, the administrative team has implemented more ways to acknowledge instructional and support staff for their commitment and dedication to their students. A school-wide positive behavior system is in place to track and celebrate students’ positive behavior. Maximo Elementary has participated in the Dr. Karen Mapp Family Engagement workshop series for the past two years. To engage families, social and academic events such as an annual Hot Dog Social, Fall Festival, Literacy Night, Math & Science Night, FSA Parent Night, Seasonal Musical Concerts, and Book Fair events are conducted.

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Describe how the root causes of identified needs will be addressed to improve student achievement at the school.

School staff engage in the 8-Step Problem Solving process to analyze root causes and next steps in an effort to close the achievement gap. With support provided through a partnership with LSI, teachers will work to build knowledge and pedagogical skill and apply these to provide rigorous, standards-based instruction. Teachers will ensure that what they are teaching matches identified standards, and explicit models will be provided to scaffold student learning. Scales and rubrics will be used to guide students toward learning targets and provide a foundation for celebrations to increase students' sense of efficacy, learning stamina and motivation. The administrative team will work to ensure adequate and dedicated time is provided for effective planning and collaboration.

Establish performance targets for student achievement, as defined in section 1008.34(1), F.S., that will result in a school grade of "C" or higher by the end of the 2018-19 school year.

Maximo Elementary School currently has a school grade of "C," as determined by the state of Florida. The ambitious FSA goals for the 2016-17 school year are 40% proficiency in ELA, 50% proficiency in Math, and 40% proficiency in Science. Individual goals are established for all 4th and 5th grade students as well as 3rd grade students, using Measures of Academic Progress data.

Seventy-Fourth Street Elementary

Provide the school's mission statement.

We set high expectations and celebrate student success in our community of learners to create an environment of maximum student achievement.

Describe the school's student population.

The school is comprised of 569 students including PPK and Pre-K through 5th grade. The school has seven classes for students with Autism. 100% of the students are eligible for free/reduced lunch. Free breakfast, lunch and dinner are served and food is provided for students to take home for the weekend through a community-based program. At Seventy-Fourth Street Elementary, 5% of the student population is Asian, 13% is African-American, 24% is Hispanic, 5% is Multiracial and 53% is Caucasian.

Provide a summary of the needs assessment results, addressing strengths and gaps of the school in each of the following areas: effective leadership, collaborative teaching, ambitious instruction, supportive environment, and family and community engagement.

Being new to the school this year, the principal has made it a part of her deliberate practice to provide effective leadership by assessing needs of the school while continuing to build on and strengthen an existing collaborative culture of learners (students and staff). Teachers participate in weekly 50 minute Professional Learning Committees (PLC)s as well as 1/2 day monthly PLCs led by the school's Reading, Math, MTSS or Behavior Coaches, the Assistant Principal and/or the Principal. As an Advancement Via Individual Determination (AVID) school, embedded training is provided, in addition to supplemental training presented by the district's AVID staff developer. During that time as well as designated times throughout the week, teachers engage in collaborative planning. This in turn lends itself to collaborative teaching.

Based on walk-through data from many sources, more than 80% of the time teachers have been observed providing rigorous, standards-based instruction. One of the school's goals is to provide a safe supportive environment where teachers and students feel free to take risks to grow as learners. A strong family and community involvement plan includes monthly parent/student evening learning events that are beginning to be attended by a larger population of the school.

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Describe how the root causes of identified needs will be addressed to improve student achievement at the school.

The needs of the school have been identified, consequently they will be addressed in the following manner. Teachers will work concurrently to build foundational skills, so students have a stronger learning base, while providing rigorous instruction, through higher-order questions, so ambitious instruction and learning can occur. Teachers will ensure that what they are teaching is matching the expected standard. Administration will provide instruction on effective planning and time for collaborative planning and teaching. Additionally administration will hire the "right people for the right positions" and train them to best meet the needs of the students. Administration will work with staff to create a supportive environment for students using Restorative Practices. Administration and staff will collaboratively create a friendly, welcoming atmosphere where parents want to come and be a part of the school community. This will be accomplished through modeling, being "customer" focused, personally inviting parents and community members to come to the school to mentor, volunteer and be a part of the school's activities. The school will enhance the learning environment through the implementation of AVID strategies.

Establish performance targets for student achievement, as defined in section 1008.34(1), F.S., that will result in a school grade of "C" or higher by the end of the 2018-19 school year.

Seventy-Fourth Street Elementary currently has a school grade of "C," as determined by the state of Florida. The ambitious goals for maintaining the school grade and possibly raising the grade to a B requires maintaining a strong performance in ELA and Math Achievement and achieving focused improvement in the area of Science. This goal then sets the target of improvement in ELA and Math proficiency to 50% and Science proficiency to 40%. Individual goals are established for all fourth and fifth grade students based on their previous year's scores. These goals encourage growth in all students. It is anticipated that the school grade of "C" will be maintained or improved.

Requirements and Deliverables

Acknowledge the district's understanding of the requirements and deliverables listed below by checking each box and providing any information requested.

School Improvement Plans

The district must submit documentation that each selected school annually engages stakeholders to design a school improvement plan that maintains alignment to the district's proposal, including targets.

We understand