

### Common Vision of Instructional Excellence



### Theory of Action

**If we** create a unifying vision of instructional excellence for our schools, define the behaviors we believe will lead to success in schools, and provide the necessary supports from our teams, **then,** staff efficacy and student achievement will increase.

### Instructional Leadership Pasco County Schools 2019-2020

As instructional leaders, it is imperative that we remain consistently focused on our key priorities. To prepare all students for college, career and life readiness, we need to ensure that student achievement data and classroom practices are monitored and supported. The following are expectations for Pasco County Leaders:

- All leaders ensure collective responsibility as a shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every child.
- Florida Standards should drive instruction in all classrooms with student work and outcomes reflecting the rigor of the standards.
- Student data must be analyzed regularly to plan and provide support to students.
- Professional Learning Communities will be the structure for supporting our work.
- School based leaders should minimally be in classrooms 50 minutes each day. District based administrators should minimally be in schools several times a quarter.

#### **Beginning of Year Schoolwide Practices (by end of August):**

- SuP at a Glance
- RtI at Work Pyramid
- Leadership and Instructional Team Structures (Meeting Time, Members, Focus)
- Admin Responsibilities (secondary only)
- Master Schedule (including core and interventions)
- Enrichment and Intervention Plan
- Schoolwide Social and Academic Expectations and Recognition System

# Collaborative Culture

## Goal: Increase Staff and Student Engagement

### Essential Actions

#### School Actions

School teams develop and sustain a culture of **collective responsibility** evident through the SuP, mission, vision, core values, goals, and intentional PD.

- Establish a School Leadership Team (SLT).
- Form collaborative teacher teams (PLCs).
- Create time for collaboration.
- Commit to team norms.
- Increase staff engagement and distribute leadership for sustained school success.

#### District Actions

- Model collective responsibility for all schools achieving success.
- Identify and develop exemplars of the RtI at Work Pyramid.
- Coach and support school based School Leadership Teams.
- Provide foundational SEL standards training and coaching to school leaders.
- Develop and support student academic competitions and social engagement opportunities.
- Provide culture training and coaching support to school leaders for building collective responsibility through mission, vision, and core values.
- Provide a variety of opportunities for family engagement supporting high levels of learning for every child.

### Short-Term and Long-Term Goals

By the conclusion of the 2020-2021 school year, the grand mean for Pasco County employee engagement will be **4.13**. Student Hope will be at **a mean of 4.31** and Engagement at **a mean of 3.92**.

Actual 2018-2019	Goal 2019-2020	Goal 2020-2021
Staff engagement 3.92	Staff engagement 4.08	Staff engagement 4.13
Student Hope 4.12	Student Hope 4.26	Student Hope 4.31
Student Engagement 3.71	Student Engagement 3.87	Student Engagement 3.92

### Essential Artifacts

#### School (Annually)

- RtI at Work Pyramid<sup>1</sup>
- Gallup survey action plan
- Simplifying RtI Culture Survey results and action plan<sup>2</sup>
- Mid-year Success Plan reflection

#### District

- Student competition opportunities (Annually)
- Gallup survey action plan (Annually)
- Success Plan reflection (Quarterly)

# Goal: Increase Systems to Support Students

## Essential Actions

### School Actions

Schools use a system to analyze data to monitor growth, and teams engage in problem-solving processes to monitor effectiveness of core instruction and intervention supports.

- Professional Learning Communities (PLCs)
  - Use data from end-of-unit assessments to identify students for Tier 2 support by student, standard/learning and learning target.
  - Design and lead supplemental interventions for academic essential standards/learning.
- School Leadership Teams (SLTs)
  - Schedule time for supplemental interventions.
  - Provide preventions to proactively support student success.
  - Identify and teach essential academic and social emotional behaviors.
- School Intervention Teams (SIT)
  - Identify students needing intensive support.
  - Prioritize resources based upon students' greatest needs.
  - Diagnose, treat, prioritize, and monitor Tier 3 interventions.

### District Actions

- Provide tiered resources in core content areas accessible in the learning networks.
- Develop SIT/refine SLT and PLC training modules to meet needs of school teams and individual stakeholders.
- Provide training and coaching to school teams and individual stakeholders aligned to positive behavior education and prevention (ie: Social Emotional Learning, Trauma Informed Care and Restorative Practices).
- Develop strategies and provide funding for student alternatives to suspension.
- Provide training and support to school teams in de-tracking strategies for core content courses.
- Provide critical data and support to school teams in monitoring student cohorts (ie: MyGradSuccess, EOS).
- Expand services for mental health supports and monitor student response to intervention.
- Develop, model, and assist schools to implement exemplars of supplemental and intensive interventions for essential academic and social emotional standards.

## Short-Term and Long-Term Goals

- By the conclusion of the 2018-2019 school year, all Pasco County schools will develop enrichment and intervention plans for all tiers in targeted content areas and/or grade levels.
  - *2018-2019 Actuals: 75% for Tier 2 and Tier 3; 75% Tier 2; 87% Tier 3 (self-report)*
- By the conclusion of the 2019-2020 school year, all Pasco County schools will develop enrichment and intervention plans for all tiers in targeted content areas and/or grade levels that are effective for an increased percentage of students.
- By the conclusion of the 2020-2021 school year, all Pasco County schools will develop enrichment and intervention plans for all tiers in targeted content areas and/or grade levels that are effective for an increased percentage of students.

## Essential Artifacts

### School (Quarterly)

- List of students needing support at each tier (academic and behavior)
- Action plans to provide support at each tier (academic and behavior)

### District

- Intervention and remediation resources for Tier 2 and Tier 3. (Quarterly)
- Summary of open cases, timelines and decisions by school. (Quarterly)
- ATS options and funding (Quarterly)
- SIT Training plans for each stakeholder group. (Annually)
- SEL training plan (Annually)
- Data resources related to de-tracking, advanced academic opportunities, and cohort promotion progress. (Quarterly)



## Goal: All Student Learning Experiences Match the Rigor of the Standards

### Essential Actions

#### School Actions

Teachers intentionally plan and deliver lessons that are aligned to the rigor of the standards and reflect the instructional shifts and integrate best practices.

- Professional Learning Communities (PLCs)
  - Identify essential standards/learning for each grade level or course.
  - Create essential standards/learning unit plans.
  - Implement the teaching-assessing cycle.<sup>3</sup>
  - Give common end-of-unit assessments for essential standards/learning.

#### District Actions

- Provide training and coaching to school teams and individual stakeholders aligned to teaching-assessing cycle (including essential standards), the instructional shifts (core actions), and best practices.
- Provide training and support to ECP teachers in rigorous curriculum and instructional practices.
- Develop exemplars of essential standards charts, and the components of the teaching-assessing cycle.
- Provide resources for the creation of rigorous assessments for schools to monitor student progress towards the standards.
- Provide guidance and data resources for rigorous CTE program progressions and industry certifications.
- Monitor rigorous instruction in all schools through walkthroughs with Instructional Practice Guides.<sup>6</sup>

### Short-Term and Long-Term Goals

- By the conclusion of the 2020-2021 school year, **60%** of Pasco County instructional staff will demonstrate evidence that they are planning, delivering, assessing, and monitoring standards based instruction matched to the rigor of the standard.

Actual 2018-2019	Goal 2019-2020	Goal 2020-2021
Overall Rigor 35%	Overall Rigor 50%	Overall Rigor 60%
Core Action 1: 68%	Core Action 1: 80%	Core Action 1: 85%
Core Action 2: 48%	Core Action 2: 65%	Core Action 2: 70%
Core Action 3: 38%	Core Action 3: 50%	Core Action 3: 60%

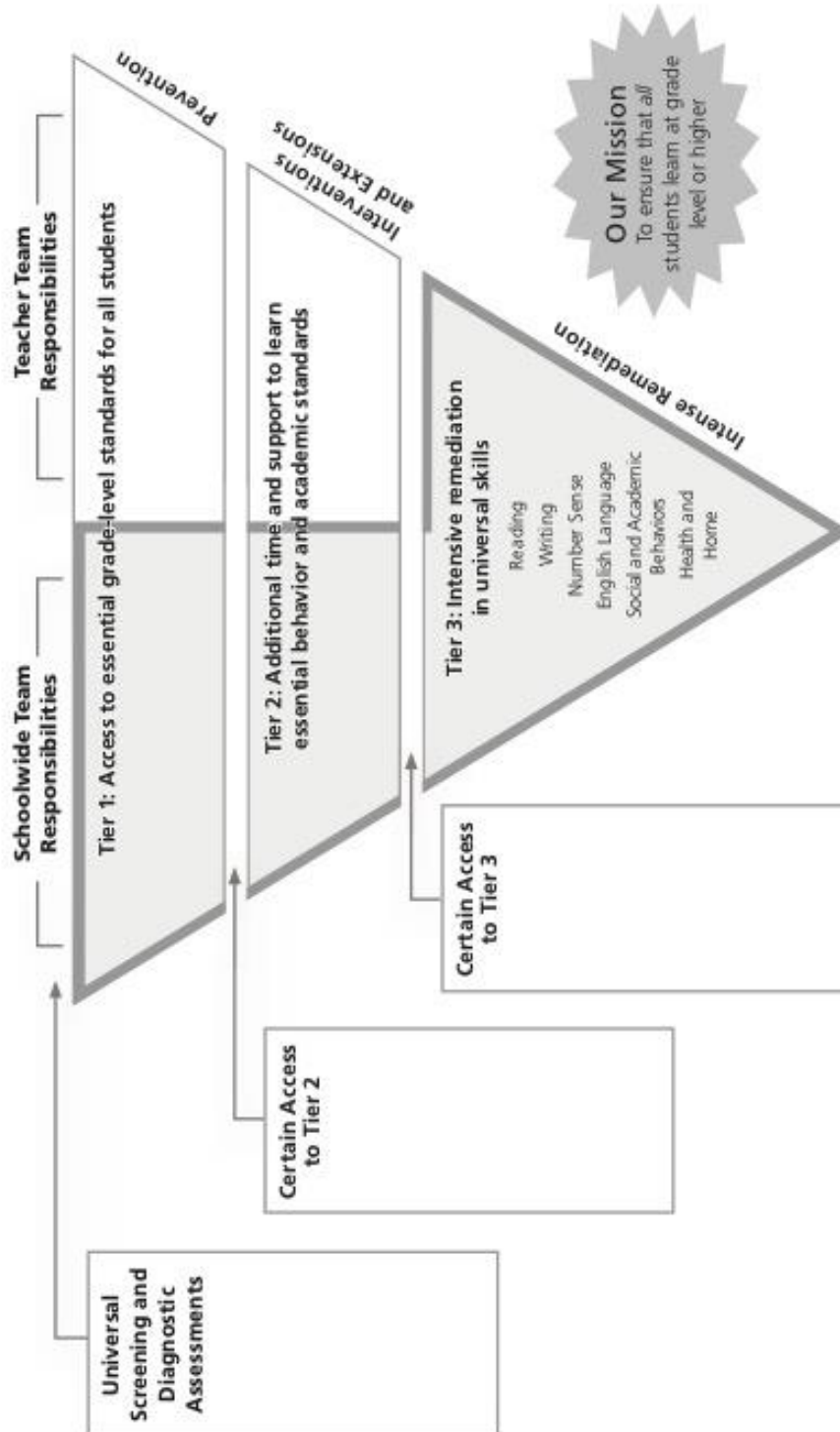
### Essential Artifacts

#### School (Quarterly)

- Essential standards/learning charts<sup>4</sup>
- Team response to common formative assessments (CFAs)<sup>5</sup>

#### District

- Core Content training plans for PreK- 12<sup>th</sup> grade teachers (Annually)
- Standards-aligned curriculum and assessment resources (Annually)
- Data results resource (Quarterly)
- CTE program progressions (Annually) and industry certification data resources (Semester)
- Rigor walkthrough results with Instructional Practice Guides (Annually)<sup>6</sup>



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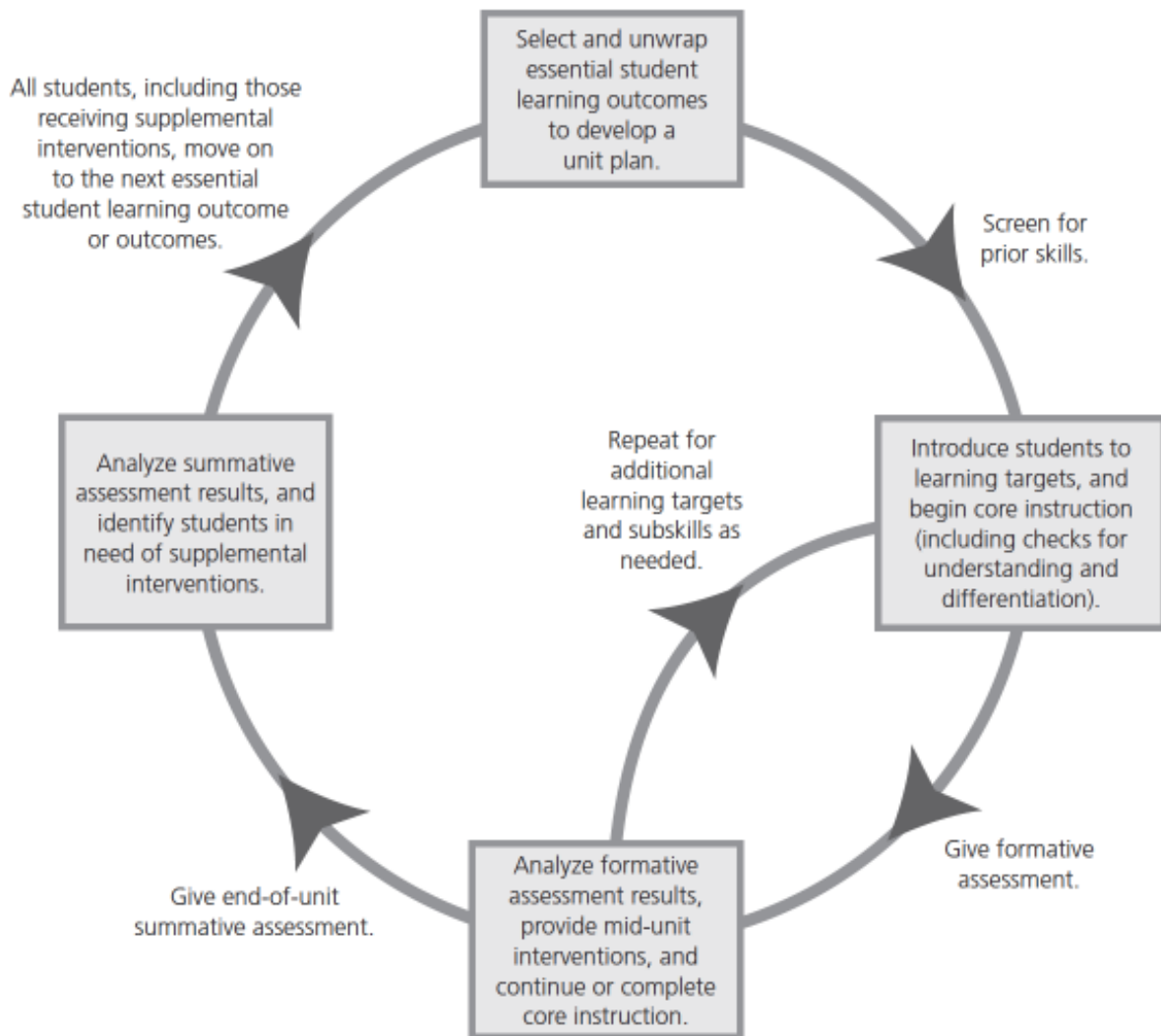
## Simplifying RTI Culture Survey

Answer the following questions with the number scale.

1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Always, or almost always

Question	5	4	3	2	1
1. Our school supports and appreciates staff sharing new ideas.					
2. When something at our school is not working, our staff predict and prevent rather than react and repair.					
3. Our school schedule includes frequent collaboration opportunities for teachers as well as staff.					
4. Staff use team time to work as collaborative teams rather than as separate individuals.					
5. Our teams write norms or commitments that govern their work with each other, and they review and revise norms as needed.					
6. Our school enjoys a rich and robust tradition of rituals and celebrations that honor the work of teams as well as individuals.					
7. It is evident that learning for all is our core purpose as a school.					
8. Our staff believe that all students are capable of learning at high levels.					
9. Our staff believe that what we do can overcome the effects of poverty, language barriers, and poor parenting.					
10. Our staff believe that it is our responsibility to help all students become successful, even if the cause of challenges originates outside of school.					

## Teaching Assessing Cycle



Source: Buffum et al., 2012.

## Essential Standards Chart

Working in collaborative teams, examine all relevant documents, Common Core standards, state standards, and district power standards, and then apply the criteria of endurance, leverage, and readiness to determine which standards are essential for all students to master. Remember, *less is more*. For each standard selected, complete the remaining columns. Complete this chart by the second or third week of each instructional period (semester).

What Is It We Expect Students to Learn?					
Grade	Subject	Semester	Team Members		
			When Taught?	Common Summative Assessment	Extension Standards
<b>Description of Standard</b> What is the essential standard to be learned? Describe in student-friendly vocabulary.	<b>Example of Rigor</b> What does proficient student work look like? Provide an example or description.	<b>Prerequisite Skills</b> What prior knowledge, skills, or vocabulary are needed for a student to master this standard?	<b>When Taught?</b> When will this standard be taught?	<b>Common Summative Assessment</b> What assessments will be used to measure student mastery?	<b>Extension Standards</b> What will we do when students have already learned this standard?

Source: Adapted from Buffum, A., Mattos, M., & Weber, C. (2012). Simplifying response to intervention: Four essential guiding principles. *Bloomington, IN: Solution Tree Press*.

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## Team Response for Common Formative Assessment

After implementing and analyzing a common formative assessment, the team identifies students who need additional time and support, students who are on target (demonstrate minimal mastery), and students who need extension (demonstrate strong mastery and beyond). Agree on an instructional activity for each group. Share lesson-plan outlines and materials with all team members.

Essential standard:		
<b>Need Additional Time and Support</b>	<b>On Target</b>	<b>Need Extension</b>
Students:	Students:	Students:
Instructional Plan:	Instructional Plan:	Instructional Plan:

## Instructional Practice Guides

Grades K-2 ELA (Reading and Listening Comprehension):

[https://achievethecore.org/content/upload/Instructional%20Practice%20Guide\\_ELA\\_K-2\\_Reading-Listening.pdf](https://achievethecore.org/content/upload/Instructional%20Practice%20Guide_ELA_K-2_Reading-Listening.pdf)

Grades K-2 ELA (Foundational Skills Tool):

<https://achievethecore.org/content/upload/Foundational%20Skills%20Observation%20Tool.pdf>

Grades 3-12 ELA:

[https://achievethecore.org/content/upload/Instructional%20Practice%20Guide\\_ELA\\_3-12.pdf](https://achievethecore.org/content/upload/Instructional%20Practice%20Guide_ELA_3-12.pdf)

(see below for specifics)

### Core Action 1

Focus each lesson on a high-quality text (or multiple texts).

- A. A majority of the lesson is spent reading, writing, or speaking about text(s).  
Name of Text: \_\_\_\_\_  
Type of Text(s): Informational / Literary / Other Media or Format
- B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.  
Quantitative Measure(s) used:  
Quantitative Score(s):  
Approximate Grade Band:
- C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.

### Core Action 2

Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

- A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.
- B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.
- C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.
- D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.

### Core Action 3

Provide all students with opportunities to engage in the work of the lesson.

- A. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing.  
Students do the majority of the work of the lesson.
- B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle.  
Students persevere through difficulty.
- C. The teacher expects evidence and precision from students and probes students' answers accordingly.  
Students provide text evidence to support their ideas and display precision in their oral and/or written responses.
- D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking.  
Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.
- E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.  
When appropriate, students refine written and/or oral responses.
- F. When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills.  
Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

Grades K-8 Mathematics: <https://achievethecore.org/category/1155/printable-versions>

## Core Action 1

Ensure the work of the enacted lesson reflects the Focus, Coherence, and Rigor required by college- and career-ready standards in mathematics.

- A. The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof.  
Mathematical learning goal:  
Standard(s) addressed in this lesson:
- B. The enacted lesson appropriately relates new content to math content within or across grades.
- C. The enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.  
Aspect(s) of Rigor targeted in the standard(s) in this lesson:  
Conceptual understanding / Procedural skill and fluency / Application  
Aspect(s) of Rigor targeted in this lesson:  
Conceptual understanding / Procedural skill and fluency / Application

## Core Action 2

Employ instructional practices that allow all students to learn the content of the lesson.

- A. The teacher makes the mathematics of the lesson explicit through the use of explanations, representations, tasks, and/or examples.
- B. The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods.
- C. The teacher deliberately checks for understanding throughout the lesson to surface misconceptions and opportunities for growth, and adapts the lesson according to student understanding.
- D. The teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson.

## Core Action 3

Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.

- A. The teacher provides opportunities for all students to work with and practice grade-level problems and exercises.  
Students work with and practice grade-level problems and exercises.
- B. The teacher cultivates reasoning and problem solving by allowing students to productively struggle.  
Students persevere in solving problems in the face of difficulty.
- C. The teacher poses questions and problems that prompt students to explain their thinking about the content of the lesson.  
Students share their thinking about the content of the lesson beyond just stating answers.
- D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking.  
Students talk and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding.
- E. The teacher connects and develops students' informal language and mathematical ideas to precise mathematical language and ideas.  
Students use increasingly precise mathematical language and ideas.

HS Mathematics: [https://achievethecore.org/content/upload/Instructional%20Practice%20Guide\\_Math\\_HS.pdf](https://achievethecore.org/content/upload/Instructional%20Practice%20Guide_Math_HS.pdf)