



Pasco County Schools Executive Summary

Description:

Pasco County Schools (PCS) is the 10th largest district in Florida and the 50th largest district nationally. It remains one of the fastest growing school systems in the state of Florida.

For the 2021-22 school year, the district has 83 public non-charter schools (48 elementary, 16 middle schools, 14 high schools, one K-8 school, one technical college, two alternative education centers, and one K-12 virtual school) serving over 70,000 students.

PCS has an overall free/reduced lunch rate of 54%, and its student population is 59% White, 24% Hispanic, 8% Black, 5% Multiracial, 3% Asian, and less than 1% American Indian or Pacific Islander.

The number of students with disabilities is approximately 20%, which includes the gifted population, and there are nearly 4,000 English Language Learners.

PCS is proud to offer several magnet school options:

- four STEM/STEAM magnet schools at Sanders Memorial Elementary, Bayonet Point Middle, Centennial Middle, and Wendell Krinn Technical High
- two Cambridge magnet elementary schools at Northwest Elementary and San Antonio Elementary
- two future Cambridge magnet elementary schools at Sunray Elementary and Gulf Trace Elementary
- three International Baccalaureate schools at Pine View Elementary, Gulf Middle, and Pine View Middle
- one future International Baccalaureate school at Richey Elementary
- one K-8 magnet school at Starkey Ranch K-8
- six Cambridge magnet programs at Hudson Academy, Pasco Middle, Paul R. Smith Middle, Anclote High, Hudson High, and Pasco High
- two International Baccalaureate magnet programs at Gulf High and Land O'Lakes High

Students are afforded many opportunities to engage in hands-on, collaborative, and project-based learning. One example is our district's Environmental Education program, which includes three Energy and Marine Centers at Cross Bar Ranch, Starkey Park, and in New Port Richey where students can explore natural habitats as they develop a sense of collective and individual responsibility for the preservation of Florida's precious ecosystem.

Additionally, PCS has two Centers for the Arts-one at Wesley Chapel High School and the other at River Ridge High School. Throughout the year, these centers host many types of performance events from visual and performing arts field trips to speech contests to all-county band performances.

The governing body of the PCS consists of a five-member school board. Board members actively pursue and maintain master board status through the Florida School Boards Association and govern themselves in accordance with their defined roles and responsibilities. All school board meetings are open to the public, and an opportunity to address the board is provided to the public at each meeting.

In terms of financial management, the Board is steadfast in support of classroom spending and developing and maintaining a balanced budget. PCS' operating budget is \$704.4 million, and 92.54% of the general operating funds go directly to student services, 3.51% to curriculum and staff development and 3.95% to district services. The Board also seeks the advice and council of financial experts and members of the community when managing its revenues, especially when it comes to construction and capital projects. From an instructional standpoint, the Board empowers schools to develop their own school improvement goals and processes, enabling schools to respond to the specific needs of their students.

Purpose:

Pasco County Schools (PCS) exists to provide a World Class Education for all students--this is our WHY. This mission is further reinforced in our vision of ensuring all our students achieve success in college, career and life. This is WHAT we do every day. And while these statements are very important, they are not enough to communicate HOW we will actualize these promises to our students and our community.

For that reason, we have planned out three key priorities that we believe, with focus and effort, will help us deliver on our mission and vision. These are High Impact Instruction, Data Driven Decisions, and Collaborative Culture. We have a big goal for each of these priorities:

- High Impact Instruction: All learning experiences match the rigor of the standards
- Collaborative Culture: Increase staff and student engagement
- Data Driven Decisions: Increase systems to support students

and we monitor our progress towards each of these big goals in our Success Plan each year. We recognize that achieving big goals does not occur by accident, and our goals are too important to leave to chance, so we developed a Theory of Action, as a plan to help us as we pursue our mission:

We believe that 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.

While we have a great mission of providing a world class education, we cannot just hand that statement to each teacher and leader and expect everyone to know what that means. Five statements were developed by principals and other school and district leaders in an effort to more clearly define what a world-class education looks and sounds like in classrooms. We call this our Common Vision of Instructional Excellence, part of our theory of action, and it brings us closer to actualizing the mission and vision of PCS. The five statements that comprise our Common Vision of Instructional Excellence are not graduate outcomes, but are everyday outcomes, for every student in every classroom, and what every teacher should be striving for, and every leader should be supporting.

This graphic is meant to illustrate what a World Class Learning Moment looks and feels like for every student, every day:

Common Vision of Instructional Excellence



As a result of an intentional focus and the purposeful redundancy of embedding the Common Vision for Instructional Excellence into the system's everyday work, PCS was asked by Impact Florida in 2019 to be one of the first five districts to participate in a learning cadre to showcase this shared vision with other districts in Florida and to learn from other districts.

Each district within the cadre was selected to highlight one of the Five Conditions that Support Great Teaching and host the other districts to show how the condition was embedded in the system's way of work. Impact Florida believes great teaching matters, and its mission is to empower education leaders to recognize, support, and scale great teaching practices so that *all* students are able to realize success in life. The Five Conditions necessary in delivering a world-class learning experience for every student are:

- Shared Vision: A shared vision of what great teaching looks like- so that every student can succeed.
- Instructional Materials: High quality, academically rigorous instructional materials.
- Professional Learning: Effective professional learning systems and structures.
- Empowered Leaders: School Leaders who focus on scaling great teaching beyond individual classrooms.
- Effective use of Data: Regular Use of data and a focus on continuous improvement.

Source: Impactfl.org

Recognizing the importance instructional materials have on student success, PCS reflected on and improved its instructional materials selection process during the recent ELA materials adoption. PCS used an existing Instructional Materials Evaluation Tool (IMET) as a starting point, and then revised it so that the Florida BEST Standards, research on the science of reading, and a strong stance on diversity, equity, and inclusion (DEI) were major factors in the materials

selection process. Vendors were required to provide multiple, specific examples in their curriculum of diversity, equity, inclusion, and social-emotional learning.

Additionally, PCS was strategic in forming and developing its narrowing committee and implementing the “Try and Apply” period. Members had to apply, and applications were blind reviewed and scored. Once selected for membership, several knowledge building sessions were held so that members had a solid knowledge base of the BEST Standards, DEI, and the science of reading. During the “Try and Apply” period, not only did all elementary schools have the opportunity to explore the materials, but also pilot schools conducted rigorous lesson studies with the materials at each grade level. Teachers implemented lessons, other teachers and administrators observed the lessons from each vendor and rated the lessons using our Instructional Practices Guide (IPG), and students rated their own engagement during the lessons.

PCS has a robust system of curricular and instructional supports for teachers through the Elementary and Secondary Learning Networks via myLearning, our Canvas platform. Through collaboration of curriculum specialists and teacher leaders, the resources available ensure that teachers have the tools they need to teach to the rigor of the Florida Standards. PCS is proud of the work that has occurred to ensure instructional materials are housed in an easily accessible central location so that teachers have necessary high-quality, standards-based materials at their fingertips. Every year, the scope and sequences, prioritized standards, district developed assessment blueprints, student performance data, teacher feedback, and resources are analyzed carefully. Revisions are made intentionally to ensure that teachers have the resources they need to teach to the rigor of the standards. Also, there is intentional effort put into designing real-world tasks that are relevant to students’ lives.

PCS offers an extensive professional learning system that provides learning for aspiring, current and advancing teachers, coaches, school leaders and district leaders. One example of this work is PCS’ New Teacher Program. This program provides new teachers with the orientation, training and support they need as they begin their career in PCS. In addition to a district orientation and curriculum and instruction support, new teachers are provided highly trained mentors that are skilled at differentiating and providing the needed support. PCS uses research, data and feedback to revise all leadership and development programs and regularly hosts professional learning for teachers, coaches, and leaders.

Another example of meaningful professional development is the purposeful design of our teacher evaluation system that provides meaningful opportunities for administrators to coach their teachers, and teachers to refine their crafts. Our intention is developing and improving instructional practices to positively impact student achievement. Pasco’s system is directly aligned with the six standards of the Florida Educator Accomplished Practices (FEAP). All

instructional staff, both classroom and non-classroom, are evaluated using the same tool. These FEAP standards provide six clear and concise standards that represent best practice outcomes for excellence in teaching and learning.

Additionally, PCS utilizes nationally created tools, the Instructional Practices Guides from Achieve the Core, to assist in defining, monitoring, and supporting a clear concept of rigorous instruction. These tools are used as part of our district walkthrough process scheduled for the Fall and Spring of each year. Our consistent use of these tools serves to align everyone's focus on rigorous instruction. Data garnered from these walkthroughs provide sources for coaching conversations and professional development planning.

PCS uses myPGS, a PCS branded Professional Growth System platform to house the professional learning opportunities and provide registration, attendance, and completion data. In addition, participants complete exit surveys to provide the needed feedback to make adjustments to the course design and delivery.

PCS' leadership pipeline is aligned to the Pasco County Schools' Leadership Framework which specifies the competencies that all leaders must develop. The leadership competencies were developed in alignment to Florida Principal Leadership Standards. The district engages multiple stakeholders, including university partners in the development and implementation of our talent pipeline. For example, St. Leo University partners to provide our non-instructional staff with opportunities to become classroom teachers. The University of South Florida, in partnership with the PCS, engages teachers in a Teacher Leadership Academy which results in certification and increased teacher leadership in schools and the New Teacher Programs at the High Schools help recruit aspiring teachers. PCS also partners with the University of Tampa to increase the supply of effective school leaders in both Pasco County and the state and to produce school leaders who are prepared to lead diverse student populations in meeting high standards for academic achievement.

PCS has done extensive work in further developing the principal pipeline and regularly engages with leaders from districts throughout the state and nation through the support of the Wallace Foundation. Pasco County Schools' Leadership Framework serves as the foundation for all leadership development programs. The Leadership Framework defines what leadership excellence means in PCS.

PCS is proud of its robust, comprehensive review and regular use of data with the desire to continually improve to better serve the community and its citizens. To that end, the district has worked tirelessly to make available tools to assist in data collection and analysis. PCS created myEWS (Early Warning System) as a comprehensive data system that is used within MTSS for problem-solving and decision-making with leaders, school staff, and students. Also

used in conjunction with myEWS are our analytics dashboard application, myPascoAnalytics, and myProgress (Performance Matters) as our assessment platform. MyPascoAnalytics provides quick dashboard views for school staff, administrators, and leadership teams of demographics, academics, financial transparency, risk ratios, and more. The myProgress platform is utilized for the creation and administration of locally developed assessments. Also, a robust library of data from all assessments used in our balanced assessment system is stored in myProgress and allows district and school-based instructional staff to compare and analyze these results to help inform instructional decisions.

School teams are expected to analyze student data and engage in problem-solving processes to monitor effectiveness of core instruction and intervention supports. For example, School Leadership Teams (SLT) regularly examine academic and behavioral assessments to identify and problem-solve concerning data trends for groups of students and coordinate with the School Intervention Team (SIT) to ensure tiers of support and systems of progress monitoring are in place for those groups. The SLT also reviews the enrollment, participation, and engagement of students in advanced and accelerated courses to ensure that racial, ethnic, and socio-economic make-ups of those courses mirror the overall student population. Another example of school teams analyzing data and problem solving is our strong adherence to the Professional Learning Communities (PLCs) structure in each school. This exemplary PLC work earned PCS the distinguished honor of being recognized as a Model PLC District by Solution Tree.

District teams monitor and support the work of the schools by assisting schools in examining data trends in behavior and academics and support the implementation of problem-solving and action planning processes in response to the inequities in our system. PCS' myEWS platform is designed to support district teams and schools with monitoring by making available real-time early warning system data including risk ratios for student subgroups and school data sheets. District teams also provide training, professional development, and targeted coaching supports using diagnostic and monitoring data and using core content tiered support resources to make instructional adjustments and decisions for students.

As PCS exists to provide a World Class Education for all students, this compels us to embrace continuous improvement so that all of our students achieve success in college, career and life. Analysis of course and program enrollment led us to determine we needed to address access and opportunities for all our students. Superintendent Browning established a set of Equity Priorities for PCS that led to the establishment of an Equity Advisory Council and the Equity Partners. More than 100 individuals applied to participate. Members in both groups are diverse and highly engaged, and include educators, non-instructional staff, parents, administrators, students, and community members. They meet each month to address issues of concern to our school district. Each member brings a unique perspective, as topics are explored through the

lens of equity and opportunity. Ultimately the Equity Advisory Council will make recommendations to the Superintendent regarding actions that can be taken to achieve greater opportunity for all Pasco County Schools students and staff.

The Equity Priorities for PCS are

- Identify biases and behaviors that prevent consistent equitable, fair and respectful practices
- Leverage relationships with national external partners to engage in improvement methods for equity
- Set goals for achieving improved outcomes within our District Success Plan to address our equity challenges and measure the impact of our work
- Provide equity focused professional learning to all stakeholders focused on deepening trust, developing diverse leaders, and building capacity for change

PCS has engaged TNTP, whose mission it is to dismantle education inequities, to conduct a comprehensive equity audit using data over the past six years looking at the following types of student opportunities and experiences: achievement growth, course taking, grades, discipline and attendance, and the opportunities to have teachers who reflect student identities. Results will be shared with the Cabinet, School Board, Directors, Principals, Instructional Staff, and the Equity Advisory Council to garner conversation and develop goals to move forward in achieving improved outcomes to address equity challenges and measure the impact of our work.

As the Superintendent started his third term in 2020, he along with his staff were determined to tighten the focus of each district priority, as well as set ambitious goals in several key areas. This work resulted in the creation of a district-wide initiative, called Strive for '25, which has been shared and embraced by the School Board, district departments, and school leaders. The five areas of Strive for '25 are aligned to current research-based practices and the goals set for each are aimed at assisting in the achievement of the big goals for each Key Priority:

- Early Literacy
- Access and Opportunity
- Community Engagement
- Operational Excellence
- Mission Driven Leadership

Each of the five areas has a clearly articulated commitment relative to the initiative and metrics for 2025. During the Superintendent and Chief Academic Officer's kick-off event for the 2021-22 school year, instructional leaders were challenged to identify actions each would take to

elevate this work within their school communities. They were also challenged to share ideas they have to inspire this work within our system with the Superintendent and his cabinet.

Within the Early Literacy area, PCS is committed to prioritizing literacy as the foundation for all learning and the key to opportunity. To bring this commitment to life, we will expand early childhood options, implement a rigorous curriculum within a coherent literacy framework, grow as literacy leaders, and dedicate support to early literacy classrooms. By 2025, Kindergarten readiness will increase districtwide, all first graders will be on level readers, and the Early Literacy Professional Learning Plan will be fully implemented.

To address the need for access and opportunity, PCS commits to ensuring every student is challenged and engaged while providing multiple pathways for student success by providing access to all curriculum, opportunities, and programs without barriers; building college and career readiness; and providing critical systems of support. By 2025, all middle school students will take Algebra 1 in 8th grade. Additionally, all students will graduate on time with an accelerated opportunity and have a clear postsecondary pathway.

Our Strive for '25 commitment in community engagement is to develop new and elevate strong connections among schools, families, and the community by building stronger communications and outreach efforts, increasing family and student agency within the district, and developing additional partnerships with community organizations and businesses. Plans are underway to redesign and utilize Pasco Citizen's Academy to actively promote Pasco's brand. By 2025, PCS will develop community engagement and student leadership toolkits, implement an annual measure of parent/community engagement and satisfaction, and partner with community organizations to positively promote the district through their communication channels.

PCS commits to operational excellence so that by 2025 there is tighter alignment of financial, technological, and operational planning so that PCS meets the needs of our growing and changing community. PCS strives to continue increasing employee engagement and to continue improving access to technology and internet for staff and families. This work will also support efforts for investments in our neighborhood schools as well as developing specialty schools.

Finally, PCS is committed to mission driven leadership by developing and sustaining career pathways and talent pipeline, enhancing focused professional learning for each level of leadership across the system, and strategically recruiting new talent. We are striving for a leader retirement tracking system in place to help develop a clear, implemented process for succession planning by 2025. PCS is committed to cultivating a strong bench of leaders at every level within the system, so our legacy is all of our students achieve success in college, career, and life.

Notable Achievements:

- Pasco County Schools has been named College Board Advanced Placement District of the Year for leading the nation's large-sized school districts in expanding access and equity to Advanced Placement courses while simultaneously improving exam performance.
- Pasco County Schools was named Medium Size District of the Year by Cambridge Assessment International Education.
- The Pasco County Schools graduation rate continues to improve, rising to 89.9 percent in 2020, a 1.6 percent increase over the previous year. Pasco's graduation rate has improved nearly 14 percentage points since 2013.
- Pasco County Schools was awarded the prestigious designation of being a Model Professional Learning Community (PLC) District by Solution Tree's Evidence of Effectiveness Review Committee. PCS is the largest school district holding this elite honor which recognizes the observable evidence of implementation of best practices in pursuit of continuous improvement for student data through our collective efforts.
- Fitch Ratings has affirmed the District's A+ rating on its Certificates of Participation. The A+ rating reflects the District's financial strength, a low long-term liability burden and adequate reserves.
- Pasco School District was 1 of 12 districts to receive *The Bill & Melinda Gates Foundation* Professional Learning Partnerships Grant.
- Pasco County Schools received Florida Healthy School District Gold Award from 2018 – 2021. This is awarded to less than 10% of Florida School Districts.
- Pasco County Schools continues to be ranked among the Healthiest 100 Workplaces in America. In 2020, it was ranked 47th, in 2019, it ranked 42nd on the list, and in 2018 it ranked 71st.
- Pasco County Schools more than doubled its number of PBIS schools being recognized as a Resilient FLPBIS Model School to 44 schools which is a 132% increase from 2019-20 to 2020-21.
- Pasco County Schools has 12 PBIS Model Schools. Six are gold, 1 is silver, and 5 are bronze.
- Pasco County Schools has been awarded the EVERFI 2020 Champion District Seal, which recognizes districts that demonstrate an exemplary commitment to whole-child education. Pasco won the award for its support of financial education, mental health, digital safety, substance abuse prevention, STEM and other initiatives that benefit students.
- The International Baccalaureate (IB) programs at GHS and LOLHS both increased their overall IB test pass rate so that the combined pass rate for the two schools is 95%. Also, the overall earned IB diploma rate increased to 90%.

- Pasco County Schools is in a partnership with the University of Tampa (UT) that will benefit Pasco educators interested in taking leadership roles, including those seeking certification in educational leadership or a master's degree in educational leadership.
- PMS was selected as one of the first Cambridge International School Demonstration Centers in the United States in February 2020.
- Pasco eSchool was awarded Florida Virtual School of the Year among large-district franchises in 2017-2018.
- Pasco eSchool is ranked 14th of the Top 50 Blended Learning High Schools in the United States.
- Fred K. Marchman Technical College was voted as one of the "Best of the Best" Technical Schools by the *Tampa Bay Times* People's Choice Awards.
- Fred K. Marchman Technical College is joining forces with the Florida Department of Education for a new workforce education initiative aimed at raising awareness of short-term career and technical education programs. Get There Florida highlights the benefits of the programs available locally and to all Floridians statewide.
- 126 CNA students at seven high schools passed the Florida CNA license exam and became Certified Nursing Assistants.
- Biomedical students from Wendell Krinn Technical high School had their experiment selected from over 29,000 students around the world to be tested by astronauts on the International Space Station in the summer of 2020.
- Two Pasco County students have been chosen to receive 2021 Sunshine Opportunity Scholarships, each winning a scholarship worth \$20,000 over four years of fulltime undergraduate study.
- In 2021, a CSRMS student won C-SPAN's StudentCam competition for the documentary she created on maternal mortality.
- This summer, a former Fivay High School student was drafted into Major League Baseball by the Toronto Blue Jays.
- Pine View Middle School's SRO, Corporal Elders, was named FASRO Florida School Resource Officer of the Year.
- An Oakstead Elementary student was named a 3M National Young Scientist Award winner this year.
- A Wiregrass Ranch High School student has been named the Students Against Destructive Decisions (SADD) National Student President for the 2021-22 school year.
- A Zephyrhills High School student showed the Future Farmers Association chapter's steer at the 2021 Florida State Fair winning Senior Showmanship, and the steer was the Class 3 winner.

Additional Information:

Numerous programs and services are provided by Pasco County Schools to support its student population and bring its mission and vision to life. These include:

Advanced Placement (AP) is a national program accredited through the College Board that provides rigorous, college-level coursework taught on the high school campus.

Advanced Placement Capstone is an innovative diploma program that provides students with the opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. It is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses.

Advancement Via Individual Determination (AVID) works to develop skills that better prepare students for rigorous classes such as honors, Dual Enrollment, IB, Cambridge AICE, and AP, and provides support through an academic elective class taught within the school day by trained AVID teachers. Through strategies used school-wide, the program works to identify students in the academic middle and develops their potential to be successful in college. Secondary AVID students participate in tutoring sessions twice a week and are introduced to college entrance requirements and become familiar with the college application process.

Athletic programs provide a vital role in the education of students who participate in them. These programs enrich the educational experience of qualified student-athletes by providing them with opportunities to compete in an equitable, sportsmanlike manner. Not only do these programs provide character building opportunities, but they also enable participants to fulfill their potential as students, athletes, and citizens. Athletic Directors from each middle and high school work with the Athletics Program Coordinator, Purchasing Services, Maintenance Services, and Office for Employee Relations to ensure quality programs in our schools.

Cambridge AICE is an international curriculum and examination system, which emphasizes the value of broad and balanced study for academically able students. Its strengths lie in the flexibility and structure of the curriculum and encouraging in-depth, working knowledge of each subject, and essay-based examinations of knowledge and skill mastery. Cambridge AICE examinations are available at the Advanced Subsidiary (AS) Level after one year (180 hours) of study and/or at the Advanced (A) Level after two years (360 hours) of study.

Career Academies: There are also a variety of career academies offered as high school programs that are targeted to meet the needs of the local workforce based upon high skill, high demand occupations. These programs can be found at the following schools:

Anclote High School:

Academy of Culinary Arts

Cypress Creek High School:

Academy of Robotics and Engineering

Fivay High School:

Academy of Criminal Justice

Gulf High School:

Health Careers Academy

Academy of Gaming, Simulation, and Design

Hudson High School:

Academy of Aviation and Aeronautics

Academy of Veterinary Assisting

Land O' Lakes High School:

Academy of Culinary Arts

J.W. Mitchell High School:

Academy of Medical Arts

Business Management Academy

Pasco eSchool:

Academy of Criminal Justice

Pasco High School:

Academy of Health Science

Academy of Electricity

River Ridge High School:

Academy of Engineering

Academy of New Media and Communications

River Ridge Middle School:

Academy of Engineering

Academy of New Media Communications

Sunlake High School:

Academy of Applied Robotics

Academy of Communications, New Media, and Journalism

Academy of Aviation and Aeronautics

Academy of Health

Wesley Chapel High School:

Academy of Robotics

Wiregrass Ranch High School:

Academy of Medical Professions

Zephyrhills High School:

Academy of Health Science
Academy of Aviation and Aeronautics
Academy of Criminal Justice

Career and Technical Education (CTE) is helping our county and state address key challenges—from workforce development to student achievement, and from economic vitality to global competitiveness. With nearly 30,000 students district wide, CTE programs in middle schools and high schools are leading change, transforming expectations and making a difference. Tampa Bay’s local business leaders are teaming up with our high schools to create rigorous CTE programs that respond to the needs of the labor market. With the guidance and partnership of business and industry professionals, these programs ensure that students understand the realities of the workforce and the economy and are prepared with college- and career-ready skills necessary for success. CTE programs of study provide opportunities to earn industry recognized credentials and college credit while still in high school.

Community School Together, Youth and Family Alternatives, Pasco County Schools, Premier, University of South Florida – St. Pete Campus have entered into a *Memorandum of Understanding* to mutually promote a community school that reduces nonacademic barriers to education through services provided at Gulfside Elementary School. The parties work to maintain and establish continuing collaboration and services, which benefit the general community.

Department of Juvenile Justice (DJJ) programs are designed for students who are placed in DJJ or other unique residential or day service programs.

Dual Enrollment (DE) is a program that allows students to take advanced academic courses on the school campus or at PHCC (Pasco Hernando State College) and receive both high school and college credit.

Early Childhood Programs include Head Start, Early Head Start and Voluntary Pre-Kindergarten (VPK) and VPK Inclusion Model. The Head Start and Early Head Start are federally funded programs that provide comprehensive child development services to economically disadvantaged children and families, with a special focus on helping preschoolers develop early reading and math skills they need to be successful in schools. These programs are available to enrolled children and families from pre-birth through age 5.

English for Speakers of Other Languages (ESOL) services are designed to provide academic, cultural, social, and support services to English Language Learners (ELL) who are enrolled in Pasco County Schools. Comprehensive instruction is delivered in English by classroom teachers, helping students to participate actively in a student-centered learning process as they build

their strengths in the English language ion academics. In addition, bilingual ESOL instructional assistants provide students with heritage language support. Students participate in ESOL services until they attain proficiency in English and reading.

Exceptional Student Education Services (ESE) provides a variety of services and programs for special needs students to support a learning environment that meets the needs of all students throughout the county. Some of these services include accommodations and/or modifications in assignments, teaching methods, instructional materials and assessment methods individualized for each student in need.

Gifted/Accelerated programs offer a comprehensive gifted program with specialized instruction for addressing the unique needs of gifted students while promoting their academic, social and emotional growth within the global community.

Graduation Enhancement Program is designed for students who are unmotivated or unsuccessful in the traditional school setting. The program is designed for students who have been retained in one or more grades, are academically unsuccessful, are having attendance/tardiness problems, and/ or are habitually truant.

International Baccalaureate®

Diploma Program (IB) offers high-achieving, high-performing students an opportunity to pursue a rigorous program of studies during their high school years. The IB Diploma is widely accepted at universities and colleges throughout the world.

The International Baccalaureate® (IB) Middle Years Programme (MYP) is for students aged 11-16 and is part of the IB continuum. At Pine View Middle School (PVMS), we host Years One, Two and Three (ages 11-14) of the MYP. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world and is inclusive by design; students of all interests and academic abilities can benefit from their participation. Implementation of the MYP is a whole-school endeavor, although the programme can accommodate academically-selective models.

Learner-Active Technology-Infused Classroom (LATIC) is a model of instruction that creates student-driven classrooms that are characterized by increased student engagement, high academic rigor, and increased student responsibility for learning, resulting in higher academic achievement through an emphasis on executive function. LATI classrooms work to meld best practices into one cohesive, problem based, learning environment, that includes differentiated instruction, formative assessment, literacy across the content areas, and technology infusion for 21st century skills.

Magnet Schools in Pasco County Schools are structured one of three ways: Dedicated Magnet School, Magnet School, or Magnet Program.

Dedicated Magnet Schools are school sites that implements a magnet theme or themes across all grades and does not have a defined attendance boundary but may have a preference area. All students who wish to attend the school must apply for and be accepted in the school through the Student Application lottery process. All students enrolled in a magnet school must participate in the magnet program(s) theme. The district, through the magnet boundary review process, shall determine whether a magnet school will or will not have a preference area.

Magnet Schools are school sites where the magnet theme is implemented school-wide. All students attending the school participate in the thematic learning components of the program. Students who live outside of the attendance boundary must complete an application and a lottery system is used to determine which student applicants will attend the school.

Magnet Programs are school sites where the magnet theme is implemented within the school, but not all students participate. Students apply to the program and are accepted based on a lottery system. Some magnet programs may have established criteria for entry.

Migrant Program provides academic services (i.e., advocacy, summer school, adult education, tutoring) for migrant children that have moved within the past 36 months across state or school lines with family members who are seeking temporary or seasonal agricultural or fishing work.

Pasco eSchool is a full or part-time K-12 virtual school. Students must meet eligibility requirements in accordance with Florida Statute to enroll in the full-time virtual program.

Pasco County Adult and Community School program is designed to offer all adults, regardless of age or experience opportunities to participate in a continuing education program that meets individual needs and abilities, acquire basic and fundamental academic skills, pursue a high school education/GED diploma, acquire job training, enhance one's economic efficiency, acquire an awareness and appreciation of the arts, and grow in knowledge, understanding and critical thinking.

Pasco Learning and Activity Centers of Enrichment (PLACE) is a school-age before and after school activity program operated by Pasco County Schools. PLACE puts children on the path to becoming college-, career- and life-ready by fostering a caring and creative environment that

emphasizes the social, emotional, physical, and intellectual development of each child. Children participate in fun, hands-on learning activities through the IGNITE curriculum, written by certified resource teachers. All curriculum activities align with Florida Standards. Participation is limited to elementary school children, in kindergarten through grade five. Twelve PLACE programs are offered all year round, and eleven PLACE programs are offered ten months during the year. Additionally, the elementary schools without a PLACE program located on-site offer a shuttle to and from a nearby program so that all elementary students have the opportunity to be served.

School Choice is an initiative that provides an opportunity for a Pasco County student to attend a public school outside the student's assigned boundary area, as well as public schools in neighboring counties, as long as the requested school is not critically overcrowded.

STAR and DELTA 21st Century Community Learning Centers (21stCCLC) are free, out-of-school-time enrichment programs for students. The STAR program is for elementary students, and its goal is to support and prepare students for global citizenship by providing them with enhanced skills and tools necessary to function in a global economy. The DELTA program is for middle school students, and its goal is to help students meet performance standards for core academic areas, increase student engagement and nurture social enrichment.

STEM/STEAM Lab Schools: Pasco is proud to have four schools with either grant or district funded STEM labs. These innovative labs are located at Centennial Elementary, Chasco Elementary, Cypress Elementary, Deer Park Elementary, Gulfside Elementary, James Marlowe Elementary, Moon Lake Elementary, Northwest Elementary, Quail Hollow Elementary, Schrader Elementary, Seven Springs Elementary, Shady Hills Elementary, Sunray Elementary, West Zephyrhills Elementary, Woodland Elementary, and Wiregrass Elementary Schools.

Student Services serve as student advocates while working together with school personnel, families and the community to help students succeed in school and in personal endeavors.

Students in Transition (SIT): Authorized under Federal law through the McKinney-Vento Homeless Education Assistance Act, the Students In Transition Program (S.I.T.) provides services to ensure identified homeless children and youth have access to a free and appropriate public education by removing barriers due to homelessness.

Title I is a federally funded program that provides supplemental resources to high-poverty schools. The support may come in the form of additional, supplemental support personnel, supplemental curriculum and materials, or additional learning opportunities such as before- and after-school programs and summer camps. These resources are focused on promoting high academic achievement for all participating students, improving teaching and learning, and increasing parent and community involvement. There are 36 schools in Pasco County (24 elementary, 8 middle and 4 high school) that will be supported with Title I funds in the 2016-17 school year.

These schools have been selected to receive Title I funds as they have the highest percentages of children from low-income families as measured by the numbers of students who are eligible to receive free or reduced-price lunch.

Please visit Pasco County School's website to stay informed of all the exciting events and opportunities occurring for and with our students and families.

Please follow us on social media:

<https://www.facebook.com/pascoschools>

<https://www.instagram.com/pascoschools/>

<https://twitter.com/pascoschools>

<https://www.youtube.com/user/pascoschools>



Leadership Capacity Domain

COMPILED ARTIFACT DESCRIPTIONS

Leadership Capacity Domain

Standard 1.1

The system commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.

Common Vision of Instructional Excellence

In 2014, district leadership set out to define what our district's mission embodied. In doing this, we wanted to ensure that it included the voice of our school leaders, so we asked them: What is the desired effect of our World Class Education, in other words, what is the meaning of our mission? Leaders from elementary to high school brainstormed what a world class learning moment would look and feel like for a student and what the teacher behaviors would be to pull that off. The result of their collective ideas and desires resulted in our Common Vision for Instructional Excellence. We want students to: build strong content knowledge and apply learning to new contexts, think critically to understand and solve real world problems, collaborate and communicate to learn within and outside of their school community, utilize a variety of tools and resources enhance their learning, and take ownership for their learning and reflect on their learning progress. These are not graduate outcomes, they are everyday outcomes, for every student in every classroom ... what every teacher should be striving for and every leader should be supporting. These statements have become the driver of school improvement plans, professional learning and resource development. We take every opportunity to elevate this vision of excellence through our system.

[1.1-1.2-1.3-1.8-1.9-1.11 Common Vision of Instructional Excellence](#)

[1.1-1.2-1.3-1.8-1.9 Shared Vision Case Study-Impact FL](#)

District Calibration and Planning Forward

Pasco County Schools intentionally structures time for a group consisting of over 100 district instructional leaders from each of our instructional departments. This group meets several times a year to calibrate throughout the year, as well as collaboratively plan forward for the following year. These strategic points of reflection and planning sessions are part of the district level continuous improvement cycle and are centered around our common vision of instructional excellence and theory of action focusing on our three key priorities of high impact instruction, collaborative culture, and data driven decisions.

A sample purpose and structure for a recent planning forward session was:

1. Calibrate: Ensure all staff deeply know and understand who we are as a district and the how the Key Priorities Guide and Success Plan support the mission and vision of the district.
2. Review and reflect: Review data sources (student data, site visit notes and artifacts, PD surveys, Gallup data, CLNA, etc.) and ensure alignment of school trends/requests and the school/district actions within the Key Priorities Guide and Success Plan.

3. Respond and plan: Articulate how you and your Deliverables team will support the district Key Priorities Guide, Success Plan and Strive for '25 Initiatives for the 2021-2022 school year (and beyond).

[1.1-1.3-1.9 Calibration and Planning Forward Artifacts](#)

District Success Plan and School Success Plans

The District Success Plan is comprised of four important pillars: Excellence in Student Achievement, Employee Success, Taxpayer Value, and Connecting to the Community, which support the work of the school district and enable us to deliver on our mission and vision. District and school level metrics are included for each of the four strategic pillars. Metrics are the priorities within our work, and are monitored each quarter, each semester, or on an annual basis. A District Scorecard is used to track performance toward goals, throughout the year, at both the district and school level. An important objective of the scorecard is to increase every staff member's understanding of individual and collective contributions to the overall performance of the District. The data reported through the scorecard informs decisions at both the district and school level, and ensures a continuous reflection of practices.

All schools develop a plan for success--Pasco County Schools school improvement plan. Each school's plan, entitled Success Plan At-A-Glance, aligns with the priorities of the District Success Plan including focus areas in one or more of the four strategic pillars. This intentionally brief document is the result of a thorough analysis of the school's data during the Comprehensive Needs Assessment process and is in stakeholder friendly format so that it is easily shared.

[1.1-1.2-1.3-1.4-1.7-1.8-1.9-1.10 Success Plan](#)

District Success Plan Quarterly Pillar Summaries and Scorecard Sample

Every quarter, the Pillar Owners summarize the work that occurred during the quarter for their Pillar in the district's Success Plan. These summaries are shared with the District Vision and Success Plan Committee, and feedback from stakeholders is sought throughout the year. The District Scorecard is used to monitor performance toward goals throughout the year. Metrics are carefully chosen as priorities within our work, and are monitored each quarter, each semester or on an annual basis. Metrics are included for each of the four strategic Pillars.

[1.1-1.2-1.6 Quarterly Summaries and Scorecard](#)

Key Priorities Guide

The Key Priorities Guide focuses on three system wide key priority areas of High Impact Instruction, Data Driven Decisions, and Collaborative Culture. This guide outlines the behaviors that schools need to engage in to bring those priorities to life, and what district supports will be necessary to help schools in this endeavor. The guide also includes our Common Vision of Instructional Excellence. This vision addresses what world class learning would look and feel like for a student and the teacher behaviors needed to achieve them. The Key Priorities guide is

revisited annually to review and revise our three priorities with input from school and district leaders.

[1.1-1.2-1.3-1.8-1.9-1.11 Key Priorities Guides for this year and last year](#)

District Vision and Success Plan Committee

The work of the District Vision and Success Plan Committee contributes to long term planning for the district. The committee informs, evaluates, and assists with the creation and revision of the District's Success Plan. The committee is comprised of business and community stakeholders, parents, students, teachers, and school and district-based administrators. Members of the committee review data regularly and engage in decision-based data collection to inform the Success Plan process and to inform the work of other committees whose work supports the District's Vision and Success Plan.

Artifacts include a sample invitation to join letter, sample agendas indicating topics and structure for meetings, sample minutes demonstrating input and feedback from the stakeholders, and a presentation made to the School Board featuring analysis of plan and changes for the new year.

[1.1-1.2-1.3-1.8-1.9-1.10-1.11 District Vision and Success Plan Committee](#)

Project RISE

The District's mission is to provide a world class education for every student. We know that there are populations in our system that are not getting everything they need to truly achieve success in their lives. Project Rise targets a region within our district where there are high occurrences of poverty. Project Rise is designed to leverage what we know and to help rise students out of poverty. Project Rise focuses on believing in every student's abilities, exposing students to a wide range of experiences, inspiring students to see their own strengths and successes, creating networks of supports for students and their families, and keeping expectations high.

[1.1 Project Rise Overview](#)

[1.1 Project RISE PowerPoint](#)

[1.1 Project Rise Expanded Summary](#)

New Teachers

The New Teacher Committee's primary goal is to ensure that all new hires engage in a relevant and timely orientation and induction. The committee meets throughout the year to calibrate, review and reflect, and then to respond to data collected and plan for the upcoming year.

All new teachers participate in a two-year support program. This includes a week-long orientation, continued professional development throughout the school year, monthly newsletters, office hours to connect with new teacher team, mentorship, and school-wide supports. The focus of the program is feedback and formative growth to help new hires learn the Pasco Way of Work.

Artifacts include Planning Forward Notes, New Teacher Development web site, and the committee's professional development plan (aka Stakeholder PD plan) for 2020-21.

[1.1-1.9 New Teacher Artifacts](#)

School Support Plan

School supports are prioritized based on school need. Schools are identified as either "core", "priority", or "DA/SI" schools. Additional time and more intense supports are provided to schools based on status.

[1.1 School Supports Teams](#)

[1.1 Current year 2021-22 School Support Team Structure](#)

Instructional Practice Guide Walkthrough Tool and Data over Time

Using a common walkthrough tool, The Instructional Practice Guide Walkthrough Tool, is useful way administrators are able to monitor the degree to which instructional staff are committed to the expectations in the classroom and demonstrating a collective commitment to Pasco County Schools' desired outcomes.

This tool helps to facilitate discussion and the monitoring of the walkthrough data to ensure that each learner in our system is receiving the opportunity to develop skills and achieve the content and learning priorities established in state standards. Monitoring and coaching on each Core Action identified in the tool help to ensure we are using the walkthrough data to plan for professional learning, school support, and curriculum revision to best meet the needs of all learners in our system.

[1.1-1.2-1.3-1.6-1.11 Instructional Practice Guide Walkthrough Tools](#)

[1.1-1.2-1.3-1.6-1.11 ELA-Math Walkthrough Data Over Time](#)

Standard 1.2

Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.

Common Vision of Instructional Excellence

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Continuous Improvement Process

As a system, we are engaging in a continuous improvement process always, and annually, we have a more focused reflection to look forward to the next coming school year. Schools reflect and respond to data at the minimum quarterly, and the system engages in regular Calibration Meetings throughout the school year. Additionally, after reflecting on current mid-year data, the system engages in Comprehensive Needs Assessment (CNA). This needs assessment sets the stage for future planning and includes analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits. It drives the district planning process, allocation of resources in a consistent, and annual approach to Planning Forward.

Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include Florida Standards Assessment (FSA), Statewide Science Assessment, district developed quarterly check results where applicable, and NWEA MAP Growth data. Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys and focus groups.

Multiple tools are used to conduct a self-assessment. Each school and the district rate themselves on the Cognia Standards for systems accreditation and reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE). Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into instructional and support practices.

An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in site visits with school leadership at the school after the school team has completed the first part of their analysis to gain insight into the school's unique needs as well as identify foci for school improvement efforts and needs for implementing the plan.

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, the allocation of supports needed to implement each school's improvement plan and serves as the foundation for Planning Forward.

[1.2-1.3-1.8-1.11 Continuous Improvement Process](#)

Title 1 Continuous Improvement

In addition to the data analysis conducted as a part of the district's CNA process, Title 1 schools evaluate their Title 1 initiatives from their school-wide plan. The school-wide plan is a living document that schools begin to complete during the Title 1 planning days. Throughout the school year, the school reflects on school-level data and adds this to the school-wide plan. As Title 1 planning takes place immediately following the district CNA process, the combined CNA data and reflections, and the Title 1 school-wide plan analysis become the basis for continuous improvement in these schools as leadership teams use all the data available to them to make decisions on how to best use Title 1 funds to support student achievement. Additionally, the

Title 1 team engages in the CNA site visit meetings for the Title 1 schools. After taking part in these meetings, the Title 1 team meets to reflect and discuss trends that emerge across title 1 schools around the county. The reflection allows the Title 1 team to make decisions on how to supports schools with continued growth and increased student achievement at the district level. Finally, the Title 1 program completes an evaluation of the combined district and school initiatives funded through Title 1. The evaluation provides an overview of how these initiatives impact student achievement.

[1.2-1.3-1.8 Title I Continuous Improvement](#)

[1.2-1.3-1.8 Sample Schoolwide Plan-Title I \(excel spreadsheet\)](#)

District Design Teams

Design teams are district led committees at the elementary and secondary levels that address system-wide issues and topics. These workgroups, comprised of school administrators, teachers, union representation, and district administrators, provide input and solutions or recommendations to the Superintendent’s staff for further development. The structure of the design teams provides an opportunity for voice and the time to go in-depth on topics and issues directly impacting schools currently and in the future. Design Teams break into smaller workgroups to address topics. Past topics include elementary grading practices, secondary grading practices, computer science, assessment, and AICE General Paper course implementation.

Artifacts include a summary of work sample from a secondary design team assessment sub-committee, sample agenda and meeting notes from a secondary design team sub-committee, and survey results from a teacher survey the sub-committee administered to engage teachers and solicit feedback from them.

[1.2-1.8 Design Team Artifacts](#)

Key Priorities Guide

The Key Priorities Guide focuses on three system wide key priority areas of High Impact Instruction, Data Driven Decisions, and Collaborative Culture. This guide outlines the behaviors that schools need to engage in to bring those priorities to life, and what district supports will be necessary to help schools in this endeavor. The guide also includes our Common Vision of Instructional Excellence. This vision addresses what world class learning would look and feel like for a student and the teacher behaviors needed to achieve them. The Key Priorities guide is revisited annually to review and revise our three priorities with input from school and district leaders.

[1.1-1.2-1.3-1.8-1.9-1.11 Key Priorities Guides for this year and last year](#)

Stakeholder Feedback and Engagement

Pasco County Schools seeks to engage stakeholders as active participants in committees and workgroups (some examples include Career Ed. Board, Penny for Pasco, Investment Oversight,

District Success Plan and Vision Committee). School-based instructional staff, school-based leaders, and district staff have opportunities to participate in workgroups and provide feedback on a variety of topics. The use of surveys, Let's Talk, and previously Thought Exchange provides parents, community members and students with the opportunity to share critical feedback to the district and its mission and vision.

Committee and workgroup membership data is regularly collected and analyzed to ensure a variety of voices from stakeholder groups. Survey response rates, response time data, volunteer hours, parent access rates to student information system, and employee engagement results are all monitored to ensure opportunities for input occur.

The district analyzes stakeholder input and responds accordingly. For example, as a result of the desire to increase parent, student, staff, and community voice, the district began utilizing ThoughtExchange to solicit thoughts and ideas. This was especially useful during the pandemic shutdown and reopening.

Pasco County Schools has implemented the Let's Talk platform and utilization of the SIS platform myStudent to garner feedback from parents and other stakeholders. As part of the reopening plan to gauge student and parent feeling toward returning to the schools, we built a survey right in myStudent. This was a new technology available beginning with the new version of software. During the 2020-2021 school year, we have successfully conducted multiple surveys collected within the parent/student portal of myStudent with great success and ease for end user input.

Let's Talk analytics are evaluated for trending topics to improve District communication to all stakeholders. Let's Talk analytics for positive customer experiences are evaluated to determine stakeholder perceptions in District communications.

[1.2-1.8-1.10 Engagement Artifacts](#)

Gallup Survey for Employees and Gallup Student Poll

Since the 2013-2014 school year, Pasco County Schools has been providing students in grades 5-12 the opportunity for their voice to be heard via the Gallup Student Poll. The results of this poll help our district support schools' social and emotional learning goals, giving students the best opportunity to reach their full potential daily. The results identify strengths and weaknesses in the following themes:

Engagement: The involvement in and enthusiasm for school. Engaged students are excited about what is happening at their school and what they are learning. Engaged students contribute to the learning environment, and they are psychologically committed to their school.

Hope: The ideas and energy students have for the future. Hope has also been linked to student success in school. Hopeful students are positive about the future, are goal-oriented and can overcome obstacles in the learning process, enabling them to navigate a pathway to achieve their goals.

Belonging: Feeling accepted and included as part of the school. Students with a sense of belonging know there is an adult on their side and feel like valued members of their learning community.

Social and Emotional Learning: How people learn to understand and manage emotions and establish positive relationships with others.

Also, the employees have the opportunity to complete the Employee Engagement Survey, providing an outlet for employee's voices to be heard. The data from this survey helps school and district level leaders best support their staff, focusing on the areas that matter most. Once the poll/survey has been given, guidance is given on how to effectively dive into the data.

[1.2-1.3-1.6-1.8-1.10-1.11 Gallup Student Poll and Employee Engagement](#)

Best Practices for Inclusive Education (BPIE)

Best Practices for Inclusive Education (BPIE) is a Florida Inclusion Network (FIN) self-assessment tool and process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school levels. The BPIE assessment includes indicators developed from evidence-based practices, literature, and research related to inclusive education. There are different indicators for differentiating inclusive district practices and inclusive school-based practices. Each indicator is rated by a district or school team, utilizing a standardized scoring system. Priority needs are identified for on-going district or school improvement activities. "Inclusion" has been defined by the state of Florida in statute and this provides a standardized definition when analyzing a district and school's Inclusion data. BPIE is governed by Florida State Statute, which mandates that districts are required to include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the appropriate section of the district's Exceptional Student Education Policies and Procedures (SP&P).

[1.2 BPIE Artifacts](#)

Standard 1.3

The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Common Vision of Instructional Excellence

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[1.1-1.2-1.3-1.4-1.7-1.8-1.9-1.10 Success Plan](#)

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[1.2-1.3-1.8 Title I Continuous Improvement](#)

[1.2-1.3-1.8 Sample Schoolwide Plan-Title I \(excel spreadsheet\)](#)

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[1.1-1.2-1.3-1.6-1.11 Instructional Practice Guide Walkthrough Tools](#)

[1.1-1.2-1.3-1.6-1.11 ELA-Math Walkthrough Data Over Time](#)

Monthly/Quarterly Data Reviews

District support teams regularly meet with school leaders to analyze data to monitor growth, and engage in problem-solving processes to monitor effectiveness of core instruction and intervention supports. Sample completed protocols reflect the continuous improvement process that focuses on improving student learning and professional practices.

[1.3 Data Review Artifacts](#)

School Advisory Councils

The School Advisory Council is a school-based group intended to represent the school, the community and those persons closest to the students. The group shares responsibility for guiding the school toward continuous improvement. The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan. Each School Advisory Council assists in the annual preparation and evaluation of the school improvement plan [in Pasco called the Success Plan (SuP)] and in the preparation of the school's annual budget.

[1.3-1.8 SAC Artifacts](#)

Gallup Survey for Employees and Gallup Student Poll

Since the 2013-2014 school year, Pasco County Schools has been providing students in grades 5-12 the opportunity for their voice to be heard via the Gallup Student Poll. The results of this poll help our district support schools' social and emotional learning goals, giving students the best opportunity to reach their full potential daily. The results identify strengths and weaknesses in the following themes:

Engagement: The involvement in and enthusiasm for school. Engaged students are excited about what is happening at their school and what they are learning. Engaged students contribute to the learning environment, and they are psychologically committed to their school.

Hope: The ideas and energy students have for the future. Hope has also been linked to student success in school. Hopeful students are positive about the future, are goal-oriented and can overcome obstacles in the learning process, enabling them to navigate a pathway to achieve their goals.

Belonging: Feeling accepted and included as part of the school. Students with a sense of belonging know there is an adult on their side and feel like valued members of their learning community.

Social and Emotional Learning: How people learn to understand and manage emotions and establish positive relationships with others.

Also, the employees have the opportunity to complete the Employee Engagement Survey, providing an outlet for employee's voices to be heard. The data from this survey helps school and district level leaders best support their staff, focusing on the areas that matter most. Once the poll/survey has been given, guidance is given on how to effectively dive into the data.

[1.2-1.3-1.6-1.8-1.10-1.11 Gallup Student Poll and Employee Engagement](#)

Pasco Parent Press

The Pasco Parent Press is a monthly e-newsletter published through the Communications and Government Relations Department. The newsletter serves to address current issues and important events taking place in our school district. It is another means to reach parents in addition to individual school communications.

[1.3 Pasco Parent Press](#)

Data Monitoring Systems

Pasco created **myEWS** (Early Warning System) as a comprehensive data system that is used within MTSS for problem-solving and decision-making with leaders, school staff, and students. Leadership teams use the school data sheet to monitor key data points in our system to ensure graduation success for all students. With the school data sheets, leaders can efficiently gather quick summary school-wide and cohort specific data on acceleration points, required passed ELA/Math assessments for graduation, course failures, credits/GPA, attendance/behavior, and student performance on district assessments.

Within the myEWS system there are various ways for schools to drill down to the student level for problem-solving barriers and intervention supports for at-risk/off-track students. Teacher teams and school leadership teams can proactively develop interventions, remediation, and recovery supports for students. Utilizing the myEWS system ensures that we keep our eye on providing an effective Tier 1 for all students while developing tiered supports of our at-risk/off-track students. The data provided also allows systems or positive reinforcement for students on-track.

Also used in conjunction with myEWS are our analytics dashboard application, **myPascoAnalytics**, which provides quick dashboard views for school staff, administrators, and leadership teams with many of the data points noted above and **myProgress** (Performance Matters) as our assessment platform.

myPascoAnalytics is also a data source for the district's public '**Data Dashboards**' which allows guest users such as parents to view various data points that provide insight to our district. These dashboards consist of demographics, academics, financial transparency, and more. Visitors to the public data dashboards can also view feeder patterns and schools zoned for a particular address, which may be important for those considering moving to/within the county. These data dashboards are linked on the homepage of our district's website. You can access the data dashboards [here](#).

MyProgress platform is utilized for the creation and administration of locally developed assessments. Also, a robust library of data from all assessments used in our balanced assessment system is stored in myProgress and allows district and school-based instructional staff to compare and analyze these results to help inform instructional decisions.

Not only is each of the monitoring systems robust, but also each is flexible enough to change as input from end-users is received or new requirements dictate. For example, a recent governor's executive order required the need to provide data to schools who were providing extended school day (ESD) support. With input from various stake holder's changes were made in myEWS to provide data that could feed into both our SIS system and Transportation systems to support this initiative.

[1.3 Data Monitoring Systems](#)

[1.3 Balanced Assessment System](#)

Standard 1.4

The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.

School Board

The governing body of the Pasco County Schools consists of a five member school board. Board members actively pursue and maintain master board status through the Florida School Boards Association and govern themselves in accordance with their defined roles and responsibilities. All school board meetings are open to the public, and an opportunity to address the board is provided to the public at each meeting. Legal counsel is present at each board meeting, and board members regularly conduct workshops on important topics before or after scheduled school board meetings.

All board members participate in Master Board training and complete Ethics training. School Board members participate on various committees and attend conferences.

The policies of the board align with the mission and vision of the Pasco County Schools and are revised regularly to reflect changes in state law, federal law, and the educational environment as a whole. A stand-alone contract is in place with NEOLA, the District's Policy consultant, to ensure regular review and make revisions as needed. Policies are communicated in a variety of ways including, but not limited to, an interactive website, employee and student handbooks and codes of conduct, and school board meeting minutes and agendas. Individual departments who are responsible for maintaining and monitoring, also communicate with stakeholders as needed to ensure policy compliance.

[1.4-1.5-1.7 School Board Artifacts](#)

District Success Plan and School Success Plans

The District Success Plan is comprised of four important pillars: Excellence in Student Achievement, Employee Success, Taxpayer Value, and Connecting to the Community, which support the work of the school district and enable us to deliver on our mission and vision. District and school level metrics are included for each of the four strategic pillars. Metrics are the priorities within our work, and are monitored each quarter, each semester, or on an annual basis. A District Scorecard is used to track performance toward goals, throughout the year, at both the district and school level. An important objective of the scorecard is to increase every staff member's understanding of individual and collective contributions to the overall performance of the District. The data reported through the scorecard informs decisions at both the district and school level, and ensures a continuous reflection of practices.

All schools develop a plan for success--Pasco County Schools school improvement plan. Each school's plan, entitled Success Plan At-A-Glance, aligns with the priorities of the District Success Plan including focus areas in one or more of the four strategic pillars. This intentionally brief

document is the result of a thorough analysis of the school's data during the Comprehensive Needs Assessment process and is in stakeholder friendly format so that it is easily shared.

[1.1-1.2-1.3-1.4-1.7-1.8-1.9-1.10 Success Plan](#)

Student Progression Plan

The SPP is designed to ensure that all students meet high academic standards through a standards-driven curriculum, rigorous and relevant instruction, and instruction that is focused on critical thinking and problem solving. The effectiveness of this instruction is evaluated through the District's comprehensive program for student progression. The program analyzes assessment data through a universal screening and continuous progress monitoring system to identify students that need more intensive instructional support in order to accelerate growth. These instructional interventions are implemented and the student responses to them are continuously monitored to determine the level of effectiveness. Areas addressed within the plan are focused on preparing students to achieve success in college, career, and life.

[1.4-1.7 Student Progression Plan](#)

Student Code of Conduct

The Pasco County Schools is committed to creating a respectful, caring community that supports college, career and life readiness for all students. Every school year represents a fresh start for our students to have the opportunity to do their very best, to learn new things, to progress academically and make positive behavioral choices. Our central goal is to teach students to engage in positive behaviors that promote hope, engagement, and wellbeing so that all students develop the social-emotional skills to be successful post-graduation. To accomplish this goal, it is essential that all members of the school community know and support expectations for student conduct. As part of our multi-tiered system of supports, the District School Board of Pasco County offers a continuum of positive behavior supports, which are integrated with academic goals and include increasing levels of intervention in response to student needs. Whenever possible, prevention approaches and teaching strategies are considered prior to implementing consequences for behavior. The Student Code of Conduct (SCOC) communicates minimal requirements for student behavior and summarizes the policies of the District School Board of Pasco County. The SCOC:

- Defines the responsibilities and rights of students
- Defines the rules of conduct and the behavioral expectations for students
- Establishes consequences for violations of the rules of conduct
- Describes the process for handling disciplinary infractions

[1.4-1.7 Student Code of Conduct](#)

Standard 1.5

The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

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[1.4-1.5-1.7 School Board Artifacts](#)

Standard 1.6

Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

District Success Plan Quarterly Pillar Summaries and Scorecard Sample

Every quarter, the Pillar Owners summarize the work that occurred during the quarter for their Pillar in the district's Success Plan. These summaries are shared with the District Vision and Success Plan Committee, and feedback from stakeholders is sought throughout the year. The District Scorecard is used to monitor performance toward goals throughout the year. Metrics are carefully chosen as priorities within our work, and are monitored each quarter, each semester or on an annual basis. Metrics are included for each of the four strategic Pillars.

[1.1-1.2-1.6 Quarterly Summaries and Scorecard](#)

Beginning of the Year Canvas Courses for Administrators and Teachers

Each year, District departments engage in a coordinated effort to assist schools at the start of the new year by compiling important beginning of the year information in one Canvas course. This helps to keep school-based administrators' email inboxes as empty as possible for the first month of school and have resources located in one spot. Additionally, a staff and teacher Canvas course is created for school-based administrators to personalize and push out to their staffs. These courses end with an acknowledgement quiz of resources contained so that school-based and the district administrators are able to monitor completion and provide support, as indicated.

[1.6 Beginning of the Year Canvas Course](#)

Evaluation Systems

The District utilizes a teacher evaluation system with the intention of developing and improving instructional practices to positively impact student achievement. Pasco's system is directly aligned with the six standards of the Florida Educator Accomplished Practices (FEAP). All instructional staff, both classroom and non-classroom, are evaluated using the same tool. These FEAP standards provide six clear and concise standards that represent best practice outcomes for excellence in teaching and learning.

Evaluating administrators receive an overview of the evaluation process in the BOY course each year. All evaluating administrators attend a mandatory evaluation calibration training that addresses each FEAP standard through observation and feedback practice as well as rating performance on each FEAP standard. It is the expectation that all evaluating administrators conduct observations, gather evidence, and provide feedback on performance in the Florida Educator Accomplished Practices standards. This is documented in the evaluation platform, myPGS, and shared with evaluatees.

Communication is sent out each week to all evaluating administrators. This communication is focused on improving instructional practices. It includes reminders related to the evaluation

process, strategies in providing feedback to evaluatees, and new learning focused on utilizing the evaluation platform, myPGS.

[1.6 Evaluation Systems Artifacts](#)

Instructional Practice Guide Walkthrough Tool and Data over Time

Using a common walkthrough tool, The Instructional Practice Guide Walkthrough Tool, is useful way administrators are able to monitor the degree to which instructional staff are committed to the expectations in the classroom and demonstrating a collective commitment to Pasco County Schools' desired outcomes.

This tool helps to facilitate discussion and the monitoring of the walkthrough data to ensure that each learner in our system is receiving the opportunity to develop skills and achieve the content and learning priorities established in state standards. Monitoring and coaching on each Core Action identified in the tool help to ensure we are using the walkthrough data to plan for professional learning, school support, and curriculum revision to best meet the needs of all learners in our system.

[1.1-1.2-1.3-1.6-1.11 Instructional Practice Guide Walkthrough Tools](#)

[1.1-1.2-1.3-1.6-1.11 ELA-Math Walkthrough Data Over Time](#)

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Since the 2013-2014 school year, Pasco County Schools has been providing students in grades 5-12 the opportunity for their voice to be heard via the Gallup Student Poll. The results of this poll help our district support schools' social and emotional learning goals, giving students the best opportunity to reach their full potential daily. The results identify strengths and weaknesses in the following themes:

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[1.2-1.3-1.6-1.8-1.10-1.11 Gallup Student Poll and Employee Engagement](#)

Standard 1.7

Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

District Success Plan and School Success Plans

The District Success Plan is comprised of four important pillars: Excellence in Student Achievement, Employee Success, Taxpayer Value, and Connecting to the Community, which support the work of the school district and enable us to deliver on our mission and vision. District and school level metrics are included for each of the four strategic pillars. Metrics are the priorities within our work, and are monitored each quarter, each semester, or on an annual basis. A District Scorecard is used to track performance toward goals, throughout the year, at both the district and school level. An important objective of the scorecard is to increase every staff member's understanding of individual and collective contributions to the overall performance of the District. The data reported through the scorecard informs decisions at both the district and school level, and ensures a continuous reflection of practices.

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[1.1-1.2-1.3-1.4-1.7-1.8-1.9-1.10 Success Plan](#)

Standard Operating Procedures

Pasco County Schools has district-wide standard operating procedures and practices in place for employee and student expectations, crisis management and comprehensive Board policies. We complete annual reviews of standard operating procedures and policies. These reviews include stakeholder feedback and compliance with any legislative changes. Stakeholder input during the annual review process is utilized to address the effective and efficient implementation of standard operating procedures.

Student Progression Plan

The SPP is designed to ensure that all students meet high academic standards through a standards-driven curriculum, rigorous and relevant instruction, and instruction that is focused on critical thinking and problem solving. The effectiveness of this instruction is evaluated through the District's comprehensive program for student progression. The program analyzes assessment data through a universal screening and continuous progress monitoring system to identify students that need more intensive instructional support in order to accelerate growth. These instructional interventions are implemented and the student responses to them are continuously monitored to

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[1.4-1.7 Student Progression Plan](#)

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[1.4-1.7 Student Code of Conduct](#)

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[1.4-1.5-1.7 School Board Artifacts](#)

Standard 1.8

Leaders engage stakeholders to support the achievement of the system's purpose and direction.

Common Vision of Instructional Excellence

In 2014, district leadership set out to define what our district's mission embodied. In doing this, we wanted to ensure that it included the voice of our school leaders, so we asked them: What is the desired effect of our World Class Education, in other words, what is the meaning of our mission? Leaders from elementary to high school brainstormed what a world class learning moment would look and feel like for a student and what the teacher behaviors would be to pull that off. The result of their collective ideas and desires resulted in our Common Vision for Instructional Excellence. We want students to: build strong content knowledge and apply learning to new contexts, think critically to understand and solve real world problems, collaborate and communicate to learn within and outside of their school community, utilize a variety of tools and resources enhance their learning, and take ownership for their learning and reflect on their learning progress. These are not graduate outcomes, they are everyday outcomes, for every student in every classroom ... what every teacher should be striving for and every leader should be supporting. These statements have become the driver of school improvement plans, professional learning and resource development. We take every opportunity to elevate this vision of excellence through our system.

[1.1-1.2-1.3-1.8-1.9-1.11 Common Vision of Instructional Excellence](#)

[1.1-1.2-1.3-1.8-1.9 Shared Vision Case Study-Impact FL](#)

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[1.1-1.2-1.3-1.4-1.7-1.8-1.9-1.10 Success Plan](#)

District Vision and Success Plan Committee

The work of the District Vision and Success Plan Committee contributes to long term planning for the district. The committee informs, evaluates, and assists with the creation and revision of the District's Success Plan. The committee is comprised of business and community stakeholders, parents, students, teachers, and school and district-based administrators. Members of the committee review data regularly and engage in decision-based data collection to inform the Success Plan process and to inform the work of other committees whose work supports the District's Vision and Success Plan.

Artifacts include a sample invitation to join letter, sample agendas indicating topics and structure for meetings, sample minutes demonstrating input and feedback from the stakeholders, and a presentation made to the School Board featuring analysis of plan and changes for the new year.

[1.1-1.2-1.3-1.8-1.9-1.10-1.11 District Vision and Success Plan Committee](#)

Key Priorities Guide

The Key Priorities Guide focuses on three system wide key priority areas of High Impact Instruction, Data Driven Decisions, and Collaborative Culture. This guide outlines the behaviors that schools need to engage in to bring those priorities to life, and what district supports will be necessary to help schools in this endeavor. The guide also includes our Common Vision of Instructional Excellence. This vision addresses what world class learning would look and feel like for a student and the teacher behaviors needed to achieve them. The Key Priorities guide is revisited annually to review and revise our three priorities with input from school and district leaders.

[1.1-1.2-1.3-1.8-1.9-1.11 Key Priorities Guides for this year and last year](#)

Continuous Improvement Process

As a system, we are engaging in a continuous improvement process always, and annually, we have a more focused reflection to look forward to the next coming school year. Schools reflect and respond to data at the minimum quarterly, and the system engages in regular Calibration Meetings throughout the school year. Additionally, after reflecting on current mid-year data, the system engages in Comprehensive Needs Assessment (CNA). This needs assessment sets the stage for future planning and includes analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits. It drives the district planning process, allocation of resources in a consistent, and annual approach to Planning Forward.

Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include Florida Standards Assessment (FSA), Statewide Science Assessment, district developed quarterly check results where applicable, and NWEA MAP Growth data.

Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys and focus groups.

Multiple tools are used to conduct a self-assessment. Each school and the district rate themselves on the Cognia Standards for systems accreditation and reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE). Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into instructional and support practices.

An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in site visits with school leadership at the school after the school team has completed the first part of their analysis to gain insight into the school's unique needs as well as identify foci for school improvement efforts and needs for implementing the plan.

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, the allocation of supports needed to implement each school's improvement plan and serves as the foundation for Planning Forward.

[1.2-1.3-1.8-1.11 Continuous Improvement Process](#)

Title 1 Continuous Improvement

In addition to the data analysis conducted as a part of the district's CNA process, Title 1 schools evaluate their Title 1 initiatives from their school-wide plan. The school-wide plan is a living document that schools begin to complete during the Title 1 planning days. Throughout the school year, the school reflects on school-level data and adds this to the school-wide plan. As Title 1 planning takes place immediately following the district CNA process, the combined CNA data and reflections, and the Title 1 school-wide plan analysis become the basis for continuous improvement in these schools as leadership teams use all the data available to them to make decisions on how to best use Title 1 funds to support student achievement. Additionally, the Title 1 team engages in the CNA site visit meetings for the Title 1 schools. After taking part in these meetings, the Title 1 team meets to reflect and discuss trends that emerge across title 1 schools around the county. The reflection allows the Title 1 team to make decisions on how to supports schools with continued growth and increased student achievement at the district level. Finally, the Title 1 program completes an evaluation of the combined district and school initiatives funded through Title 1. The evaluation provides an overview of how these initiatives impact student achievement.

[1.2-1.3-1.8 Title I Continuous Improvement](#)

[1.2-1.3-1.8 Sample Schoolwide Plan-Title I \(excel spreadsheet\)](#)

Gallup Survey for Employees and Gallup Student Poll

Since the 2013-2014 school year, Pasco County Schools has been providing students in grades 5-12 the opportunity for their voice to be heard via the Gallup Student Poll. The results of this poll help our district support schools' social and emotional learning goals, giving students the best opportunity to reach their full potential daily. The results identify strengths and weaknesses in the following themes:

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Social and Emotional Learning: How people learn to understand and manage emotions and establish positive relationships with others.

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District Design Teams

Design teams are district led committees at the elementary and secondary levels that address system-wide issues and topics. These workgroups, comprised of school administrators, teachers, union representation, and district administrators, provide input and solutions or recommendations to the Superintendent's staff for further development. The structure of the design teams provides an opportunity for voice and the time to go in-depth on topics and issues directly impacting schools currently and in the future. Design Teams break into smaller workgroups to address topics. Past topics include elementary grading practices, secondary grading practices, computer science, assessment, and AICE General Paper course implementation.

Artifacts include a summary of work sample from a secondary design team assessment sub-committee, sample agenda and meeting notes from a secondary design team sub-committee, and survey results from a teacher survey the sub-committee administered to engage teachers and solicit feedback from them.

[1.2-1.8 Design Team Artifacts](#)

Stakeholder Feedback and Engagement

Pasco County Schools seeks to engage stakeholders as active participants in committees and workgroups (some examples include Career Ed. Board, Penny for Pasco, Investment Oversight, District Success Plan and Vision Committee). School-based instructional staff, school-based leaders, and district staff have opportunities to participate in workgroups and provide feedback on a variety of topics. The use of surveys, Let's Talk, and previously Thought Exchange provides parents, community members and students with the opportunity to share critical feedback to the district and its mission and vision.

Committee and workgroup membership data is regularly collected and analyzed to ensure a variety of voices from stakeholder groups. Survey response rates, response time data, volunteer hours, parent access rates to student information system, and employee engagement results are all monitored to ensure opportunities for input occur.

The district analyzes stakeholder input and responds accordingly. For example, as a result of the desire to increase parent, student, staff, and community voice, the district began utilizing ThoughtExchange to solicit thoughts and ideas. This was especially useful during the pandemic shutdown and reopening.

Pasco County Schools has implemented the Let's Talk platform and utilization of the SIS platform myStudent to garner feedback from parents and other stakeholders. As part of the reopening plan to gauge student and parent feeling toward returning to the schools, we built a survey right in myStudent. This was a new technology available beginning with the new version of software. During the 2020-2021 school year, we have successfully conducted multiple surveys collected within the parent/student portal of myStudent with great success and ease for end user input.

Let's Talk analytics are evaluated for trending topics to improve District communication to all stakeholders. Let's Talk analytics for positive customer experiences are evaluated to determine stakeholder perceptions in District communications.

[1.2-1.8-1.10 Engagement Artifacts](#)

School Advisory Councils

The School Advisory Council is a school-based group intended to represent the school, the community and those persons closest to the students. The group shares responsibility for guiding the school toward continuous improvement. The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan. Each School Advisory Council assists in the annual preparation and evaluation of the school improvement plan [in Pasco called the Success Plan (SuP)] and in the preparation of the school's annual budget.

[1.3-1.8 SAC Artifacts](#)

Parent University

The Office for Leading and Learning created a webpage, Parent University, where district departments can link documents and videos to assist parents with numerous topics such as how to log into myPascoConnect, how to log into myLearning, guidance for learning from home, etc. This site proved to be extremely beneficial whose student chose the mySchool Online option during the pandemic.

[1.8 Parent University Snapshot](#)

[1.8 mySchool Online Parent University](#)

CTE Teacher Feedback and Program Evaluation

A Mach form is sent to the teachers and PLCs to gather their reflections specific to their CTE area and to request anything that they need. Program coordinators visit the schools and evaluate what is needed, talk to the teachers, and review the student passing rates on industry certification examinations. Teachers are required to hold the industry certification themselves and students must score an 80% or higher on the practice test before being allowed to sit for the industry certification examination. If the passing rate falls below 50% for three years, then they look at the past three years of assessment data to reflect on how the program at that school can be improved. Three-year improvement plans are developed and put into place which include teacher development. They also have the option of removing the program from school.

[1.8-1.10-1.11 CTE Teacher Feedback and Program Evaluation](#)

Standard 1.9

The system provides experiences that cultivate and improve leadership effectiveness.

Common Vision of Instructional Excellence

In 2014, district leadership set out to define what our district’s mission embodied. In doing this, we wanted to ensure that it included the voice of our school leaders, so we asked them: What is the desired effect of our World Class Education, in other words, what is the meaning of our mission? Leaders from elementary to high school brainstormed what a world class learning moment would look and feel like for a student and what the teacher behaviors would be to pull that off. The result of their collective ideas and desires resulted in our Common Vision for Instructional Excellence. We want students to: build strong content knowledge and apply learning to new contexts, think critically to understand and solve real world problems, collaborate and communicate to learn within and outside of their school community, utilize a variety of tools and resources enhance their learning, and take ownership for their learning and reflect on their learning progress. These are not graduate outcomes, they are everyday outcomes, for every student in every classroom ... what every teacher should be striving for and every leader should be supporting. These statements have become the driver of school improvement plans, professional learning and resource development. We take every opportunity to elevate this vision of excellence through our system.

[1.1-1.2-1.3-1.8-1.9-1.11 Common Vision of Instructional Excellence](#)

[1.1-1.2-1.3-1.8-1.9 Shared Vision Case Study-Impact FL](#)

District Calibration and Planning Forward

Pasco County Schools intentionally structures time for a group consisting of over 100 district instructional leaders from each of our instructional departments. This group meets several times a year to calibrate throughout the year, as well as collaboratively plan forward for the following year. These strategic points of reflection and planning sessions are part of the district level continuous improvement cycle and are centered around our common vision of instructional excellence and theory of action focusing on our three key priorities of high impact instruction, collaborative culture, and data driven decisions.

A sample purpose and structure for a recent planning forward session was:

1. Calibrate: Ensure all staff deeply know and understand who we are as a district and the how the Key Priorities Guide and Success Plan support the mission and vision of the district.
2. Review and reflect: Review data sources (student data, site visit notes and artifacts, PD surveys, Gallup data, CLNA, etc.) and ensure alignment of school trends/requests and the school/district actions within the Key Priorities Guide and Success Plan.
3. Respond and plan: Articulate how you and your Deliverables team will support the district Key Priorities Guide, Success Plan and Strive for '25 Initiatives for the 2021-2022 school year (and beyond).

[1.1-1.3-1.9 Calibration and Planning Forward Artifacts](#)

District Success Plan and School Success Plans

The District Success Plan is comprised of four important pillars: Excellence in Student Achievement, Employee Success, Taxpayer Value, and Connecting to the Community, which support the work of the school district and enable us to deliver on our mission and vision. District and school level metrics are included for each of the four strategic pillars. Metrics are the priorities within our work, and are monitored each quarter, each semester, or on an annual basis. A District Scorecard is used to track performance toward goals, throughout the year, at both the district and school level. An important objective of the scorecard is to increase every staff member's understanding of individual and collective contributions to the overall performance of the District. The data reported through the scorecard informs decisions at both the district and school level, and ensures a continuous reflection of practices.

All schools develop a plan for success--Pasco County Schools school improvement plan. Each school's plan, entitled Success Plan At-A-Glance, aligns with the priorities of the District Success Plan including focus areas in one or more of the four strategic pillars. This intentionally brief document is the result of a thorough analysis of the school's data during the Comprehensive Needs Assessment process and is in stakeholder friendly format so that it is easily shared.

[1.1-1.2-1.3-1.4-1.7-1.8-1.9-1.10 Success Plan](#)

District Vision and Success Plan Committee

The work of the District Vision and Success Plan Committee contributes to long term planning for the district. The committee informs, evaluates, and assists with the creation and revision of the District's Success Plan. The committee is comprised of business and community stakeholders, parents, students, teachers, and school and district-based administrators. Members of the committee review data regularly and engage in decision-based data collection to inform the Success Plan process and to inform the work of other committees whose work supports the District's Vision and Success Plan.

Artifacts include a sample invitation to join letter, sample agendas indicating topics and structure for meetings, sample minutes demonstrating input and feedback from the stakeholders, and a presentation made to the School Board featuring analysis of plan and changes for the new year.

[1.1-1.2-1.3-1.8-1.9-1.10-1.11 District Vision and Success Plan Committee](#)

Key Priorities Guide

The Key Priorities Guide focuses on three system wide key priority areas of High Impact Instruction, Data Driven Decisions, and Collaborative Culture. This guide outlines the behaviors that schools need to engage in to bring those priorities to life, and what district supports will be necessary to help schools in this endeavor. The guide also includes our Common Vision of Instructional Excellence. This vision addresses what world class learning would look and feel like

for a student and the teacher behaviors needed to achieve them. The Key Priorities guide is revisited annually to review and revise our three priorities with input from school and district leaders.

[1.1-1.2-1.3-1.8-1.9-1.11 Key Priorities Guides for this year and last year](#)

New Teachers

The New Teacher Committee's primary goal is to ensure that all new hires engage in a relevant and timely orientation and induction. The committee meets throughout the year to calibrate, review and reflect, and then to respond to data collected and plan for the upcoming year. All new teachers participate in a two-year support program. This includes a week-long orientation, continued professional development throughout the school year, monthly newsletters, office hours to connect with new teacher team, mentorship, and school-wide supports. The focus of the program is feedback and formative growth to help new hires learn the Pasco Way of Work.

Artifacts include Planning Forward Notes, New Teacher Development web site, and the committee's professional development plan (aka Stakeholder PD plan) for 2020-21.

[1.1-1.9 New Teacher Artifacts](#)

Leadership Pipeline and Leadership Development

The district's talent pipeline is aligned to the Pasco's Leadership Framework which specifies the competencies that all leaders must develop. The leadership competencies were developed in alignment to Florida Principal Leadership Standards. The district engages multiple stakeholders, including university partners in the development and implementation of our talent pipeline. For example, St. Leo University partners to provide our non-instructional staff with opportunities to become classroom teachers. The University of South Florida, in partnership with the district, engages teachers in a Teacher Leadership Academy which results in certification and increased teacher leadership in schools. New Teacher Programs at the High Schools. The District has done extensive work in further developing the principal pipeline and regularly engages with leaders from districts throughout the state and nation through the support of the Wallace Foundation.

Pasco's Leadership Framework serves as the foundation for all leadership development programs. The Leadership Framework defines what leadership excellence means in Pasco County. Pasco offers an extensive professional development system that provides learning for aspiring, current and advancing teachers, coaches, school leaders and district leaders. Pasco uses research, data and feedback to revise all leadership and development programs and regularly hosts professional learning for teachers, coaches and leaders.

Pasco uses data to make decisions as it relates to professional learning. The MyPGS system houses the professional learning opportunities and provides registration, attendance and

completion data. In addition, participants complete exit surveys to provide the needed feedback to make adjustments to the course design and delivery.

Leadership Development

LEAD Aspiring Leaders Program

Pasco schools is committed to developing leaders within our school system. The LEAD Aspiring Leaders Program is aimed at professional development for aspiring leaders. Specific professional development opportunities are designed for aspiring non-instructional leaders, district leaders, coaches, assistant principals, and teacher leader. A snapshot of our Aspiring Leaders homepage and homepage address is linked below.

Aspiring Principals: Preparing New Principal Program (PNPP)

Aspiring principals are part of the Preparing New Principal Program (PNPP), which provides future principal candidates with learning experiences that align with the Florida Principal Leadership Standards as well as Pasco's Vision for Leadership Excellence. Applicants for School Principal Certification will engage in a yearlong preparation program that requires demonstration of excellence in all core leadership competencies.

Advancing Leaders Academy

Advancing Leaders Academy provides school and district leaders with professional learning and personalize growth opportunities related to Leadership Excellence.

Assistant Principal Internship Program

The internship provides on-the-job training for aspiring assistant principals with the intent of providing the intern with a variety of experiences that are typical of an Assistant Principal. Interns should be provided opportunities to develop their technical and adaptive leadership skills. Upon completion of the internship, interns will be considered "Assistant Principal Eligible" and will be able to apply for open positions.

[1.9 Wallace Foundation Pipeline Work Plan](#)

[1.9 Leadership Development Artifacts](#)

[1.9 Internship Program Outline](#)

Equity Leader Labs

In partnership with Equal Opportunity Schools, the District conducts Equity Leader Labs (ELLabs). The ELLabs convene our partner districts' and schools' Equity Team members to develop and adopt the policies, practices and mindsets to sustain equity in support of historically marginalized student success. ELLabs allow educators to experiment with new ideas and strategies. A laboratory incubates experimentation, growth, and learning and is long overdue in education. It is easier to repeat what we did yesterday than to be bold and creative about what is possible for us to do tomorrow. The Equity Leader Labs give the skills and

opportunities to enshrine a higher sense of what is possible for students of color and low-income students in the school system.

The Equity Leader Labs:

- Share learnings from across our national portfolio.
- Create space for learning and experimentation in support of equitable opportunity and success.
- Focus on policies, practices and mindsets that facilitate equity.
- Lead by doing the hard work of asking “why not?”.

[1.9 Equal Opportunity Schools Equity Leader Labs](#)

The New Teacher Project (TNTP)

The Opportunity Myth released by The New Teacher Project in 2018 has helped to guide the work of Pasco County Schools in ensuring each student receives a World Class Education. Through embedding the findings of this study in the work and professional learning of each district department and school we have worked hard to ensure there is a clear focus on planning and monitoring for grade appropriate assignments in all classrooms, for each student regardless of race or socioeconomic status. By providing sample student work from our own classrooms for our teachers, coaches, and administrators to review and analyze, critical discussions and planning has occurred.

Additionally, the district has engaged TNTP to conduct a comprehensive equity audit using data over the past six years looking at the following types of student opportunities and experiences.

Achievement Growth. How students’ tested performance changed over time as they progressed through the district.

Coursetaking. Which students took advanced courses, and which students took the collection of high school courses needed to qualify for local flagship universities.

Grades. Differences in the grades students earn, and how those grades connect to test achievement as proxies for differences in students’ day-to-day experiences and opportunities.

Discipline and Attendance. Differences in two prominent factors preventing students from these attending class: suspensions and absences.

The Opportunity to have Teachers who Reflect Students’ Identities. Having at least one teacher who reflects one’s racial/ethnic identity is associated with improved academic outcomes both immediately and many years down the road. We looked at the extent to which students had opportunities to be taught by teachers sharing their racial/ethnic identity.

Results will be shared with the Superintendent’s Cabinet, School Board, Directors, Principals, Instructional Staff, and the Equity Advisory Council to garner conversation and develop goals to

move forward in achieving improved outcomes to address equity challenges and measure the impact of our work.

[1.9 TNTP Artifacts](#)

[1.9 TNTP-Academic Diagnostic](#)

Professional Learning

Pasco County Schools has a robust and comprehensive professional learning plan that ensures teachers, coaches, and administrators have the resources needed to implement curriculum that prepares learners for their next levels. Professional learning opportunities are offered through the year that are specific to content but are also best practices for educators. Additionally, each year Pasco County Schools hosts two large events called Together We Lead and Together We Learn geared towards administrators, coaches, and teachers. These events host a large variety of professional learning opportunities including curriculum launches and learning networks overviews that ensure stakeholders have what is needed to start the school well equipped with resources.

[1.9 Professional Development Artifacts](#)

Instructional Coaching

In the area of instructional coaching, Pasco County has worked on improving systems for clear communication of coaching standards, expectations, and housing key coaching resources in a centralized location that is easy for stakeholders to access. All materials are housed in a central spot in SharePoint. In addition, there is a weekly S'MORE for all coaches with links to resources and professional learning activities. Aside from communication around these standards and expectations, we have elevated our ability to evaluate coaching impact cycles (based on the work of Jim Knight's Instructional Coaching Group). We collect survey data and real-world artifacts that demonstrate coaching work and help us understand the key levers for professional learning and improved impact on student and staff outcomes. The district's coaching leadership team, comprised of school-based administrators, school-based coaches, and district staff collect and reflect on this data to make strategic decisions. The county has been involved with the Bill and Melinda Gates Foundation to collect specific data around coaching and the implementation of our Middle School Math curriculum. Aspects examined in this two-year grant include equitable teaching practices, ensuring high expectations and grade level assignments for all student with a particular emphasis on ELL students.

[1.9 Instructional Coaching Resources](#)

Standard 1.10

Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

District Success Plan and School Success Plans

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[1.1-1.2-1.3-1.4-1.7-1.8-1.9-1.10 Success Plan](#)

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[1.1-1.2-1.3-1.8-1.9-1.10 District Vision and Success Plan Committee](#)

Stakeholder Feedback and Engagement

Pasco County Schools seeks to engage stakeholders as active participants in committees and workgroups (some examples include Career Ed. Board, Penny for Pasco, Investment Oversight,

District Success Plan and Vision Committee). School-based instructional staff, school-based leaders, and district staff have opportunities to participate in workgroups and provide feedback on a variety of topics. The use of surveys, Let's Talk, and previously Thought Exchange provides parents, community members and students with the opportunity to share critical feedback to the district and its mission and vision.

Committee and workgroup membership data is regularly collected and analyzed to ensure a variety of voices from stakeholder groups. Survey response rates, response time data, volunteer hours, parent access rates to student information system, and employee engagement results are all monitored to ensure opportunities for input occur.

The district analyzes stakeholder input and responds accordingly. For example, as a result of the desire to increase parent, student, staff, and community voice, the district began utilizing ThoughtExchange to solicit thoughts and ideas. This was especially useful during the pandemic shutdown and reopening.

Pasco County Schools has implemented the Let's Talk platform and utilization of the SIS platform myStudent to garner feedback from parents and other stakeholders. As part of the reopening plan to gauge student and parent feeling toward returning to the schools, we built a survey right in myStudent. This was a new technology available beginning with the new version of software. During the 2020-2021 school year, we have successfully conducted multiple surveys collected within the parent/student portal of myStudent with great success and ease for end user input.

Let's Talk analytics are evaluated for trending topics to improve District communication to all stakeholders. Let's Talk analytics for positive customer experiences are evaluated to determine stakeholder perceptions in District communications.

[1.2-1.8-1.10 Engagement Artifacts](#)

Gallup Survey for Employees and Gallup Student Poll

Since the 2013-2014 school year, Pasco County Schools has been providing students in grades 5-12 the opportunity for their voice to be heard via the Gallup Student Poll. The results of this poll help our district support schools' social and emotional learning goals, giving students the best opportunity to reach their full potential daily. The results identify strengths and weaknesses in the following themes:

Engagement: The involvement in and enthusiasm for school. Engaged students are excited about what is happening at their school and what they are learning. Engaged students contribute to the learning environment, and they are psychologically committed to their school.

Hope: The ideas and energy students have for the future. Hope has also been linked to student success in school. Hopeful students are positive about the future, are goal-oriented and can overcome obstacles in the learning process, enabling them to navigate a pathway to achieve their goals.

Belonging: Feeling accepted and included as part of the school. Students with a sense of belonging know there is an adult on their side and feel like valued members of their learning community.

Social and Emotional Learning: How people learn to understand and manage emotions and establish positive relationships with others.

Also, the employees have the opportunity to complete the Employee Engagement Survey, providing an outlet for employee's voices to be heard. The data from this survey helps school and district level leaders best support their staff, focusing on the areas that matter most. Once the poll/survey has been given, guidance is given on how to effectively dive into the data.

[1.2-1.3-1.6-1.8-1.10-1.11 Gallup Student Poll and Employee Engagement](#)

CTE Teacher Feedback and Program Evaluation

A Mach form is sent to the teachers and PLCs to gather their reflections specific to their CTE area and to request anything that they need. Program coordinators visit the schools and evaluate what is needed, talk to the teachers, and review the student passing rates on industry certification examinations. Teachers are required to hold the industry certification themselves and students must score an 80% or higher on the practice test before being allowed to sit for the industry certification examination. If the passing rate falls below 50% for three years, then they look at the past three years of assessment data to reflect on how the program at that school can be improved. Three-year improvement plans are developed and put into place which include teacher development. They also have the option of removing the program from school.

[1.8-1.10-1.11 CTE Teacher Feedback and Program Evaluation](#)

Standard 1.11

Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

Continuous Improvement Process

As a system, we are engaging in a continuous improvement process always, and annually, we have a more focused reflection to look forward to the next coming school year. Schools reflect and respond to data at the minimum quarterly, and the system engages in regular Calibration Meetings throughout the school year. Additionally, after reflecting on current mid-year data, the system engages in Comprehensive Needs Assessment (CNA). This needs assessment sets the stage for future planning and includes analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits. It drives the district planning process, allocation of resources in a consistent, and annual approach to Planning Forward.

Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include Florida Standards Assessment (FSA), Statewide Science Assessment, district developed quarterly check results where applicable, and NWEA MAP Growth data. Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys and focus groups.

Multiple tools are used to conduct a self-assessment. Each school and the district rate themselves on the Cognia Standards for systems accreditation and reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE). Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into instructional and support practices.

An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in site visits with school leadership at the school after the school team has completed the first part of their analysis to gain insight into the school's unique needs as well as identify foci for school improvement efforts and needs for implementing the plan.

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, the allocation of supports needed to implement each school's improvement plan and serves as the foundation for Planning Forward.

[1.2-1.3-1.8-1.11 Continuous Improvement Process](#)

Common Vision of Instructional Excellence

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mission? Leaders from elementary to high school brainstormed what a world class learning moment would look and feel like for a student and what the teacher behaviors would be to pull that off. The result of their collective ideas and desires resulted in our Common Vision for Instructional Excellence. We want students to: build strong content knowledge and apply learning to new contexts, think critically to understand and solve real world problems, collaborate and communicate to learn within and outside of their school community, utilize a variety of tools and resources enhance their learning, and take ownership for their learning and reflect on their learning progress. These are not graduate outcomes, they are everyday outcomes, for every student in every classroom ... what every teacher should be striving for and every leader should be supporting. These statements have become the driver of school improvement plans, professional learning and resource development. We take every opportunity to elevate this vision of excellence through our system.

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Key Priorities Guide

The Key Priorities Guide focuses on three system wide key priority areas of High Impact Instruction, Data Driven Decisions, and Collaborative Culture. This guide outlines the behaviors that schools need to engage in to bring those priorities to life, and what district supports will be necessary to help schools in this endeavor. The guide also includes our Common Vision of Instructional Excellence. This vision addresses what world class learning would look and feel like for a student and the teacher behaviors needed to achieve them. The Key Priorities guide is revisited annually to review and revise our three priorities with input from school and district leaders.

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[1.1-1.2-1.3-1.4-1.7-1.8-1.9-1.10 Success Plan](#)

Instructional Practice Guide Walkthrough Tool and Data over Time

Using a common walkthrough tool, The Instructional Practice Guide Walkthrough Tool, is useful way administrators are able to monitor the degree to which instructional staff are committed to the expectations in the classroom and demonstrating a collective commitment to Pasco County Schools' desired outcomes.

This tool helps to facilitate discussion and the monitoring of the walkthrough data to ensure that each learner in our system is receiving the opportunity to develop skills and achieve the content and learning priorities established in state standards. Monitoring and coaching on each Core Action identified in the tool help to ensure we are using the walkthrough data to plan for professional learning, school support, and curriculum revision to best meet the needs of all learners in our system.

[1.1-1.2-1.3-1.6-1.11 Instructional Practice Guide Walkthrough Tools](#)

[1.1-1.2-1.3-1.6-1.11 ELA-Math Walkthrough Data Over Time](#)

Gallup Survey for Employees and Gallup Student Poll

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[1.2-1.3-1.6-1.8-1.10-1.11 Gallup Student Poll and Employee Engagement](#)

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[1.8-1.10-1.11 CTE Teacher Feedback and Program Evaluation](#)



Learning Capacity Domain

COMPILED ARTIFACT DESCRIPTIONS



Learning Capacity Domain

Standard 2.1

Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.

Equity Work

The equity work of this district is essential to our school district as we provide greater access and opportunities to all our students.

Pasco County Schools has established a District Equity Team to guide and accelerate our efforts to eliminate barriers and provide greater opportunities for each of our students. Dr. Kim Moore and Vanessa Hilton lead the teams while working with our assistant superintendents and other staff. We have established two equity-focused groups, Equity Advisory Council and Equity Partners, to partner with us on this.

Equity Advisory Council is a group of 21 individuals representing a diverse cross-section of our applicants and represents our school and community well. This team is comprised of dynamic students, parents, teachers, administrators, and community members. We also convened a larger group of nearly 90 members that we call our Equity Partners. Our Equity Partners are also dynamic students, parents, teachers, administrators, and community members. Their role is to provide input to the Equity Advisory Council and the District. They also serve as equity champions within the community.

The two groups will have different roles, and their participation will involve different levels of commitment. Both groups will play an essential role in the district's efforts.

The Equity Advisory Council is charged with the following:

1. Identify biases and behaviors that prevent consistent equitable, fair, and respectful practices;
2. Leverage relationships with national external partners to engage in improvement methods for equity;
3. Set goals for achieving improved outcomes within our District Success Plan to address our equity challenges and measure the impact of our work;
4. Provide equity-focused professional learning to all stakeholders focused on deepening trust, developing diverse leaders, and building capacity for change.

To assist us with our equity work, we are working with TNTP ([The New Teacher Project](#)), a nonprofit whose mission is to dismantle educational inequities.

[2.1 Equity Artifacts](#)

The New Teacher Project (TNTP)

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Additionally, the district has engaged TNTP to conduct a comprehensive equity audit using data over the past six years looking at the following types of student opportunities and experiences.

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Results will be shared with the Superintendent's Cabinet, School Board, Directors, Principals, Instructional Staff, and the Equity Advisory Council to garner conversation and develop goals to move forward in achieving improved outcomes to address equity challenges and measure the impact of our work.

[2.1 TNTP Artifacts](#)

[2.1 TNTP-Academic Diagnostic](#)

Equity in CTE

All CTE programs are assessed on the percentage of sub-population participants as compared to total school representation of this population. Targeted sub-populations are individuals with disabilities, economically disadvantaged, individuals in non-traditional fields, out of work individuals, English learners, homeless, youth in foster care and youth with parents in military. This assessment allows for the determination of gaps and implementation of corrective actions

as applicable. Additionally, the CTE department has worked with the technical high school to improve its student representation in non-traditional fields. Non-traditional fields are defined as occupations for which one gender comprise less than 25% of the individuals employed in the occupation.

[2.1 CTE Sub-population data collection tool for all CTE programs](#)

[2.1 Non-traditional Recruitment resource for WKTHS](#)

Equal Opportunities Schools (EOS) & Magnet Analysis

Our partnership with EOS focuses on increasing enrollment in underrepresented students in advanced coursework in high school. By working with this vendor, we are equipped with tools and resources like the Equity Pathways report, to address systemic barriers that are prohibiting students from achieving access and success in this rigorous coursework. Additionally, as a district, we analyze magnet program enrollment to ensure that these specialized programs are available to all students.

[2.1-2.2 EOS Artifacts](#)

Instructional Practice Guide Walkthrough Tool

The Instructional Practice Guide Walkthrough Tool is utilized in Pasco County Schools as a coaching tool for teachers, coaches, and administrators. This tool helps to facilitate discussion and the monitoring of the walkthrough data to ensure that each learner in our system is receiving the opportunity to develop skills and achieve the content and learning priorities established in state standards. Monitoring and coaching on each Core Action identified in the tool help to ensure we are using the walkthrough data to plan for professional learning, school support, and curriculum revision to best meet the needs of all learners in our system.

[2.1-2.2-2.5-2.6-2.9-2.11 Instructional Practice Guide Walkthrough Tools](#)

Professional Learning Communities

Professional Learning Communities (PLCs) are essential structures in Pasco County Schools in which teachers, coaches, and administrators engage in the PLC cycle. By working through the questions below it ensures that each student has access to high quality instruction, differentiation, and intervention in the classroom.

- What do we want all students to learn?
- How will we know when they have learned it?
- What will we do for students who do not learn?
- What will we do when some students have already learned?

All teachers in Pasco County Schools engage in a PLC regularly which is led by a PLC facilitator and monitored by coaches and administrators. Additionally, District Office staff work to ensure training occurs for all facilitators and that resources are readily available.

Artifacts include an essential standards chart planning tool, a new facilitator presentation, a PLC agenda, and a training presentation highlights the four guiding questions that drive the PLC process which leverages resources to create products that drive our teaching and assessing cycle. The purpose of this training presentation is to build knowledge around the type of work

that PLCs engage in, the cycle of the work, and a method in how they can reflect as a PLC to determine next steps on how they can continue to grow in their work. The PowerPoint also makes connections to a support Canvas course that provides resources that PLCs can use to engage in their cycles of work. The desired and expected outcome is that PLCs will work more intentionally and efficiently in addressing the PLC guiding questions as evidenced by the school products and student outcomes.

[2.1-2.6-2.7-2.9-2.10-2.11 Professional Learning Community \(PLCs\) Artifacts](#)

Middle School Advanced Coursework

Middle School Advanced coursework guide assists schools in identifying students for access and opportunity to enroll into advanced coursework in MS.

[2.1 Middle School Advanced Coursework Guide](#)

AVID

AVID is a strong system that transforms the Instruction, Systems, Leadership, and Culture of a school, ensuring college readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities. Within this curriculum, there is a focus on executive functioning, college readiness skills, and SEL support.

[2.1-2.2-2.3-2.8 AVID Artifacts](#)

Underrepresentation in Advanced Math

IM4E was a vendor we had the opportunity to partner with that helped guide us into creating a system that we utilize district wide to support the increased identification of underrepresented students into 6th grade advanced math.

[2.1 IM4E Presentation with Data and Results](#)

Teacher Evaluation Process

Pasco County Schools utilizes a teacher evaluation system with the intention of developing and improving instructional practices to positively impact student achievement. Pasco's system is directly aligned with the six standards of the Florida Educator Accomplished Practices. All instructional staff, both classroom and non-classroom, will be evaluated using the same tool. These FEAP standards provide us with six clear and concise standards that represent best practice outcomes for excellence in teaching and learning.

[2.1-2.5 Teacher Evaluation documents](#)

[2.1-2.5 Student Performance Measures](#)

Standard 2.2

The learning culture promotes creativity, innovation and collaborative problem-solving.

Innovative Options/Pasco Pathways

Pasco County Schools is proud to have opportunities for students and families to promote creativity, innovation, and problem solving. Our county currently has magnet schools and programs with themes focused on STEM, STEAM, Cambridge International, and International Baccalaureate. These opportunities facilitate the acquisition of problem-solving skills as well ensuring students become well rounded citizens who think critically. The design process that occurs in our STEM/STEAM schools provide our students with skills that equip them for the future. Cambridge and IB offers courses such as Global Perspectives and Theory of Knowledge which teach students to think critically and reflect on how they can impact their global community. In addition to these magnet options, our county offers as a wide variety of fine arts courses and programming that allow for student creativity. Pasco County Schools has also increased the offerings for Computer Science in our county exponentially over the past two years. By providing our students and teachers access and professional learning around this extremely critical curriculum, we are ensuring our students are equipped for jobs that are not created yet.

[2.2-2.8 Innovative Options Artifacts](#)

Learning Networks

Pasco County Schools maintains Learning Networks in Canvas for all curriculum content used in our schools. Standards-based curriculum resources, lesson plans, and curricular maps are housed within the Learning Networks in order to ensure teachers, coaches, and administrators have resources needed for planning instruction to meet the rigor of the standards. These resources promote creativity, innovation, and collaborative structures. Additionally, we have worked to embed computer science standards in all content areas. This has helped to ensure there is an interdisciplinary approach to this learning district wide and that this extremely engaging content is planned for in all content areas.

[2.2-2.5-2.6 Learning Networks Artifacts](#)

Social Emotional Learning

Pasco County Schools partnered with AIR to ensure Social Emotional Learning (SEL) was a priority in our district and embedded in classrooms. This work began through teams that were formed based on applications from educators across the district. Through this work standards, benchmarks and teaching practices were developed to create a more concrete picture of what this should look like in the classroom. Additionally, during the 19-20 and 20-21 school year, the focus of each early release day was around professional learning on SEL for teachers, coaches, and administrators. Surveys were given to employees to gather feedback to improve content of the work. Ensuring that the SEL needs of our employees and students are met further ensures that high quality learning will occur in the classrooms and that there is room for innovation and collaboration for students.

[2.2-2.3-2.4-2.9 Social Emotional Learning Artifacts](#)

Instructional Practice Guide Walkthrough Tool and Data over Time

The Instructional Practice Guide Walkthrough Tool is utilized in Pasco County Schools as a coaching tool for teachers, coaches, and administrators. This tool helps to facilitate discussion and the monitoring of the walkthrough data to ensure that each learner in our system is receiving the opportunity to develop skills and achieve the content and learning priorities established in state standards. Monitoring and coaching on each Core Action identified in the tool help to ensure we are using the walkthrough data to plan for professional learning, school support, and curriculum revision to best meet the needs of all learners in our system.

[2.1-2.2-2.5-2.6-2.9-2.11 Instructional Practice Guide Walkthrough Tools](#)

[2.2-2.5-2.6-2.9-2.11 ELA-Math Walkthrough Data Over Time](#)

AVID

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[2.1-2.2-2.3-2.8 AVID Artifacts](#)

Equal Opportunities Schools (EOS) & Magnet Analysis

Our partnership with EOS focuses on increasing enrollment in underrepresented students in advanced coursework in high school. By working with this vendor, we are equipped with tools and resources like the Equity Pathways report, to address systemic barriers that are prohibiting students from achieving access and success in this rigorous coursework. Additionally, as a district, we analyze magnet program enrollment to ensure that these specialized programs are available to all students.

[2.1-2.2 EOS Artifacts](#)

Gallup Student Poll and Employee Engagement Survey

Since the 2013-2014 school year, Pasco County Schools has been providing students the opportunity for their voice to be heard via the Gallup Student Poll. The results of this poll help our district support schools' social and emotional learning goals, giving students the best opportunity to reach their full potential daily. Also, the employees have been given the opportunity to complete the Employee Engagement Survey, providing an outlet for employee's voices to be heard. The data from this survey helps school and district level leaders best support their staff, focusing on the areas that matter most. Once the poll/survey has been given, guidance is given on how to effectively dive into the data.

[2.2-2.4 Gallup Student Poll and Employee Engagement Action Planning](#)

Odyssey of the Mind, STEM Fair, History Fair

Pasco County Schools offers a variety of enrichment activities that activate and promote their creativity, innovation, and collaborative problem-solving skills. These activities include but are not limited to Odyssey of the Mind, STEM Fair, History Fair, and TedX speech/presentation

fair. These enriched opportunities are available to elementary, middle, and high school students.

[2.2 History Fair Award Presentation](#)

[2.2 Odyssey of the Mind](#)

[2.2 Science and Engineering Fair Information](#)

Work-based Learning Initiatives

In order to promote problem-solving and collaboration, CTE programs are required to implement work-based learning initiatives. These initiatives foster business and industry networking and real-world instruction for students. Students are exposed to real-world career scenarios and must utilize their technical and creative skills for solutions. CTE programs promoting robust work-based learning opportunities are the clinicals for health science, business cooperative education experiences and On-the-job training for various jobs and industries.

[2.2-2.8 Health Science Student Clinical Guidelines](#)

[2.2-2.8 Cooperative Education Programs](#)

Sample Curriculum Frameworks-CTE

All CTE programs are driven by standards outlined in the Florida Department of Education, Curriculum Frameworks. Each program is aligned to a career cluster and detailed in the curriculum frameworks. The framework includes both academic and business and industry specific standards.

[2.2 Sample Curriculum Framework](#)

Trauma Informed Care

In 2018-19, 22 schools participated in Phase 1 Trauma Informed Care training and nine schools were involved through the Harmony Project training. Through these trainings, schools were exposed to effects of trauma that students could face and how to work with students appropriately with a strong focus on building relationships. A great deal of time was spent supporting staff to explore their own stress responses & self-regulation, and how that could impact their ability to support students and facilitate healthy relationships.

[2.2-2.3-2.4 Trauma Informed Care Schools](#)

Youth Mental Health First Aid (YMHFA)

Approximately 11,000 faculty and staff have been trained in YMHFA so that faculty and staff are aware of mental health that occurs in children and adolescence. Training occurred via YMHFA or Kognito. Through the training, faculty and staff learn how to build relationships with students and how to work with students who may have experienced trauma and/or mental health concerns.

[2.2-2.3-2.4 Kognito Trained Personnel](#)

[2.2-2.3-2.4 YMHFA Trained Personnel](#)

Standard 2.3

The learning culture develops learners' attitudes, beliefs and skills needed for success.

AVID

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[2.1-2.2-2.3-2.8 AVID Artifacts](#)

Social Emotional Learning

Pasco County Schools partnered with AIR to ensure Social Emotional Learning (SEL) was a priority in our district and embedded in classrooms. This work began through teams that were formed based on applications from educators across the district. Through this work standards, benchmarks and teaching practices were developed to create a more concrete picture of what this should look like in the classroom. Additionally, during the 19-20 and 20-21 school year, the focus of each early release day was around professional learning on SEL for teachers, coaches, and administrators. Surveys were given to employees to gather feedback to improve content of the work. Ensuring that the SEL needs of our employees and students are met further ensures that high quality learning will occur in the classrooms and that there is room for innovation and collaboration for students.

[2.2-2.3-2.4-2.9 Social Emotional Learning Artifacts](#)

Communication of Student Progress

Pasco County Schools has worked diligently to ensure equitable grading practices and procedures throughout our district. This use of district-wide grading principles and practices, consistent grading codes, and standardized reporting windows utilizing our student information system (myStudent) have helped achieve this goal. Through a parent and student portal, myStudent provides 24/7 access to a student's grades for both parents and students. You can see examples of the available resources we have in our system regarding the administration and communication of student progress.

[2.3-2.10 Communicating Student Progress documents](#)

Data Monitoring Systems

Pasco created **myEWS** (Early Warning System) as a comprehensive data system that is used within MTSS for problem-solving and decision-making with leaders, school staff, and students. Leadership teams use the school data sheet to monitor key data points in our system to ensure graduation success for all students. With the school data sheets, leaders can efficiently gather quick summary school-wide and cohort specific data on acceleration points, required passed ELA/Math assessments for graduation, course failures, credits/GPA, attendance/behavior, and student performance on district assessments.

Within the myEWS system there are various ways for schools to drill down to the student level for problem-solving barriers and intervention supports for at-risk/off-track students. Teacher

teams and school leadership teams can proactively develop interventions, remediation, and recovery supports for students. Utilizing the myEWS system ensures that we keep our eye on providing an effective Tier 1 for all students while developing tiered supports of our at-risk/off-track students. The data provided also allows systems or positive reinforcement for students on-track.

Also used in conjunction with myEWS are our analytics dashboard application, **myPasco Analytics**, which provides quick dashboard views for school staff, administrators, and leadership teams with many of the data points noted above and **myProgress** (Performance Matters) as our assessment platform.

myPascoAnalytics is also a data source for the district's public '**Data Dashboards**' which allows guest users such as parents to view various data points that provide insight to our district. These dashboards consist of demographics, academics, financial transparency, and more. Visitors to the public data dashboards can also view feeder patterns and schools zoned for a particular address, which may be important for those considering moving to/within the county. These data dashboards are linked on the homepage of our district's website. You can access the data dashboards [here](#).

MyProgress platform is utilized for the creation and administration of locally developed assessments. Also, a robust library of data from all assessments used in our balanced assessment system is stored in myProgress and allows district and school-based instructional staff to compare and analyze these results to help inform instructional decisions.

Not only is each of the monitoring systems robust, but also each is flexible enough to change as input from end-users is received or new requirements dictate. For example, a recent governor's executive order required the need to provide data to schools who were providing extended school day (ESD) support. With input from various stake holder's changes were made in myEWS to provide data that could feed into both our SIS system and Transportation systems to support this initiative.

[2.3-2.5-2.7-2.9-2.11 Data Monitoring Systems](#)

Graduate Survey and Exit Surveys

As part of Pasco County Schools' continued efforts to provide quality educational programs, data is collected each year to gain a better understanding of students' high school experiences and educational outcomes. The data collected through student surveys serves to inform schools about the perceptions of their students regarding the quality of the schools and their programs, as well as how these perceptions might relate to the district's graduation and dropout rate trends and educational outcomes.

When a student and family decide to withdraw to adult education or to drop out of school, students are asked to complete an exit interview. The questions are designed to ascertain what caused the student to feel the need to drop out (behind in credits, too many absences, did not feel supported).

During the last week of May, all graduating 12th graders are given the Follow-up Survey by the Career Specialist and/or School Counselor. Questions include did I have a trusted adult that I felt supported me; plans after graduation; if they felt safe in school, and if they feel prepared.

[2.3-2.8 Graduate Survey](#)

[2.3-2.8 Exit Survey](#)

PBIS (Positive Behavior Interventions and Supports)

Our schools have been working hard to become PBIS Model Schools. Under PCS' Mission and Vision, schools are highly active in the key areas Data Driven Decisions and Collaborative Culture.

In order to be recognized as a PBIS Model School, schools meet their deadlines throughout the year, have strong school-based teams, and are committed to the MTSS system to support their students both behaviorally and academically.

This year schools were awarded a Resilience Award based on their ability to not only adhere to the requirements below, but also to support students during distance learning.

- Schools have a Tier 1 PBIS team that has been trained. Each school has two Points of Contacts that meet quarterly with the District PBIS Coordinator (we currently have 85 active PBIS schools) and communicates the information back to their schools.
- Each school submits a Fall PBIS Implementation Checklist (PIC) to evaluate and monitor their PBIS implementation across the three tiers and is submitted by the school's point of contact/coach. This includes preparation, initiation, implementation, and maintenance. With this information schools can make adjustments as needed for the overall health of their schools Tier 1 system.
- The Benchmarks of Quality (BoQ) is submitted at the end of the year with an overall score (80% or higher) which focuses on the 10 Critical Elements (Teaming, Facility Commitment/Involvement, Effective Procedures for Dealing with Discipline, Data Entry & Analysis Plan, Expectations & Rules, Rewards/Recognition Program, Lesson Plans for Teaching the Expectations, Implementation Plan, Classroom Systems, and Evaluation.
- Walk-throughs are typically conducted for each school, but they were not required this year due to COVID-19.
- Submit End-of-the-Year data. This data is derived from our myStudent information system and allows for the data to identify any disproportionalities on our subgroups.
- Each school's District Coordinator (DC) submits a recommendation to allow the school to apply for a Model School award.

[2.3-2.4-2.12 PBIS Artifacts](#)

Behavior Program

Pasco County Schools provides tools, strategies and resources that can be adjusted for each individual student behavior or behavior scenario. These tools, strategies and resources assist with supporting teams in the development and implementation of classroom interventions, behavior plans or the Functional Behavior Assessments and Behavior Intervention Plans

(FBA/BIP). Additionally, Pasco County School's provides a comprehensive set of quality indicators and best practices for self-contained Exceptional Student Education (ESE) programs. These best practices are key components that must be present in classrooms for students with disabilities, to begin laying the foundation for providing high impact instruction, creating a collaborative culture and making data-driven decisions.

Pasco County Schools also utilized Insights to Behavior, a web-based platform developed specifically to support teachers and professionals in the management of children's behavior challenges that interfere with learning. Data collection and progress monitoring are built into the system to help facilitate communication and reporting, and Insights tools can be used to support IEP development. Utilization of this tool is required as part of a balanced, targeted and focused behavior management process.

[2.3 Behavior Program Overview](#)

[2.3 Behavior Intervention Resource Tool 2021](#)

[2.3 Insights to Behavior User Manual](#)

[2.3 Classroom Quality Indicators and Best Practices for Self-Contained Programs Behavior](#)

Job Preparation Program

The Job Preparation Program is designed to help students with disabilities age 14 and older, successfully transition from school to employment. Participation depends on individual student needs identified in the Individual Educational Plan (IEP). Program components include the Career Preparation Class, the Career Experience Class, the Career Placement Class, Preparation for Entrepreneurship, Job Shadowing, Career Assessments/Work Evaluation, Agency Referrals, Transition Planning, and includes the Transition Education Program (TEP).

[2.3-2.8 Job Preparation Program Overview](#)

Transition Programs and Services

Transition Programs and Services promotes the development of the Individual Education Plan (IEP) for students 14 years and older, focusing on learning that is directly tied to the community and prepares students for college, career and life. Students participate in a variety of learning experiences designed to address their functional academic, daily living, and vocational needs, in order to assist the student with meeting his or her transition goals.

[2.3-2.8 Transition Program and Services Overview](#)

[2.3-2.8 Transition Assessment Manual](#)

[2.3-2.8 Work Evaluation brochure](#)

EOS Equity Leader Labs

The Equity Leader Labs (ELLabs) convene our partner districts' and schools' Equity Team members to develop and adopt the policies, practices and mindsets to sustain equity in support of historically marginalized student success. ELLabs allow educators to experiment with new ideas and strategies. A laboratory incubates experimentation, growth, and learning which provides opportunities to be creative and bold, rather than repeating old practices. The Equity

Leader Labs give the skills and opportunities to enshrine a higher sense of what is possible for students of color and low-income students in the school system.

The Equity Leader Labs:

- Share learnings from across our national portfolio.
- Create space for learning and experimentation in support of equitable opportunity and success.
- Focus on policies, practices and mindsets that facilitate equity.
- Lead by doing the hard work of asking “why not?”

[2.3 Equal Opportunity Schools Equity Leader Labs](#)

School Counseling Programs

The Pasco County Schools adheres to the belief that the School Counseling Program is an essential and integral part of the overall education process. The comprehensive program is coordinated by a state certified professional school counselor and based on the American School Counseling Association National Standards for Students. This program is built on the assumption that educational, career and personal objectives are attainable when guidance for all students is provided. This implementation acknowledges that key stakeholders are involved in the coordination of a data-driven program that is research and evidence-based. Growth and learning are developmental; therefore, the School Counseling Program must be developmental and sequential.

School Counselor Annual Plans are a required part of the School Counseling Program. While plans are differentiated between elementary and secondary curricular programs and goals, each plan has specific required components to be delivered and monitored each school year, identifying the timeframe, manner of delivery, grade level/audience, desired outcome, how results will be measured and shared, and any related artifacts to support implementation.

A key requirement of the School Counseling Program is the delivery of the Safer, Smarter Kids (elementary) and the Safer, Smarter Teens (secondary) curriculum. This curriculum addresses conflict resolution and assists students with identifying situations that can lead to conflict and unsafe situations.

The Lauren’s Kids Safer, Smarter Schools curriculum is a Pre-Kindergarten through 12th Grade personal safety and abuse prevention program developed by Lauren’s Kids, lifelong educators, sexual violence prevention experts, and developmental psychologists, with support and oversight from the Florida Department of Education and the University of Florida. Engaging videos and in-class activities enable all children to effectively learn critical safety strategies, no matter their learning style. A step-by-step facilitator’s guide, in person and online trainings, and parent letters are also components of this program.

[2.3-2.4-2.8 School Counseling Programs Artifacts](#)

Trauma Informed Care

In 2018-19, 22 schools participated in Phase 1 Trauma Informed Care training and nine schools were involved through the Harmony Project training. Through these trainings, schools were exposed to effects of trauma that students could face and how to work with students appropriately with a strong focus on building relationships. A great deal of time was spent supporting staff to explore their own stress responses & self-regulation, and how that could impact their ability to support students and facilitate healthy relationships.

[2.2-2.3-2.4 Trauma Informed Care Schools](#)

Youth Mental Health First Aid (YMHFA)

Approximately 11,000 faculty and staff have been trained in YMHFA so that faculty and staff are aware of mental health that occurs in children and adolescence. Training occurred via YMHFA or Kognito. Through the training, faculty and staff learn how to build relationships with students and how to work with students who may have experienced trauma and/or mental health concerns.

[2.2-2.3-2.4 Kognito Trained Personnel](#)

[2.2-2.3-2.4 YMHFA Trained Personnel](#)

Standard 2.4

The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

School Counseling Programs

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[2.3-2.4-2.8 School Counseling Programs Artifacts](#)

Gallup Student Poll and Employee Engagement Survey

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support their staff, focusing on the areas that matter most. Once the poll/survey has been given, guidance is given on how to effectively dive into the data.

[2.2-2.4 Gallup Student Poll and Employee Engagement Action Planning](#)

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[2.3-2.4-2.12 PBIS Artifacts](#)

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[2.2-2.3-2.4 Trauma Informed Care Schools](#)

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[2.2-2.3-2.4-2.9 Social Emotional Learning Artifacts](#)

Student Code of Conduct

Our goal is to work together to provide a quality education and safe environment for all students. This goal is achieved, in part, by ensuring that the Student Code of Conduct is reviewed annually with each student by the school administration. These expectations are re-taught and reinforced throughout the school year. We know that providing a safe and secure learning environment for our students is essential to student learning. The Crime and Violence Report from myStudent reflects a decrease in the total number of referrals from 2016-17 through 2020-21.

[2.4 Student Code of Conduct Summary with Discipline and SESIR totals](#)

Student Services Teams

The Student Services Division of Student Support Programs and Services (SSPS) provides coordinated school counseling, health, psychological, social work and graduation enhancement services to support college, career, and life readiness for all students. We are dedicated to providing physical and mental health services in multi-disciplinary teams to support the academic and social-emotional needs of all students.

[2.4 - Student Services Teams](#)

[2.3-2.4-2.8 School Counseling Programs Artifacts](#)

Student Support and Assistance Program (SSAP)

Pasco County Schools offers the Student Support and Assistance Program (SSAP) to work with identified at-risk students. Each Graduation Enhancement Teacher working under the SSAP Program has a caseload of approximately 100 students that the teacher will meet with to discuss attendance, academics, and behavior. The teachers will document their student interactions in the myEWS platform. Through these interactions, the goal is to prevent students from dropping out. Pasco County Schools has two prevention intervention counselors

who serve the high schools regionally to meet with students who are off-track and help identify plans with the student and family to stay in school or discuss other options.

[2.4 SSAP Artifacts](#)

Graduation Rate and Data Monitoring through myEWS

Each year, the district and schools set goals to increase the rate of students who graduate. This data is collected and reviewed multiple times throughout the year to see if schools and district are on target to reach goals. Through the myEWS (Early Warning System), schools and district can work together to monitor the status of students toward meeting high school graduation requirements. Also via myEWS, schools can narrow down to focus on cohorts specifically to identify the at risk and off-track students to provide supports and interventions.

[2.4-2.8-2.12 Graduation Rates by School and Snapshot of myEWS](#)

Department of Juvenile Justice Supports

The Itinerant Transition Specialist supports the schools and students by conducting monthly visits to students who have transitioned and are affiliated with Department of Juvenile Justice (DJJ). During these monthly visits, the Itinerant Transition Specialist engages in goal-setting and academic review with the students. The Itinerant Transition Specialist maintains contact with the schools that the students have transitioned to provide additional support.

[2.4 Transition Support for DJJ Students](#)

Youth Mental Health First Aid (YMHFA)

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[2.2-2.3-2.4 Kognito Trained Personnel](#)

[2.2-2.3-2.4 YMHFA Trained Personnel](#)

EOS Equity Pathways Report

The Equal Opportunity Schools (EOS) Equity Pathways Report is a comprehensive analysis of the student and staff survey responses. It looks at student aspirations and mindsets, and highlights staff and student beliefs around AP/IB.

[2.4 Equity Pathways Report](#)

Standard 2.5

Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Balanced Assessment System

Pasco County Schools intentionally uses a balanced assessments system of formative, interim, and summative measures supporting our MTSS for all students. These assessments are a mixture of assessments provided by FLDOE, a third-party vendor, or locally developed. Pasco County Schools utilizes myProgress (Performance Matters) as our assessment platform. This platform is utilized for the creation and administration of locally developed assessments. Also, a robust library of data from a variety of our assessments utilized in our balanced assessment system is stored in myProgress and allows district and school-based instructional staff to compare and analyze these results to help inform instructional decisions.

MyProgress is also used to help facilitate our item analysis process completed each year with teacher involvement. This item analysis process includes a review of the alignment of the assessment items to the curricular resources, review the item statistics data, and completion of any necessary item revisions, ensuring we produce the most valid and reliable assessments possible. Instructional staff can complete the myProgress Certification Program, which is a completely virtual micro-credential based professional development opportunity available. Earning these professional development badges by completing these courses allows these stakeholders to have access to create assessments to be used in the classroom.

[2.5-2.6-2.9-2.10-2.11 Pasco County Schools Balanced Assessment System](#)

Data Monitoring Systems

Pasco created **myEWS** (Early Warning System) as a comprehensive data system that is used within MTSS for problem-solving and decision-making with leaders, school staff, and students. Leadership teams use the school data sheet to monitor key data points in our system to ensure graduation success for all students. With the school data sheets, leaders can efficiently gather quick summary school-wide and cohort specific data on acceleration points, required passed ELA/Math assessments for graduation, course failures, credits/GPA, attendance/behavior, and student performance on district assessments.

Within the myEWS system there are various ways for schools to drill down to the student level for problem-solving barriers and intervention supports for at-risk/off-track students. Teacher teams and school leadership teams can proactively develop interventions, remediation, and recovery supports for students. Utilizing the myEWS system ensures that we keep our eye on providing an effective Tier 1 for all students while developing tiered supports of our at-risk/off-track students. The data provided also allows systems or positive reinforcement for students on-track.

Also used in conjunction with myEWS are our analytics dashboard application, **myPasco Analytics**, which provides quick dashboard views for school staff, administrators, and

leadership teams with many of the data points noted above and **myProgress** (Performance Matters) as our assessment platform.

myPascoAnalytics is also a data source for the district's public '**Data Dashboards**' which allows guest users such as parents to view various data points that provide insight to our district. These dashboards consist of demographics, academics, financial transparency, and more. Visitors to the public data dashboards can also view feeder patterns and schools zoned for a particular address, which may be important for those considering moving to/within the county. These data dashboards are linked on the homepage of our district's website. You can access the data dashboards [here](#).

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Not only is each of the monitoring systems robust, but also each is flexible enough to change as input from end-users is received or new requirements dictate. For example, a recent governor's executive order required the need to provide data to schools who were providing extended school day (ESD) support. With input from various stake holder's changes were made in myEWS to provide data that could feed into both our SIS system and Transportation systems to support this initiative.

[2.3-2.5-2.7-2.9-2.11 Data Monitoring Systems](#)

Best Practices for Inclusive Education (BPIE)

Best Practices for Inclusive Education (BPIE) is a Florida Inclusion Network (FIN) self-assessment tool and process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school levels. The BPIE assessment includes indicators developed from evidence-based practices, literature, and research related to inclusive education. There are different indicators for differentiating inclusive district practices and inclusive school-based practices. Each indicator is rated by a district or school team, utilizing a standardized scoring system. Priority needs are identified for on-going district or school improvement activities. "Inclusion" has been defined by the state of Florida in statute and this provides a standardized definition when analyzing a district and school's Inclusion data. BPIE is governed by Florida State Statute, which mandates that districts are required to include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the appropriate section of the district's Exceptional Student Education Policies and Procedures (SP&P).

[2.5-2.7-2.12 BPIE Artifacts](#)

Curriculum Revisions

The Office for Leading and Learning in Pasco County Schools employs Senior Instructional Specialists in all content areas who are charged with developing curriculum that ensure high expectations are in place for all learners. This curriculum is developed through thorough review

of the standards and high-quality instructional materials. Additionally, curriculum teams are formed each year to ensure the review team is diverse and well rounded. Surveys are sent out each Spring to all teachers, admin, and coaches to get their feedback in order to inform the revisions needed. The Office for Leading and Learning maintains a learning network timeline which guides the curriculum revision work and ensure teachers have access to all resources at critical times of the year.

[2.5-2.6 Curriculum Revisions](#)

Instructional Materials Evaluation Tool and Adoption Process

PCS used an existing Instructional Materials Evaluation Tool (IMET) as a starting point, and then revised it so that the Florida BEST Standards, research on the science of reading, and a strong stance on diversity, equity, and inclusion (DEI) were major factors in the materials selection process. Vendors were required to provide multiple, specific examples in their curriculum of diversity, equity, inclusion, and social-emotional learning.

Additionally, PCS was strategic in forming and developing its narrowing committee and implementing the “Try and Apply” period. Members had to apply, and applications were blind reviewed and scored. Once selected for membership, several knowledge building sessions were held so that members had a solid knowledge base of the BEST Standards, DEI, and the science of reading. During the “Try and Apply” period, not only did all elementary schools have the opportunity to explore the materials, but also pilot schools conducted rigorous lesson studies with the materials at each grade level. Teachers implemented lessons, other teachers and administrators observed the lessons from each vendor and rated the lessons using our Instructional Practices Guide (IPG), and students rated their own engagement during the lessons.

[2.5-2.6 Instructional Materials Evaluation and Adoption](#)

Learning Networks

Pasco County Schools maintains Learning Networks in Canvas for all curriculum content used in our schools. Standards-based curriculum resources, lesson plans, and curricular maps are housed within the Learning Networks in order to ensure teachers, coaches, and administrators have resources needed for planning instruction to meet the rigor of the standards. These resources promote creativity, innovation, and collaborative structures. Additionally, we have worked to embed computer science standards in all content areas. This has helped to ensure there is an interdisciplinary approach to this learning district wide and that this extremely engaging content is planned for in all content areas.

[2.2-2.5-2.6 Learning Networks Artifacts](#)

Instructional Practice Guide Walkthrough Tool and Data over Time

The Instructional Practice Guide Walkthrough Tool is utilized in Pasco County Schools as a coaching tool for teachers, coaches, and administrators. This tool helps to facilitate discussion and the monitoring of the walkthrough data to ensure that each learner in our system is receiving the opportunity to develop skills and achieve the content and learning priorities established in state standards. Monitoring and coaching on each Core Action identified in the

tool help to ensure we are using the walkthrough data to plan for professional learning, school support, and curriculum revision to best meet the needs of all learners in our system.

[2.1-2.2-2.5-2.6-2.9-2.11 Instructional Practice Guide Walkthrough Tools](#)

[2.2-2.5-2.6-2.9-2.11 ELA-Math Walkthrough Data Over Time](#)

Professional Learning

Pasco County Schools has a robust professional learning plan that ensures teachers, coaches, and administrators have the resources needed to implement the standards-based curriculum and prepares learners for their next levels. Professional learning opportunities are offered through the year that are specific to content but are also best practices for educators. Additionally, each year Pasco County Schools hosts two large events called Together We Lead and Together We Learn geared towards administrators, coaches, and teachers. These events provide a large variety of professional learning opportunities including curriculum launches and learning networks overviews that ensure stakeholders have what is needed to start the school well equipped with standards-based resources.

[2.5-2.6 Professional Development Artifacts](#)

Teacher Evaluation Process

Pasco County Schools utilizes a teacher evaluation system with the intention of developing and improving instructional practices to positively impact student achievement. Pasco's system is directly aligned with the six standards of the Florida Educator Accomplished Practices. All instructional staff, both classroom and non-classroom, will be evaluated using the same tool. These FEAP standards provide us with six clear and concise standards that represent best practice outcomes for excellence in teaching and learning.

[2.1-2.5 Teacher Evaluation documents](#)

[2.1-2.5 Student Performance Measures](#)

Standard 2.6

The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.

Balanced Assessment System

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[2.5-2.6-2.9-2.10-2.11 Pasco County Schools Balanced Assessment System](#)

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[2.5-2.6 Instructional Materials Evaluation and Adoption](#)

CTE Frameworks

All CTE programs are driven by standards outlined in the Florida Dept. of Education, Curriculum Frameworks. Each program is aligned to a career cluster and detailed in the curriculum frameworks. The framework includes both academic and business and industry specific standards.

[2.6 CTE Syllabus and CTE Curriculum Framework](#)

Curriculum Revisions

The Office for Leading and Learning in Pasco County Schools employs Senior Instructional Specialists in all content areas who are charged with developing curriculum that ensure high expectations are in place for all learners. This curriculum is developed through thorough review of the standards and high-quality instructional materials. Additionally, curriculum teams are formed each year to ensure the review team is diverse and well rounded. Surveys are sent out each Spring to all teachers, admin, and coaches to get their feedback in order to inform the revisions needed. The Office for Leading and Learning maintains a learning network timeline which guides the curriculum revision work and ensure teachers have access to all resources at critical times of the year.

[2.5-2.6 Curriculum Revisions](#)

[2.6 Cambridge Primary Crosswalks](#)

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[2.1-2.2-2.5-2.6-2.9-2.11 Instructional Practice Guide Walkthrough Tools](#)

[2.2-2.5-2.6-2.9-2.11 ELA-Math Walkthrough Data Over Time](#)

Learning Networks

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[2.2-2.5-2.6 Learning Networks Artifacts](#)

Professional Learning Communities

Professional Learning Communities (PLCs) are essential structures in Pasco County Schools in which teachers, coaches, and administrators engage in the PLC cycle. By working through the questions below it ensures that each student has access to high quality instruction, differentiation, and intervention in the classroom.

- What do we want all students to learn?
- How will we know when they have learned it?
- What will we do for students who do not learn?
- What will we do when some students have already learned?

All teachers in Pasco County Schools engage in a PLC regularly which is led by a PLC facilitator and monitored by coaches and administrators. Additionally, District Office staff work to ensure training occurs for all facilitators and that resources are readily available.

Artifacts include an essential standards chart planning tool, a new facilitator presentation, a PLC agenda, and a training presentation highlights the four guiding questions that drive the PLC process which leverages resources to create products that drive our teaching and assessing cycle. The purpose of this training presentation is to build knowledge around the type of work that PLCs engage in, the cycle of the work, and a method in how they can reflect as a PLC to determine next steps on how they can continue to grow in their work. The PowerPoint also makes connections to a support Canvas course that provides resources that PLCs can use to engage in their cycles of work. The desired and expected outcome is that PLCs will work more intentionally and efficiently in addressing the PLC guiding questions as evidenced by the school products and student outcomes.

[2.1-2.6-2.7-2.9-2.10-2.11 Professional Learning Community \(PLCs\) Artifacts](#)

Professional Learning

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[2.5-2.6 Professional Development Artifacts](#)

Standard 2.7

Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.

Data Monitoring Systems

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to provide data that could feed into both our SIS system and Transportation systems to support this initiative.

[2.3-2.5-2.7-2.9-2.11 Data Monitoring Systems](#)

Multi-Tiered System of Support (MTSS)

MTSS Pasco is a data-based problem-solving model that equitably aligns supports to students to ensure all students learn at high levels. Every practice, procedure, and guideline is intended to promote academic and behavioral success. All essential actions of each team, at each tier are intentionally filtered through the tenets of trauma informed care, cultural competency, and growth mindset.

MTSS Pasco is founded on two shared fundamental beliefs:

1. Each and every student can learn at high levels to be prepared for college career and life.
2. Pasco County Schools accepts the primary responsibility to ensure student learning for all students.

MTSS Pasco is organized into three tiers of integrated academic and behavioral support to meet the needs of the whole child.

[2.7-2.9-2.11 MTSS Artifacts](#)

Best Practices for Inclusive Education (BPIE)

Best Practices for Inclusive Education (BPIE) is a Florida Inclusion Network (FIN) self-assessment tool and process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school levels. The BPIE assessment includes indicators developed from evidence-based practices, literature, and research related to inclusive education. There are different indicators for differentiating inclusive district practices and inclusive school-based practices. Each indicator is rated by a district or school team, utilizing a standardized scoring system. Priority needs are identified for on-going district or school improvement activities. "Inclusion" has been defined by the state of Florida in statute and this provides a standardized definition when analyzing a district and school's Inclusion data. BPIE is governed by Florida State Statute, which mandates that districts are required to include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the appropriate section of the district's Exceptional Student Education Policies and Procedures (SP&P).

[2.5-2.7-2.12 BPIE Artifacts](#)

ESY & ESD Guidelines

Pasco County Schools has put in place a recovery and tiered support in order to meet student's needs outside of the traditional school day. These opportunities were available this year at the end of the school day (due to COVID learning loss concerns) and over the summer.

[2.7 ESY and ESD Artifacts](#)

Learning Networks

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[2.2-2.5-2.6-2.7 Learning Networks Artifacts](#)

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[2.1-2.6-2.7-2.9-2.10-2.11 Professional Learning Community \(PLCs\) Artifacts](#)

Standard 2.8

The system provides programs and services for learners' educational futures and career planning.

School Counseling Programs

The Pasco County Schools adheres to the belief that the School Counseling Program is an essential and integral part of the overall education process. The comprehensive program is coordinated by a state certified professional school counselor and based on the American School Counseling Association National Standards for Students. This program is built on the assumption that educational, career and personal objectives are attainable when guidance for all students is provided. This implementation acknowledges that key stakeholders are involved in the coordination of a data-driven program that is research and evidence-based. Growth and learning are developmental; therefore, the School Counseling Program must be developmental and sequential.

School Counselor Annual Plans are a required part of the School Counseling Program. While plans are differentiated between elementary and secondary curricular programs and goals, each plan has specific required components to be delivered and monitored each school year, identifying the timeframe, manner of delivery, grade level/audience, desired outcome, how results will be measured and shared, and any related artifacts to support implementation.

A key requirement of the School Counseling Program is the delivery of the Safer, Smarter Kids (elementary) and the Safer, Smarter Teens (secondary) curriculum. This curriculum addresses conflict resolution and assists students with identifying situations that can lead to conflict and unsafe situations.

The Lauren's Kids Safer, Smarter Schools curriculum is a Pre-Kindergarten through 12th Grade personal safety and abuse prevention program developed by Lauren's Kids, lifelong educators, sexual violence prevention experts, and developmental psychologists, with support and oversight from the Florida Department of Education and the University of Florida. Engaging videos and in-class activities enable all children to effectively learn critical safety strategies, no matter their learning style. A step-by-step facilitator's guide, in person and online trainings, and parent letters are also components of this program.

[2.3-2.4-2.8 School Counseling Programs Artifacts](#)

Innovative Options/Pasco Pathways

Pasco County Schools is proud to have opportunities for students and families to promote creativity, innovation, and problem solving. Our county currently has magnet schools and programs with themes focused on STEM, STEAM, Cambridge International, and International Baccalaureate. These opportunities facilitate the acquisition of problem-solving skills as well ensuring students become well rounded citizens who think critically. The design process that occurs in our STEM/STEAM schools provide our students with skills that equip them for the future. Cambridge and IB offers courses such as Global Perspectives and Theory of Knowledge

which teach students to think critically and reflect on how they can impact their global community. In addition to these magnet options, our county offers as a wide variety of fine arts courses and programming that allow for student creativity. Pasco County Schools has also increased the offerings for Computer Science in our county exponentially over the past two years. By providing our students and teachers access and professional learning around this extremely critical curriculum, we are ensuring our students are equipped for jobs that are not created yet.

[2.2-2.8 Innovative Options Artifacts](#)

Dual Enrollment and Advanced Placement

Dual Enrollment and Advanced Placement are also exception opportunities provided to our students. The rigorous coursework and access to college credits provided provide an elite level of preparation for students.

[2.8 Dual Enrollment Website](#)

[2.8 Advanced Academics Flyer](#)

CTE Programs of Study

All CTE Programs are aligned to Perkins V Section 3 (41) Program of Study requirements. Programs of study are coordinated, non-duplicative sequences of academic and technical content at the secondary and post-secondary level. The specific detail of each CTE program meeting the Program of Study requirement is delineated in the program progression document.

[2.8 CTE Progression Documents](#)

Choices and Career Planning in Middle School

To comply with Florida Statute 1003.4156, middle grades promotion requirements, the CTE department has implemented a career and education planning course for middle grades completion.

[2.8 Career Planning Course](#)

Work-based Learning Initiatives

In order to promote problem-solving and collaboration, CTE programs are required to implement work-based learning initiatives. These initiatives foster business and industry networking and real-world instruction for students. Students are exposed to real-world career scenarios and must utilize their technical and creative skills for solutions. CTE programs promoting robust work-based learning opportunities are the clinicals for health science, business cooperative education experiences and On-the-job training for various jobs and industries.

[2.2-2.8 Health Science Student Clinical Guidelines](#)

[2.2-2.8 Cooperative Education Programs](#)

Career Specialists

To facilitate school-based career planning, Career Specialist are assigned at each high school. The Career Specialist promotes the elements of the program progression plan with the goal of

career planning with the culmination of a credential of value, post-secondary entry and or job attainment.

[2.8 Career Specialists job description](#)

Great American Teach-In

Great American Teach-In is a day when local businesses introduce students to the variety of job opportunities. Sometimes opening a young child's mind to a different and various career options can spark an idea or invention that changes the world.

[2.8 Great American Teach-In](#)

Graduate Survey and Exit Surveys

As part of Pasco County Schools' continued efforts to provide quality educational programs, data is collected each year to gain a better understanding of students' high school experiences and educational outcomes. The data collected through student surveys serves to inform schools about the perceptions of their students regarding the quality of the schools and their programs, as well as how these perceptions might relate to the district's graduation and dropout rate trends and educational outcomes.

When a student and family decide to withdraw to adult education or to drop out of school, students are asked to complete an exit interview. The questions are designed to ascertain what caused the student to feel the need to drop out (behind in credits, too many absences, did not feel supported).

During the last week of May, all graduating 12th graders are given the Follow-up Survey by the Career Specialist and/or School Counselor. Questions include did I have a trusted adult that I felt supported me; plans after graduation; if they felt safe in school, and if they feel prepared.

[2.3-2.8 Graduate Survey](#)

[2.3-2.8 Exit Survey](#)

Community-Based Instruction

CBI is an instructional method that teaches students functional skills in natural environments that relate to the participating students, including where the student will live, work and play. The goal of Community-Based Instruction (CBI) supports Individual Education Plan (IEP) goals and teaches function (essential skills) as independently as possible, in as many community environments as possible, to enhance quality of life. Individualized, systematic, longitudinal and comprehensive direct instruction in a wide variety of the environments are provided throughout the student's education, to ensure meaningful functioning in a wide variety of environments integrated toward success in adulthood. Students learn skills to access basic and necessary community services (restaurants, library, post office, grocery store, etc.).

[2.8 CBI Overview](#)

Job Preparation Program

The Job Preparation Program is designed to help students with disabilities age 14 and older, successfully transition from school to employment. Participation depends on individual student needs identified in the Individual Educational Plan (IEP). Program components include the Career Preparation Class, the Career Experience Class, the Career Placement Class, Preparation for Entrepreneurship, Job Shadowing, Career Assessments/Work Evaluation, Agency Referrals, Transition Planning, and includes the Transition Education Program (TEP).

[2.3-2.8 Job Preparation Program Overview](#)

Transition Programs and Services

Transition Programs and Services promotes the development of the Individual Education Plan (IEP) for students 14 years and older, focusing on learning that is directly tied to the community and prepares students for college, career and life. Students participate in a variety of learning experiences designed to address their functional academic, daily living, and vocational needs, in order to assist the student with meeting his or her transition goals.

[2.3-2.8 Transition Program and Services Overview](#)

[2.3-2.8 Transition Assessment Manual](#)

[2.3-2.8 Work Evaluation brochure](#)

AVID

AVID is a strong system that transforms the Instruction, Systems, Leadership, and Culture of a school, ensuring college readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities. Within this curriculum, there is a focus on executive functioning, college readiness skills, and SEL support.

[2.1-2.2-2.3-2.8 AVID Artifacts](#)

College and Career Fair

This past year, Pasco County Schools hosted a virtual College and Career Fair. The purpose of this event was to ensure helpful information was shared with families across the district as they plan for college entrance and/or careers after high school.

[2.8 College and Career Fair Website](#)

Financial Literacy

Pasco County Schools is committed to ensuring that all stakeholders have access to the resources needed to be financial literate. Each year Pasco County hosts a Financial Literacy Expo/Virtual Experience for all stakeholders to share resources from community partners and experts from the district on how to plan a financially sound future. Additionally, our county offers Economics with Financial Literacy as well as Personal Financial Literacy as options for courses for high school students in order to prepare them as they plan for their future.

[2.8 Financial Literacy Proclamation](#)

[2.8 Financial Literacy Experience Website](#)

[2.8 Course Catalog](#)

Graduation Rate and Data Monitoring through myEWS

Each year, the district and schools set goals to increase the rate of students who graduate. This data is collected and reviewed multiple times throughout the year to see if schools and district are on target to reach goals. Through the MIS myEWS (Early Warning System), schools and district can work together to monitor the status of students toward meeting high school graduation requirements. Also via myEWS, schools can narrow down to focus on cohorts specifically to identify the at risk and off-track students to provide supports and interventions.

[2.4-2.8-2.12 Graduation Rates by School and Snapshot of myEWS](#)

Standard 2.9

The system implements processes to identify and address the specialized needs of learners.

Multi-Tiered System of Support (MTSS)

MTSS Pasco is a data-based problem-solving model that equitably aligns supports to students to ensure all students learn at high levels. Every practice, procedure, and guideline is intended to promote academic and behavioral success. All essential actions of each team, at each tier are intentionally filtered through the tenets of trauma informed care, cultural competency, and growth mindset.

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[2.7-2.9-2.11 MTSS Artifacts](#)

Data Monitoring Systems

Pasco created **myEWS** (Early Warning System) as a comprehensive data system that is used within MTSS for problem-solving and decision-making with leaders, school staff, and students. Leadership teams use the school data sheet to monitor key data points in our system to ensure graduation success for all students. With the school data sheets, leaders can efficiently gather quick summary school-wide and cohort specific data on acceleration points, required passed ELA/Math assessments for graduation, course failures, credits/GPA, attendance/behavior, and student performance on district assessments.

Within the myEWS system there are various ways for schools to drill down to the student level for problem-solving barriers and intervention supports for at-risk/off-track students. Teacher teams and school leadership teams can proactively develop interventions, remediation, and recovery supports for students. Utilizing the myEWS system ensures that we keep our eye on providing an effective Tier 1 for all students while developing tiered supports of our at-risk/off-track students. The data provided also allows systems or positive reinforcement for students on-track.

Also used in conjunction with myEWS are our analytics dashboard application, **myPasco Analytics**, which provides quick dashboard views for school staff, administrators, and leadership teams with many of the data points noted above and **myProgress** (Performance Matters) as our assessment platform.

myPascoAnalytics is also a data source for the district's public '**Data Dashboards**' which allows guest users such as parents to view various data points that provide insight to our district. These dashboards consist of demographics, academics, financial transparency, and more. Visitors to the public data dashboards can also view feeder patterns and schools zoned for a particular address, which may be important for those considering moving to/within the county. These data dashboards are linked on the homepage of our district's website. You can access the data dashboards [here](#).

MyProgress platform is utilized for the creation and administration of locally developed assessments. Also, a robust library of data from all assessments used in our balanced assessment system is stored in myProgress and allows district and school-based instructional staff to compare and analyze these results to help inform instructional decisions.

Not only is each of the monitoring systems robust, but also each is flexible enough to change as input from end-users is received or new requirements dictate. For example, a recent governor's executive order required the need to provide data to schools who were providing extended school day (ESD) support. With input from various stake holder's changes were made in myEWS to provide data that could feed into both our SIS system and Transportation systems to support this initiative.

[2.3-2.5-2.7-2.9-2.11 Data Monitoring Systems](#)

Balanced Assessment System

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MyProgress is also used to help facilitate our item analysis process completed each year with teacher involvement. This item analysis process includes a review of the alignment of the assessment items to the curricular resources, review the item statistics data, and completion of any necessary item revisions, ensuring we produce the most valid and reliable assessments possible. Instructional staff can complete the myProgress Certification Program, which is a completely virtual micro-credential based professional development opportunity available. Earning these professional development badges by completing these courses allows these stakeholders to have access to create assessments to be used in the classroom.

[2.5-2.6-2.9-2.10-2.11 Pasco County Schools Balanced Assessment System](#)

Specialized Learning Programs-CTE

The CTE Program targets students with interest in technical careers. Pasco County Schools offer a wide range of Career, Technical and Adult Education courses that allow students to pursue

career pathways that lead to industry certifications. After graduation, CTE students may enter the workforce or pursue post-secondary degrees.

[2.9 Career Pathways Opportunities](#)

Gifted Screener

The CogAT screener has been utilized for the last 4 years to increase identification of underrepresented students within gifted eligibility.

[2.9 Gifted Screener Data Reflections](#)

Instructional Practice Guide Walkthrough Tool and Data Over Time

The Instructional Practice Guide Walkthrough Tool is utilized in Pasco County Schools as a coaching tool for teachers, coaches, and administrators. This tool helps to facilitate discussion and the monitoring of the walkthrough data to ensure that each learner in our system is receiving the opportunity to develop skills and achieve the content and learning priorities established in state standards. Monitoring and coaching on each Core Action identified in the tool help to ensure we are using the walkthrough data to plan for professional learning, school support, and curriculum revision to best meet the needs of all learners in our system.

[2.1-2.2-2.5-2.6-2.9-2.11 Instructional Practice Guide Walkthrough Tools](#)

[2.2-2.5-2.6-2.9-2.11 ELA-Math Walkthrough Data Over Time](#)

Professional Learning Communities

Professional Learning Communities (PLCs) are essential structures in Pasco County Schools in which teachers, coaches, and administrators engage in the PLC cycle. By working through the questions below it ensures that each student has access to high quality instruction, differentiation, and intervention in the classroom.

- What do we want all students to learn?
- How will we know when they have learned it?
- What will we do for students who do not learn?
- What will we do when some students have already learned?

All teachers in Pasco County Schools engage in a PLC regularly which is led by a PLC facilitator and monitored by coaches and administrators. Additionally, District Office staff work to ensure training occurs for all facilitators and that resources are readily available.

Artifacts include an essential standards chart planning tool, a new facilitator presentation, a PLC agenda, and a training presentation highlights the four guiding questions that drive the PLC process which leverages resources to create products that drive our teaching and assessing cycle. The purpose of this training presentation is to build knowledge around the type of work that PLCs engage in, the cycle of the work, and a method in how they can reflect as a PLC to determine next steps on how they can continue to grow in their work. The PowerPoint also makes connections to a support Canvas course that provides resources that PLCs can use to engage in their cycles of work. The desired and expected outcome is that PLCs will work more intentionally and efficiently in addressing the PLC guiding questions as evidenced by the school products and student outcomes.

[2.1-2.6-2.7-2.9-2.10-2.11 Professional Learning Community \(PLCs\) Artifacts](#)

Social Emotional Learning

Pasco County Schools partnered with AIR to ensure Social Emotional Learning (SEL) was a priority in our district and embedded in classrooms. This work began through teams that were formed based on applications from educators across the district. Through this work standards, benchmarks and teaching practices were developed to create a more concrete picture of what this should look like in the classroom. Additionally, during the 19-20 and 20-21 school year, the focus of each early release day was around professional learning on SEL for teachers, coaches, and administrators. Surveys were given to employees to gather feedback to improve content of the work. Ensuring that the SEL needs of our employees and students are met further ensures that high quality learning will occur in the classrooms and that there is room for innovation and collaboration for students.

[2.2-2.3-2.4-2.9 Social Emotional Learning Artifacts](#)

Standard 2.10

Learning progress is reliably assessed and consistently and clearly communicated.

Communication of Student Progress

Pasco County Schools has worked diligently to ensure equitable grading practices and procedures throughout our district. This use of district-wide grading principles and practices, consistent grading codes, and standardized reporting windows utilizing our student information system (myStudent) have helped achieve this goal. Through a parent and student portal, myStudent provides 24/7 access to a student's grades for both parents and students. You can see examples of the available resources we have in our system regarding the administration and communication of student progress.

[2.3-2.10 Communicating Student Progress documents](#)

Executive Data Summaries

Throughout the year, course/program owners compile Executive Data Summaries to share the progress towards program goals with schools, district instructional staff, and superintendent staff. This data can be shared via Principal and AP meeting, district instructional staff collaborative group meetings, and district leadership meetings to ensure a consistent understanding of the progress towards goals and necessary steps moving forward to ensure proper supports are in place.

[2.10 Executive Data Summary Documents](#)

Employee Handbook

The purpose of this handbook is to provide information that will help answer questions and pave the way for a successful year. Not all policies and procedures of Pasco County Schools are included. Those that are included have been summarized. See Section 6 for grading expectations. Schools customize this template and communicate it to their employees each year.

[2.10 Employee Handbooks](#)

Balanced Assessment System

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MyProgress is also used to help facilitate our item analysis process completed each year with teacher involvement. This item analysis process includes a review of the alignment of the

assessment items to the curricular resources, review the item statistics data, and completion of any necessary item revisions, ensuring we produce the most valid and reliable assessments possible. Instructional staff can complete the myProgress Certification Program, which is a completely virtual micro-credential based professional development opportunity available. Earning these professional development badges by completing these courses allows these stakeholders to have access to create assessments to be used in the classroom.

[2.5-2.6-2.9-2.10-2.11 Pasco County Schools Balanced Assessment System](#)

Grading Practices

Each year a group of educators reviews and assesses the status of grading practices in our county. Over the past few years, Elementary and Secondary Grading Practices and Principles documents have been created to better communicate the best practices with all stakeholders. Additionally, a Canvas course was created for professional learning for all teachers, admin, and coaches and professional learning in person sessions have been offered. There have been wide systemic changes as a result of this work, and it has help to ensure we continue to strive to communicate learning progress consistently and reliably.

[2.10 Grading Artifacts](#)

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[2.1-2.6-2.7-2.9-2.10-2.11 Professional Learning Community \(PLCs\) Artifacts](#)

Graduation Plans

In order to ensure success for all students, procedures are established to provide a pathway of strategic supports for students to ensure they are college, career and life ready. It is to ensure transcripts and courses are carefully reviewed to keep student on track for graduation.

[2.10 Graduation Plans](#)**Parent/Teacher Communications**

Parents or guardians must be notified in writing at any time during a reporting period when it is apparent that the student is doing unsatisfactory work in any subject or may need retention in his/her grade level. Notification may include progress reports as well as letters, documented phone calls, emails, and parent/guardian conferences.

[2.10 Parent-Teacher Communications](#)

Standard 2.11

Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

NWEA MAP Growth

Pasco County Schools has implemented the district-wide implementation of NWEA MAP Growth (Measures of Academic Progress), which is a dynamic, interim assessment that measures what students know and what they are ready to learn. The assessment is given to the students three times a year to help measure growth over time. The included information provides clarity around the communication with family about the assessment, what training was provided to instructional staff throughout the year, and how to appropriately use the data available from the assessments.

[2.11 NWEA MAP Growth Documents](#)

Data Monitoring Systems

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[2.3-2.5-2.7-2.9-2.11 Data Monitoring Systems](#)

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[2.5-2.6-2.9-2.10-2.11 Pasco County Schools Balanced Assessment System](#)

Multi-Tiered System of Support (MTSS)

MTSS Pasco is a data-based problem-solving model that equitably aligns supports to students to ensure all students learn at high levels. Every practice, procedure, and guideline is intended to promote academic and behavioral success. All essential actions of each team, at each tier are intentionally filtered through the tenets of trauma informed care, cultural competency, and growth mindset.

MTSS Pasco is founded on two shared fundamental beliefs:

1. Each and every student can learn at high levels to be prepared for college career and life.

2. Pasco County Schools accepts the primary responsibility to ensure student learning for all students.

MTSS Pasco is organized into three tiers of integrated academic and behavioral support to meet the needs of the whole child.

[2.7-2.9-2.11 MTSS Artifacts](#)

Professional Collaboration Community (PCC)

PCCs or Professional Collaboration Communities were established to allow AP/IB/AICE teachers to collaborate from across the district with a focus on increasing student engagement and best practices.

[2.11 Professional Collaboration Community](#)

Professional Learning Communities

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[2.1-2.2-2.5-2.6-2.9-2.11 Instructional Practice Guide Walkthrough Tools](#)

[2.2-2.5-2.6-2.9-2.11 ELA-Math Walkthrough Data Over Time](#)

Standard 2.12

The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

District Calibration and Planning Forward Process

Pasco County Schools intentionally structures time for a group consisting of over 100 district instructional leaders from each of our instructional department. This group meets several times a year to calibrate throughout the year, as well as collaboratively plan for the following year. These strategic points of reflection and planning sessions are centered around our common vision of instructional excellence and theory of action focusing on our three key priorities of high impact instruction, collaborative culture, and data driven decisions.

[2.12 Calibration and Planning Forward Artifacts](#)

Least Restrictive Environment

Least Restrictive Environment (LRE) data shows data over time, that reflects the work of the district related to inclusion in the Least Restrictive Environment for students with disabilities, aged 6-21, plus those students who were 5 years of age and in grades kindergarten and above.

[2.12 Least Restrictive Environment Artifacts](#)

Best Practices for Inclusive Education (BPIE)

Best Practices for Inclusive Education (BPIE) is a Florida Inclusion Network (FIN) self-assessment tool and process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school levels. The BPIE assessment includes indicators developed from evidence-based practices, literature, and research related to inclusive education. There are different indicators for differentiating inclusive district practices and inclusive school-based practices. Each indicator is rated by a district or school team, utilizing a standardized scoring system. Priority needs are identified for on-going district or school improvement activities. "Inclusion" has been defined by the state of Florida in statute and this provides a standardized definition when analyzing a district and school's Inclusion data. BPIE is governed by Florida State Statute, which mandates that districts are required to include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the appropriate section of the district's Exceptional Student Education Policies and Procedures (SP&P).

[2.5-2.7-2.12 BPIE Artifacts](#)

Continuous Improvement Process

Pasco County Schools is proud of its robust and comprehensive review of data and desire to continually improve to better serve the community and its citizens. There are improvement process tasks and procedures that occur throughout every year. Schools reflect and respond to data at the minimum quarterly, and the system engages in regular Calibration Meetings. Additionally, after reflecting on current mid-year data, the system engages in Comprehensive Needs Assessment (CNA). This needs assessment sets the stage for future planning and includes

analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits.

Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include Florida Standards Assessment (FSA), Statewide Science Assessment, district developed quarterly check results where applicable, and NWEA MAP Growth data. Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys and focus groups.

Multiple tools are used to conduct a self-assessment. Each school and the district rate themselves on the Cognia Standards for systems accreditation and reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE). Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into instructional and support practices.

An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in site visits with school leadership at the school after the school team has completed the first part of their analysis to gain insight into the school's unique needs as well as identify foci for school improvement efforts and needs for implementing the plan.

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, the allocation of supports needed to implement each school's improvement plan and serves as the foundation for Planning Forward.

As a system, we are engaging in a continuous improvement process always, and annually, we have a more focused reflection to look forward to the next coming school year. Schools engage in a Comprehensive Needs Assessment process, and this data not only feeds the school-based planning process, it also drives the district planning process, allocation of resources in a consistent, annual approach to Planning Forward.

[2.12 Continuous Improvement Process](#)

Graduation Rate and Data Monitoring through myEWS

Each year, the district and schools set goals to increase the rate of students who graduate. This data is collected and reviewed multiple times throughout the year to see if schools and district are on target to reach goals. Through the MIS myEWS (Early Warning System), schools and district can work together to monitor the status of students toward meeting high school graduation requirements. Also via myEWS, schools can narrow down to focus on cohorts specifically to identify the at risk and off-track students to provide supports and interventions.

[2.4-2.8-2.12 Graduation Rates by School and Snapshot of myEWS](#)

PBIS

Our schools have been working hard to become PBIS Model Schools. Under PCS' Mission and Vision, schools are highly active in the key areas Data Driven Decisions and Collaborative Culture.

In order to be recognized as a PBIS Model School, schools meet their deadlines throughout the year, have strong school-based teams, and are committed to the MTSS system to support their students both behaviorally and academically.

This year schools were awarded a Resilience Award based on their ability to not only adhere to the requirements below, but also to support students during distance learning.

- Schools have a Tier 1 PBIS team that has been trained. Each school has two Points of Contacts that meet quarterly with the District PBIS Coordinator (we currently have 85 active PBIS schools) and communicates the information back to their schools.
- Each school submits a Fall PBIS Implementation Checklist (PIC) to evaluate and monitor their PBIS implementation across the three tiers and is submitted by the school's point of contact/coach. This includes preparation, initiation, implementation, and maintenance. With this information schools can make adjustments as needed for the overall health of their schools Tier 1 system.
- The Benchmarks of Quality (BoQ) is submitted at the end of the year with an overall score (80% or higher) which focuses on the 10 Critical Elements (Teaming, Facility Commitment/Involvement, Effective Procedures for Dealing with Discipline, Data Entry & Analysis Plan, Expectations & Rules, Rewards/Recognition Program, Lesson Plans for Teaching the Expectations, Implementation Plan, Classroom Systems, and Evaluation.
- Walk-throughs are typically conducted for each school, but they were not required this year due to COVID-19.
- Submit End-of-the-Year data. This data is derived from our myStudent information system and allows for the data to identify any disproportionalities on our subgroups.
- Each school's District Coordinator (DC) submits a recommendation to allow the school to apply for a Model School award.

[2.3-2.4-2.12 PBIS Artifacts](#)

Title IV Report Progress

In support of Pasco County School's Mission to ensure every student has an opportunity to access rigorous academic programming, and to implement planned activities related to well-rounded educational opportunities, Title IV requires accepted applicants to ensure outcomes positively impact student achievement.

[2.12 Title IV Artifacts](#)

Discipline Data Trends

Pasco County Schools has a forward-facing webpage supported by the Office of Student Support Programs and Services designed to provide information on the District's policies

regarding behavioral expectations and procedures to address student misconduct. Pasco County Schools implements a variety of programs designed address concerns and to prevent behavior issues.

[2.12 Discipline Data Trends](#)

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[2.5-2.7-2.12 BPIE Artifacts](#)



Resource Capacity Domain

COMPILED ARTIFACT DESCRIPTIONS



Resource Capacity Domain

Standard 3.1

The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

District Professional Development Planning

Every year, each school and the district conduct a Comprehensive Needs Assessment (CNA). Part of the CNA process is to review several sources of student data that include student academic data, Early Warning System data, advanced program participation rates, industry certification passing rates, graduation rates, state test results and District Finals results, common formative assessment results, student enrollment data, and Gallup Student Poll data. Other sources of data are reviewed such as the overall district grade, school grades and the trends, Instructional Practice Guide (IPG) walkthrough data, Tiers of Support Quality indicators, School Advisory Council (SAC) input, data from the economic development council, industry needs for career and technical education, staff and administration surveys for professional development needs, staff evaluation data, Gallup Employee Engagement data, program evaluation, inspection results, and newly passed state requirements.

After analyzing the results of the CNA summarized on the Site Visit Trend Analysis, district leadership sets district goals for the future and revises the Key Priorities (High Impact Instruction, Data-Driven Decisions, and Collaborative Culture including student and staff engagement data) documents, student progression guides, and course catalogue. Plans are made for the upcoming year's professional development offerings as well as the upcoming year's calibration and planning forward sessions. These goals, associated data, and training plans are summarized in Pasco's Key Priorities document.

The Key Priorities Guide focuses on three system wide key priority areas of High Impact Instruction, Data Driven Decisions, and Collaborative Culture. This guide outlines the behaviors that schools need to engage in to bring those priorities to life, and what district supports will be necessary to help schools in this endeavor. The guide also includes our Common Vision of Instructional Excellence. This vision addresses what world class learning would look and feel like for a student and the teacher behaviors needed to achieve them. The Key Priorities guide is revisited annually to review and revise our three priorities with input from school and district leaders.

[3.1-3.2-3.7 Key Priorities Guides for this year and last year](#)

[3.1-3.2-3.7 Site Visit Trend Analysis](#)

[3.1-3.2-3.7 Continuous Improvement Process Visual](#)

District Professional Development System

Pasco County has a system for professional learning, an evaluation system that assesses individual needs and monitors professional growth, and specific pathways for development of teachers, leaders, and coaches. There are specific programs designed to grow leaders, advance Alternative Certified Professionals, and meet the needs of professionals that aspire to positions

teacher, coaching and leading. All schools have an instructional coach, banked lesson plans, monitor instructional delivery, and problem solve around student data. The Key Priorities document outlines our goals and data sources, but additional evidence is found in the work and deliverables of our teacher teams/Professional Learning Communities and staff evaluation system.

All professional development has been designed to model engagement in a variety of learning modalities, includes specific technology strategies and how it can be leveraged in all environments, as well as resources around interventions and closing in instructional gaps. Through the myPascoConnect dashboard, employees can access the myPGS app which gives them access to regularly occurring professional development designed for all staff and on-going job-embedded professional learning offerings. Recommended trainings will appear on the user's myPGS dashboard based on their job title. The district also publishes a professional learning calendar. District, department, school, and individual improvement processes with matched professional development growth opportunities are also provided. Schools at high risk receive additional resources and support.

Once registered for a class, all resources can be found in our myLearning (Canvas) system which can be accessed 24/7, and instruction is delivered digitally via Microsoft Teams or Zoom. Trainers use screen-sharing for live demonstrations if they are training on a new system. They also provide access to online guides and instructions; digital access allows for updates to be available to users on demand. At the beginning of each year, Pasco uses a Beginning of Year (BOY) course that allows staff to access just-in-time, required trainings around safety, state compliance, and updated information required for all employees.

To compliment the myPGS/myLearning systems, employees can access a bank of all professional development resources. This bank is located on Pasco's PD Hub. Roles and responsibilities are ever changing and, as a system, it is important to have a repository of resources for all school district staff in a virtual format. There are a variety of instructional and universal content offerings that may be referenced outside of the "live professional development opportunities" present in myPGS.

Not only does the district provide critical supports to get an educator started with their career, but the systems and structures for induction, mentoring and coaching are monitored. An example source of information for monitoring includes the calendar of scheduled events (PD calendar and Master Calendar) including new teacher induction week, bi-annual Instructional Coaching Conferences, Monthly Coaching Content meetings, New Coaches Canvas course and monthly meetings. Program goals are set in alignment with the three district goals: High Impact Instruction, Data-Driven Decisions, and Collaborative Culture. These goals are communicated along with the monitoring plan in the district's Key Priorities Guide.

[3.1-3.2-3.3-3.5-3.6 Professional Development Artifacts](#)

Leadership Development

LEAD Aspiring Leaders Program

Pasco schools is committed to developing leaders within our school system. The LEAD Aspiring Leaders Program is aimed at professional development for aspiring leaders. Specific professional development opportunities are designed for aspiring non-instructional leaders, district leaders, coaches, assistant principals, and teacher leader. A snapshot of our Aspiring Leaders homepage and homepage address is linked below.

Aspiring Principals: Preparing New Principal Program (PNPP)

Aspiring principals are part of the Preparing New Principal Program (PNPP), which provides future principal candidates with learning experiences that align with the Florida Principal Leadership Standards as well as Pasco's Vision for Leadership Excellence. Applicants for School Principal Certification will engage in a yearlong preparation program that requires demonstration of excellence in all core leadership competencies.

Advancing Leaders Academy

Advancing Leaders Academy provides school and district leaders with professional learning and personalize growth opportunities related to Leadership Excellence.

[3.1-3.2-3.3-3.4 Leadership Development](#)

New Teacher Development

New Teacher Support

The New Teacher Committee's primary goal is to ensure that all new hires engage in a relevant and timely orientation and induction. The committee meets throughout the year to calibrate, review and reflect, and then to respond to data collected and plan for the upcoming year.

All new teachers participate in a two-year support program. This includes a week-long orientation, continued professional development throughout the school year, monthly newsletters, office hours to connect with new teacher team, mentorship, and school-wide supports. The focus of the program is feedback and formative growth to help new hires learn the Pasco Way of Work.

Artifacts include Planning Forward Notes, New Teacher Development web site, and the committee's professional development plan (aka Stakeholder PD plan) for 2020-21.

[3.1-3.2-3.3-3.4-3.5 New Teacher Artifacts](#)

New and Veteran Teacher Development/Career and Technical Education (CTE) Teachers

All CTE teachers participate in a support program that is specific to CTE teachers. Teachers and program coordinators are supported by the CTE department's Learning Design Specialist. All CTE teachers are grouped into Professional Learning Communities (PLC) based upon their content. There is a lead for each PLC. Every quarter, the PLCs meet for a full day. In the previous years, the meetings would be in person. But this

past year, the meetings were virtual. Each PLC meets a minimum of 24 hours per year (6 hours per quarter). In addition to the PLC meetings, the CTE program coordinators and the Learning Design Specialist supports the teachers on an as-needed basis with lesson planning, delivery of instruction, use of myLearning/Canvas, etc. The teachers also have access to the PD HUB where they can find information specific to CTE.

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Professional Development Certification Program

Newly hired educators with subject area expertise can complete their professional certificate requirements by participating in the Professional Development Certification Program. Information regarding this program can be found in the documentation folder.

CTE teachers that are working towards their Professional Educator's Certificate participate in program that mirrors the district's Professional Development Certification Program. However, their program is tailored to CTE teachers. They take 240 hours of online course work through the Florida Association for Career and Technical Education (FACTE) while being mentored by veteran CTE teachers in their field.

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Each year the district sponsors summer learning opportunities for our teachers and leaders both school and district based. The Together We Learn and Together We Lead targets an audience of teachers, coaches, noninstructional staff, school and district leaders on critical content that directly impacts the teaching and learning process. School district employees and key outside stakeholders (publishers, state standard experts) are invited to share their expertise in support of district and state initiatives.

[3.1-3.2.-3.5-3.6 Together We Learn and Together We Lead](#)

Instructional Coaching Support

There are offerings for instructional coaches aimed at Aspiring Coaches, Current Coaches, and Advancing Coaches. These opportunities are referenced on the district's myDevelopmentOpportunities page of the Pasco website. The district offers specialized PD to our coaches through fall and spring coaching conferences, monthly coaching content meetings, and biweekly coaching "power hours."

[3.1-3.2-3.3 Instructional Coaching Artifacts](#)

Early Release Days

During the 2019-2020 school year, the district implemented early release days which are a monthly, two-hour-early release time to allow for staff to engage in professional development aligned with student needs and key district priorities. Based on available data from our EWS system and the CNA process, district leadership recognized the growing need for mental health support in our classrooms and buildings. From this, a district-based project team for Social Emotional Learning (SEL) was formed. This team created resources for teaching SEL on the

district LMS. Administrators received training and facilitated professional development sessions at their schools on each of the early release days.

[3.1-3.2-3.5 SEL Early Release Learning Network](#)

Non-Instructional Staff Development

While Pasco County Schools does not have an overarching non-instructional PD plan or dedicated non-instructional contact in the Office for Leading and Learning, each department does have strong training and professional development plans specific to the department.

Food and Nutrition Services Professional Development

The Food and Nutrition Services Department PD program encompasses all training and skills improvement classes as well as screening applicants for Production Assistant, Assistant Manager, and Manager vacancies. In addition to mandatory trainings and the Internship/Apprenticeship Program, Team Development also offers voluntary self-improvement classes outside of normal working hours in the Fall, Spring, and July.

[3.1-3.2-3.3 Food and Nutrition Services Employee Handbook](#)

Maintenance Services Professional Development

The Maintenance Services Department PD program encompasses all training skills improvement classes as well as outlining the training and steps that must be successfully completed to be accepted into the Assistant Plant Manager and Plant Manager pools and to be promoted.

[3.1-3.2-3.3 Maintenance Services Artifacts](#)

Finance Services/Bookkeeping Resources

The Finance Services Department meets one-on-one with bookkeepers as they are hired and trains them on all the assigned bookkeeping tasks. A snapshot of the department's OneNote is linked below.

[3.1-3.2-3.3 Bookkeeping OneNote Snapshot](#)

Purchasing Services Resources

The Purchasing Services Department post their purchasing manual online to allow employees to obtain merchandise and other services in accordance with School Board rules, State Regulations and Good Purchasing Practices. Updates are provided periodically as information and/or the laws change. Also, there is a course in myLearning (Canvas) for all p-card (purchasing card) holders.

[3.1-3.2-3.3 Purchasing Manual](#)

School Safety Department Professional Development

The School Safety Department is responsible the district's crisis response plans and works with local law enforcement so that we are prepared to respond appropriately to a variety of emergency situations. In partnership with the Pasco Sheriff's Office, they have produced Active Threat Plan training videos for each level (elementary, middle, and high) so that both the staff and students will be trained on how to respond in a crisis.

[3.1-3.2-3.3 School Security Training Webpage](#)

Business Operations Training

Training on use of Enterprise Resource Planning (ERP) systems (Munis, TimeClock Plus, Talent Ed) is provided to users with responsibilities in the business operations of the district. Training is delivered in conjunction with departmental area experts who provide information on policy and procedures that compliment system functions. Each training is centered around a process required for the daily operation of the district. Training provides users with the tools to be successful in their roles supporting the functions of school and district locations.

After training, users are supported through a Help Desk, where questions on any of the ERP systems are routed to the Business Support Team for resolution. Questions are answered by the same employees who provide the training. To improve future training session and better support users, data on the types of questions received post-instruction are monitored and used to adapt delivery methods and materials.

[3.1-3.2-3.3-3.5 Business Operations Training Artifacts](#)

After School Enrichment Programs Training

The Office for After School Enrichment Programs (ASEP) requires all staff to receive a minimum of ten training hours per year. This training is centered around improving job performance for staff and giving them skills they can use to grow and develop within our department. We offer training through multiple modalities to accommodate many different learning styles. Training is provided through myPGS, SharePoint, Insights to Behavior, Microsoft Teams, and face-to-face. All staff are required to be trained in CPR, First Aid, and Bloodborne Pathogens. Systems related training such as TimeClock Plus, ProCare and Munis are given based on job categories. Managerial staff are also required to be trained in Crisis Intervention Prevention, and Threat Assessments and Response Protocols.

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Transportation Services Training

The Transportation Services Department's online resource serves as a knowledge base for all sites so that they receive the same information relative to common tasks. This serves both as a continuous guide and a resource for newer staff to learn processes from. The goal is to build continuity between our six transportation sites. The department also has an annual inservice day(s) where continuous learning takes place to better prepare our school bus staff for their duties and provide departmental objectives and goals.

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Student Information System

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For FTE Student State Reporting, we utilize data of FTE reporting needs to drive training/retraining opportunities. We also group end users based on support needs in order to achieve optimum results for FTE Corrections Appointments.

myStudent offers all students, appropriate staff, and parents a way to access student information, data, grades, and attendance. Parents can utilize the myStudent App on their smart device to receive ongoing updates regarding attendance, grades, to update emergency cards, as well as apply for school choice during open enrollment periods and much more.

[3.1-3.2-3.3-3.5-3.6 Student Information System](#)

Parent University

The Office for Leading and Learning created a webpage, Parent University, where district departments can link documents and videos to assist parents with numerous topics such as how to log into myPascoConnect, how to log into myLearning, guidance for learning from home, etc. This site proved to be extremely beneficial whose student chose the mySchool Online option during the pandemic.

[3.1-3.2-3.5 Parent University Snapshot](#)

Standard 3.2

The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Professional Learning Communities

Professional Learning Communities (PLCs) are essential structures in Pasco County Schools in which teachers, coaches, and administrators engage in the PLC cycle. By working through the questions below it ensures that each student has access to high quality instruction, differentiation, and intervention in the classroom.

- What do we want all students to learn?
- How will we know when they have learned it?
- What will we do for students who do not learn?
- What will we do when some students have already learned?

All teachers in Pasco County Schools engage in a PLC regularly which is led by a PLC facilitator and monitored by coaches and administrators. Additionally, District Office staff work to ensure training occurs for all facilitators and that resources are readily available.

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Artifacts include an essential standards chart planning tool, a new facilitator presentation, a PLC agenda, and a training presentation highlights the four guiding questions that drive the PLC process which leverages resources to create products that drive our teaching and assessing cycle. The purpose of this training presentation is to build knowledge around the type of work that PLCs engage in, the cycle of the work, and a method in how they can reflect as a PLC to determine next steps on how they can continue to grow in their work. The PowerPoint also makes connections to a support canvas course that provides resources that PLCs can use to engage in their cycles of work. The desired and expected outcome is that PLCs will work more intentionally and efficiently in addressing the PLC guiding questions as evidenced by the school products and student outcomes.

[3.2 Professional learning Communities Artifacts](#)

Innovative Options/Pasco Pathways

Pasco County Schools is proud to have opportunities for students and families to promote creativity, innovation, and problem solving. Our county currently has magnet schools and programs with themes focused on STEM, STEAM, Cambridge International, and International Baccalaureate. These opportunities facilitate the acquisition of problem-solving skills as well ensuring students become well rounded citizens who think critically. The design process that occurs in our STEM/STEAM schools provide our students with skills that equip them for the future. Cambridge and IB offers courses such as Global Perspectives and Theory of Knowledge which teach students to think critically and reflect on how they can impact their global community. In addition to these magnet options, our county offers as a wide variety of fine arts courses and programming that allow for student creativity. Pasco County Schools has also

increased the offerings for Computer Science in our county exponentially over the past two years. By providing our students and teachers access and professional learning around this extremely critical curriculum, we are ensuring our students are equipped for jobs that are not created yet.

[3.2 Innovative Options](#)

District Professional Development Planning

Every year, each school and the district conduct a Comprehensive Needs Assessment (CNA). Part of the CNA process is to review several sources of student data that include student academic data, Early Warning System data, advanced program participation rates, industry certification passing rates, graduation rates, state test results and District Finals results, common formative assessment results, student enrollment data, and Gallup Student Poll data. Other sources of data are reviewed such as the overall district grade, school grades and the trends, Instructional Practice Guide (IPG) walkthrough data, Tiers of Support Quality indicators, School Advisory Council (SAC) input, data from the economic development council, industry needs for career and technical education, staff and administration surveys for professional development needs, staff evaluation data, Gallup Employee Engagement data, program evaluation, inspection results, and newly passed state requirements.

After analyzing the results of the CNA summarized on the Site Visit Trend Analysis, district leadership sets district goals for the future and revises the Key Priorities (High Impact Instruction, Data-Driven Decisions, and Collaborative Culture including student and staff engagement data) documents, student progression guides, and course catalogue. Plans are made for the upcoming year's calibration and planning forward sessions. These goals and associated data are summarized in Pasco's Key Priorities document.

The Key Priorities Guide focuses on three system wide key priority areas of High Impact Instruction, Data Driven Decisions, and Collaborative Culture. This guide outlines the behaviors that schools need to engage in to bring those priorities to life, and what district supports will be necessary to help schools in this endeavor. The guide also includes our Common Vision of Instructional Excellence. This vision addresses what world class learning would look and feel like for a student and the teacher behaviors needed to achieve them. The Key Priorities guide is revisited annually to review and revise our three priorities with input from school and district leaders.

[3.1-3.2-3.7 Key Priorities Guides for this year and last year](#)

[3.1-3.2-3.7 Site Visit Trend Analysis](#)

[3.1-3.2-3.7 Continuous Improvement Process Visual](#)

District Professional Development System

Pasco County has a system for professional learning, an evaluation system that assesses individual needs and monitors professional growth, and specific pathways for development of teachers, leaders, and coaches. There are specific programs designed to grow leaders, advance Alternative Certified Professionals, and meet the needs of professionals that aspire to positions teacher, coaching and leading. All schools have an instructional coach, banked lesson plans, monitor instructional delivery, and problem solve around student data. The Key Priorities

document outlines our goals and data sources, but additional evidence is found in the work and deliverables of our teacher teams/Professional Learning Communities and staff evaluation system.

All professional development has been designed to model engagement in a variety of learning modalities, includes specific technology strategies and how it can be leveraged in all environments, as well as resources around interventions and closing in instructional gaps. Through the myPascoConnect dashboard, employees can access the myPGS app which gives them access to regularly occurring professional development designed for all staff and on-going job-embedded professional learning offerings. Recommended trainings will appear on the user's myPGS dashboard based on their job title. The district also publishes a professional learning calendar. District, department, school, and individual improvement processes with matched professional development growth opportunities are also provided. Schools at high risk receive additional resources and support.

Once registered for a class, all resources can be found in our myLearning (Canvas) system which can be accessed 24/7, and instruction is delivered digitally via Microsoft Teams or Zoom. Trainers use screen-sharing for live demonstrations if they are training on a new system. They also provide access to online guides and instructions; digital access allows for updates to be available to users on demand. At the beginning of each year, Pasco uses a Beginning of Year (BOY) course that allows staff to access just-in-time, required trainings around safety, state compliance, and updated information required for all employees.

To compliment the myPGS/myLearning systems, employees can access a bank of all professional development resources. This bank is located on Pasco's PD Hub. Roles and responsibilities are ever changing and, as a system, it is important to have a repository of resources for all school district staff in a virtual format. There are a variety of instructional and universal content offerings that may be referenced outside of the "live professional development opportunities" present in myPGS.

Not only does the district provide critical supports to get an educator started with their career, but the systems and structures for induction, mentoring and coaching are monitored. An example source of information for monitoring includes the calendar of scheduled events (PD calendar and Master Calendar) including new teacher induction week, bi-annual Instructional Coaching Conferences, Monthly Coaching Content meetings, New Coaches Canvas course and monthly meetings. Program goals are set in alignment with the three district goals: High Impact Instruction, Data-Driven Decisions, and Collaborative Culture. These goals are communicated along with the monitoring plan in the district's Key Priorities Guide.

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Standard 3.3

The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

CTE Teacher Feedback and Program Evaluation

A Mach form is sent to the teachers and PLCs to gather their reflections specific to their CTE area and to request anything that they need. Program coordinators visit the schools and evaluate what is needed, talk to the teachers, and review the student passing rates on industry certification examinations. Teachers are required to hold the industry certification themselves and students must score an 80% or higher on the practice test before being allowed to sit for the industry certification examination. If the passing rate falls below 50% for three years, then they look at the past three years of assessment data to reflect on how the program at that school can be improved. Three-year improvement plans are developed and put into place which include teacher development. They also have the option of removing the program from school.

[3.3-3.4-3.5-3.7-3.8 CTE Teacher Feedback and Program Evaluation](#)

District Professional Development System

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Aspiring principals are part of the Preparing New Principal Program (PNPP), which provides future principal candidates with learning experiences that align with the Florida Principal Leadership Standards as well as Pasco's Vision for Leadership Excellence. Applicants for School Principal Certification will engage in a yearlong preparation program that requires demonstration of excellence in all core leadership competencies.

Advancing Leaders Academy

Advancing Leaders Academy provides school and district leaders with professional learning and personalize growth opportunities related to Leadership Excellence.

[3.1-3.2-3.3-3.4 Leadership Development](#)

New Teacher Development

New Teacher Support

The New Teacher Committee's primary goal is to ensure that all new hires engage in a relevant and timely orientation and induction. The committee meets throughout the year to calibrate, review and reflect, and then to respond to data collected and plan for the upcoming year.

All new teachers participate in a two-year support program. This includes a week-long orientation, continued professional development throughout the school year, monthly newsletters, office hours to connect with new teacher team, mentorship, and school-wide supports. The focus of the program is feedback and formative growth to help new hires learn the Pasco Way of Work.

Artifacts include Planning Forward Notes, New Teacher Development web site, and the committee's professional development plan (aka Stakeholder PD plan) for 2020-21.

[3.1-3.2-3.3-3.4-3.5 New Teacher Artifacts](#)

New and Veteran Teacher Development/Career and Technical Education (CTE) Teachers

All CTE teachers participate in a support program that is specific to CTE teachers. Teachers and program coordinators are supported by the CTE department's Learning Design Specialist. All CTE teachers are grouped into Professional Learning Communities (PLC) based upon their content. There is a lead for each PLC. Every quarter, the PLCs meet for a full day. In the previous years, the meetings would be in person. But this past year, the meetings were virtual. Each PLC meets a minimum of 24 hours per year (6 hours per quarter). In addition to the PLC meetings, the CTE program coordinators and the Learning Design Specialist supports the teachers on an as-needed basis with lesson planning, delivery of instruction, use of myLearning/Canvas, etc. The teachers also have access to the PD HUB where they can find information specific to CTE.

[3.1-3.2-3.3-3.4-3.5 CTE PLC Groups](#)

Professional Development Certification Program

Newly hired educators with subject area expertise can complete their professional certificate requirements by participating in the Professional Development Certification Program. Information regarding this program can be found in the documentation folder.

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[3.1-3.2-3.3-3.4-3.5 Professional Development Certification Program](#)

Instructional Coaching Support

There are offerings for instructional coaches aimed at Aspiring Coaches, Current Coaches, and Advancing Coaches. These opportunities are referenced on the district's myDevelopmentOpportunities page of the Pasco website. The district offers specialized PD to our coaches through fall and spring coaching conferences, monthly coaching content meetings, and biweekly coaching "power hours."

[3.1-3.2-3.3 Instructional Coaching Artifacts](#)

Non-Instructional Staff Development

While Pasco County Schools does not have an overarching non-instructional PD plan or dedicated non-instructional contact in the Office for Leading and Learning, each department does have strong training and professional development plans specific to the department.

Food and Nutrition Services Professional Development

The Food and Nutrition Services Department PD program encompasses all training and skills improvement classes as well as screening applicants for Production Assistant, Assistant Manager, and Manager vacancies. In addition to mandatory trainings and the Internship/Apprenticeship Program, Team Development also offers voluntary self-improvement classes outside of normal working hours in the Fall, Spring, and July.

[3.1-3.2-3.3 Food and Nutrition Services Employee Handbook](#)

Maintenance Services Professional Development

The Maintenance Services Department PD program encompasses all training skills improvement classes as well as outlining the training and steps that must be successfully completed to be accepted into the Assistant Plant Manager and Plant Manager pools and to be promoted.

[3.1-3.2-3.3 Maintenance Services Artifacts](#)

Finance Services/Bookkeeping Resources

The Finance Services Department meets one-on-one with bookkeepers as they are hired and trains them on all the assigned bookkeeping tasks. A snapshot of the department's OneNote is linked below.

[3.1-3.2-3.3 Bookkeeping OneNote Snapshot](#)

Purchasing Services Resources

The Purchasing Services Department post their purchasing manual online to allow employees to obtain merchandise and other services in accordance with School Board rules, State Regulations and Good Purchasing Practices. Updates are provided periodically as information and/or the laws change. Also, there is a course in myLearning (Canvas) for all p-card (purchasing card) holders.

[3.1-3.2-3.3 Purchasing Manual](#)

School Safety Department Professional Development

The School Safety Department is responsible for the district's crisis response plans and works with local law enforcement so that we are prepared to respond appropriately to a variety of emergency situations. In partnership with the Pasco Sheriff's Office, they have produced Active Threat Plan training videos for each level (elementary, middle, and high) so that both the staff and students will be trained on how to respond in a crisis.

[3.1-3.2-3.3 School Security Training Webpage](#)

Business Operations Training

Training on use of Enterprise Resource Planning (ERP) systems (Munis, TimeClock Plus, Talent Ed) is provided to users with responsibilities in the business operations of the district. Training is delivered in conjunction with departmental area experts who provide information on policy and procedures that complement system functions. Each training is centered around a process required for the daily operation of the district. Training provides users with the tools to be successful in their roles supporting the functions of school and district locations.

After training, users are supported through a Help Desk, where questions on any of the ERP systems are routed to the Business Support Team for resolution. Questions are answered by the same employees who provide the training. To improve future training sessions and better support users, data on the types of questions received post-instruction are monitored and used to adapt delivery methods and materials.

[3.1-3.2-3.3-3.5 Business Operations Training Artifacts](#)

Transportation Services Training

The Transportation Services Department's online resource serves as a knowledge base for all sites so that they receive the same information relative to common tasks. This serves both as a continuous guide and a resource for newer staff to learn processes from. The goal is to build continuity between our six transportation sites. The department also has an annual inservice day(s) where continuous learning takes place to better prepare our school bus staff for their duties and provide departmental objectives and goals.

[3.1-3.2-3.3-3.5 - Transportation Services OneNote](#)

Student Information System

Training on the use of the student system (myStudent/Focus School Software) is provided to users on demand through the use of resources including myLearning/Canvas as well as through accessing resources available in myStudent University, which is through Microsoft OneNote.

For specified users with the job code that drives FTE reporting, we have mandatory training as a user is entered into their new position. For example, Data Entry Operators are a key job code in the student system and receive 7 separate sessions that introduce them to their new position role and functions. These sessions, prior to the pandemic required users to drive to the District

Office to complete, now they are offered via Microsoft Teams as a session interacting with our Level 2 Help Desk.

For FTE Student State Reporting, we utilize data of FTE reporting needs to drive training/retraining opportunities. We also group end users based on support needs in order to achieve optimum results for FTE Corrections Appointments.

myStudent offers all students, appropriate staff, and parents a way to access student information, data, grades, and attendance. Parents can utilize the myStudent App on their smart device to receive ongoing updates regarding attendance, grades, to update emergency cards, as well as apply for school choice during open enrollment periods and much more.

[3.1-3.2-3.3-3.5-3.6 Student Information System](#)

Standard 3.4

The system attracts and retains qualified personnel who support the system's purpose and direction.

Human Resources and Educator Quality Recruitment and Retention Work

The Human Resources and Educator Quality (HREQ) and Office of Leading and Learning departments, along with school sites, are tasked with attracting and retaining talented personnel who support the district's mission and vision. HREQ actively tracks the number vacancies within schools and departments and departure/termination data. Vacancies are monitored weekly and departure data is reviewed quarterly. This information is analyzed for trends, and a strategic plan is created to problem solve and identify where support is needed. Regarding retention, the New Teacher Program collects data three times per year from new instructional staff to improve the onboarding process including school-based elements, HR procedures, and professional development opportunities/support.

Within HREQ, talent is vetted through certification, verification of employment, background checks and through the screening and interview process. Most recently we have implemented interview rubrics and hiring structures for magnet schools that we hope to later expand to all schools. Through our university partnerships, interns are matched with cooperating teachers and often hired at the completion of their degree. Our Food and Nutrition, Maintenance, and Transportation departments vet their candidates for qualifications specific to the needs of their department. Once hired, employees can also choose to expand their skillset through our leadership pipeline and apply for promotional opportunities. HREQ monitors these processes and creates an annual strategic plan with goals and action steps for improvement.

The HREQ Strategic Recruitment and Retention Plan is used to evaluate metrics of many staffing elements and develop goals. The turnover data and exit survey data are used to decrease voluntary departures on a quarterly basis. The Recruitment Team monitors fill rates and vacancies weekly. Recruitment programs include "School Related Personnel to Teacher" and the high school New Teacher Academy "Grow and Stay Incentive Program." Both were created to build a pipeline of candidates using current employees and students who have been supported by Pasco County Schools as they earn credentialing to become a teacher. In addition, HREQ tracks and reports to the state the total number of vacancies on the first day of school.

The culture of school and district sites is a commitment to all. A yearly temperature check of employee engagement is completed through our Gallup polls. The results are evaluated by all administrators to determine what changes need to be made to improve culture and where to continue our efforts. The recruitment team markets the positive culture of the district through social media and recruitment campaigns, telling the story of Pasco Pride.

[3.4 HREQ Strategic Recruitment and Retention Plan](#)

CTE Teacher Feedback and Program Evaluation

A Mach form is sent to the teachers and PLCs to gather their reflections specific to their CTE area and to request anything that they need. Program coordinators visit the schools and evaluate what is needed, talk to the teachers, and review the student passing rates on industry certification examinations. Teachers are required to hold the industry certification themselves and students must score an 80% or higher on the practice test before being allowed to sit for the industry certification examination. If the passing rate falls below 50% for three years, then they look at the past three years of assessment data to reflect on how the program at that school can be improved. Three-year improvement plans are developed and put into place which include teacher development. They also have the option of removing the program from school.

[3.3-3.4-3.5-3.7-3.8 CTE Teacher Feedback and Program Evaluation](#)

My Health Onsite

One of the district's priorities is to create a culture of wellness throughout our district that both decreases the risk of disease and enhances the quality of life of our employees. Our wellness program builds upon our continuing efforts to help students reach their highest potential by enhancing the health, happiness, and motivation of our employees and community. Our onsite health and wellness centers and wellness initiatives allow our employees and retirees to have easy access to physical and mental health resources while decreasing our health care costs.

[3.4-3.6 Health and Wellness Centers](#)

Leadership Development

LEAD Aspiring Leaders Program

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[3.1-3.2-3.3-3.4 Leadership Development](#)

New Teacher Development

New Teacher Support

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[3.1-3.2-3.3-3.4-3.5 New Teacher Artifacts](#)

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[3.1-3.2-3.3-3.4-3.5 CTE PLC Groups](#)

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[3.1-3.2-3.3-3.4-3.5 Professional Development Certification Program](#)

Standard 3.5

The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

District Professional Development System

Pasco County has a system for professional learning, an evaluation system that assesses individual needs and monitors professional growth, and specific pathways for development of teachers, leaders, and coaches. There are specific programs designed to grow leaders, advance Alternative Certified Professionals, and meet the needs of professionals that aspire to positions teacher, coaching and leading. All schools have an instructional coach, banked lesson plans, monitor instructional delivery, and problem solve around student data. The Key Priorities document outlines our goals and data sources, but additional evidence is found in the work and deliverables of our teacher teams/Professional Learning Communities and staff evaluation system.

All professional development has been designed to model engagement in a variety of learning modalities, includes specific technology strategies and how it can be leveraged in all environments, as well as resources around interventions and closing in instructional gaps. Through the myPascoConnect dashboard, employees can access the myPGS app which gives them access to regularly occurring professional development designed for all staff and on-going job-embedded professional learning offerings. Recommended trainings will appear on the user's myPGS dashboard based on their job title. The district also publishes a professional learning calendar. District, department, school, and individual improvement processes with matched professional development growth opportunities are also provided. Schools at high risk receive additional resources and support.

Once registered for a class, all resources can be found in our myLearning (Canvas) system which can be accessed 24/7, and instruction is delivered digitally via Microsoft Teams or Zoom. Trainers use screen-sharing for live demonstrations if they are training on a new system. They also provide access to online guides and instructions; digital access allows for updates to be available to users on demand. At the beginning of each year, Pasco uses a Beginning of Year (BOY) course that allows staff to access just-in-time, required trainings around safety, state compliance, and updated information required for all employees.

To compliment the myPGS/myLearning systems, employees can access a bank of all professional development resources. This bank is located on Pasco's PD Hub. Roles and responsibilities are ever changing and, as a system, it is important to have a repository of resources for all school district staff in a virtual format. There are a variety of instructional and universal content offerings that may be referenced outside of the "live professional development opportunities" present in myPGS.

Not only does the district provide critical supports to get an educator started with their career, but the systems and structures for induction, mentoring and coaching are monitored. An example source of information for monitoring includes the calendar of scheduled events (PD calendar and Master Calendar) including new teacher induction week, bi-annual Instructional

Coaching Conferences, Monthly Coaching Content meetings, New Coaches Canvas course and monthly meetings. Program goals are set in alignment with the three district goals: High Impact Instruction, Data-Driven Decisions, and Collaborative Culture. These goals are communicated along with the monitoring plan in the district's Key Priorities Guide.

[3.1-3.2-3.3-3.5-3.6 Professional Development Artifacts](#)

Instructional Coaching Digital Resources

In the area of instructional coaching, Pasco County has worked on improving systems for clear communication of coaching standards, expectations, and housing key coaching resources in a centralized location that is easy for stakeholders to access. All materials are housed in a central spot in SharePoint. In addition, there is a weekly S'MORE for all coaches with links to resources and professional learning activities. Aside from communication around these standards and expectations, we have elevated our ability to evaluate coaching impact cycles (based on the work of Jim Knight's Instructional Coaching Group). We collect survey data and real-world artifacts that demonstrate coaching work and help us understand the key levers for professional learning and improved impact on student and staff outcomes. The district's coaching leadership team, comprised of school-based administrators, school-based coaches, and district staff collect and reflect on this data to make strategic decisions. The county has been involved with the Bill and Melinda Gates Foundation to collect specific data around coaching and the implementation of our Middle School Math curriculum. Aspects examined in this two-year grant include equitable teaching practices, ensuring high expectations and grade level assignments for all student with a particular emphasis on ELL students.

[3.5 Instructional Coaching Digital Resources](#)

Early Release Days

During the 2019-2020 school year, the district implemented early release days which are a monthly, two-hour-early release time to allow for staff to engage in professional development aligned with student needs and key district priorities. Based on available data from our EWS system and the CNA process, district leadership recognized the growing need for mental health support in our classrooms and buildings. From this, a district-based project team for Social Emotional Learning (SEL) was formed. This team created resources for teaching SEL on the district LMS. Administrators received training and facilitated professional development sessions at their schools on each of the early release days.

[3.1-3.2-3.5 SEL Early Release Learning Network](#)

Learning Networks

Pasco County Schools maintains Learning Networks in myLearning (Canvas) for all curriculum content used in our schools. Curriculum resources, lesson plans, and curricular maps are housed within the Learning Networks in order to ensure teachers, coaches, and admin have resources needed for planning instruction to meet the rigor of the standards. These resources promote creativity, innovation, and collaborative structures. Additionally, we have worked to embed computer science standards in all content areas. This has helped to ensure there is an interdisciplinary approach to this learning district wide and that this extremely engaging content is planned for in all content areas.

[3.5-3.6 Learning Networks Artifacts](#)

myProgress Certification Program

The Office for Accountability, Research, and Measurement provides training, support, and digital resources and modules for district and school staff in creating and administering assessments through the myLearning platform. The modules are self-paced and instructional personnel have the ability to earn badges as they work toward certifications in myProgress (our district-level assessment system).

[3.5 myProgress Certification Program](#)

Non-Instructional Staff Development

Custodial Services OneNote Manual

Custodial Services switched from a paper-based single file documents that were attached to emails to a digital Manual that is accessible to all. Maintenance and OTIS are working together and developing a system where machines, etc. will have a QR code and, if scanned, the manual will come up.

[3.5 Custodial Services OneNote](#)

Transportation Services Training

The Transportation Services Department's online resource serves as a knowledge base for all sites so that they receive the same information relative to common tasks. This serves both as a continuous guide and a resource for newer staff to learn processes from. The goal is to build continuity between our six transportation sites. The department also has an annual inservice day(s) where continuous learning takes place to better prepare our school bus staff for their duties and provide departmental objectives and goals.

[3.1-3.2-3.3-3.5 - Transportation Services OneNote](#)

After School Enrichment Programs Training

The Office for After School Enrichment Programs (ASEP) requires all staff to receive a minimum of ten training hours per year. This training is centered around improving job performance for staff and giving them skills they can use to grow and develop within our department. We offer training through multiple modalities to accommodate many different learning styles. Training is provided through myPGS, SharePoint, Insights to Behavior, Microsoft Teams, and face-to-face. All staff are required to be trained in CPR, First Aid, and Bloodborne Pathogens. Systems related training such as TimeClock Plus, ProCare and Munis are given based on job categories. Managerial staff are also required to be trained in Crisis Intervention Prevention, and Threat Assessments and Response Protocols.

[3.1-3.2-3.5 ASEP Training](#)

Business Operations Training

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provide information on policy and procedures that compliment system functions. Each training is centered around a process required for the daily operation of the district. Training provides users with the tools to be successful in their roles supporting the functions of school and district locations.

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[3.1-3.2-3.3-3.5 Business Operations Training Artifacts](#)

Office for Technology and Information Services (OTIS) DIY Site

The Office for Technology and Information Services created and maintains a DIY site that is accessible by all staff through their Single Sign On (SSO) LaunchPad in myPascoConnect. The DIY site serves as a one stop shop for all Pasco County Schools digital resource how to guides to support end users. The site is continuously modified to ensure the most up-to-date material is posted for end users.

[3.5 OTIS DIY Site](#)

Purchasing Digital Resources Approval Process

Pasco County Schools has developed a process for digital resource approval in curriculum and all departments to ensure that all digital resources being purchased support the following:

1. IMS Global Standards including Single Sign On (SSO) and OneRoster to ensure seamless access through our Single Sign On portal, myPascoConnect.
2. If curriculum based, align with our standards and are vetting by content area specialists to ensure quality resources are being purchased.
3. If non-instructional, that the resource is not duplicative in what we already have access to as a district and that the resource supports SSO and OneRoster.

As a result of the COVID-19 pandemic, and in compliance with Florida statute, Pasco County Schools created a plan with 3 options; enrolling full time at Pasco eSchool, remaining in their brick-and-mortar school or enrolling in mySchoolOnline (MSOL) which allowed students to remain enrolled in their brick and mortar school but attend classes virtually from home. The MSOL option provided students with the same curriculum and instruction as in person to ensure equity across the board. Our approval process aided in the success of the mySchoolOnline program.

[3.5-3.6-3.7 Purchasing Digital Resources Approval Process](#)

Innovative Instructional Materials

An Innovative Instructional Materials Resources app was created for our Single Sign On portal to allow teachers greater access to materials and to make distribution of these resources more equitable. Feedback was collected from schools when creating the app. The checkout system is monitored and district personnel are available to assist classroom teachers.

[3.5 Innovative Instructional Materials](#)

New Teacher Development

New Teacher Support

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[3.1-3.2-3.3-3.4-3.5 Professional Development Certification Program](#)

Together We Learn and Together We Lead

Each year the district sponsors summer learning opportunities for our teachers and leaders both school and district based. The Together We Learn and Together We Lead targets an audience of teachers, coaches, noninstructional staff, school and district leaders on critical content that directly impacts the teaching and learning process. School district employees and key outside stakeholders (publishers, state standard experts) are invited to share their expertise in support of district and state initiatives.

[3.1-3.2.-3.5-3.6 Together We Learn and Together We Lead](#)

School Supports Management Notebooks

School Supports SharePoint site was developed for content area specialists, district support staff, and school teams to be able to easily collaborate with each other on data, deliverables, SAC Minutes, SuP plans, Principal and Assistant Principal meetings, and district committees. It provides a one stop shop solution for all collaborative needs.

[3.5 School Supports Management](#)

Student Information System

Training on the use of the student system (myStudent/Focus School Software) is provided to users on demand through the use of resources including myLearning/Canvas as well as through accessing resources available in myStudent University, which is through Microsoft OneNote.

For specified users with the job code that drives FTE reporting, we have mandatory training as a user is entered into their new position. For example, Data Entry Operators are a key job code in the student system and receive 7 separate sessions that introduce them to their new position role and functions. These sessions, prior to the pandemic required users to drive to the District Office to complete, now they are offered via Microsoft Teams as a session interacting with our Level 2 Help Desk.

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[3.1-3.2-3.3-3.5-3.6 Student Information System](#)

Parent University

The Office for Leading and Learning created a webpage, Parent University, where district departments can link documents and videos to assist parents with numerous topics such as how to log into myPascoConnect, how to log into myLearning, guidance for learning from home, etc. This site proved to be extremely beneficial whose student chose the mySchool Online option during the pandemic.

[3.1-3.2-3.5 Parent University Snapshot](#)

CTE Teacher Feedback and Program Evaluation

A Mach form is sent to the teachers and PLCs to gather their reflections specific to their CTE area and to request anything that they need. Program coordinators visit the schools and evaluate what is needed, talk to the teachers, and review the student passing rates on industry certification examinations. Teachers are required to hold the industry certification themselves and students must score an 80% or higher on the practice test before being allowed to sit for the industry certification examination. If the passing rate falls below 50% for three years, then they look at the past three years of assessment data to reflect on how the program at that school can be improved. Three-year improvement plans are developed and put into place which include teacher development. They also have the option of removing the program from school.

[3.3-3.4-3.5-3.7-3.8 CTE Teacher Feedback and Program Evaluation](#)

Standard 3.6

The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.

Instructional Practices Guide (IPG) Tool

Collaboration with TNTP to create an Instructional Practices Guide (IPG). Classroom data was collected using this tool and few growth trends were identified. A plan of action was implemented with urgency to reevaluate the tiered levels of instruction happening in our classrooms across the district. Semi-annual CNA cycles evaluate the data collected and content area/instructional strategy adjustments are planned and implemented. This is the framework behind our district wide initiative to plan for instructional excellence. Disaggregation of longitudinal data led to the creation of the Key Priorities Guide to lead the support for not only priority schools, but all schools.

[3.6 Instructional Practices Guide](#)

Project RISE

The District's mission is to provide a world class education for every student. We know that there are populations in our system that are not getting everything they need to truly achieve success in their lives. Project Rise targets a region within our district where there are high occurrences of poverty. Project Rise is designed to leverage what we know and to rise students out of poverty. Project Rise focuses on believing in every student's abilities, exposing students to a wide range of experiences, inspiring students to see their own strengths and successes, creating networks of supports for students and their families and keeping expectations high.

[3.6 Project RISE Overview](#)

[3.6 Project RISE Presentation](#)

[3.6 Project Rise Expanded Summary](#)

Data Monitoring Systems

Pasco created **myEWS** (Early Warning System) as a comprehensive data system that is used within MTSS for problem-solving and decision-making with leaders, school staff, and students. Leadership teams use the school data sheet to monitor key data points in our system to ensure graduation success for all students. With the school data sheets, leaders can efficiently gather quick summary school-wide and cohort specific data on acceleration points, required passed ELA/Math assessments for graduation, course failures, credits/GPA, attendance/behavior, and student performance on district assessments.

Within the myEWS system there are various ways for schools to drill down to the student level for problem-solving barriers and intervention supports for at-risk/off-track students. Teacher teams and school leadership teams can proactively develop interventions, remediation, and recovery supports for students. Utilizing the myEWS system ensures that we keep our eye on providing an effective Tier 1 for all students while developing tiered supports of our at-risk/off-track students. The data provided also allows systems or positive reinforcement for students on-track.

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[3.6-3.7 Data Monitoring Systems](#)

District Professional Development System

Pasco County has a system for professional learning, an evaluation system that assesses individual needs and monitors professional growth, and specific pathways for development of teachers, leaders, and coaches. There are specific programs designed to grow leaders, advance Alternative Certified Professionals, and meet the needs of professionals that aspire to positions teacher, coaching and leading. All schools have an instructional coach, banked lesson plans, monitor instructional delivery, and problem solve around student data. The Key Priorities document outlines our goals and data sources, but additional evidence is found in the work and deliverables of our teacher teams/Professional Learning Communities and staff evaluation system.

All professional development has been designed to model engagement in a variety of learning modalities, includes specific technology strategies and how it can be leveraged in all environments, as well as resources around interventions and closing in instructional gaps. Through the myPascoConnect dashboard, employees can access the myPGS app which gives them access to regularly occurring professional development designed for all staff and on-going job-embedded professional learning offerings. Recommended trainings will appear on the user's myPGS dashboard based on their job title. The district also publishes a professional learning calendar. District, department, school, and individual improvement processes with matched professional development growth opportunities are also provided. Schools at high risk receive additional resources and support.

Once registered for a class, all resources can be found in our myLearning (Canvas) system which can be accessed 24/7, and instruction is delivered digitally via Microsoft Teams or Zoom. Trainers use screen-sharing for live demonstrations if they are training on a new system. They also provide access to online guides and instructions; digital access allows for updates to be

available to users on demand. At the beginning of each year, Pasco uses a Beginning of Year (BOY) course that allows staff to access just-in-time, required trainings around safety, state compliance, and updated information required for all employees.

To compliment the myPGS/myLearning systems, employees can access a bank of all professional development resources. This bank is located on Pasco's PD Hub. Roles and responsibilities are ever changing and, as a system, it is important to have a repository of resources for all school district staff in a virtual format. There are a variety of instructional and universal content offerings that may be referenced outside of the "live professional development opportunities" present in myPGS.

Not only does the district provide critical supports to get an educator started with their career, but the systems and structures for induction, mentoring and coaching are monitored. An example source of information for monitoring includes the calendar of scheduled events (PD calendar and Master Calendar) including new teacher induction week, bi-annual Instructional Coaching Conferences, Monthly Coaching Content meetings, New Coaches Canvas course and monthly meetings. Program goals are set in alignment with the three district goals: High Impact Instruction, Data-Driven Decisions, and Collaborative Culture. These goals are communicated along with the monitoring plan in the district's Key Priorities Guide.

[3.1-3.2-3.3-3.5-3.6 Professional Development Artifacts](#)

Together We Learn and Together We Lead

Each year the district sponsors summer learning opportunities for our teachers and leaders both school and district based. The Together We Learn and Together We Lead targets an audience of teachers, coaches, noninstructional staff, school and district leaders on critical content that directly impacts the teaching and learning process. School district employees and key outside stakeholders (publishers, state standard experts) are invited to share their expertise in support of district and state initiatives.

[3.1-3.2.-3.5-3.6 Together We Learn and Together We Lead](#)

My Health Onsite

One of the district's priorities is to create a culture of wellness throughout our district that both decreases the risk of disease and enhances the quality of life of our employees. Our wellness program builds upon our continuing efforts to help students reach their highest potential by enhancing the health, happiness, and motivation of our employees and community. Our onsite health and wellness centers and wellness initiatives allow our employees and retirees to have easy access to physical and mental health resources while decreasing our health care costs.

[3.4-3.6 Health and Wellness Centers](#)

Learning Networks

Pasco County Schools maintains Learning Networks in myLearning (Canvas) for all curriculum content used in our schools. Curriculum resources, lesson plans, and curricular maps are housed within the Learning Networks in order to ensure teachers, coaches, and admin have resources needed for planning instruction to meet the rigor of the standards. These resources promote creativity, innovation, and collaborative structures. Additionally, we have worked to

embed computer science standards in all content areas. This has helped to ensure there is an interdisciplinary approach to this learning district wide and that this extremely engaging content is planned for in all content areas.

[3.5-3.6 Learning Networks Artifacts](#)

Student Information System

Training on the use of the student system (myStudent/Focus School Software) is provided to users on demand through the use of resources including myLearning/Canvas as well as through accessing resources available in myStudent University, which is through Microsoft OneNote.

For specified users with the job code that drives FTE reporting, we have mandatory training as a user is entered into their new position. For example, Data Entry Operators are a key job code in the student system and receive 7 separate sessions that introduce them to their new position role and functions. These sessions, prior to the pandemic required users to drive to the District Office to complete, now they are offered via Microsoft Teams as a session interacting with our Level 2 Help Desk.

For FTE Student State Reporting, we utilize data of FTE reporting needs to drive training/retraining opportunities. We also group end users based on support needs in order to achieve optimum results for FTE Corrections Appointments.

myStudent offers all students, appropriate staff, and parents a way to access student information, data, grades, and attendance. Parents can utilize the myStudent App on their smart device to receive ongoing updates regarding attendance, grades, to update emergency cards, as well as apply for school choice during open enrollment periods and much more.

[3.1-3.2-3.3-3.5-3.6 Student Information System](#)

Purchasing Digital Resources Approval Process

Pasco County Schools has developed a process for digital resource approval in curriculum and all departments to ensure that all digital resources being purchased support the following:

2. IMS Global Standards including Single Sign On (SSO) and OneRoster to ensure seamless access through our Single Sign On portal, myPascoConnect.
3. If curriculum based, align with our standards and are vetting by content area specialists to ensure quality resources are being purchased.
4. If non-instructional, that the resource is not duplicative in what we already have access to as a district and that the resource supports SSO and OneRoster.

As a result of the COVID-19 pandemic, and in compliance with Florida statute, Pasco County Schools created a plan with 3 options; enrolling full time at Pasco eSchool, remaining in their brick-and-mortar school or enrolling in mySchoolOnline (MSOL) which allowed students to remain enrolled in their brick and mortar school but attend classes virtually from home. The MSOL option provided students with the same curriculum and instruction as in person to ensure equity across the board. Our approval process aided in the success of the mySchoolOnline program.

[3.5-3.6-3.7 Purchasing Digital Resources Approval Process](#)

Standard 3.7

The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

OTIS Internet Access

When families chose their educational option (eSchool, MSOL or traditional), families who chose MSOL were surveyed to determine their need for internet access at home. As a result, hot spots were distributed to families in need. The district started out with basic Verizon but broadened to using multiple vendors.

[3.7 T-Mobile Project 10 Million](#)

CTE Department Resources for Schools

The CTE department has assisted in being awarded grants to use towards the five-year refresh plan for the CTE labs out in the schools. CTE is also now part of the OLL cycle of formal textbook adoption.

[3.7 CTE Computer Refresh Changes](#)

Capital Plan

The 10-Year Plan is the District's Capital Plan. Capital needs arise for different reasons: growing or declining student enrollment, introduction of new programs, changes in technology, mandates from the State and the age of our current infrastructure. Once all the needs are identified, the capital plan is aligned with the District's available resources for each year. The Plan is reviewed quarterly and updated annually.

[3.7 Ten Year Capital Plan](#)

Five Year Work Plan

The 5-Year District Facilities Work Program is an important document. The Florida Department of Education, Legislature, Governor's Office, Division of Community Planning (growth management), local governments, and others use the work program information for various needs including funding, planning, and as the authoritative source for school facilities related information.

The district's facilities work program must be a complete, balanced capital outlay plan that is financially feasible. The first year of the work program is the district's capital outlay budget.

[3.7 Five Year Work Plan](#)

District Professional Development Planning

Every year, each school and the district conduct a Comprehensive Needs Assessment (CNA). Part of the CNA process is to review several sources of student data that include student academic data, Early Warning System data, advanced program participation rates, industry certification passing rates, graduation rates, state test results and District Finals results, common formative assessment results, student enrollment data, and Gallup Student Poll data. Other sources of data are reviewed such as the overall district grade, school grades and the trends, Instructional Practice Guide (IPG) walkthrough data, Tiers of Support Quality indicators,

School Advisory Council (SAC) input, data from the economic development council, industry needs for career and technical education, staff and administration surveys for professional development needs, staff evaluation data, Gallup Employee Engagement data, program evaluation, inspection results, and newly passed state requirements.

After analyzing the results of the CNA summarized on the Site Visit Trend Analysis, district leadership sets district goals for the future and revises the Key Priorities (High Impact Instruction, Data-Driven Decisions, and Collaborative Culture including student and staff engagement data) documents, student progression guides, and course catalogue. Plans are made for the upcoming year's calibration and planning forward sessions. These goals and associated data are summarized in Pasco's Key Priorities document.

The Key Priorities Guide focuses on three system wide key priority areas of High Impact Instruction, Data Driven Decisions, and Collaborative Culture. This guide outlines the behaviors that schools need to engage in to bring those priorities to life, and what district supports will be necessary to help schools in this endeavor. The guide also includes our Common Vision of Instructional Excellence. This vision addresses what world class learning would look and feel like for a student and the teacher behaviors needed to achieve them. The Key Priorities guide is revisited annually to review and revise our three priorities with input from school and district leaders.

[3.1-3.2-3.7 Key Priorities Guides for this year and last year](#)

[3.1-3.2-3.7 Site Visit Trend Analysis](#)

[3.1-3.2-3.7 Continuous Improvement Process Visual](#)

CTE Teacher Feedback and Program Evaluation

A Mach form is sent to the teachers and PLCs to gather their reflections specific to their CTE area and to request anything that they need. Program coordinators visit the schools and evaluate what is needed, talk to the teachers, and review the student passing rates on industry certification examinations. Teachers are required to hold the industry certification themselves and students must score an 80% or higher on the practice test before being allowed to sit for the industry certification examination. If the passing rate falls below 50% for three years, then they look at the past three years of assessment data to reflect on how the program at that school can be improved. Three-year improvement plans are developed and put into place which include teacher development. They also have the option of removing the program from school.

[3.3-3.4-3.5-3.7-3.8 CTE Teacher Feedback and Program Evaluation](#)

Data Monitoring Systems

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[3.5-3.6-3.7 Purchasing Digital Resources Approval Process](#)

Standard 3.8

The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

Budget

The budget is designed to ensure the smooth delivery of effective school operations while prioritizing the needs of Pasco's students and the community. The budget development process is a reflection of State mandates, School Board actions, and careful planning. Budget development, review, and consideration are completed with a detailed review of every revenue and expenditure category within the context of the School Board's goals, mission and financial policies.

The Budget changes during the year as needs change and critical areas are identified. Budget amendments are submitted to the School Board for approval during the year in order to make the best use of available resources and maximize opportunities for the students of Pasco County.

[3.8 Budget by Project by School for FY 20-21](#)

[3.8 Capital Budgets by School](#)

[3.8 Final Annual Budget](#)

Staffing Allocations

The District has a comprehensive allocation protocol that drives both the process and methodology for allocating human resources to the District's schools and departments. The District's allocation timeline spans the entire school year and integrates the key decision data and budgeting points needed to best inform staff allocation decisions. By integrating processes from across the District's various departments and funding sources, the District's allocation timeline is built to provide the maximum amount of relevant information to decision makers at the appropriate time. The timeline includes ongoing student enrollment updates from the District's Planning Department, school programmatic changes anticipated by the District's instructional departments, recruitment and hiring information from the District's Human Resources and Educator Quality Department, budget and spending information from all funding sources (local, state, and federal), school and department staff needs assessments, school choice and magnet processes, and communication and implementation information and deadlines. The timeline is reviewed and revised annually to best meet the needs of the District for the coming year.

Each school is provided basic instructional, administrative, and instructional support allocations through the District's allocation formulas. These formulas provide staffing resources to schools based primarily on student enrollment, but also account for the specialized needs of certain instructional programs (programs to support students with disabilities, gifted programs, magnet programs, STEAM/STEM programs, etc.). The District's formula handbook is designed to provide an equal amount of based resources to all schools based on their overall student enrollment and programmatic needs. Like the allocation timeline, the District's formula handbook is reviewed and updated annually to best meet the needs of the District for the coming year.

Beyond the base-level allocations provided by the District's allocation formula handbook, schools and the District are then able to use supplemental resources to provide additional supports for schools beyond the base-level of services provided by the base allocation formulas. This mix of federal funds (e.g., IDEA, Title I, Perkins, and Pre-K/Headstart), state funds (e.g. industry certification funds, AP/IB/Cambridge funds, lottery/school advisory council funds) and local funds (school fundraising and internal account funds) provide the District and its schools the ability to supplement staff allocations in an effort to provide equity and greater programmatic access to students based on the individual and differentiated needs of each school.

[3.8 21-22 Allocation Timeline](#)

[3.8 Allocation Formula Handbook](#)

Office for Technology and Information Services (OTIS) Network Monitoring Project

The Network Services division of OTIS implemented an improved network monitoring project during the 2019-2020 budget year. This project addressed some shortfalls in the monitoring of network equipment. The new system provides a more streamlined and robust monitoring solution which can identify the status and performance of the network equipment in all schools. This system has a web front end that can be easily viewed by network support staff to quickly identify any equipment that may have gone down. It has the capability to notify staff of these outages in real time.

his monitoring system allows for a technician to be dispatched to address the issue before the school may even realize it occurred. It gives historical usage statistics that can be used to proactively monitor and forecast network upgrade needs.

This system has provided an improvement in outage response time which had led to a more reliable network experience for students and staff.

[3.8 OTIS Network Monitoring Project](#)

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