

Project Narrative

Project E3 (Expanding Equity & Engagement)

Pinellas County Schools

2019

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(A) QUALITY OF THE PROJECT DESIGN

Overview

Pinellas County Schools (PCS) is the eighth largest district in Florida and the 27th largest in the nation and currently has 11,307 identified gifted students who are served on a spectrum of services in grades K-12. PCS has 78 elementary schools, 56% of which are Title 1. Florida is a state that mandates and funds gifted education and in doing so has very specific laws regarding gifted eligibility and provision of services. In an effort to increase the number of students identified as gifted from under-represented groups and in support of national research findings, PCS utilizes both universal screening and alternative identification criteria. PCS has funded universal screening district-wide with the NNAT since 2016 and implemented alternative gifted eligibility criteria for under-represented groups in 2017, an option that Florida provides as part of FL Rule 6A-6.03019. Our gifted population is growing and changing with these initiatives and as such we have seen an increase in every one of our under-represented groups with regards to gifted eligibility and gifted enrollment.

Table 1: PCS Eligibility Results after Implementing Universal Screening & Alternative Eligibility

2017-2018 Eligibility Results			
Total Evaluated (IQ)	2,816 students		
Total Found Eligible	1,237 students		
Of those Found Eligible in 2017-2018			
<i>Demographic</i>	<i>Students</i>	<i>% of those Found Eligible</i>	<i>Change from 2016-2017</i>
Normal Eligibility – Plan A	701	57%	<i>N/A</i>
Alternative Eligibility–Plan B	536	43%	<i>*Did not have year prior</i>
B – Black	147	9%	<i>Increase of 4%</i>

H – Hispanic	223	14%	<i>Increase of 4%</i>
M – Multiracial	93	6%	<i>Increase of 1%</i>
W – White	1008	64%	<i>Decrease of 9%</i>
ELL	91	6%	<i>Increase of 4%</i>
FRL	813	51%	<i>Increase of 38 %</i>

Pinellas County Schools, Research and Accountability 2019

PCS seeks innovative ways to better meet the needs of all our gifted and talented students, especially those newly identified from under-represented groups (economically disadvantaged, ELL, and children with disabilities (**Comp Priority 1**). Our gifted population has changed and we want to improve our services to meet the needs of all learners. In addition, through universal screening efforts, we have identified many talented students, who we know would benefit from enrichment and differentiation, that do not meet the Florida state requirements for gifted (which requires a qualifying IQ score).

PCS proposes Project E3 (Expanding Equity & Engagement) which seeks to significantly improve the provision of services for our gifted and talented students, promote STEM education, with a focus on computer science (**Comp Priority 2**), and promote effective instruction in classrooms (**Comp Priority 3**). To do so, we propose three project components:

- 1) District-wide implementation of the Total School Cluster Grouping Model
- 2) Revamping our current talent development programs to focus on STEM
- 3) Establishing a high-quality summer enrichment camp for both gifted and talented students.

We will address each project component separately to provide clarity, however all three support the same proposed outcome which is to provide equity in how PCS meets the needs of all our

gifted and talented learners, especially those newly identified through our universal screening and alternative eligibility initiatives, in ways that will drastically improve instruction in classrooms .Each component will positively impact all students’ learning and growth , as measured annually by the Florida Standards Achievement (FSA) test and the Measures of Academic Progress (MAP).

Project Component 1-Total School Cluster Grouping-District Wide

Promising Evidence: Clustering Component-Research Support

Cluster grouping is a widely-recognized strategy for meeting the needs of gifted and talented students in elementary school (Gentry, 2013; Brulles et al., 2010). Dr. Marcia Gentry’s research uses an experimental design with random assignment to treatment or control groups. Treatment effects were examined using a 3-level growth-curve model to explore specific school, group, and individual differences as well as to discern whether the individual growth of students in the treatment program was greater than that of the control group. Historically, cluster grouping has been defined in many ways with most recommendations grouping gifted and talented students together and placing them in a heterogeneous classroom with little to no thought to the rest of the students and their needs. Dr. Gentry argues that cluster grouping affects all students and should be a total school program benefiting all students (Gentry, 2014).

Dr. Gentry’s Total School Cluster Grouping Model (TSCG) has been refined and studied for over 25 years and offers schools a “common-sense, whole-school approach to student placement, staff development and differentiation” that has been proven to benefit all students (Gentry, 2014).

TSCG has been shown to benefit high-ability students in their general education elementary classrooms but only if three components are present, that is, the grouping of students alone does not yield beneficial results (Gentry 2014; Brulles et al., 2010).

Dr. Gentry identifies three non-negotiable components for successful cluster grouping:

- 1) Groups of students identified as gifted, high-achieving or high-ability are placed in classrooms with students of other achievement levels.
- 2) Teachers differentiate curriculum and instruction for their high-ability students.
- 3) Teachers have background and/or interest in working with gifted students.

(Gentry, 1999; Gentry, 2013)

Implementation Plan: Clustering Component

PCS proposes district-wide implementation of the Total School Cluster Grouping model with the three non-negotiables noted in Dr. Gentry's research, thus increasing the number of students having access to effective educators (Gentry LOS, attached). (**Comp Priority 3**).

- 1) We will strategically group all students in grades 3, 4, and 5 using Gentry's TSCG model.
- 2) We will provide our PCS gifted micro-credential (6 hour version of our 300 gifted endorsement) to provide teachers with working knowledge of gifted and talented learners.
- 3) We will provide quarterly in-person planning support and monthly virtual support to work with teachers to differentiate their curriculum for their gifted and talented students.
- 4) We will split our schools into three groups (Round One: 25 schools, Round Two: 25 schools, Round Three: 28 schools) and will stagger the implementation over five years so that we can better support teachers and provide gradual release of differentiation support. (See Appendix A for details on the Gradual Release Plan to serve 78 elementary schools).

5) We will use a staggered gradual release model for curriculum differentiation support. Each round of schools will go through stages of support including an Initial Year, a Secondary Year, and Sustaining Years.

Year	Support Teachers Provided:
Initial Year	<ul style="list-style-type: none"> • Gifted Micro-Credential 6 hour mini-version of our 300 hour gifted endorsement • Pay-to-Plan Sessions quarterly to work face-to-face with the gifted supervisor, content supervisors and staff developers • Virtual Support Sessions- monthly with gifted specialist and instructional staff developers • Professional Development Session – one time per year with expert in field of Gifted Education
Secondary Year	<ul style="list-style-type: none"> • Pay-to-Plan Sessions quarterly to work face-to-face with the gifted supervisor, content supervisors and staff developers • Virtual Support Sessions- monthly with gifted specialist and instructional staff developers • Book Study – year long on differentiation • Professional Development Session – one time per year with expert in field of Gifted Education
Sustaining Years	<ul style="list-style-type: none"> • Virtual Support Sessions- monthly with gifted specialist and instructional staff developers • Book Study – year long on differentiation

	<ul style="list-style-type: none"> • Professional Development Session – one time per year with expert in field of Gifted Education
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Feedback and Continuous Improvement: Clustering Component

By splitting the schools into three groups and using a staggered gradual release model over 5 years, we will be able to refine our practices and implementation on an ongoing basis by monitoring MAP data, teacher surveys and classroom walk-throughs using an observation tool created as part of this project. The details of our staggered gradual release are in Appendix A.

Staff: The implementation of TSCG will be overseen by the E3 Project Director/ PCS Gifted Specialist and two E3 Instructional Staff Developers. The project support plan is addressed in more detail in section B-Project Personnel. Resumes and job descriptions are included in Appendix C of this grant proposal.

Goals, Objectives, & Outcomes: Clustering Component

Goal 1: Implement Total School Cluster Grouping Model in 25 schools each year for a total of 78 schools by year three.

Objective 1: Educate principals, staff and parents at identified schools about the total cluster grouping model.

Objective 2: Provide assistance in implementation and grouping of students at each site.

Goal 1 Outcome: The success of this goal and its objectives will be evaluated by the project director and measured by the number of schools who successfully implement the cluster grouping model each year with a five-year outcome of implementation at 78 schools.

Goal 2: Provide professional development and support for a total of 468 gifted and talented cluster teachers so they will be able to differentiate for their gifted and talented students.

Objective 1: Provide Gifted Micro-Credential for teachers who will serve as gifted & talented cluster teachers so that they have working knowledge of gifted and talented children, their needs and how to help them grow.

Objective 2: Provide paid planning time quarterly where classroom teachers will come in and work with gifted supervisor, content supervisors and instructional staff developers to learn how to take the provided county curriculum and state standards and differentiate for gifted and talented learners.

Objective 3: Provide paid professional development time for teachers to learn from gifted education experts.

Objective 4: Provide paid professional development for cluster teachers to take part in a book study in the years following their first year “Initial Level”.

Goal 2 Outcome: The success of this goal and its objectives will be evaluated by the project director and measured by the differentiation and use of strategies seen in classroom visits with an observational tool designed for this purpose as well as the number of teachers served in each professional development component.

Goal 3: The percentage of gifted students scoring a level 4 or 5 on the state FSA test will increase by at least 3% points each year until we reach or exceed the state average.

Objective 1: Implement Total School Cluster Grouping in 78 elementary schools.

Objective 2: Differentiation occurring for gifted and talented learners in the general education classrooms.

Objective 3: Narrow the levels in each classroom so that teachers are better able to differentiate for all students' needs.

Goal 3 Outcome: The success of this goal and its objectives will be evaluated by the project director and measured by students' performance on the FSA state test each year as well as their ongoing progress measured on MAP.

Project Component 2- Talent Development Program

PCS wants to ensure that we offer meaningful talented services centered on computer science (**Comp Priority 2**), creative problem solving and career-preparedness to students who our universal screening has identified as talented, but who do not meet the Florida eligibility requirements for gifted.

While we have the foundation for a talent development program in place, it lacks consistency in how students are identified as talented; it also lacks research-based, high-quality programing.

We believe that revamping our current talent development program by

- 1) using our universal screening data to identify talented students based on school norms and
- 2) creating and implementing a STEM focused curriculum

will provide talented services to a broader, more diverse population (**Comp Priority 1**) as well as allow students to develop skills needed for future careers.

Promising Evidence: Talent Component-Research Support

Dr. Joseph Renzulli's decade's worth of work is centered on the Enrichment Triad and Schoolwide Enrichment Models and focuses on the idea of "using enrichment and gifted education pedagogy to provide enjoyable learning experiences for all" (Reis & Renzulli 2017).

The Schoolwide Enrichment Model (SEM) provides students opportunities to develop their talents in areas of interest and is based on the fundamental notion that giftedness is developed over time (Renzulli & Reis 2009). At its core, it is an organizational plan for delivering enrichment and acceleration to benefit all students and drive total school improvement and results in academic growth for all (Olenchak & Renzulli, 1989).

Talent development of students who are traditionally left out of gifted programming is an integral part of Dr. Renzulli's work. He believes, "A total talent development model should give special consideration to schools that serve young people who may be at risk because of limited English proficiency, economically limited circumstances, attendance at poor-quality schools, or because they just learn in a different way from the majority. We believe that it is in these schools and among these student populations that extraordinary efforts, indeed heroic efforts, should be made to identify and cultivate the high-level talents of young people, talents that historically have gone unrecognized and underdeveloped" (Renzulli & Reis).

Dr. Renzulli also urges educators to "focus on both academic and creative-productive talents to better prepare students for later success" (Renzulli & Reis, 2009). Gubbins et al 2013 reminds us that as our world changes we will become more dependent on the "innovation and creativity of science, technology, engineering, and math (STEM) professionals to improve the conditions

of our planet and our quality of life”. Their STEM e-Book, urges us to prepare and inspire the next generation of STEM talent (Gubbins et al., 2013).

Implementation Plan, Continuous Improvement, Staff: Talent Component

PCS proposes a Talent Development (TD) Program based on the pedagogy of Dr. Renzulli’s Schoolwide Enrichment Model.(Renzulli Letter of Support, Appendix D). Our TD program will utilize an inquiry based STEM curriculum and be offered to students identified as talented by the enhanced screening process. The broadening of our talent identification process will ensure that many students from under-represented groups who are not currently served in our gifted programs will be included (**Comp Priority 1**).

- 1) We will create a process for schools to identify students as talented using their universal screening data to find students who do not meet the Florida eligibility requirements for gifted but would benefit from special programming.
- 2) We will create a process for schools to identify students as talented using school level norms instead of district, state or national norms enabling us to identify more students from under-represented groups for talented groups.
- 3) We will increase the number of talented teachers by two so that every one of our Title 1 schools will be able to offer talented services one time per week.
- 4) We will develop and implement a talent development curriculum that is STEM based and focused on **computer science**, creative problem solving and career-preparedness (**Comp Priority 2**).
- 5) We will provide professional development to our teachers serving in talent development programs to build their capacity to better meet the needs of their diverse talented learners.

- 6) We will use year one to create and implement the service model described above and all talent development schools would participate in years two through four. We will refine our programming and processes by monitoring MAP data, teacher surveys, student surveys, and classroom visits.

Feedback and Continuous Improvement: Talent Component

We will monitor talented students' academic growth on an annual basis by tracking their performance and growth on the FSA state test and MAP assessment.

Staff: The Revamping of Talent Development Programming will be overseen by the E3 Project Director/ PCS Gifted Specialist and one E3 Instructional Staff Developer. The project support plan is addressed in more detail in section B-Project Personnel. Resumes and job descriptions are included in Appendix C of this grant proposal.

Goals, Objectives, & Outcomes: Talent Component

Goal 4: Identify more students from under-represented groups for talent development programs and for gifted identification (**Comp Priority 1**).

Objective 1: Create a clear process for identifying talented students that uses school norms.

Objective 2: Use universal screening data and a developed characteristics checklist as part of talent identification.

Objective 3: Increase the number of talented students who are later identified as gifted.

Goal 4 Outcome: The success of this goal and its objectives will be evaluated by the project director and measured by the number of students from under-represented groups who are

identified as talented each year and take part in a talent development program and by how many of those students in talent development programs will later be identified as gifted.

Goal 5: Provide a talent development program that is STEM focused and centered on **computer science**, creative problem solving and career-preparedness.

Objective 1: Create a curriculum based on best practices in STEM and gifted education.

Objective 2: Provide professional development for talent development schools.

Objective 3: Implement the new talent development program curriculum in 57 talent development schools.

Goal 5 Outcome: The success of this goal and its objectives will be evaluated by the project director and measured by the number of schools that successfully implement the STEM focused talent development program as measured on a classroom observation tool created for this purpose.

Goal 6: The percentage of talented students scoring a level 3, 4 or 5 on the state FSA test will increase by at least 3% points each year.

Objective 1: Revamp current talent development programming to provide inquiry based STEM curriculum.

Objective 2: Differentiation occurring for gifted and talented learners in the general education classroom.

Goal 6 Outcome: The success of this goal and its objectives will be evaluated by the project director and measured by students' performance on the FSA state test each year as well as their ongoing progress measured on MAP.

Project Component 3- Summer Enrichment Camp

PCS wants to promote STEM education and provide an opportunity for enrichment and talent development to our gifted and talented students, beyond the standard school year. To complement the Talent Development program, PCS will offer “Camp Invention” each summer in three sites for 300 students. Camp Invention is a program created by National Inventors Hall of Fame® Inductees, in collaboration with educators (Appendix B-Description of Camp Invention Modules). During the summer camp, students take on exciting challenges that incorporate **computer science (coding and programming)**, robotic reverse engineering, problem solving and critical thinking (**Comp Priority 2**). PCS believes that providing a summer STEM enrichment opportunity for gifted and talented students will meet their collective need for enrichment opportunities outside of school, while introducing them to high-level computer science and developing their critical and creative problem solving skills.

Evidence of Promise: Enrichment Component-Research Support

“Research has shown that summer learning based in family and community activities increases students’ school achievement” (Drain & Hasan, 2014). For our affluent gifted students, summer learning happens through travel, expensive enrichment camps, access to books, museums, and more. Many of our gifted and talented students, especially those who are high-poverty or EL do not have access to the opportunities listed above. Research also tells us that “successful out-of-school learning experiences combine new ideas, places, relationships, hands-on opportunities, application of knowledge, and encouragement for students” (Quinn, 2002). Dr. Van Tassel-Baska (2007) provides three non-negotiables for summer programs to be effective: 1) quality personnel with knowledge of curriculum and gifted and talented learners; 2) high-quality curriculum; and 3) an evaluative tool to show growth. The camp curriculum we would like to

implement, Camp Invention, incorporates high levels of creativity, computer science, problem solving, critical thinking and leadership; all of which will provide students with applicable skills for future STEM careers. See Appendix B for a sample of their Summer 2019 modules.

Implementation Plan, Continuous Improvement, Staff: Enrichment Camp Component

PCS proposes a summer enrichment opportunity for gifted and talented students that is STEM focused and utilizes gifted pedagogy to enhance and extend what is offered in our gifted and talented programs during the school year.

- 1) We will invite gifted and talented students (students who are participating in the STEM talent development program throughout the school year) to participate in our summer enrichment opportunity.
- 2) We will implement a week long camp in three sites strategically placed in our county (north, mid, and south county) to ensure access that will serve 300 students each summer.
- 3) We will purchase Camp Invention from the National Inventors Hall of Fame to provide students and teachers with a quality STEM enrichment curriculum.
- 4) We will partner with our ESOL department and their summer camp to expand opportunities for EL and talented Hispanic students as well as students from other under-represented groups.
- 5) We will use year one to create and implement the camp described above and will refine our programing and processes by assessing the quality of the summer programing by utilizing teacher surveys, student surveys, and site visits.

Feedback and Continuous Improvement

We will monitor the academic growth of the gifted and talented students who participate in our summer opportunity by tracking their performance on the spring and fall MAP assessments.

Staff: “Establishing a Gifted and Talented STEM Summer Enrichment” to compliment the proposed talent development programming (project component 2) will be overseen by the E3 Project Director/ PCS Gifted Specialist and one E3 Instructional Staff Developer. The project support plan is addressed in more detail in section B-Project Personnel. Resumes and job descriptions are included in Appendix C of this grant proposal.

Goals, Objectives, & Outcomes: Enrichment Camp Component:

Goal 7: Implement Camp Invention for gifted and talented students.

Objective 1: Identify three school sites and staff to facilitate camp.

Objective 2: Work with National Inventors Hall of Fame to purchase Camp Invention as well as obtain substantial professional development on the curriculum.

Goal 7 Outcome: The success of this goal and its objectives will be evaluated by the project director and measured by the number of teachers who receive professional development, number of sites who implement the camp and the number of students served.

Goal 8: Increase the number of gifted and talented students, especially those from under-represented groups, served with summer programming.

Objective 1: Invite gifted and talented students to attend based on district demographics (school and county norms).

Objective 3: Strategically place camps in three parts of the county to increase access.

Goal 8 Outcome: The success of this goal and its objectives will be evaluated by the project director and measured by the number of students who attend camp and their respective demographics.

Goal 9: The percentage of gifted and talented students scoring a level 3, 4 or 5 who attend an enrichment summer camp on the state FSA test will rise by at least 3% points each year.

Objective 1: Create a summer enrichment camp for gifted and talented learners (as described above).

Objective 2: Provide quality summer STEM enrichment programming to inspire and grow gifted and talented learners.

Goal 9 Outcome: The success of this goal and its objectives will be evaluated by the project director and measured by students' performance on the FSA state test each year as well as their ongoing progress measured on MAP by comparing their end-of-year spring scores with beginning-of-year fall scores.

(B) QUALITY OF PROJECT PERSONNEL

Equal Access, Equal Treatment

Pinellas County Schools has implemented several deliberate measures to promote and ensure equal and equitable access and treatment of our valued personnel. First, the school district has an active minority recruiting effort in place to increase the number of minority educators in all schools. The goal is to reach district teacher demographics that parallel the district student demographics. In addition, the district maintains a Talent Acquisition Team and a Transition to Teaching Program. The deliberate mission of both these departments is to attract and retain a

strong diversified workforce where talent is matched with opportunity. Ongoing recruitment events and support trainings are designed to encourage applications from members of groups that are traditionally underrepresented based on race, ethnicity, national origin, gender, age or disability.

Finally, PCS's well-staffed Office of Equal Opportunity administers comprehensive services whereby all persons are given an equal opportunity to participate in programs, activities and employment; and monitors all practices, policies and procedures for compliance with federal, state, county and district guidelines.

Specifically, PCS's proposed Project E3 will be overseen by the PCS Gifted Specialist, the PCS Associate Superintendent of Teaching and Learning and three E3 Instructional Staff Developers, as described below. Resumes and job descriptions are included in Appendix C of this proposal.

Project Director –Qualifications, Relevant Training and Experience

PCS Gifted Education Specialist – Coral Marsh will serve as the Project Director (20% in kind) for all three components of Project E3 (cluster grouping, talent development programing, and summer enrichment camp) and will serve as liaison between PCS Executive Leadership, four area superintendents, content specialists and principals providing guidance to ensure feedback and continuous improvement as the project is implemented and evaluated. Coral Marsh currently supervises gifted education in grades K – 12 in 132 schools serving 11,000 students. She currently overseas recruitment and training of new gifted teachers, PD for current gifted teachers, gifted compliance and eligibility, gifted curriculum, six gifted magnet schools and works with content supervisors at all levels to advocate for gifted and talented education. She serves on the Hispanic Achievement Committee and is a regular attendee of NAGC's fall conference as well

as Confratute each summer. Marsh has honed her expertise by working collaboratively with leading researchers in the field of Gifted Education, including Dr. Joyce Van Tassel- Baska, Professor Emerita and Founding Director, Center for Gifted Education, College of William and Mary; Dr. Joseph Renzulli, Director of Renzulli Center for Creativity, University of Connecticut; and Dr. Del Siegle, Associate Dean for Research and Faculty Affairs, Neag School of Education, University of Connecticut; Dr. Marci Gentry, University of Purdue. (Letters of Support are attached). Marsh will manage all aspects of the projects proposed and will measure and report on their success. The project director will report to PCS's Associate Superintendent of Teaching and Learning (Appendix C: Resume).

Key Project Personnel–Qualifications, Relevant Training and Experience

E3 Instructional Staff Developers for Clustering – (TBA) These 2 FTE positions will work closely with the Project Director in managing the project. Two gifted teachers on special assignment with a vetted history of working with gifted students from under-represented groups will serve as support for the clustering component of Project E3, providing hundreds of teachers across 78 schools professional development and training in differentiation for gifted and talented learners, especially those newly identified from under-represented groups. They will also facilitate site visits and classroom walk-throughs using an observational tool to evaluate implantation of clustering and differentiation. Their current proven experience will be enhanced by specialized training in the areas of talent development and cultural competence. Job descriptions are included in Appendix C.

E3 Instructional Staff Developer for Talent Development – (TBA) One gifted teacher on special assignment with a history of working in talent development schools with gifted students from under-represented groups will serve as support for the talent development component of Project E3. This staff developer will provide curriculum support and professional development to 57 schools to implement a STEM focused Talent Development program serving our talented learners, many of which will be from under-represented groups. They will also facilitate site visits and classroom walk-throughs using an observational tool to evaluate the revised talent development programs. Job descriptions are included in Appendix C.

Secretary/Bookkeeper – (TBA) One clerical support employee will support all three components of Project E3 (cluster grouping, talent development programing, and summer enrichment camp) to manage the grant budget and bookkeeping, provide information to all stakeholders, organize key project elements including the coordination of teacher training, and stipends.

(C) QUALITY OF MANAGEMENT PLAN

Adequacy of management plan to achieve objectives timely and within budget

The E3 Management Plan has been carefully developed to ensure that activities goals and objectives are accomplished within the allocated time and budget as described in the management plan (below) and the budget narrative (attached).

All budgeted items meet the federal cost principle criteria of being allowable, reasonable, allocable and necessary.

Management Plan to Achieve Objectives

<p><u>Goal 1:</u> Implement Total School Cluster Grouping Model in 25 schools each year for a total of 78 schools by year four by 1) Educating stakeholders about total cluster grouping model and 2) providing assistance in implementation and grouping of students at each site.</p>		
Responsible Party	Evaluative Tool	Timeline
<p>Gifted Specialist, Instructional Staff Developers</p>	<p>“TSCG Model Implementation Observational Tool”, created for this purpose.</p>	<p>All principals and district staff in Year 1. Teachers/Parents at: 25 schools in year 1 25 schools in year 2 28 schools in year 3</p>

<p><u>Goal 2:</u> Provide professional development and support for a total of 468 G/T Cluster Teachers so that they will be able to differentiate for their gifted and talented students by 1) providing Gifted Micro-Credential, 2) providing paid planning time quarterly 3) providing paid PD with gifted expert and 4) provide paid PD for differentiation book study.</p>		
Responsible Party	Evaluative Tool	Timeline
<p>Gifted Specialist, Instructional Staff Developers, Associate Superintendent of Teaching and Learning</p>	<p>“TSCG Model Implementation Observational Tool”, created for this purpose. Survey Data on teachers/schools who participated in PD.</p>	<p>Teachers at: 25 schools in year 1 50 schools in year 2 78 schools in year 3, 4 & 5</p>

Goal 3: The percentage of gifted students scoring a level 4 or 5 on the state FSA test will rise by at least 3% points each year until we reach or exceed the state average by 1) implementing Total School Cluster Grouping, 2) differentiation for gifted and talented learners, and 3) narrowing the levels in each classroom.

Responsible Party	Evaluative Tool	Timeline
Gifted Specialist, Instructional Staff Developers, Principals, Teachers	ELA and Math Data on both FSA (Florida Standards Assessment) and MAP.	MAP scores will be analyzed after each administration (fall, winter, spring). FSA will be analyzed annually each summer.

Goal 4: Identify more students from under-represented groups for talent development programs and for gifted identification by 1) identifying talented students using school norms 2) using universal screening data and a developed characteristics checklist, and 3) increasing the number of talented students who are later identified as gifted.

Responsible Party	Evaluative Tool	Timeline
Gifted Specialist, Instructional Staff Developers, Principals,	Demographics on Talent Development Programs. Demographics of identified gifted students.	Demographics will be analyzed as each school turns in their Talent Development Plan annually. Demographics of identified gifted students will be analyzed quarterly.

Goal 5: Provide a talent development (TD) program that is STEM focused and centered on computer science, creative problem solving and career-preparedness by 1) creating a TD curriculum based on best practices in STEM and gifted education, 2) providing PD for TD schools and 3) implementing the STEM curriculum in 57 talent development schools.

Responsible Party	Evaluative Tool	Timeline
Gifted Specialist, TD Instructional Staff Developer	“Talent Development Program-Observational Tool”, created for this purpose. Survey Data on teachers/schools who participated in PD.	Create STEM/Computer science curriculum in Year One. Implement Curriculum in Year Two-Five. Survey TD teachers annually.

Goal 6: The percentage of talented students scoring a level 3, 4 or 5 on the state FSA test will rise by at least 3% points each year by 1) revamping current talent development programming and 2) differentiating for gifted and talented learners in the general education classroom.

Responsible Party	Evaluative Tool	Timeline
Gifted Specialist, TD Instructional Staff Developer, Principal, TD Teachers	ELA and Math Data on both FSA (Florida Standards Assessment) and MAP.	MAP scores will be analyzed after each administration (fall, winter, spring). FSA will be analyzed annually each summer.

Goal 7: Implement Camp Invention for gifted and talented students by 1) identifying three school sites and staff to facilitate camp and 2) working with National Inventors Hall of Fame to purchase Camp Invention as well as their curriculum PD.

Responsible Party	Evaluative Tool	Timeline
Gifted Specialist, TD Instructional Staff Developer	“GT Enrichment Camp Survey”, created for this purpose for students, teachers, principals and parents.	Survey will be given and analyzed annually at the end of each camp session at each site.

Goal 8: Increase the number of gifted and talented students, especially those from under-represented groups, served with summer programming by 1) inviting gifted and talented students to attend based on district demographics and 2) strategically placing camps in three parts of the county to increase access.

Responsible Party	Evaluative Tool	Timeline
Gifted Specialist, TD Instructional Staff Developer	“GT Enrichment Camp Survey”, created for this purpose for students. Demographic of Camp participants.	Survey will be given and analyzed annually at the end of each camp session at each site. Demographics (collective and of each site) will be reviewed pre and post camp annually.

Goal 9: The percentage of gifted and talented students scoring a level 3, 4 or 5 who attend an enrichment summer camp on the state FSA test will rise by at least 3% points each year by 1) creating a summer enrichment camp for gifted and talented learners (as described above) and 2) providing quality summer STEM enrichment programming to inspire and grow gifted and talented learners.

Responsible Party	Evaluative Tool	Timeline
Gifted Specialist, TD Instructional Staff Developer	ELA and Math Data on both FSA (Florida Standards Assessment) and MAP.	MAP scores will be analyzed after each administration (fall, winter, spring). FSA will be analyzed annually each summer.

Procedures for ensuring Feedback and Continuous Improvement

The scope and sequence of the goals proposed in Project E3’s require feedback from all stakeholders on a regular basis to ensure continuous improvement. All 3 project components utilize surveys, created observational tools and analysis of both demographic data and evaluation of achievement and progress testing data on an ongoing basis. The results of each will be evaluated by the project director, PCS staff and all relevant stakeholders on a regular basis and will be used to modify project details and delivery to ensure refinement and quality.

Evaluative Tool for Feedback	How Project E3 will Continuously Improve
Clustered Classroom Observational Tool	This observational tool will be used on site visits to record trends and show evidence of differentiation strategies that result from PD.

	Results will be shared with classroom teachers and principals in an inquiry approach to further build teacher capacity. The results will also be used to differentiate the PD for classroom teachers each quarter.
Clustered Classroom PD Survey	This survey will be provided to cluster teachers after PD and used to refine and improve future PD sessions.
FSA – Florida Standards Assessment	This data will be analyzed each year to monitor specific trends in growth in specific schools and district wide and will be used to improve the project implementation annually.
MAP – Measures of Adequate Progress	This data will be analyzed each testing administration (two to three times per year) to monitor specific trends in growth in specific schools and will be used to improve the project on an ongoing basis.
Gifted Student Population Demographics Talented Population Demographics Summer Enrichment Camp Demographics	This data will be analyzed quarterly to monitor progress on project goals and will be used to refine decisions in identification procedures.
Talent Development Programs Observation Tool	This observational tool will be used on site visits to record trends and show implementation

	of created STEM talent development curriculum. The results will also be used to differentiate the PD for talent development teachers annually.
Talent Development Stakeholder Surveys	These surveys will be provided to students, parents, and teachers after implementation of STEM talent development curriculum and will be used to refine the curriculum.
Summer Enrichment Camp- Stakeholder Surveys	These surveys will be provided to students' parents, and teachers post Camp Invention, and used to inform improvement.

(D) QUALITY OF PROJECT SERVICES

Ensuring equal access and treatment for eligible members of the traditionally underserved, and likely impact of services provided on the intended recipients

We believe that Project E3 (Expanding Equity & Engagement) will significantly improve the provision of services for our gifted and talented students, promote STEM education and promote effective instruction in classrooms, especially those from underserved groups and high poverty schools newly identified through our universal screening and alternative eligibility initiatives **(Comp priority 3).**

Services Access and Impact: Clustering Component

Despite utilizing best practices in gifted education in our elementary pull-out model, our gifted students consistently score far below the state average on annual achievement tests. The Florida Standards Assessment (FSA) is taken by students in grades 3,4 & 5 at the end of each school year and students score a Level 1-5 with 3 being proficient. When we compare the percentage of PCS gifted students scoring a level 4 or 5 on the FSA compared to the state average for gifted students, our students are under-performing in Mathematics and English Language Arts.

Table 2: PCS FSA Scores 2017-2018 Compared to the State Average

2017-2018 Percentage of Gifted Students in Grades 3-5 Scoring a Level 4 or 5 on FSA		
Subject	Pinellas County Schools	State Average
English Language Arts	70.4%	80.7%
Mathematics	78.2%	84%

Source: EDStats, FL DOE

The majority of our gifted students receive pull-out services weekly or daily for 3-5 hours per week where they leave their classroom to work with a gifted endorsed teacher and gifted peers. This means that students spend 80% of their time in their general education classroom with teachers who have limited or no gifted knowledge. They are also in classrooms where abilities range from several grade levels below average to several grade levels above and curriculum is focused on getting students to proficiency which means that when differentiation is happening, it is typically happening with lower performing students. This was recently noted in an outside evaluation that was performed by PCG-Public Consulting Group on PCS’s elementary ELA curriculum and resources which included classroom visits and analysis of curriculum where they specifically noted the need for explicit extensions for advanced learners. (PCG, 2019).

We believe that implementing the Total School Cluster Grouping Model in grades 3 – 5, while providing simultaneous training and support to the involved teachers, will drastically improve instruction in classrooms to positively affect students learning and growth not just for our gifted and talented students but for all (**Comp Priority 3**).

Dr. Gentry and others offer the following benefits when TSCG is thoughtfully implemented (Gentry, 2014):

- “Challenging high achievers by placing them together in one classroom, thus enabling new talents to emerge among students in the other classrooms and allowing them opportunities to become academic leaders” (Gentry & Owen, 1999).
- “Increasing the ability of all teachers to meet the individual academic needs of their students by reducing the range of student achievement levels in all classrooms” (Gentry, 1999; Rogers, 1993).
- “Improving student achievement among students from all achievement levels” (Brulles et al., 2010; Gentry & Owen, 1999).
- “Helping teachers work together to plan effective differentiated curriculum” (Gentry, 2014).

Services Impact: Talent Development Program Component

PCS offers on-site pull-out gifted services at each of our 78 elementary schools as well as full-time services at three sites serving a total of 4,919 elementary gifted students. Prior to moving to this model, PCS bussed students to hubs around our district. The expansion of services into every elementary school ensured that a gifted-endorsed teacher would be on-site to provide services, advocate and work with school staff. Gifted students are not evenly distributed among our

schools due to a large-scale school choice program that offers over 19 elementary magnet schools. School gifted populations range from 3 to 120 students. Our schools with lower gifted enrollment are also designated as Talent Development Schools where it is expected that the gifted teacher works with gifted students four days per week and talented students one day per week. In schools with our lowest enrollment, one teacher serves two schools where gifted students get services weekly and talented student are met with bi-weekly. 56 of our 78 elementary schools are designated as Talent Development Schools, including all 44 of our Title 1 elementary schools. While we have the foundation for a talent development program in place, it lacks consistency in how students are identified as talented as well as research-based, high-quality programing.

We believe that revamping our current talent development program by 1) using our universal screening data to identify talented students based on school norms and 2) creating and implementing a STEM focused curriculum, will provide talented services to a broader, more inclusive population, thereby increasing opportunity to our underserved, deserving students.

PCS believes that the purpose of education is to help today's youth become critical and creative problem-solvers . We are preparing children for careers and problems that don't exist yet and we believe that STEM education, which includes high-level computer science, inquiry-based creative problem solving, and career preparedness will best accomplish this goal. A talent development program with a focus on STEM education marries Dr. Renzulli's SEM and Talent Development research with our nation's growing interest and need for STEM related talents.

Services Impact: Summer Enrichment Camp Component

PCS currently offers several summer programs. One is a five week long program called Summer Bridge, held at 40 elementary schools, 27 of which are Title 1. Summer Bridge's overall goal is to provide engaging reading, math and science activities for students who are performing below grade level or who need extra support to be successful. While this program is doing a great job at meeting the needs of our lower performing and average students, it does not offer any enrichment opportunities for gifted and talented students. Another summer opportunity is a weeklong camp called Camp Invention that is offered to high-achieving Hispanic and EL students. Camp Invention is an outreach program of The National Inventors Hall of Fame and offers students a STEM curriculum with opportunities to become innovators through teamwork and immersive, hands-on creative problem-solving. Our PCS Camp Invention is co-facilitated by a gifted teacher and an ESOL teacher and currently serves 100 students spread across four school sites. While this camp offers an incredible opportunity for the involved students and teachers, it is limited in the number of students who can currently participate.

We believe that establishing a STEM enrichment summer camp for gifted and talented students will provide access to high-level enrichment for a diverse group of students. This includes many students from under-represented groups who have newly been identified as gifted and to those we have identified as talented using our new identification processes (**Comp Priorities 1,2**).

As PCS's gifted and talented population continues to change, grow and become more inclusive of students from all backgrounds, we want to make sure we continuously improve and modify our services to provide quality, research-based, implementable strategies that will equitably serve all students.