



Manny Diaz, Jr., Commissioner of Education

## 2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 06 - Broward

Dr. Peter Licata, Superintendent  
Lucinda Thompson, Central Executive Director

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

Educating today's students to succeed in tomorrow's world.

##### b. District Vision Statement

Broward County Public Schools (BCPS) is committed to educating all students to reach their highest potential.

##### c. Link to the district's strategic plan (optional).

<http://www.browardschools.com/About-Us/Strategic-Plan/home>

#### 2. Supports for School Improvement

##### a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School Improvement Grant (SIG) and Focus and Priority schools will receive District support from various District departments. Personnel will visit schools regularly to provide support that includes modeling and collaboration in alignment with the school's SIP. Site visitations are being documented on a District database (Service Ticket). Other District schools can voluntarily request support, appropriate personnel is dispatched as needed. All schools use the same monitoring plan document.

Title IIA provides instructional coaches for Priority schools. Title III provides funding for highly qualified teacher and teacher assistant positions to support and enhance instruction at schools with a significant ELL population. These teaching positions are beyond the earned FTE allocation at each site. Title I and Title III also provide supplemental instructional supplies and/or materials to facilitate the teaching of ELLs (Title III) and low socio-economic schools (Title I).

The District has created a process called the Student Success Opportunity Schools (SOSS) that includes all schools that go through substantial reform/restructuring. Priority and Focus schools are automatically included, as well as any other schools that are performing below the required threshold on the District's 34 School Performance Framework (SPF) indicators (thus, school grades are not the only indicator for becoming an SSOS school). The Office of School Performance and Accountability in collaboration with District departments provide oversight of the SSOS process. Monthly meetings have been scheduled to include community stakeholders in the decision making process for designing instructional models to transform schools. District data resources are available for all schools to assist them with monitoring the effectiveness of academic and behavioral supports in reading, mathematics, science, writing, and engagement (e.g. behavior, attendance). Schools are required to complete an inventory of resources that are available at their school site. The SSOS Steering Committees engage in problem-solving activities to efficiently and strategically re-allocate resources appropriately in order to achieve the highest impact for curriculum programming and funding.

**b. School Allocation Process**

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

The District provides adequate funding for appropriate resources to ensure that every PreK-12 student has access to the technology, innovative programs, high quality teachers and support staff. This distribution of resources enables schools to meet the state mandated requirements for high school graduation. The educational programs and services are delivered in a safe and secure environment for all students to experience success. The District reviews the allocation of resources according to weighted FTE cost factors each year. Funding is differentiated for particular educational programs to meet the needs of all subgroups. Resources are monitored at the end of each school year to when principals meet with the District Budget Office to review current expenditures and determine budget guidelines for the upcoming school year.

**c. Modifications to System Policies and Practices**

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

Beginning in the 2013-2014 school year, the District restructured schools into Sub-Cadre groups that have proven to be successful, and thus will continue during the SIG program period. Principals from approximately ten schools with both like and unlike characteristics meet on a monthly basis to discuss special curriculum topics which include intervention implementations. The Principals share best practices that are supported by data, for consideration at their own schools.

The Sub-Cadre sessions are held at a host school and include classroom walkthroughs for first-hand, eye witnessing of intervention implementation in action. The Principals of the Sub-Cadre schools can arrange for additional dialogue, as well as continued communication between members of leadership teams to collaborate. The structure of these Sub-Cadre groups include activities for principals and other members of the leadership team as follow-up.

In addition, the Director of the Office of Strategic Achievement (OSA, the District's Turnaround Office), will facilitate quarterly sessions of SIG school-based leadership teams to share intervention implementation successes and challenges for collaboration with each other. Given that SIG schools are not within the same Sub-Cadre groups, this permits information to be shared across Sub-Cadre groups.

The OSA and the Cadre Directors are within the same division, the Office of School Performance & Accountability (OSPA). This alignment streamlines the approval and implementation of this new initiative for sharing information across Sub-Cadres for SIG schools. The Cadre Directors will also participate in the facilitation of SIG sessions to support schools and learn information from schools in other Sub-Cadres supervised by other Directors.

The OSPA will work closely with the Division of Academics on the implementation of interventions as well as supporting teaching and learning in schools. Specialists from the Division of Academics will actively participate at the SIG sessions offering information on the theory behind why the selected interventions used at one or more SIG schools are best practices and the most effective forms of implementation.

Professional development for school leaders and staff is essential in sustaining continuous school improvement efforts. There are a plethora of District-based leadership professional learning opportunities available for new and veteran administrators to support and advance leadership skills.

Some examples are: The Disciplined Leader-Prioritizing for Effective Leadership, iObservation Deliberate Practice, The Reflective Leader, The Change Leader, to name a few. These opportunities are essential in the growth of educational leaders.

The growth of staff is also critical in sustaining and growing school success. In addition to the myriad of learning opportunities available, identified staff from SIG Cohort 3 schools will also attend the Differentiated Accountability Summer Academy each year of the grant and beyond to increase knowledge and professional practices. By attending state-led professional development, participants will engage in collaborative conversations with other schools to share best practices and learn about innovative strategies.

#### **d. Operational Flexibility**

Provide the district's definition of "operational flexibility" as provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

Within the District, operational flexibility is implemented through strategies that support schools through effective leadership. Appropriate resources are provided to schools to design the master schedules, provide common planning time for data-based decision making within the problem-solving process, and to participate in job-embedded professional development and Professional Learning Communities (PLCs) with Lesson Study Groups.

For instructional placements, principals at schools implementing a District-managed turnaround model have the option to advertise and hire new teachers to the District or transfer teachers if no other vacancies exist. The District annually works with the Broward Teachers Union to exempt these schools from reduction in force or receiving surplus teachers through a Memorandum of Understanding.

The School Board of Broward County provides opportunities to waive District policy or contract items that may impede progress of the School Improvement Plan activities. Each year, several schools apply for waivers, such as Professional Study Days, changes in instructional schedule, and exam exemption, to name a few. The Office of Strategic Achievement monitors the waiver process through a database and the implementation of waivers for a period of up to five years.

### **3. Sustainability of Improvement**

**a.** Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

Broward County Public Schools has implemented a district-wide, fully functioning initiative called Student Success Opportunity Schools (SSOS). The initiative includes all schools that require substantial reform/restructuring due to barriers that may impede success. Priority and Focus Schools are automatically included in the process, as well as any other schools that are performing below the required threshold based on the District's 34 School Performance Framework indicators (thus, school grades are not the only indicator for becoming an SSOS school). The input of all stakeholders is critical to the success of schools and the district. Cultivating collaboration between schools and community through effective and transparent communication, engagement, and accountability is one of the main goals within the District's Strategic Plan for schools and is the cornerstone of the SSOS process.

SSOS schools are supported by the District with internal and external resources that are financial and non-financial. During the School Improvement Grant (SIG) period, the accompanying funds are part of what will be used to reform/restructure the school. Additional funding will be provided by the District's general fund, other District grants (entitlement and competitive), and continued partnerships with internal and external stakeholders. This supports the ability for all SSOS schools to develop unique design concepts unique to the learning needs and growth of their school populations. As an example, the SSOS program at Westwood Heights Elementary School (candidate for SIG Cohort 3) includes a partnership with local community colleges and universities to provide pre-service student teachers and pre-service community health resources. This kind of partnership exemplifies a fundamental shift into 21st century thinking and learning. It also gives students a head start in preparing for college and future careers.

The SSOS process provides an opportunity for the District to analyze the efficiency of the use of resources (including financial) and re-allocate more appropriately. Past history, for example, shows that the District's reform/restructuring efforts of curriculum programming at 5 schools incurred a cost savings of approximately \$5.5 million in a one-year period. This amount was dedicated back to the same schools. This exemplifies that the average amount of funding to the schools is at a comparable amount to the SIG program funds and thus a current plan exists in order to sustain reform/restructuring in schools inclusive of SIG schools.

The District will continuously partner with the Broward Teachers Union (BTU) in order to closely monitor that effective educators are teaching in SIG schools. The BTU and the District have a long history of negotiating and compromising through Memorandum of Understandings (MOUs) to agree on such types of issues that are independent of the collective bargaining contract. As part of the reform/restructuring of identified schools, these partnerships would continue beyond the SIG program period. Upon the expiration of the SIG program, the District will continue to support the reform/restructure through the general fund and/or other grants.

To consistently support the sustainability of improvements, operational flexibility is essential. As stated in Assurance 18, operational flexibility is implemented through strategies that support schools through effective leadership. Appropriate resources are provided to schools to design the master schedules, provide common planning time for data-based decision making within the problem-solving process, and to participate in job-embedded professional development and Professional Learning Communities (PLCs) with Lesson Study Groups.

For instructional placements, principals at schools implementing a District-managed turnaround model have the option to advertise and hire new teachers to the District or transfer teachers if no other vacancies exist. The District annually works with the Broward Teachers Union to exempt these schools from reduction in force or receiving surplus teachers through a Memorandum of Understanding.

The School Board of Broward County provides opportunities to waive District policy or contract items that may impede progress of the School Improvement Plan activities. Each year, several schools apply for waivers, such as Professional Study Days, changes in instructional schedule, and exam exemption, to name a few. The Office of Strategic Achievement monitors the waiver process through a database and the implementation of waivers for a period of up to five years.

The facets of the SSOS initiative and pertinent District policies, processes and procedures support the efforts of the Office of School Performance and Accountability (District Turnaround Office) to effectively impact SIG schools. Through the continuous improvement process, the District regularly reviews data and procedural guidelines to address any barriers that may hinder implementation and the schools' ability to make progress. For example, identified schools participate in the

Superintendent's Roundtable Discussion for High Quality Instruction with district leaders to address sustainability of reform measures.

## B. Stakeholder Involvement

### 1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361902>

### 2. Family and Community Engagement

**Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts.**

Student Success Opportunity Schools (SSOS) is a strategic initiative by Broward County Public Schools (BCPS) to review the performance of schools utilizing a variety of criteria, such as student academic performance, school enrollment, climate, facilities and other local factors. SSOS provides an opportunity for the District to work with parents, students, staff and community members to discuss the potential educational options available for students that are sustainable and promote increased student achievement. The District's SSOS model provides for interactive dialogue involving the generation of problem solving ideas gathering input from all community stakeholders. This process requires all schools identified Progress through substantial reform/restructuring. The 30 identified Priority and Focus schools are automatically included, as well as any other schools that are performing below the required threshold on the District's 34 School Performance Framework (SPF) indicators (thus, school grades are not the only indicator for becoming an SSOS school). The Office of School Performance and Accountability in collaboration with District departments provide oversight of the SSOS process. Unique school demographics, including enrollment and capacity needs, as well as any changes in student assignment data is analyzed for review and proposal recommendation.

BCPS Chief Portfolio Services Officer, through Chief of Staff meetings, serves as the body of facilitation for the SSOS process in specific identified regions of the district. This is to provide individualized tailored attention to the schools' unique needs. After the community proposals are generated and submitted to the district a series of Community Forum meetings are scheduled and communicated to the public. These Community Forums are designed in a segmented format: 1) Portfolio Review General Session detailing the process, individual community proposals and next steps; 2) Breakout Sessions facilitated by the Office of School Performance and Accountability (OSPA) staff gathering and recording additional (+/-) comments from stakeholders; 3) General Session Recap to present individual school/community questions and concerns generated from the breakout sessions; and 4) FAQs are then researched, developed and posted on the District's SSOS and Demographics & Student Assignments web pages.

### 3. Engagement of School Leadership

**Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.**

At the conclusion of the Breakout Sessions facilitated by the Office of School Performance and Accountability (OSPA) staff solicits community volunteers to serve on school SSOS Steering Committees. Monthly meetings are scheduled to include these community stakeholders in the decision making process for designing instructional models to transform schools. District data resources are available for all schools to assist them with monitoring the effectiveness of academic and behavioral supports in reading, mathematics, science, writing, and engagement (e.g. behavior, attendance). Schools are required to complete an inventory of resources that are available at their school site. The SSOS Steering Committees engage in problem-solving activities to efficiently and strategically re-allocate resources appropriately in order to achieve the highest impact for curriculum programming and funding.

The District's process of the development and implementation of turnaround plans and other school-level



interventions includes the Principal involvement with each component. As community meetings are held the Principal makes the public announcement and orchestrates the on-site logistics. The Principal is a required part of the Steering Committee to develop recommendations to the District for Turnaround Option Plans. The Principal then is responsible for implementing the Turnaround Option Plan to include the appropriate hiring of staff and the implementation to fidelity of the interventions. Support direction, both internally and that include the Florida Department of Education Region Team, are developed by the Principal to include Instructional Review sessions.

## C. Effective Leadership

### 1. District Turnaround Lead

#### a. Employee's Name and Email Address

Wanza, Valerie, valerie.wanza@browardschools.com

#### b. Employee's Title

Administrator

#### c. Employee's Phone Number

(754) 321-3827

#### d. Employee's Phone Extension

2009

#### e. Supervisor's Name

Robert W. Runcie

#### f. Supervisor's Title

Superintendent

#### g. Employee's Role and Responsibilities

The Office of School Performance and Accountability manages and coordinates all turnaround efforts within the district.

### 2. District Leadership Team:

<b>Hudge, Veda, veda.hudge@browardschools.com</b>	
<b>Title</b>	Director
<b>Phone</b>	(754) 321-3625
<b>Supervisor's Name</b>	Dr. Valerie Wanza
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Supervisor of School Improvement Grant, Accreditation, School Improvement Plans. Differentiated Accountability, School Advisory Councils, Common Core Support and District Waivers

### 3. Educator Quality



**a. School Leadership Teams**

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

The district analyzes a number of components regarding school administration in determining the school-based assignment. Training for Principals and Assistant Principals requires assignments in multiple schools with targeted school characteristics. Candidates are placed in schools for which they have experiences through their training programs. Academic achievement of schools from which the candidate was a part of the leadership team is analyzed, again targeting the achievement of sub-groups that are prominent in the school for assignment. There is an annual review of leadership, in alignment with the evaluation process, for administrators that is used to retain or replace administration. The review includes academic data as well as, for example, climate and school culture data.

**b. Instructional Staff**

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

The District first considers the type of intervention programs to be implemented at Focus and Priority schools, and then decides on the skill set required for such implementation with fidelity. If the intervention is one that requires general educator expertise staff can be retained, but also offered the opportunity to voluntarily transfer as outlined in Memorandum of Understandings with the teachers union. If the intervention is one that requires a specialized expertise, working with the teachers union, the educators can be offered an interview to remain but are not guaranteed a position at the same school. In alignment with the collective bargaining agreement, teachers not retained by their current school will be placed at another school in the District if they do not secure a placement themselves.

**D. Professional Capacity****1. Common Planning Time**

**Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C.**

Common Planning occurs by grade level at the elementary level and among subject areas at the secondary level. Due to budget constraints of the low 300 elementary reading and the class size initiatives common planning occurs among several educators of the same grade level and subject areas but not all. Common planning technical assistance is offered by the District, with the support of the Florida Department of Education Region Team. School-Based leadership are charged with implementing common planning to fidelity. Monitoring of school-based leadership, to include common planning, occurs at the District level.

**2. Instructional Coaches**

**Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.**

The District provides a Literacy Coach for all schools. These positions are funded by the State Reading allocation and the District's general fund. The assignment of a math and reading coach is tiered based on schools with the lowest student achievement. These positions are funding by the District's Title IIA

grant. Once the available funds are exhausted, as with the Florida Department of Education Region Team, support for Math and Science occurs through the District and/or the FL DOE Region Team.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs

#### a. Reading

##### 1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

##### *District Reading Plans*

[https://www.floridacims.org/districts/broward?current\\_tab=reading](https://www.floridacims.org/districts/broward?current_tab=reading)

#### b. Writing

##### 1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

##### Journeys

Program Type	Core
School Type	Elementary School
Description	

##### Buzz About It

Program Type	
School Type	Elementary School
Description	

##### Foundations

Program Type	
School Type	Elementary School
Description	

##### Phonics for Reading

Program Type	
School Type	Elementary School
Description	

##### Great Leaps

Program Type	
School Type	Elementary School
Description	

**Super QAR****Program Type****School Type**

Elementary School

**Description****Accelerated Literacy Learning****Program Type****School Type**

Elementary School

**Description****Wilson Reading****Program Type****School Type**

Elementary School

**Description****Intermediate Rewards****Program Type****School Type**

Elementary School

**Description****Soar to Success****Program Type****School Type**

Elementary School

**Description****Wilson Reading****Program Type****School Type**

Elementary School

**Description****PWImpact 6.1, 7.1, 8.1****Program Type****School Type**

Middle School

**Description****Program Type****School Type****Description****c. Mathematics****1. Description of Programs**

*List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:*

**Grades K - 5: HMH Go-Math Series Florida Standards Edition****Program Type** Core**School Type** Elementary School

**Description** GO Math! is a comprehensive K–5 mathematics program developed to support the Common Core State Standards for Mathematics. The program emphasizes the critical areas and depth of understanding through interactive lessons, research-based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.

**Grade 6 - 8 (including advanced courses): HMH Go-Math Series Florida Standards Edition Grades 6-8****Program Type** Core**School Type** Middle School

**Description** GO Math is a comprehensive K–8 mathematics program developed to support the Florida Standards for Mathematics. The program emphasizes the critical areas and depth of understanding through interactive lessons, research-based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.

**Algebra 1: HMH Analyze, Connect, and Explore (ACE)****Program Type** Core**School Type** Middle School, High School

**Description** Algebra 1: Analyze, Connect, Explore was written to support the Common Core State Standards for Mathematics with a focus on depth of instruction and the integration of the Standards for Mathematical Practice in every lesson. The program promotes 21st-century skills through comprehensive digital resources like interactive, device-agnostic digital Student Editions.

**Algebra 1H, Geometry, Algebra 2: Florida Explorations in Core Math****Program Type** Core**School Type** Middle School, High School

**Description** Houghton Mifflin Harcourt Florida Algebra 1, Geometry, and Algebra 2 © 2015 is a comprehensive online high school mathematics program supported with by consumable Explorations in Core Math worktext. The worktext leads with conceptual investigations and tasks and is paired with online lessons and resources that continue to support conceptual understanding while also developing important procedural skills.

**Algebra 2H, Geometry H: HMH Larson Series****Program Type** Core**School Type** Middle School, High School

**Description** Holt McDougal Larson Geometry and Algebra 2 develops a deeper understanding of mathematical concepts to help students extend their math knowledge beyond the classroom. The program delivers a rigorous middle and high school math curriculum that includes the Common Core Standards and prepares students for STEM careers. Integration of the Standards for Mathematical Practice takes students beyond “doing” the math to “understanding and explaining” it. - See more at: <http://www.hmhco.com/shop/education-curriculum/math/secondary-mathematics/holt-mcdougal-larson-algebra-1-geometry-algebra-2-with-pre-algebra#sthash.CyPiPTgM.dpuf>

**Defining The Core (Mathematics) - CCSS Monthly Math Focus****Program Type** Supplemental**School Type** Elementary School, Middle School, High School**Description** Supplemental mathematics activities aligned to the Florida Standards**Elementary & Secondary Mathematics Wikis****Program Type** Supplemental**School Type** Elementary School, Middle School, High School**Description** Supplemental mathematics activities aligned to the Florida Standards**Algebra Blueprint Power Standards - Activities and Investigations****Program Type** Supplemental**School Type** Middle School, High School**Description** Activities and Investigations related to Algebra standards**d. Science****1. Description of Programs**

*List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:*

**Customized Hands-On Science Kits built for Broward by Delta Education**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	aligned to District Plan - Grade-level-specific K-5 - Hands-On Guided Inquiry - Comprehensive Teacher's Guide - Step-by-step instructions

**Houghton Mifflin Harcourt Florida Science Fusion**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Including inquiry activities, digital resources, and leveled readers.

**Broward County BEEP Science Lessons**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Customized lesson plans integrating core instructional material and supplemental materials

**K-5 STEM Inquiry Guide**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Guide for K-5 inquiry investigations, including engineering design projects.

**FCAT Explorer**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	Online interactive science concept reinforcement created by the State

**Engineering is Elementary**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	An inquiry-based STEM curriculum that teaches students thinking and reasoning skills and how to solve problems systematically. Lessons are built around the engineering design process and are project-based activities that integrate science.

**Content Academic Vocabulary Systems (CAVS)**

**Program Type** Intensive Intervention

**School Type** Elementary School

**Description** Content Academic Vocabulary Systems (CAVS) (K-5) is comprehensive hands-on research-based science vocabulary system designed to build background for content academic vocabulary. Provides systematic instruction, practice, and reinforcement of vocabulary. (Can be used in Gen Ed, also)

**Content Essentials for Science**

**Program Type** Intensive Intervention

**School Type** Elementary School

**Description** Content Essentials for Science (K-6) is a standards-based program that uses concise academic language, graphic organizers and strong visuals to pre-teach vocabulary. It provides differentiation in language-levels and offers a technology component that provides animation, interactive activities, photo libraries and videos on important science concepts. (Can be used in Gen Ed, also)

**Holt: Science Fusion and Technology**

**Program Type** Core

**School Type** Middle School

**Description** - Adopted textbook student and teacher edition. Electronic version available via BEEP.  
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, history channel videos, and leveled readers).

**National Geographic Explorer Magazine**

**Program Type** Supplemental

**School Type** Middle School

**Description** - Science-based information text resource  
- Includes articles, videos, picture galleries, games, a teacher edition, interaction edition, projectable edition, and interactive whiteboard lessons.  
- <http://ngexplorer.cengage.com/pathfinder/index.html>



**Smithsonian Education**

**Program Type** Supplemental

**School Type** Middle School

**Description** - Online resource for science teachers of field trips, professional development, lesson plans and for students (Articles, Games, and Activities).  
- [http://www.smithsonianeducation.org/students/explore\\_by\\_topic/science\\_nature.html](http://www.smithsonianeducation.org/students/explore_by_topic/science_nature.html)

**iMACS Island**

**Program Type** Supplemental

**School Type** Middle School

**Description** - The Interface for Scientific Learning and Natural Discovery (ISLAND) is an online curriculum where middle school science students are actively involved in their learning process and constantly engaged in thinking scientifically, while still focusing their energy on learning the required standards.

**Gateway to Science**

**Program Type** Intensive Intervention

**School Type** Middle School

**Description** A program designed to introduce ELLs to content-area knowledge and skills. Uses picture dictionary and textbook formats to assist students in acquiring key vocabulary, concepts, and learning strategies

**ACCESS Science**

**Program Type** Intensive Intervention

**School Type** Middle School

**Description** - Supports and scaffolds different levels of language proficiency through oral language and hands-on activities for ELLs. It is a standards-based curriculum that helps ELLs build language and communication skills and is designed for students with few or no English skills.

**Holt Earth Science****Program Type** Core**School Type** High School

**Description**

- Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, history channel videos, and leveled readers).

**Holt Biology****Program Type** Core**School Type** High School

**Description**

- Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

**Holt Chemistry****Program Type** Core**School Type** High School

**Description**

- Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

**Holt Physics****Program Type** Core**School Type** High School**Description** Holt Physics

**Holt AP Biology****Program Type** Core**School Type** High School

**Description**

- Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

**Holt AP Chemistry****Program Type** Core**School Type** High School

**Description**

- Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

**Holt AP Physics****Program Type** Core**School Type** High School

**Description**

- Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

**Holt AP Environmental Science****Program Type** Core**School Type** High School

**Description**

- Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

**Pearson Anatomy and Physiology****Program Type** Core**School Type** High School

**Description**

- Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

**Target Science Educational Tools, Inc****Program Type** Supplemental**School Type** High School

**Description**

Science content and process skills development with reading passages  
Contact 800-586-9940

**Inquiry in Action****Program Type** Supplemental**School Type** Elementary School, Middle School

**Description**

- Resource for elementary and middle school teachers; addresses major concepts of matter through guided-inquiry; helps teachers understand the process of inquiry and how to guide their students through the inquiry process; contains simple physical science activities to be conducted under adult supervision.
- Can be downloaded FREE of charge at <http://www.inquiryinaction.org/>

**Discovery Education Techbook****Program Type** Supplemental**School Type** Elementary School, Middle School

**Description**

- web-based teaching and learning tool that offer multi-modal resources such as a core interactive digital text and interactive glossary both with Spanish support resources, and mythbusters and discovery channel videos.

**GLIDES (Global Learning Initiative Through Digital Education for Students)**

**Program Type** Supplemental

**School Type** Middle School, High School

**Description** Teachers incorporate project-based learning strategies into the instructional process. The GLIDES program initiative is a best practice to use as a model that supports the acquisition of reading, writing, critical thinking, and collaboration skills.

**Timed Readings Plus in Science; Glencoe McGraw-Hill**

**Program Type** Intensive Intervention

**School Type** Middle School, High School

**Description** - Reading-based resource that uses science content to build reading rate, fluency, comprehension, reading stamina and critical thinking skills.

**Utah Education Network**

**Program Type** Supplemental

**School Type** Middle School, High School

**Description** - Online learning resources including science interactives, and virtual labs.  
- <http://www.uen.org/7-12interactives/index.shtml>

**PASCO Probeware with Laboratory Curriculum**

**Program Type** Supplemental

**School Type** Middle School, High School

**Description** Electronic data collection devices with laboratory curriculum and inquiry-based activities included.

**CPALMS**

**Program Type** Core

**School Type** Elementary School, Middle School, High School

**Description** - an online toolbox of information, vetted resources, and interactive tools that help educators effectively implement teaching standards.

**Broward STEM Website**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School, Middle School, High School
<b>Description</b>	- an Online toolkit of information and resources to supplement the core curriculum. - Includes curriculum maps, curriculum tools, competitions, field trips, science safety, etc.)

**netTrekker Active Learning Resources**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School, Middle School, High School
<b>Description</b>	- digital learning resource library with curated digital resources tagged, organized, and aligned to standards for teachers, students, and parents.

**GIZMOS**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School, Middle School, High School
<b>Description</b>	- Gizmos (ExploreLearning) - Interactive, inquiry- - based science online program

**2. Instructional Alignment and Pacing****a. Program Monitoring**

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

There are systems in place to monitor the implementation of the District's core instructional and intervention programs. These include the following:

1. The leadership team monitors the implementation of the four-step, data based problem-solving process. The district has developed tools on an electronic data system that can be utilized to monitor the schools' use of the critical elements of the problem-solving process. The CPS Team Benchmark Checklist can also be considered for use.

This 4-step process includes the following steps:

- 1) Problem Identification
- 2) Problem Analysis
- 3) Intervention Design/Implementation
- 4) Progress Monitoring

2. The essential elements of the MTSS process are monitored. These include program evaluation leadership support and the provision of professional development. One tool to measure MTSS

elements

is the Self-Assessment of Problem-Solving Implementation (SAPSI). The Collaborative Problem Solving

(CPS) Team Benchmark Checklist can also be used to determine the extent to which a school is implementing a CPS team approach.

3. The leadership team needs to monitor the delivery of instruction and intervention across the three tiers. The interventions can be monitored and tracked through BASIS. Also, at Tier 2 and Tier 3, the Intervention Records contain the data that can be used to examine the effectiveness of Tier 2 and Tier 3

supports

Data is collected regularly and includes student data from classroom assessments, classroom “look-fors” using a self-reflection tool or rubric aligned with the literacy needs or discipline specific literacy practices to be implemented, and data collected using the Marzano Model of Causal Teacher evaluation and iObservation. In addition, school and district leadership make observation visits, and district assessments such as the Benchmark Assessment Test (BAT) and the Florida Assessments for Instruction in Reading (FAIR) and other assessments provide progress-monitoring data.

#### **b. Supports for Student Transitions**

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

##### **1. Will the district use its Student Progression Plan to satisfy this question?**

No

*a. Link to Student Progression Plan*

*b. Provide the page numbers of the plan that address this question.*

The Student Success Opportunity Schools (SSOS) process in Broward County Public Schools tracks academic, behavior and other student centered data as students move from one school to another. The data is compiled by the District's Student Assessment & Research Department and shared with District leaders in regularly monitoring the comprehensive SSOS process. The District has a committee that is scheduled to meet weekly to discuss all facets of the SSOS process to include priority and focus schools, as well as schools undergoing district initiated reform not otherwise mandated by their Differentiated Accountability status.

#### **c. Alignment of Pacing Guides to Florida Standards**

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

## **II. Needs Assessment**

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

*b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*

The following documents were submitted as evidence for this section:



*No files were uploaded*

## **2. Problem Identification Summary**

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## District Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

## Strategic Goals Summary

- G1.** If we assign highly-skilled teachers, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, then on-grade level literacy will increase and FSA ELA/Reading scores will increase for all students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students).

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If we assign highly-skilled teachers, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, then on-grade level literacy will increase and FSA ELA/Reading scores will increase for all students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students). **1a**

 G093283

### Targets Supported **1b**

Focus	Indicator	Year	Target
0271 - Dillard Elementary School	ELA/Reading Gains	2017-18	4.0
1611 - Dr.Martin Luther King, Jr. Montessori Academy	ELA/Reading Gains	2017-18	4.0
0621 - Larkdale Elementary School	ELA/Reading Gains	2017-18	4.0
1191 - North Fork Elementary School	ELA/Reading Gains	2017-18	4.0
0041 - North Side Elementary School	ELA/Reading Gains	2017-18	4.0
0941 - Plantation Elementary School	ELA/Reading Gains	2017-18	4.0
1671 - Robert C. Markham Elementary	ELA/Reading Gains	2017-18	4.0
0321 - Walker Elementary School	ELA/Reading Gains	2017-18	4.0
District-Wide	ELA/Reading Gains	2017-18	4.0

### Targeted Barriers to Achieving the Goal **3**

- Targeted or comprehensive support for schools that demonstrate the highest needs

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Support: the Office of School Performance and Accountability, Student Support Initiatives, Teacher Professional Learning and Growth, Office of Academics/Curriculum, Professional Development Standards and Support, Talent Acquisition & Operations, Coaching and Induction
- Broward Literacy Field Field Guide
- BCPS Instructional Facilitators through the Office of School Performance and Accountability
- Instructional Coaches through the Office of Academics/Curriculum
- Specialized Professionals Advancing Resources, Knowledge and Skills (SPARKS)
- Family and Community Engagement (FACE) Plans for each school in the district
- MTSS/Rti Plans for each school in the district
- Attendance Plans for each school in the district
- Behavior Plan for each school in the district
- Naviance - Family Connection for all district students in grades 6-12 to help with college and career planning
- BCPS Launch Pad provides single-sign-on access to Instructional and Digital Resources
- BASIS - Behavioral Academic Support Information System
- Pinnacle - real time with information on students academic performance, lunch account balances, bus pick-up and drop-off times and so much more

**Plan to Monitor Progress Toward G1. 8**

The Office of School Performance and Accountability (OSPA) Chief regularly reviews current portfolios of turnaround schools to analyze the effectiveness of curriculum delivery, use of instructional materials, family engagement, and monitor progress through data reports . These portfolios of schools are fluid to provide the most conducive and effective type of support and guidance to maximize school success and meet goals.

**Person Responsible**

Valerie Wanza

**Schedule**

Weekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Collaborative Visit Protocols

## District Action Plan for Improvement


### Problem Solving Key

**G** = Goal


**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

**G1.** If we assign highly-skilled teachers, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, then on-grade level literacy will increase and FSA ELA/Reading scores will increase for all students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students). **1**

 G093283

**G1.B1** Targeted or comprehensive support for schools that demonstrate the highest needs **2**

 B250301

**G1.B1.S1** Prioritize literacy acquisition by aligning instructional materials and supporting technology based resources **4**

 S263951

### **Strategy Rationale**

Balanced Literacy is the ability to read, write, listen, speak clearly, and think critically using print and digital materials across all disciplines.

### **Action Step 1 **5****

North Side ES: Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive, small group instruction through the use of technology which will enhance classroom teaching.

#### **Person Responsible**

Heilange Porcena

#### **Schedule**

Daily, from 10/2/2017 to 6/7/2018

#### **Evidence of Completion**

Teacher lesson plans

**Action Step 2** 5

Walker Elementary: The implementation of Promethan tables for Kindergarten classrooms to ensure the academic development of early learners in order to close the achievement gap. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

**Person Responsible**

Philip Bullock

**Schedule**

Weekly, from 10/23/2017 to 6/6/2018

***Evidence of Completion***

Teacher Lesson Plans

**Action Step 3** 5

North Fork ES: The implementation of student laptops during the computer lab to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

**Person Responsible**

Sophia Myers

**Schedule**

Daily, from 9/28/2017 to 6/7/2018

***Evidence of Completion***

Progress monitoring of SchoolCity and iReady data



**Action Step 4** 5

North Fork ES: The implementation of laptops during instructional time to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

**Person Responsible**

Rendolyn Amaker

**Schedule**

On 6/6/2018

***Evidence of Completion***

Classroom observations Lesson Plans

**Action Step 5** 5

Dr. M. L. King, Jr. Montessori Academy: Teachers will infuse digital learning tools, such as laptops and interactive recordex panels, aligned to effective instructional strategies to support both teaching and learning in the classroom, increase student achievement, and .prepare students for the 21st Century.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Daily, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

K-5 Technology Infusion Plan

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Walker ES: Teachers will participate in biweekly PLC meetings to share best practices, plan activities with the high quality instructional materials to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards for students, and address the needs of the whole child. The leadership team will meet weekly to analyze data, participate in job embedded professional learning and will conduct collaborative conversations to build knowledge and support teachers. Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the implementation of high quality instruction with fidelity.

**Person Responsible**

Philip Bullock

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

North Side ES: Teachers will participate in biweekly PLC meetings to share best practices, plan activities with the high quality instructional materials to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards for students, and address the needs of the whole child. The leadership team will meet weekly to analyze data, participate in job embedded professional learning and will conduct collaborative conversations to build knowledge and support teachers. Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the implementation of high quality instruction with fidelity.

**Person Responsible**

Heilange Porcena

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

North Fork ES: Teachers will participate in biweekly PLC meetings to share best practices, plan activities with the high quality instructional materials to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards for students, and address the needs of the whole child. The leadership team will meet weekly to analyze data, participate in job embedded professional learning and will conduct collaborative conversations to build knowledge and support teachers. Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the implementation of high quality instruction with fidelity.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Dr. M. L. King Montessori Academy: Teachers will participate in biweekly PLC meetings to share best practices, plan activities with the high quality instructional materials to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards for students, and address the needs of the whole child. The leadership team will meet weekly to analyze data, participate in job embedded professional learning and will conduct collaborative conversations to build knowledge and support teachers. Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the implementation of high quality instruction with fidelity.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

North Side ES: To reduce the barrier, the cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and technology resources.

**Person Responsible**

David Hall

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Walker ES: To reduce the barrier, the cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and technology resources.

**Person Responsible**

Mark Narkier

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

North Fork ES: To reduce the barrier, the cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and technology resources.

**Person Responsible**

Mark Strauss

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Dr. M. L. King Montessori Academy: To reduce the barrier, the cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and technology resources.

**Person Responsible**

Angela Fulton

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

**G1.B1.S2** Enhance the implementation of the District's Multi-Tiered System of Supports/ Response to Intervention Framework to provide early support for students' academic, behavioral, and social emotional needs in the classroom and in extended learning opportunities **4**

 S263957

### Strategy Rationale

The District's Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) process guides school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery that includes fidelity of instruction using a comprehensive core reading program and interventions of increasingly higher intensity, based on the differentiated needs of students.

### Action Step 1 **5**

North Side ES: Implement "The Leader in Me" transformational process to teach 21st century leadership and life skills to students and create a culture of student empowerment based on the idea that every child can be a leader.

#### Person Responsible

Heilange Porcena

#### Schedule

On 6/7/2018

#### Evidence of Completion

The purchase order for the program.

### Action Step 2 **5**

North Fork ES: Extended Day Opportunities to target students in need of enrichment and remediation.

#### Person Responsible

Sophia Myers

#### Schedule

Weekly, from 10/2/2017 to 7/5/2018

#### Evidence of Completion

ELO will be progressed monitored utilizing SchoolCity.

**Action Step 3** 5

Plantation ES: Teachers will progress monitor students performance growth levels in all content areas.

**Person Responsible**

Dana Rhodes

**Schedule**

Weekly, from 11/1/2017 to 3/30/2018

***Evidence of Completion***

Progress monitoring reports

**Action Step 4** 5

Plantation ES: Teachers will provide small group instruction to targeted students after school to ensure continued learning gains and close achievement gaps.

**Person Responsible**

Dana Rhodes

**Schedule**

Weekly, from 11/1/2017 to 3/1/2018

***Evidence of Completion***

Progress monitoring through CARE Cycle and BAS Assessments

**Action Step 5** 5

Plantation ES: One additional teacher assistant will be hired to facilitate LLI Intervention groups to increase support to students in need to students that are in need of interventions to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive, small group instruction, which supplements classroom literacy teaching.

**Person Responsible**

Judith Pitter

**Schedule**

On 6/6/2018

***Evidence of Completion***

Progress monitoring of students' level growth using the LLI program



**Action Step 6** 5

Dr. M. L. King, Jr. Montessori Academy: Hire a teacher to provide explicit literacy instruction in a small group setting to improve specific reading skills of identified students and support classroom instruction.

**Person Responsible**

Mitshuca Moreau

**Schedule**

On 10/31/2017

***Evidence of Completion***

Support Schedule

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

North Side ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best practices, plan activities with high quality instructional materials, and expose students to daily, intensive, small group instruction to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child.

**Person Responsible**

Heilange Porcena

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/MTSS Meeting Schedule.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Plantation ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best practices, plan activities with high quality instructional materials, and expose students to daily, intensive, small group instruction to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child.

**Person Responsible**

Judith Pitter

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/MTSS Meeting Schedule.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

North Fork ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best practices, plan activities with high quality instructional materials, and expose students to daily, intensive, small group instruction to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/MTSS Meeting Schedule.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Dr. M. L. King Montessori Academy: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best practices, plan activities with high quality instructional materials, and expose students to daily, intensive, small group instruction to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/MTSS Meeting Schedule.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

North Side ES: Administration will support teachers in the incorporation of "The Leader in Me" Principles into their daily instruction. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups.

**Person Responsible**

David Hall

**Schedule**

Weekly, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Lesson plans and Disciplinary Referral Reports

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

North Fork ES: To monitor the effectiveness of the implementation of the District's Multi-Tiered System of Supports/Response to Intervention, data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child through explicit literacy instruction in a small group setting to improve specific academic skills of identified students and support classroom instruction.

**Person Responsible**

Mark Strauss

**Schedule**

Quarterly, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Dr. M. L. King Montessori Academy: To monitor the effectiveness of the implementation of the District's Multi-Tiered System of Supports/Response to Intervention, data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child through explicit literacy instruction in a small group setting to improve specific academic skills of identified students and support classroom instruction.

**Person Responsible**

Angela Fulton

**Schedule**

Quarterly, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Plantation ES: To monitor the effectiveness of the implementation of the District's Multi-Tiered System of Supports/Response to Intervention, data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child through explicit literacy instruction in a small group setting to improve specific academic skills of identified students and support classroom instruction.

**Person Responsible**

Estella Eckhardt

**Schedule**

Quarterly, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**G1.B1.S3** Implement Balanced Literacy through the utilization of high quality instructional materials across all subject areas **4**

 S263975

### Strategy Rationale

The Broward Literacy Field Guide establishes an instructional balanced literacy framework that defines key instructional practices, strategies and materials for all educators to plan and implement in their daily instruction

### Action Step 1 **5**

Walker ES: Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps.

#### Person Responsible

Tauri Eligon

#### Schedule

Monthly, from 10/2/2017 to 6/6/2018

#### Evidence of Completion

Teacher Lesson Plans

### Action Step 2 **5**

North Fork ES: Teachers will use high quality instructional materials to expose students to on level, standards-based instruction for academic increase in all content areas.

#### Person Responsible

Shawana Smith

#### Schedule

Daily, from 8/28/2017 to 6/7/2018

#### Evidence of Completion

FSA Data

**Action Step 3** 5

North Fork ES: Incorporation of Science Journal Notebooks will be utilized in all classrooms to provide a rigorous and inquiry-based learning process for students in order to increase student achievement.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Every 3 Weeks, from 9/5/2017 to 5/31/2018

***Evidence of Completion***

Science coach will check and note whether science journals during his walk throughs.

**Action Step 4** 5

North Fork ES: Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts.

**Person Responsible**

Vetia Josephs

**Schedule**

Weekly, from 9/5/2016 to 6/5/2018

***Evidence of Completion***

Math Coach will collect and review math data sheets and look for Current Calendar in classroom

**Action Step 5** 5

Dr. M. L. King, Jr. Montessori Academy: Teachers will provide high quality instruction and interventions based on students' identified needs and change instruction as needed through frequent progress monitoring and analyzing students' response data to make informed decisions.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Daily, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Lesson Plans and Resource and materials distribution matrix

**Action Step 6** 5

Dr. M. L. King, Jr. Montessori Academy: Extended learning opportunities (ELO) after school, where teachers receive stipends for instructing, will be provided for students to promote academic achievement through the improvement and enhancement of learning.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Daily, from 11/6/2017 to 5/31/2018

***Evidence of Completion***

ELO Schedule

**Action Step 7** 5

Markham ES: Increase the quality of Tier 1 instruction by having teachers and paraprofessionals collaborate to ensure student progress monitoring data is used effectively to plan instruction in a variety of contexts exposing students to knowledge-rich resources and enrichment/remediation.

**Person Responsible**

Shedrick Dukes

**Schedule**

Weekly, from 9/1/2017 to 6/8/2018

***Evidence of Completion***

Erica Levine, District Trainers and Teacher Leader Career Continuum Program Trainers

**Action Step 8** 5

Markham ES: Implement professional development and once professional development is completed, onsite follow-up support will be provided by the instructional coaches and district staff by analyzing student data to improve student achievement

**Person Responsible**

Erica Levine

**Schedule**

Biweekly, from 10/4/2017 to 6/1/2018

***Evidence of Completion***

Support logs



**Action Step 9** 5

Dillard ES: Teachers will promote children's involvement with reading by reading to them daily and by having them interact with books through the extensive use of classroom libraries.

**Person Responsible**

Afiha Waite

**Schedule**

On 10/31/2017

***Evidence of Completion***

Expectations of the integration of classroom libraries and Pictures of classroom libraries K-5

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

North Fork ES: To establish targeted or comprehensive support, the leadership team will meet weekly to provide effective quality feedback to grade level teams on all data reports and classroom walkthrough observations to identify instructional support needs and focus on a variety of strategies that will increase student achievement.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Weekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Dillard ES: To establish targeted or comprehensive support, the leadership team will meet weekly to provide effective quality feedback to grade level teams on all data reports and classroom walkthrough observations to identify instructional support needs and focus on a variety of strategies that will increase student achievement.

**Person Responsible**

Gretchen Atkins

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Dr. M. L. King Montessori Academy: To establish targeted or comprehensive support, the leadership team will meet weekly to provide effective quality feedback to grade level teams on all data reports and classroom walkthrough observations to identify instructional support needs and focus on a variety of strategies that will increase student achievement.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Weekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Robert C. Markham ES: To establish targeted or comprehensive support, the leadership team will meet weekly to provide effective quality feedback to grade level teams on all data reports and classroom walkthrough observations to identify instructional support needs and focus on a variety of strategies that will increase student achievement.

**Person Responsible**

Shedrick Dukes

**Schedule**

Weekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Walker ES: To establish targeted or comprehensive support, the leadership team will meet weekly to provide effective quality feedback to grade level teams on all data reports and classroom walkthrough observations to identify instructional support needs and focus on a variety of strategies that will increase student achievement.

**Person Responsible**

Philip Bullock

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

North Side ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

David Hall

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

North Fork ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Mark Strauss

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Walker ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Philip Bullock

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Dillard ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Gretchen Atkins

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Dr. M. L. King Montessori Academy: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gap through Benchmark Assessment System Data.

**Person Responsible**

Angela Fulton

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Plantation ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Estella Eckhardt

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Larkdale ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Irene Cejka

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Robert C. Markham ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Jacquelyn Haywood

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

## **G1.B1.S4 Enhance communication and involvement with families, schools and the community through effective family and community engagement** 4

 S263978

### **Strategy Rationale**

Engaged families and communities are essential to the success of our students and schools so we must ensure resources to support parent engagement are equitable among all schools and reflect our diversity while recognizing that there is an even greater need for support, program planning and family/community collaboration when students are low achieving

### **Action Step 1** 5

North Side ES: North Side Elementary will host monthly family nights that will provide academic support and life skills to involve parents to be an integral part of their child's educational experiences. Meaningful parent learning opportunities will be designed to reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs. Appropriate leveled books will be distributed to students during literacy nights to build home libraries.

#### **Person Responsible**

Heilange Porcena

#### **Schedule**

Monthly, from 8/21/2017 to 5/31/2018

#### ***Evidence of Completion***

Parent Sign in Sheets and agendas.

### **Action Step 2** 5

Larkdale ES: Larkdale Elementary will Implement an Oasis Room (Parent Resource Room) that will provide opportunities for parents to access educational services and resources to meet the personal needs of families.

#### **Person Responsible**

Carla Hart

#### **Schedule**

Daily, from 10/23/2017 to 6/6/2018

#### ***Evidence of Completion***

Resources will be provided and there will be a parent sign-in sheet and check out system.



**Action Step 3** 5

Larkdale ES: Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities designed to reflect the families' specific needs, build relationships with families, and provide families with the necessary materials and tools needed for parent training opportunities.

**Person Responsible**

Nicole Williams

**Schedule**

On 6/7/2018

***Evidence of Completion***

Sign-In sheets, Star System, and Parent Resource Room Usage.

**Action Step 4** 5

Larkdale ES: Ensure additional support personnel in the parent resource room in order to provide support to parents and families with providing opportunities for parents to access educational services and resources to meet the personal needs of families.

**Person Responsible**

Carla Hart

**Schedule**

Weekly, from 11/1/2017 to 4/30/2018

***Evidence of Completion***

Attendance and resource sign out sheets of parents

**Action Step 5** 5

North Fork ES: To create a nurturing literacy-rich environment students will be provided appropriate leveled books to build a home library and promote a love of reading.

**Person Responsible**

Shawana Smith

**Schedule**

Daily, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Students will be able to utilize the books and literature. Graphic organizers and book reports will be given by the classroom teacher.

**Action Step 6** 5

Plantation ES: Establish a parent resource area in the school to provide meaningful learning opportunities that reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs.

**Person Responsible**

Dana Rhodes

**Schedule**

On 6/6/2018

***Evidence of Completion***

Establish a parent resource area in the school to provide meaningful learning opportunities that reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs.

**Action Step 7** 5

Markham ES: Monthly Parent Night activities with focus on academics, technology and engagement will be developed and implemented during the planning year to build the connection between families, communities and the school in order to strengthen engagement efforts and boost student achievement.

**Person Responsible**

Alyssa Jean

**Schedule**

On 6/7/2018

***Evidence of Completion***

Flyers and sign in sheet

**Action Step 8** 5

Markham ES: Create a parent room to provide resources that support home to school connections and improves social emotional learning.

**Person Responsible**

Marietta Williams

**Schedule**

Weekly, from 10/10/2017 to 6/7/2018

***Evidence of Completion***

Parent sign-in sheets at the front office

**Action Step 9** 5

Dr. M. L. King, Jr. Montessori Academy: Collaborate with school partners and District departments to revitalize the onsite Parent Resource Center and plan a grand reopening during the first or second quarter.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Weekly, from 10/2/2017 to 11/30/2017

***Evidence of Completion***

Parent Resource Center Plan

**Action Step 10** 5

Markham ES: Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA and Mathematics in grades K-5.

**Person Responsible**

Alyssa Jean

**Schedule**

Daily, from 9/5/2017 to 6/7/2018

***Evidence of Completion***

Lesson Plans Weekly PLC Document

**Action Step 11** 5

Dillard ES: Developing a parent center to provide parents with academic resources to utilize at home with children.

**Person Responsible**

Gretchen Atkins

**Schedule**

On 9/8/2017

***Evidence of Completion***

Resources available and center is open for use, parent sign-in sheet, check out system

**Action Step 12** 5

Dillard ES: Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies.

**Person Responsible**

Gretchen Atkins

**Schedule**

Quarterly, from 10/2/2017 to 5/31/2018

***Evidence of Completion***

Meeting Notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

North Side ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights, providing a parent resource center and implementing "The Leader In Me", a transformational process to teach leadership and life skills. Appropriate leveled books will be distributed to students and their families that attend literacy family nights to build home school libraries.

**Person Responsible**

Heilange Porcena

**Schedule**

Monthly, from 9/4/2017 to 6/7/2018

***Evidence of Completion***

Sign-in Sheets, Lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Dillard ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights and providing a parent resource center that will provide resources to parents to meet the personal needs of families.

**Person Responsible**

Gretchen Atkins

**Schedule**

Monthly, from 9/4/2017 to 6/7/2018

***Evidence of Completion***

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Larkdale ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights and providing a parent resource center (The Oasis Room) that will provide resources to parents to meet the personal needs of families.

**Person Responsible**

Carla Hart

**Schedule**

Monthly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Sign-in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S4 6**

Plantation ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights and providing a parent resource center that will provide resources to parents to meet the personal needs of families.

**Person Responsible**

Judith Pitter

**Schedule**

Monthly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Sign-in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S4 6**

North Fork ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights to meet the academic needs of students and their families. Appropriate leveled books will be distributed to students and their families that attend literacy family nights to build home school libraries.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Monthly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Dr. M. L. King Montessori Academy: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights and providing a parent resource center that will provide resources to parents to meet the personal needs of families.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Monthly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Sign-in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Robert C. Markham ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights and providing a parent resource center that will provide resources to parents to meet the personal needs of families.

**Person Responsible**

Shedrick Dukes

**Schedule**

Monthly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Sign-in Sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

North Side ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

David Hall

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Dillard ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Angela Fulton

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data



**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Larkdale ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Irene Cejka

**Schedule**

Every 3 Weeks, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Plantation ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Estella Eckhardt

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

North Fork ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Mark Strauss

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Dr. M. L. King Montessori Academy: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Angela Fulton

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Robert C. Markham ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Jacquelyn Haywood

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**G1.B1.S5** Professional learning with an intentional focus on providing rigorous and inquiry-based learning practices that improve teacher efficacy will be provided based on culture, expectations, level of support, school data, timelines, and the professional growth plan. 4

 S263991

### Strategy Rationale

Coherence and relevance of the professional learning experience must be connected to the necessary work and existing support structures

### Action Step 1 5

North Side ES: North Side will increase the quality of Tier 1 instruction by having teachers participate in authentic professional development to ensure student progress monitoring data are used to effectively plan instruction in a variety of contexts exposing students to knowledge-rich resources that support the development of vocabulary and build background knowledge through texts of increasing complexity.

#### Person Responsible

Heilange Porcena

#### Schedule

Monthly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Sign in Sheet of the Professional Development, classroom walk throughs.

### Action Step 2 5

Larkdale ES: Teachers will attend professional development in Balanced Literacy, provided by the Elementary Learning Department, to increase the quality of Tier 1 instruction, effective planning, and monitoring student progress.

#### Person Responsible

Robin Yassen

#### Schedule

Quarterly, from 9/5/2017 to 12/22/2017

#### Evidence of Completion

Teacher Inservice Report

**Action Step 3** 5

Larkdale ES: Teachers will attend monthly collaborative planning in Balanced Literacy to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

**Person Responsible**

Robin Yassen

**Schedule**

Monthly, from 11/10/2017 to 5/31/2018

***Evidence of Completion***

Sign-In Sheets

**Action Step 4** 5

Larkdale ES: Materials will be used for Balanced Literacy Training and collaborative planning sessions to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

**Person Responsible**

Carla Hart

**Schedule**

Monthly, from 10/1/2017 to 5/31/2018

***Evidence of Completion***

Centers, small group instruction, authentic student work, data reports and lesson plans

**Action Step 5** 5

Larkdale ES: Teachers will visit other classrooms and other schools for best practices in Balanced Literacy and for professional growth with the intention of increasing student achievement.

**Person Responsible**

Carla Hart

**Schedule**

Monthly, from 10/1/2017 to 5/31/2018

***Evidence of Completion***

Centers, small group instruction, authentic student work, data reports and lesson plans

**Action Step 6** 5

Larkdale ES: Teachers will implement technology during Balanced Literacy instruction with fidelity to increase academic achievement.

**Person Responsible**

Carla Hart

**Schedule**

Weekly, from 11/1/2017 to 5/31/2018

***Evidence of Completion***

Centers, data reports and lesson plans

**Action Step 7** 5

Larkdale ES: Ensure additional instructional support personnel for Literacy in order to provide support and interventions for students and increase academic achievement.

**Person Responsible**

Carla Hart

**Schedule**

Daily, from 10/1/2017 to 5/31/2018

***Evidence of Completion***

Data report and lesson plans

**Action Step 8** 5

Plantation ES: Teachers will be relieved during the school day by a pool substitute to collaborate with peers to model and/or review best practices.

**Person Responsible**

Dana Rhodes

**Schedule**

Quarterly, from 11/10/2017 to 6/6/2018

***Evidence of Completion***

We will collect training agendas, sign in sheets and monitor behavioral referrals.

**Action Step 9** 5

Plantation ES: Teachers will participate in Professional Learning Communities that focus on Florida Standards, English Language Arts, literacy-based units of study, and data analysis.

**Person Responsible**

Dana Rhodes

**Schedule**

Weekly, from 10/2/2017 to 6/6/2018

**Evidence of Completion**

Observation iObservation data Data Chats PLC data i-Ready data Formative Assessments

**Action Step 10** 5

Plantation ES: Teachers will receive intensive training on the program's services, resources, and overall objectives.

**Person Responsible**

Dana Rhodes

**Schedule**

Quarterly, from 11/1/2017 to 6/6/2018

**Evidence of Completion**

Increased quality in differentiated instruction to meet students' needs. More targeted instruction to facilitate student academic growth.

**Action Step 11** 5

North Fork ES: Teachers will participate in Professional learning communities that focus of Webb's Depth of Knowledge.

**Person Responsible**

Sophia Myers

**Schedule**

Biweekly, from 10/20/2017 to 7/6/2018

**Evidence of Completion**

Classroom Observations Lesson Plans Collaborative Planning Sessions minutes Professional Development records Student portfolios

**Action Step 12** 5

Dillard ES: Teachers will participate in Professional Learning Communities (PLC) to receive on-going support for planning, developing and implementing Balanced Literacy lessons.

**Person Responsible**

Afiha Waite

**Schedule**

Every 3 Weeks, from 9/12/2017 to 5/30/2018

***Evidence of Completion***

PLC Schedule, Topics, sign-in sheets, minutes

**Action Step 13** 5

Dillard ES: Teachers will effectively implement Balanced Literacy Model strategies learned through PLC collaboration using appropriate resources and materials.

**Person Responsible**

Marisa Dukes

**Schedule**

On 12/20/2017

***Evidence of Completion***

Program materials for teachers i.e. teacher manuals/text resources

**Action Step 14** 5

Dillard ES: Teachers will participate in small group guided reading professional development. Materials will be purchased to support this professional learning.

**Person Responsible**

Afiha Waite

**Schedule**

On 1/1/2018

***Evidence of Completion***

Sign In Sheets, Lesson Plans



**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

North Side ES: Implement a comprehensive professional development plan that meets the learning needs of all teachers and provide targeted or comprehensive follow-up support for teachers to select appropriate resources and strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Florida Standards.

**Person Responsible**

Heilange Porcena

**Schedule**

Biweekly, from 8/14/2017 to 6/7/2018

***Evidence of Completion***

Professional Development Plan

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Larkdale ES: Implement a comprehensive professional development plan that meets the learning needs of all teachers and provide targeted or comprehensive follow-up support for teachers to select appropriate resources and strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Florida Standards.

**Person Responsible**

Carla Hart

**Schedule**

Biweekly, from 8/14/2017 to 6/7/2018

***Evidence of Completion***

Professional Development Plan

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Plantation ES: Implement a comprehensive professional development plan that meets the learning needs of all teachers and provide targeted or comprehensive follow-up support for teachers to select appropriate resources and strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Florida Standards.

**Person Responsible**

Judith Pitter

**Schedule**

Biweekly, from 8/14/2017 to 6/7/2018

***Evidence of Completion***

Professional Development Plan

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

North Fork ES: Implement a comprehensive professional development plan that meets the learning needs of all teachers and provide targeted or comprehensive follow-up support for teachers to select appropriate resources and strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Florida Standards.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Biweekly, from 8/14/2017 to 6/7/2018

***Evidence of Completion***

Professional Development Plan

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Dillard ES: Implement a comprehensive professional development plan that meets the learning needs of all teachers and provide targeted or comprehensive follow-up support for teachers to select appropriate resources and strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Florida Standards.

**Person Responsible**

Gretchen Atkins

**Schedule**

Biweekly, from 8/14/2017 to 6/7/2018

***Evidence of Completion***

Professional Development Plan

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5** 7

North Side ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre Director will collaborate with the leadership team to provide effective quality feedback on data reports to identify professional development needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers for students to be academically successful.

**Person Responsible**

David Hall

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Larkdale ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre Director will collaborate with the leadership team to provide effective quality feedback on data reports to identify professional development needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers for students to be academically successful.

**Person Responsible**

Irene Cejka

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

**Evidence of Completion**

Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Plantation ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre Director will collaborate with the leadership team to provide effective quality feedback on data reports to identify professional development needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers for students to be academically successful.

**Person Responsible**

Estella Eckhardt

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

**Evidence of Completion**

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

North Fork ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre Director will collaborate with the leadership team to provide effective quality feedback on data reports to identify professional development needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers for students to be academically successful.

**Person Responsible**

Mark Strauss

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

**Evidence of Completion**

Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Dillard ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre Director will collaborate with the leadership team to provide effective quality feedback on data reports to identify professional development needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers for students to be academically successful.

**Person Responsible**

Angela Fulton

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

**Evidence of Completion**

Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data

**G1.B1.S6** Utilize individual school staffing data to develop strategies to implement in order to identify, recruit, retain, and reward instructional personnel **4**

 S264030

### Strategy Rationale

It is imperative that schools are provided with levels of instructional and support staff beyond what they have been receiving in order to meet the unique needs of the students

### Action Step 1 **5**

Walker Elementary: Ensure instructional academic support personnel in the science lab in order to provide additional instructional support to students and increase the integration of literacy through science instruction.

#### Person Responsible

Alicia McNabb

#### Schedule

On 6/7/2018

#### Evidence of Completion

Teacher lesson plans, science lab schedule

### Action Step 2 **5**

Walker Elementary: Ensure instructional academic mathematics support personnel in order to provide additional instructional support to students and teachers for the improvement of instructional practices and the implementation of high academic standards.

#### Person Responsible

Gina Kerkerian

#### Schedule

On 6/7/2018

#### Evidence of Completion

Support logs of support

**Action Step 3** 5

Walker Elementary: Ensure instructional coach in order to provide additional instructional support to 2nd and 3rd year instructional teacher for the improvement of instructional practices and the implementation of high academic standards.

**Person Responsible**

Philip Bullock

**Schedule**

On 6/7/2018

***Evidence of Completion***

Support logs of support

**Action Step 4** 5

Plantation ES: Hire qualified personnel to assist teachers with effective classroom management and behavior strategies.

**Person Responsible**

Judith Pitter

**Schedule**

On 10/31/2017

***Evidence of Completion***

Qualified personnel will be hired to support teacher with students' social emotional learning needs.

**Action Step 5** 5

North Fork ES: Build a culture of attendance through an Incentive pay plan based on faculty and staff attendance of 95% of the time based on bargaining unit calendar.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Daily, from 10/2/2017 to 6/6/2018

***Evidence of Completion***

Daily attendance check

**Action Step 6** 5

Dillard ES: Hire two paraprofessionals to support with the implementation of literacy in all grade levels to enhance the instructional process.

**Person Responsible**

Gretchen Atkins

**Schedule**

On 6/6/2018

***Evidence of Completion***

2 Paraprofessional staff members

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Walker ES: Employ instructional academic support personnel in order to provide additional instructional support to teachers and students for the improvement of instructional practices that includes the use of technology for enrichment/intervention and the implementation of high academic standards to ensure continued learning gains and close achievement gaps.

**Person Responsible**

Philip Bullock

**Schedule**

On 11/30/2017

***Evidence of Completion***

Job advertisement

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Plantation ES: Employ behavior support personnel in order to provide additional support to teachers and students for the improvement of social and emotional practices that includes the implementation of high academic standards to ensure continued learning gains and close achievement gaps.

**Person Responsible**

Judith Pitter

**Schedule**

On 11/30/2017

***Evidence of Completion***

Job Advertisement



**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

North Fork ES: Provide Incentive pay based on faculty and staff attendance to reduce the barrier of chronic absenteeism that is contributing to academic gaps in students academic success. Faculty and staff who are present in school 95% of the time based on the bargaining unit's calendar will receive incentive pay on a tiered system based on position (breakdown below):

Administration @ 25%

Teachers @ 25%

50% teachers @ 15%

TA @ 10%

Clerical @ 10%

Custodial @ 5%

Cafeteria @ 5%

Other support ( Parent educator and pool sub) @ 5%

**Person Responsible**

Rendolyn Amaker

**Schedule**

On 8/31/2018

***Evidence of Completion***

Teacher Attendance Reports

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Dillard ES: Employ paraprofessionals in order to provide additional instructional support to teachers and students for the improvement of instructional practices that includes enrichment/ intervention and the implementation of high academic standards to ensure continued learning gains and close achievement gaps.

**Person Responsible**

Gretchen Atkins

**Schedule**

On 11/30/2017

***Evidence of Completion***

Job Advertisement

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7**

Walker ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre Director in collaboration with the principal will ensure the effectiveness of the added coaches by reviewing all student progress monitoring data to close achievement gaps and implement high academic standards.

**Person Responsible**

Mark Narkier

**Schedule**

Every 3 Weeks, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Student Progress Monitoring Data and Support logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7**

Plantation ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre Director in collaboration with the principal will ensure the effectiveness of the behavior support person by reviewing discipline and suspension data and student progress monitoring data to close achievement gaps and implement high academic standards.

**Person Responsible**

Estella Eckhardt

**Schedule**

Every 3 Weeks, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Student progress monitoring data, discipline and suspension data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7**

North Fork ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre Director in collaboration with the principal will ensure the effectiveness of incentive pay by reviewing all student progress monitoring data to close achievement gaps and implement high academic standards.

**Person Responsible**

Mark Strauss

**Schedule**

Every 3 Weeks, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Teacher Attendance Data and Student progress monitoring data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7**

Dillard ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre Director in collaboration with the principal will ensure the effectiveness of the paraprofessionals by reviewing all student progress monitoring data to close achievement gaps and implement high academic standards.

**Person Responsible**

Angela Fulton

**Schedule**



















Every 3 Weeks, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Student progress monitoring data



















## IV. Implementation Timeline





Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S4.A11 A352454	Dillard ES: Developing a parent center to provide parents with academic resources to utilize at...	Atkins, Gretchen	8/21/2017	Resources available and center is open for use, parent sign-in sheet, check out system	9/8/2017 one-time
G1.B1.S2.A6 A352389	Dr. M. L. King, Jr. Montessori Academy: Hire a teacher to provide explicit literacy instruction in...	Moreau, Mitshuca	10/2/2017	Support Schedule	10/31/2017 one-time
G1.B1.S3.A9 A352451	Dillard ES: Teachers will promote children's involvement with reading by reading to them daily and...	Waite, Afiha	10/2/2017	Expectations of the integration of classroom libraries and Pictures of classroom libraries K-5	10/31/2017 one-time
G1.B1.S6.A4 A351901	Plantation ES: Hire qualified personnel to assist teachers with effective classroom management and...	Pitter, Judith	9/11/2017	Qualified personnel will be hired to support teacher with students' social emotional learning needs.	10/31/2017 one-time
G1.B1.S4.A9 A352397	Dr. M. L. King, Jr. Montessori Academy: Collaborate with school partners and District departments...	Moreau, Mitshuca	10/2/2017	Parent Resource Center Plan	11/30/2017 weekly
G1.B1.S6.MA1 M376613	Walker ES: Employ instructional academic support personnel in order to provide additional...	Bullock, Philip	10/2/2017	Job advertisement	11/30/2017 one-time
G1.B1.S6.MA2 M376614	Plantation ES: Employ behavior support personnel in order to provide additional support to...	Pitter, Judith	10/2/2017	Job Advertisement	11/30/2017 one-time
G1.B1.S6.MA4 M376617	Dillard ES: Employ paraprofessionals in order to provide additional instructional support to...	Atkins, Gretchen	10/2/2017	Job Advertisement	11/30/2017 one-time
G1.B1.S5.A13 A352403	Dillard ES: Teachers will effectively implement Balanced Literacy Model strategies learned through...	Dukes, Marisa	10/2/2017	Program materials for teachers i.e. teacher manuals/text resources	12/20/2017 one-time
G1.B1.S5.A2 A351779	Larkdale ES: Teachers will attend professional development in Balanced Literacy, provided by the...	Yassen, Robin	9/5/2017	Teacher Inservice Report	12/22/2017 quarterly
G1.B1.S5.A14 A352621	Dillard ES: Teachers will participate in small group guided reading professional development....	Waite, Afiha	9/1/2017	Sign In Sheets, Lesson Plans	1/1/2018 one-time
G1.B1.S2.A4 A351977	Plantation ES: Teachers will provide small group instruction to targeted students after school to...	Rhodes, Dana	11/1/2017	Progress monitoring through CARE Cycle and BAS Assessments	3/1/2018 weekly
G1.B1.S2.A3 A351968	Plantation ES: Teachers will progress monitor students performance growth levels in all content...	Rhodes, Dana	11/1/2017	Progress monitoring reports	3/30/2018 weekly
G1.B1.S4.A4 A351774	Larkdale ES: Ensure additional support personnel in the parent resource room in order to provide...	Hart, Carla	11/1/2017	Attendance and resource sign out sheets of parents	4/30/2018 weekly
G1.B1.S5.A12 A352402	Dillard ES: Teachers will participate in Professional Learning Communities (PLC) to receive...	Waite, Afiha	9/12/2017	PLC Schedule, Topics, sign-in sheets, minutes	5/30/2018 every-3-weeks
G1.B1.S3.A3 A351999	North Fork ES: Incorporation of Science Journal Notebooks will be utilized in all classrooms to...	Amaker, Rendolyn	9/5/2017	Science coach will check and note whether science journals during his walk throughs.	5/31/2018 every-3-weeks
G1.B1.S3.A6 A352390	Dr. M. L. King, Jr. Montessori Academy: Extended learning opportunities (ELO) after school, where...	Moreau, Mitshuca	11/6/2017	ELO Schedule	5/31/2018 daily
G1.B1.S4.A1 A351759	North Side ES: North Side Elementary will host monthly family nights that will provide academic...	Porcena, Heilange	8/21/2017	Parent Sign in Sheets and agendas.	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S4.A12  A352456	Dillard ES: Collaborate with public and private organizations and businesses to obtain resources...	Atkins, Gretchen	10/2/2017	Meeting Notes	5/31/2018 quarterly
G1.B1.S5.A3  A351780	Larkdale ES: Teachers will attend monthly collaborative planning in Balanced Literacy to ensure...	Yassen, Robin	11/10/2017	Sign-In Sheets	5/31/2018 monthly
G1.B1.S5.A4  A351781	Larkdale ES: Materials will be used for Balanced Literacy Training and collaborative planning...	Hart, Carla	10/1/2017	Centers, small group instruction, authentic student work, data reports and lesson plans	5/31/2018 monthly
G1.B1.S5.A5  A351784	Larkdale ES: Teachers will visit other classrooms and other schools for best practices in Balanced...	Hart, Carla	10/1/2017	Centers, small group instruction, authentic student work, data reports and lesson plans	5/31/2018 monthly
G1.B1.S5.A6  A351785	Larkdale ES: Teachers will implement technology during Balanced Literacy instruction with fidelity...	Hart, Carla	11/1/2017	Centers, data reports and lesson plans	5/31/2018 weekly
G1.B1.S5.A7  A351786	Larkdale ES: Ensure additional instructional support personnel for Literacy in order to provide...	Hart, Carla	10/1/2017	Data report and lesson plans	5/31/2018 daily
G1.B1.S3.A8  A352445	Markham ES: Implement professional development and once professional development is completed,...	Levine, Erica	10/4/2017	Support logs	6/1/2018 biweekly
G1.B1.S3.A4  A352065	North Fork ES: Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts.	Josephs, Vetia	9/5/2016	Math Coach will collect and review math data sheets and look for Current Calendar in classroom	6/5/2018 weekly
G1.B1.S1.A2  A351530	Walker Elementary: The implementation of Promethan tables for Kindergarten classrooms to ensure the...	Bullock, Philip	10/23/2017	Teacher Lesson Plans	6/6/2018 weekly
G1.B1.S1.A4  A351939	North Fork ES: The implementation of laptops during instructional time to ensure the academic...	Amaker, Rendolyn	1/12/2018	Classroom observations Lesson Plans	6/6/2018 one-time
G1.B1.S2.A5  A351989	Plantation ES: One additional teacher assistant will be hired to facilitate LLI Intervention...	Pitter, Judith	11/1/2017	Progress monitoring of students' level growth using the LLI program	6/6/2018 one-time
G1.B1.S3.A1  A351532	Walker ES: Teachers will use high quality instructional materials for Tier 1 instruction that...	Eligon, Tauri	10/2/2017	Teacher Lesson Plans	6/6/2018 monthly
G1.B1.S4.A2  A351763	Larkdale ES: Larkdale Elementary will Implement an Oasis Room (Parent Resource Room) that will...	Hart, Carla	10/23/2017	Resources will be provided and there will be a parent sign-in sheet and check out system.	6/6/2018 daily
G1.B1.S4.A5  A351906	North Fork ES: To create a nurturing literacy-rich environment students will be provided...	Smith, Shawana	8/28/2017	Students will be able to utilize the books and literature. Graphic organizers and book reports will be given by the classroom teacher.	6/6/2018 daily
G1.B1.S4.A6  A351953	Plantation ES: Establish a parent resource area in the school to provide meaningful learning...	Rhodes, Dana	10/6/2017	Establish a parent resource area in the school to provide meaningful learning opportunities that reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs.	6/6/2018 one-time
G1.B1.S5.A8  A351888	Plantation ES: Teachers will be relieved during the school day by a pool substitute to collaborate...	Rhodes, Dana	11/10/2017	We will collect training agendas, sign in sheets and monitor behavioral referrals.	6/6/2018 quarterly
G1.B1.S5.A9  A351927	Plantation ES: Teachers will participate in Professional Learning Communities that focus on...	Rhodes, Dana	10/2/2017	Observation iObservation data Data Chats PLC data i-Ready data Formative Assessments	6/6/2018 weekly
G1.B1.S5.A10  A351971	Plantation ES: Teachers will receive intensive training on the program's services, resources, and...	Rhodes, Dana	11/1/2017	Increased quality in differentiated instruction to meet students' needs. More targeted instruction to facilitate student academic growth.	6/6/2018 quarterly





















Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S6.A5  A351935	North Fork ES: Build a culture of attendance through an Incentive pay plan based on faculty and...	Amaker, Rendolyn	10/2/2017	Daily attendance check	6/6/2018 daily
G1.B1.S6.A6  A352423	Dillard ES: Hire two paraprofessionals to support with the implementation of literacy in all grade...	Atkins, Gretchen	10/16/2017	2 Paraprofessional staff members	6/6/2018 one-time
G1.B1.S1.A1  A349444	North Side ES: Teachers will use high quality instructional materials for Tier 1 instruction that...	Porcena, Heilange	10/2/2017	Teacher lesson plans	6/7/2018 daily
G1.B1.S1.A3  A351938	North Fork ES: The implementation of student laptops during the computer lab to ensure the academic...	Myers, Sophia	9/28/2017	Progress monitoring of SchoolCity and iReady data	6/7/2018 daily
G1.B1.S1.A5  A352367	Dr. M. L. King, Jr. Montessori Academy: Teachers will infuse digital learning tools, such as...	Moreau, Mitshuca	10/2/2017	K-5 Technology Infusion Plan	6/7/2018 daily
G1.B1.S2.A1  A351761	North Side ES: Implement "The Leader in Me" transformational process to teach 21st century...	Porcena, Heilange	10/2/2017	The purchase order for the program.	6/7/2018 one-time
G1.B1.S3.A2  A351970	North Fork ES: Teachers will use high quality instructional materials to expose students to on...	Smith, Shawana	8/28/2017	FSA Data	6/7/2018 daily
G1.B1.S3.A5  A352383	Dr. M. L. King, Jr. Montessori Academy: Teachers will provide high quality instruction and...	Moreau, Mitshuca	8/21/2017	Lesson Plans and Resource and materials distribution matrix	6/7/2018 daily
G1.B1.S4.MA10  M376503	Larkdale ES: To reduce the barrier and provide targeted or comprehensive support to schools that...	Cejka, Irene	8/21/2017	Attendance, Suspension and Discipline Data	6/7/2018 every-3-weeks
G1.B1.S4.MA1  M376475	North Side ES: Implement a family and community engagement plan that will provide wrap around...	Porcena, Heilange	9/4/2017	Sign-in Sheets, Lesson plans	6/7/2018 monthly
G1.B1.S4.MA2  M376481	Dillard ES: Implement a family and community engagement plan that will provide wrap around...	Atkins, Gretchen	9/4/2017	Sign-in sheets	6/7/2018 monthly
G1.B1.S4.MA3  M376483	Larkdale ES: Implement a family and community engagement plan that will provide wrap around...	Hart, Carla	10/2/2017	Sign-in Sheets	6/7/2018 monthly
G1.B1.S4.MA4  M376486	Plantation ES: Implement a family and community engagement plan that will provide wrap around...	Pitter, Judith	10/2/2017	Sign-in Sheets	6/7/2018 monthly
G1.B1.S4.MA5  M376488	North Fork ES: Implement a family and community engagement plan that will provide wrap around...	Amaker, Rendolyn	10/2/2017	Sign-in sheets	6/7/2018 monthly
G1.B1.S4.MA6  M376491	Dr. M. L. King Montessori Academy: Implement a family and community engagement plan that will...	Moreau, Mitshuca	10/2/2017	Sign-in Sheets	6/7/2018 monthly
G1.B1.S4.MA7  M376495	Robert C. Markham ES: Implement a family and community engagement plan that will provide wrap...	Dukes, Shedrick	10/2/2017	Sign-in Sheets	6/7/2018 monthly
G1.B1.S4.A3  A351773	Larkdale ES: Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities...	Williams, Nicole	11/3/2017	Sign-In sheets, Star System, and Parent Resource Room Usage.	6/7/2018 one-time
G1.B1.S4.A7  A352378	Markham ES: Monthly Parent Night activities with focus on academics, technology and engagement...	Jean, Alyssa	9/27/2017	Flyers and sign in sheet	6/7/2018 one-time
G1.B1.S4.A8  A352392	Markham ES: Create a parent room to provide resources that support home to school connections and...	Williams, Marietta	10/10/2017	Parent sign-in sheets at the front office	6/7/2018 weekly
G1.B1.S4.A10  A352407	Markham ES: Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA...	Jean, Alyssa	9/5/2017	Lesson Plans Weekly PLC Document	6/7/2018 daily







Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S5.MA1  M376542	North Side ES: Implement a comprehensive professional development plan that meets the learning...	Porcena, Heilange	8/14/2017	Professional Development Plan	6/7/2018 biweekly
G1.B1.S5.MA2  M376545	Larkdale ES: Implement a comprehensive professional development plan that meets the learning...	Hart, Carla	8/14/2017	Professional Development Plan	6/7/2018 biweekly
G1.B1.S5.MA3  M376546	Plantation ES: Implement a comprehensive professional development plan that meets the learning...	Pitter, Judith	8/14/2017	Professional Development Plan	6/7/2018 biweekly
G1.B1.S5.MA4  M376547	North Fork ES: Implement a comprehensive professional development plan that meets the learning...	Amaker, Rendolyn	8/14/2017	Professional Development Plan	6/7/2018 biweekly
G1.B1.S5.MA5  M376549	Dillard ES: Implement a comprehensive professional development plan that meets the learning needs...	Atkins, Gretchen	8/14/2017	Professional Development Plan	6/7/2018 biweekly
G1.B1.S5.A1  A351767	North Side ES: North Side will increase the quality of Tier 1 instruction by having teachers...	Porcena, Heilange	8/21/2017	Sign in Sheet of the Professional Development, classroom walk throughs.	6/7/2018 monthly
G1.B1.S6.A1  A351518	Walker Elementary: Ensure instructional academic support personnel in the science lab in order to...	McNabb, Alicia	10/23/2017	Teacher lesson plans, science lab schedule	6/7/2018 one-time
G1.B1.S6.A2  A351521	Walker Elementary: Ensure instructional academic mathematics support personnel in order to provide...	Kerkerian, Gina	10/23/2017	Support logs of support	6/7/2018 one-time
G1.B1.S6.A3  A351527	Walker Elementary: Ensure instructional coach in order to provide additional instructional support...	Bullock, Philip	10/23/2017	Support logs of support	6/7/2018 one-time
G1.B1.S3.A7  A352431	Markham ES: Increase the quality of Tier 1 instruction by having teachers and paraprofessionals...	Dukes, Shedrick	9/1/2017	Erica Levine, District Trainers and Teacher Leader Career Continuum Program Trainers	6/8/2018 weekly
G1.B1.S2.A2  A351961	North Fork ES: Extended Day Opportunities to target students in need of enrichment and remediation.	Myers, Sophia	10/2/2017	ELO will be progressed monitored utilizing SchoolCity.	7/5/2018 weekly
G1.B1.S5.A11  A351973	North Fork ES: Teachers will participate in Professional learning communities that focus of Webb's...	Myers, Sophia	10/20/2017	Classroom Observations Lesson Plans Collaborative Planning Sessions minutes Professional Development records Student portfolios	7/6/2018 biweekly
G1.MA1  M376091	The Office of School Performance and Accountability (OSPA) Chief regularly reviews current...	Wanza, Valerie	8/21/2017	Collaborative Visit Protocols	8/31/2018 weekly
G1.B1.S1.MA1  M375048	North Side ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Hall, David	8/21/2017	Data reports, Collaborative Visit Protocol	8/31/2018 every-3-weeks
G1.B1.S1.MA2  M376046	Walker ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Narkier, Mark	8/21/2017	Data reports, Collaborative Visit Protocol	8/31/2018 every-3-weeks
G1.B1.S1.MA3  M376050	North Fork ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Strauss, Mark	8/21/2017	Data reports, Collaborative Visit Protocol	8/31/2018 every-3-weeks
G1.B1.S1.MA4  M376070	Dr. M. L. King Montessori Academy: To reduce the barrier, the cadre director in collaboration with...	Fulton, Angela	8/21/2017	Data reports, Collaborative Visit Protocol	8/31/2018 every-3-weeks
G1.B1.S1.MA1  M371736	Walker ES: Teachers will participate in biweekly PLC meetings to share best practices, plan...	Bullock, Philip	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting	8/31/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				agenda. Observation schedule and class room walk-through schedule.	
G1.B1.S1.MA2  M375963	North Side ES: Teachers will participate in biweekly PLC meetings to share best practices, plan...	Porcena, Heilange	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.	8/31/2018 biweekly
G1.B1.S1.MA3  M375967	North Fork ES: Teachers will participate in biweekly PLC meetings to share best practices, plan...	Amaker, Rendolyn	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.	8/31/2018 biweekly
G1.B1.S1.MA4  M375968	Dr. M. L. King Montessori Academy: Teachers will participate in biweekly PLC meetings to share...	Moreau, Mitshuca	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.	8/31/2018 biweekly
G1.B1.S2.MA1  M376349	North Side ES: Administration will support teachers in the incorporation of "The Leader in Me"...	Hall, David	10/2/2017	Lesson plans and Disciplinary Referral Reports	8/31/2018 weekly
G1.B1.S2.MA10  M376611	North Fork ES: To monitor the effectiveness of the implementation of the District's Multi-Tiered...	Strauss, Mark	10/2/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S2.MA11  M376626	Dr. M. L. King Montessori Academy: To monitor the effectiveness of the implementation of the...	Fulton, Angela	10/2/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S2.MA12  M376627	Plantation ES: To monitor the effectiveness of the implementation of the District's Multi-Tiered...	Eckhardt, Estella	10/2/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S2.MA1  M375977	North Side ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share...	Porcena, Heilange	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/ MTSS Meeting Schedule.	8/31/2018 biweekly
G1.B1.S2.MA2  M376096	Plantation ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share...	Pitter, Judith	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/ MTSS Meeting Schedule.	8/31/2018 biweekly
G1.B1.S2.MA3  M376097	North Fork ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share...	Amaker, Rendolyn	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/ MTSS Meeting Schedule.	8/31/2018 biweekly
G1.B1.S2.MA4  M376098	Dr. M. L. King Montessori Academy: To monitor for fidelity, teachers will participate in biweekly...	Moreau, Mitshuca	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/ MTSS Meeting Schedule.	8/31/2018 biweekly
G1.B1.S3.MA1  M376362	North Side ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Hall, David	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA10  M376378	North Fork ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Strauss, Mark	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA11  M376379	Walker ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Bullock, Philip	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA12  M376380	Dillard ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Atkins, Gretchen	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA13  M376381	Dr. M. L. King Montessori Academy: To reduce the barrier, the cadre director in collaboration with...	Fulton, Angela	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA14  M376383	Plantation ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Eckhardt, Estella	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA15  M376386	Larkdale ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Cejka, Irene	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA16  M376387	Robert C. Markham ES: To reduce the barrier, the cadre director in collaboration with the...	Haywood, Jacquelyn	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA1  M376365	North Fork ES: To establish targeted or comprehensive support, the leadership team will meet...	Amaker, Rendolyn	8/21/2017	Data Reports, Classroom Walkthrough Observations	8/31/2018 weekly
G1.B1.S3.MA2  M376368	Dillard ES: To establish targeted or comprehensive support, the leadership team will meet weekly...	Atkins, Gretchen	8/21/2017	Data Reports, Classroom Walkthrough Observations	8/31/2018 biweekly
G1.B1.S3.MA3  M376369	Dr. M. L. King Montessori Academy: To establish targeted or comprehensive support, the leadership...	Moreau, Mitshuca	8/21/2017	Data Reports, Classroom Walkthrough Observations	8/31/2018 weekly
G1.B1.S3.MA4  M376370	Robert C. Markham ES: To establish targeted or comprehensive support, the leadership team will...	Dukes, Shedrick	8/21/2017	Data Reports, Classroom Walkthrough Observations	8/31/2018 weekly
G1.B1.S3.MA5  M376371	Walker ES: To establish targeted or comprehensive support, the leadership team will meet weekly to...	Bullock, Philip	8/21/2017	Data Reports, Classroom Walkthrough Observations	8/31/2018 biweekly
G1.B1.S4.MA1  M376500	North Side ES: To reduce the barrier and provide targeted or comprehensive support to schools that...	Hall, David	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S4.MA9  M376501	Dillard ES: To reduce the barrier and provide targeted or comprehensive support to schools that...	Fulton, Angela	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S4.MA11  M376505	Plantation ES: To reduce the barrier and provide targeted or comprehensive support to schools that...	Eckhardt, Estella	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S4.MA12  M376514	North Fork ES: To reduce the barrier and provide targeted or comprehensive support to schools that...	Strauss, Mark	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S4.MA13  M376515	Dr. M. L. King Montessori Academy: To reduce the barrier and provide targeted or comprehensive...	Fulton, Angela	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S4.MA14  M376523	Robert C. Markham ES: To reduce the barrier and provide targeted or comprehensive support to...	Haywood, Jacquelyn	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S5.MA1  M376556	North Side ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre...	Hall, David	8/21/2017	Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data	8/31/2018 every-3-weeks
G1.B1.S5.MA7  M376557	Larkdale ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre...	Cejka, Irene	8/21/2017	Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data	8/31/2018 every-3-weeks
G1.B1.S5.MA8  M376559	Plantation ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre...	Eckhardt, Estella	8/21/2017		8/31/2018 every-3-weeks
G1.B1.S5.MA9  M376560	North Fork ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre...	Strauss, Mark	8/21/2017	Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data	8/31/2018 every-3-weeks
G1.B1.S5.MA10  M376561	Dillard ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre...	Fulton, Angela	8/21/2017	Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data	8/31/2018 every-3-weeks
G1.B1.S6.MA1  M376628	Walker ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre Director...	Narkier, Mark	10/2/2017	Student Progress Monitoring Data and Support logs	8/31/2018 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S6.MA6  M376629	Plantation ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre...	Eckhardt, Estella	10/2/2017	Student progress monitoring data, discipline and suspension data	8/31/2018 every-3-weeks
G1.B1.S6.MA7  M376631	North Fork ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre...	Strauss, Mark	10/2/2017	Teacher Attendance Data and Student progress monitoring data	8/31/2018 every-3-weeks
G1.B1.S6.MA8  M376632	Dillard ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre...	Fulton, Angela	10/2/2017	Student progress monitoring data	8/31/2018 every-3-weeks
G1.B1.S6.MA3  M376616	North Fork ES: Provide Incentive pay based on faculty and staff attendance to reduce the barrier...	Amaker, Rendolyn	5/1/2018	Teacher Attendance Reports	8/31/2018 one-time

## V. Professional Development Opportunities

*Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.*

**G1.** If we assign highly-skilled teachers, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, then on-grade level literacy will increase and FSA ELA/Reading scores will increase for all students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students).

**G1.B1** Targeted or comprehensive support for schools that demonstrate the highest needs

**G1.B1.S2** Enhance the implementation of the District's Multi-Tiered System of Supports/ Response to Intervention Framework to provide early support for students' academic, behavioral, and social emotional needs in the classroom and in extended learning opportunities

### PD Opportunity 1

North Side ES: Implement "The Leader in Me" transformational process to teach 21st century leadership and life skills to students and create a culture of student empowerment based on the idea that every child can be a leader.

#### Facilitator

"The Leader in Me" Consultant

#### Participants

North Side Instructional Staff

#### Schedule

On 6/7/2018

### PD Opportunity 2

Plantation ES: Teachers will progress monitor students performance growth levels in all content areas.

#### Facilitator

Dana Rhodes

#### Participants

Teachers and staff

#### Schedule

Weekly, from 11/1/2017 to 3/30/2018

**G1.B1.S3** Implement Balanced Literacy through the utilization of high quality instructional materials across all subject areas

### **PD Opportunity 1**

North Fork ES: Teachers will use high quality instructional materials to expose students to on level, standards-based instruction for academic increase in all content areas.

#### **Facilitator**

Shawana Smith, Vetia Josephs, Stephanie Wallace, Gia Jeff

#### **Participants**

Instructional Personnel

#### **Schedule**

Daily, from 8/28/2017 to 6/7/2018

**G1.B1.S5** Professional learning with an intentional focus on providing rigorous and inquiry-based learning practices that improve teacher efficacy will be provided based on culture, expectations, level of support, school data, timelines, and the professional growth plan.

### **PD Opportunity 1**

North Side ES: North Side will increase the quality of Tier 1 instruction by having teachers participate in authentic professional development to ensure student progress monitoring data are used to effectively plan instruction in a variety of contexts exposing students to knowledge-rich resources that support the development of vocabulary and build background knowledge through texts of increasing complexity.

#### **Facilitator**

Sharon Hepburn, District Instructional Specialist

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 8/21/2017 to 6/7/2018

## **PD Opportunity 2**

Larkdale ES: Teachers will attend professional development in Balanced Literacy, provided by the Elementary Learning Department, to increase the quality of Tier 1 instruction, effective planning, and monitoring student progress.

### **Facilitator**

Elementary Learning Department

### **Participants**

Teachers

### **Schedule**

Quarterly, from 9/5/2017 to 12/22/2017

## **PD Opportunity 3**

Larkdale ES: Teachers will attend monthly collaborative planning in Balanced Literacy to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

### **Facilitator**

Bridgette Howard

### **Participants**

Teachers

### **Schedule**

Monthly, from 11/10/2017 to 5/31/2018

## **PD Opportunity 4**

Larkdale ES: Materials will be used for Balanced Literacy Training and collaborative planning sessions to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

### **Facilitator**

Carla Hart

### **Participants**

Teachers

### **Schedule**

Monthly, from 10/1/2017 to 5/31/2018

### **PD Opportunity 5**

Larkdale ES: Teachers will visit other classrooms and other schools for best practices in Balanced Literacy and for professional growth with the intention of increasing student achievement.

#### **Facilitator**

Carla Hart

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 10/1/2017 to 5/31/2018

### **PD Opportunity 6**

Plantation ES: Teachers will be relieved during the school day by a pool substitute to collaborate with peers to model and/or review best practices.

#### **Facilitator**

Deborah Brown

#### **Participants**

Teachers and staff

#### **Schedule**

Quarterly, from 11/10/2017 to 6/6/2018

### **PD Opportunity 7**

Plantation ES: Teachers will participate in Professional Learning Communities that focus on Florida Standards, English Language Arts, literacy-based units of study, and data analysis.

#### **Facilitator**

Dana Rhodes

#### **Participants**

Instructional Staff

#### **Schedule**

Weekly, from 10/2/2017 to 6/6/2018

### **PD Opportunity 8**

Plantation ES: Teachers will receive intensive training on the program's services, resources, and overall objectives.

#### **Facilitator**

Dana Rhodes

#### **Participants**

Teachers and Staff

#### **Schedule**

Quarterly, from 11/1/2017 to 6/6/2018

### **PD Opportunity 9**

North Fork ES: Teachers will participate in Professional learning communities that focus of Webb's Depth of Knowledge.

#### **Facilitator**

Administration Instructional Coaches

#### **Participants**

Administration Instructional Coaches Teachers

#### **Schedule**

Biweekly, from 10/20/2017 to 7/6/2018

### **PD Opportunity 10**

Dillard ES: Teachers will participate in Professional Learning Communities (PLC) to receive on-going support for planning, developing and implementing Balanced Literacy lessons.

#### **Facilitator**

School-based Instructional Coaches and TPLG

#### **Participants**

Teachers

#### **Schedule**

Every 3 Weeks, from 9/12/2017 to 5/30/2018

### **PD Opportunity 11**

Dillard ES: Teachers will participate in small group guided reading professional development. Materials will be purchased to support this professional learning.

#### **Facilitator**

Sharon Hepburn, District Instructional Facilitator

#### **Participants**

Teachers

#### **Schedule**

On 1/1/2018



## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.*

**G1.** If we assign highly-skilled teachers, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, then on-grade level literacy will increase and FSA ELA/Reading scores will increase for all students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students).

**G1.B1** Targeted or comprehensive support for schools that demonstrate the highest needs

**G1.B1.S1** Prioritize literacy acquisition by aligning instructional materials and supporting technology based resources

### TA Opportunity 1

Walker Elementary: The implementation of Promethan tables for Kindergarten classrooms to ensure the academic development of early learners in order to close the achievement gap. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

#### Facilitator

Promethan Support

#### Participants

Teachers, Academic Coaches

#### Schedule

Weekly, from 10/23/2017 to 6/6/2018

**G1.B1.S4** Enhance communication and involvement with families, schools and the community through effective family and community engagement

### TA Opportunity 1

Larkdale ES: Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities designed to reflect the families' specific needs, build relationships with families, and provide families with the necessary materials and tools needed for parent training opportunities.

#### Facilitator

Elizabeth Edwards-SPARKS

#### Participants

Students, parents

#### Schedule

On 6/7/2018

## TA Opportunity 2

Dillard ES: Developing a parent center to provide parents with academic resources to utilize at home with children.

### Facilitator

Community Liaison

### Participants

Parents and community

### Schedule

On 9/8/2017

## TA Opportunity 3

Dillard ES: Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies.

### Facilitator

Administration/Support Staff

### Participants

Parents/Community

### Schedule

Quarterly, from 10/2/2017 to 5/31/2018

**G1.B1.S5** Professional learning with an intentional focus on providing rigorous and inquiry-based learning practices that improve teacher efficacy will be provided based on culture, expectations, level of support, school data, timelines, and the professional growth plan.

## TA Opportunity 1

Dillard ES: Teachers will effectively implement Balanced Literacy Model strategies learned through PLC collaboration using appropriate resources and materials.

### Facilitator

Administration

### Participants

Teachers

### Schedule

On 12/20/2017

**G1.B1.S6** Utilize individual school staffing data to develop strategies to implement in order to identify, recruit, retain, and reward instructional personnel

### TA Opportunity 1

Dillard ES: Hire two paraprofessionals to support with the implementation of literacy in all grade levels to enhance the instructional process.

#### Facilitator

Administration

#### Participants

staff

#### Schedule

On 6/6/2018

## VII. Budget

1	G1.B1.S1.A1	North Side ES: Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive, small group instruction through the use of technology which will enhance classroom teaching.	\$0.00
2	G1.B1.S1.A2	Walker Elementary: The implementation of Promethan tables for Kindergarten classrooms to ensure the academic development of early learners in order to close the achievement gap. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.	\$0.00
3	G1.B1.S1.A3	North Fork ES: The implementation of student laptops during the computer lab to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.	\$0.00
4	G1.B1.S1.A4	North Fork ES: The implementation of laptops during instructional time to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.	\$0.00
5	G1.B1.S1.A5	Dr. M. L. King, Jr. Montessori Academy: Teachers will infuse digital learning tools, such as laptops and interactive recordex panels, aligned to effective instructional strategies to support both teaching and learning in the classroom, increase student achievement, and .prepare students for the 21st Century.	\$0.00
6	G1.B1.S2.A1	North Side ES: Implement "The Leader in Me" transformational process to teach 21st century leadership and life skills to students and create a culture of student empowerment based on the idea that every child can be a leader.	\$0.00
7	G1.B1.S2.A2	North Fork ES: Extended Day Opportunities to target students in need of enrichment and remediation.	\$0.00

8	G1.B1.S2.A3	Plantation ES: Teachers will progress monitor students performance growth levels in all content areas.	\$0.00
9	G1.B1.S2.A4	Plantation ES: Teachers will provide small group instruction to targeted students after school to ensure continued learning gains and close achievement gaps.	\$0.00
10	G1.B1.S2.A5	Plantation ES: One additional teacher assistant will be hired to facilitate LLI Intervention groups to increase support to students in need to students that are in need of interventions to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive, small group instruction, which supplements classroom literacy teaching.	\$0.00
11	G1.B1.S2.A6	Dr. M. L. King, Jr. Montessori Academy: Hire a teacher to provide explicit literacy instruction in a small group setting to improve specific reading skills of identified students and support classroom instruction.	\$0.00
12	G1.B1.S3.A1	Walker ES: Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps.	\$0.00
13	G1.B1.S3.A2	North Fork ES: Teachers will use high quality instructional materials to expose students to on level, standards-based instruction for academic increase in all content areas.	\$0.00
14	G1.B1.S3.A3	North Fork ES: Incorporation of Science Journal Notebooks will be utilized in all classrooms to provide a rigorous and inquiry-based learning process for students in order to increase student achievement.	\$0.00
15	G1.B1.S3.A4	North Fork ES: Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts.	\$0.00
16	G1.B1.S3.A5	Dr. M. L. King, Jr. Montessori Academy: Teachers will provide high quality instruction and interventions based on students' identified needs and change instruction as needed through frequent progress monitoring and analyzing students' response data to make informed decisions.	\$0.00
17	G1.B1.S3.A6	Dr. M. L. King, Jr. Montessori Academy: Extended learning opportunities (ELO) after school, where teachers receive stipends for instructing, will be provided for students to promote academic achievement through the improvement and enhancement of learning.	\$0.00
18	G1.B1.S3.A7	Markham ES: Increase the quality of Tier 1 instruction by having teachers and paraprofessionals collaborate to ensure student progress monitoring data is used effectively to plan instruction in a variety of contexts exposing students to knowledge-rich resources and enrichment/remediation.	\$0.00
19	G1.B1.S3.A8	Markham ES: Implement professional development and once professional development is completed, onsite follow-up support will be provided by the instructional coaches and district staff by analyzing student data to improve student achievement	\$0.00
20	G1.B1.S3.A9	Dillard ES: Teachers will promote children's involvement with reading by reading to them daily and by having them interact with books through the extensive use of classroom libraries.	\$0.00
21	G1.B1.S4.A1	North Side ES: North Side Elementary will host monthly family nights that will provide academic support and life skills to involve parents to be an integral part of their child's educational experiences. Meaningful parent learning opportunities will be designed to reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs. Appropriate leveled books will be distributed to students during literacy nights to build home libraries.	\$0.00

22	G1.B1.S4.A10	Markham ES: Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA and Mathematics in grades K-5.	\$0.00
23	G1.B1.S4.A11	Dillard ES: Developing a parent center to provide parents with academic resources to utilize at home with children.	\$0.00
24	G1.B1.S4.A12	Dillard ES: Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies.	\$0.00
25	G1.B1.S4.A2	Larkdale ES: Larkdale Elementary will Implement an Oasis Room (Parent Resource Room) that will provide opportunities for parents to access educational services and resources to meet the personal needs of families.	\$0.00
26	G1.B1.S4.A3	Larkdale ES: Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities designed to reflect the families' specific needs, build relationships with families, and provide families with the necessary materials and tools needed for parent training opportunities.	\$0.00
27	G1.B1.S4.A4	Larkdale ES: Ensure additional support personnel in the parent resource room in order to provide support to parents and families with providing opportunities for parents to access educational services and resources to meet the personal needs of families.	\$0.00
28	G1.B1.S4.A5	North Fork ES: To create a nurturing literacy-rich environment students will be provided appropriate leveled books to build a home library and promote a love of reading.	\$0.00
29	G1.B1.S4.A6	Plantation ES: Establish a parent resource area in the school to provide meaningful learning opportunities that reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs.	\$0.00
30	G1.B1.S4.A7	Markham ES: Monthly Parent Night activities with focus on academics, technology and engagement will be developed and implemented during the planning year to build the connection between families, communities and the school in order to strengthen engagement efforts and boost student achievement.	\$0.00
31	G1.B1.S4.A8	Markham ES: Create a parent room to provide resources that support home to school connections and improves social emotional learning.	\$0.00
32	G1.B1.S4.A9	Dr. M. L. King, Jr. Montessori Academy: Collaborate with school partners and District departments to revitalize the onsite Parent Resource Center and plan a grand reopening during the first or second quarter.	\$0.00
33	G1.B1.S5.A1	North Side ES: North Side will increase the quality of Tier 1 instruction by having teachers participate in authentic professional development to ensure student progress monitoring data are used to effectively plan instruction in a variety of contexts exposing students to knowledge-rich resources that support the development of vocabulary and build background knowledge through texts of increasing complexity.	\$0.00
34	G1.B1.S5.A10	Plantation ES: Teachers will receive intensive training on the program's services, resources, and overall objectives.	\$0.00
35	G1.B1.S5.A11	North Fork ES: Teachers will participate in Professional learning communities that focus of Webb's Depth of Knowledge.	\$0.00
36	G1.B1.S5.A12	Dillard ES: Teachers will participate in Professional Learning Communities (PLC) to receive on-going support for planning, developing and implementing Balanced Literacy lessons.	\$0.00
37	G1.B1.S5.A13	Dillard ES: Teachers will effectively implement Balanced Literacy Model strategies learned through PLC collaboration using appropriate resources and materials.	\$0.00

38	G1.B1.S5.A14	Dillard ES: Teachers will participate in small group guided reading professional development. Materials will be purchased to support this professional learning.	\$0.00
39	G1.B1.S5.A2	Larkdale ES: Teachers will attend professional development in Balanced Literacy, provided by the Elementary Learning Department, to increase the quality of Tier 1 instruction, effective planning, and monitoring student progress.	\$0.00
40	G1.B1.S5.A3	Larkdale ES: Teachers will attend monthly collaborative planning in Balanced Literacy to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.	\$0.00
41	G1.B1.S5.A4	Larkdale ES: Materials will be used for Balanced Literacy Training and collaborative planning sessions to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.	\$0.00
42	G1.B1.S5.A5	Larkdale ES: Teachers will visit other classrooms and other schools for best practices in Balanced Literacy and for professional growth with the intention of increasing student achievement.	\$0.00
43	G1.B1.S5.A6	Larkdale ES: Teachers will implement technology during Balanced Literacy instruction with fidelity to increase academic achievement.	\$0.00
44	G1.B1.S5.A7	Larkdale ES: Ensure additional instructional support personnel for Literacy in order to provide support and interventions for students and increase academic achievement.	\$0.00
45	G1.B1.S5.A8	Plantation ES: Teachers will be relieved during the school day by a pool substitute to collaborate with peers to model and/or review best practices.	\$0.00
46	G1.B1.S5.A9	Plantation ES: Teachers will participate in Professional Learning Communities that focus on Florida Standards, English Language Arts, literacy-based units of study, and data analysis.	\$0.00
47	G1.B1.S6.A1	Walker Elementary: Ensure instructional academic support personnel in the science lab in order to provide additional instructional support to students and increase the integration of literacy through science instruction.	\$0.00
48	G1.B1.S6.A2	Walker Elementary: Ensure instructional academic mathematics support personnel in order to provide additional instructional support to students and teachers for the improvement of instructional practices and the implementation of high academic standards.	\$0.00
49	G1.B1.S6.A3	Walker Elementary: Ensure instructional coach in order to provide additional instructional support to 2nd and 3rd year instructional teacher for the improvement of instructional practices and the implementation of high academic standards.	\$0.00
50	G1.B1.S6.A4	Plantation ES: Hire qualified personnel to assist teachers with effective classroom management and behavior strategies.	\$0.00
51	G1.B1.S6.A5	North Fork ES: Build a culture of attendance through an Incentive pay plan based on faculty and staff attendance of 95% of the time based on bargaining unit calendar.	\$0.00
52	G1.B1.S6.A6	Dillard ES: Hire two paraprofessionals to support with the implementation of literacy in all grade levels to enhance the instructional process.	\$0.00
Total:			\$0.00