FLORIDA DEPARTMENT OF
EDUCATION
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Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

50 - Palm Beach

Robert M. Avossa, Ed.D., Superintendent
Gayle Sitter, Region 5 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

District Vision Statement

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Supports for School Improvement

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

1) The District's Academic Cabinet, meets weekly to discuss the progress and needs of Differentiated Accountability (DA) schools. This meeting is facilitated by Dr. David Christiansen, Deputy Superintendent/Chief of Schools. Dr. Christiansen offers a Leadership Academy monthly for all principals. During these academies, administrators are afforded opportunities to collaborate, review current research and elaborate on best practices.
2) The Budget Advisory Committee is established by policy to make recommendations to the School Board about the budget and related policies; members are appointed by Board Members.
3) MTSS is the framework used in SDPBC to address the academic and behavioral needs of every student. Problem solving methodology is used for effective decision making at all levels within the system. The District and each of its schools, use an integrated data collection system to make meaningful instructional changes for students and establishes and manages increasingly intensive tiers of support using formative assessment systems to inform decisions.
4) The School Transformation Directors, Vivian Green, Dr. Anthony Hamlet, and Dr. Eddie Ruiz conduct two Instructional Reviews (IR's) at each DA school per year. Data collected during IR's is used to write modifications to action steps within School Improvement Plans. The purpose of the IR is to review a school's historical performance data, conduct observations of instructional delivery, and develop an action plan which aligns with the School Improvement Plan (SIP) and addresses instructional concerns. The instructional review process is facilitated by the School Transformation Office (STO) and includes school leadership from the Area, Curriculum, and the DA Region V Team.
5) The DA schools have bi-weekly/monthly monitoring meetings with School Transformation leadership, Regional Executive Director (RED), and school leaders. The purpose of the monitoring meeting is to monitor the effective implementation of the School Improvement Plan. The SIP is expected to be used as a guiding document by the leadership team to move the school towards success. The SIP is referred to regularly to ensure implementation and effectiveness, as well as adjusted and revised as needed throughout the school year in order to meet the needs of the school. In addition, the meetings are designed to support the Marzano School Leader Evaluation Model.

During these meetings, progress monitoring takes place, the implementation of the SIP is reviewed, most current data is considered, and a discussion is led regarding the barriers and strategies selected in the SIP to move the school forward.

6) Instructional Specialists in the School Transformation Office ensure fidelity of implementation of new initiatives and monitoring of goals. They assist and support schools in coordinating the use of new resources and any required training.

7) The District has protocols regarding inventory of resources. Some examples of resource protocols observed include: tagging equipment; required training regarding use of equipment; receipt of materials and resources; and equipment purchasing. These protocols are followed at each school and monitored by the principals. The School Transformation Director monitors grant expenditures to ensure that they are used for the described purpose.

8) Each Area Superintendent has an Area Director to help coordinate with the School Transformation Office to lead this effort. Area Teams include: Content Specific Instructional Specialists, Content Specific Resource Teachers and Data Analysts to monitor student progress, provide professional development and improve classroom instruction.

9) Coordination and integration of Federal, State, and Local services including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training, is assured. Strategies for coordination include: collaborating with community based agencies to assist with student needs; utilizing services and agencies to promote business and community involvement; coordinating with services and outside agencies to increase student programs; and providing resources to students and families to promote academic achievement.

10) One (1) LEA staff member has been trained in school transformation and coaching. Area Support Teams are skilled with the coaching continuum, descriptive feedback, data use and lesson design, restructuring, cultural efficacy, and standards-based education.

11) Qualified staff in the schools are critical. Staffing allocations are reviewed yearly for effectiveness of roles and performances. Staff are coached, moved or removed if appropriate. The district supports this activity.

The ability to provide sustained support to the lowest performing schools has been a priority for the district for the past 10 years. The structure of support has varied, but the resources and commitment has been consistent. As new data becomes regularly available, they reveal new patterns, trends, areas for support, professional development, modeling, or technical assistance needed. Coordination of funds from all sources in the district is essential to sustaining improvements. Representatives from Title IA, Title IIA, Title IID, Homeless, Delinquent/Neglected, Migrant Education Program, Title III, IDEA and others, collaborate to identify needs, support with action planning, as well as evaluate effectiveness of programming.

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's Academic Cabinet meets weekly to discuss the progress and needs of Focus and Priority schools. Each Area Superintendent has an Area Director to lead this effort. Area Teams include: Academic Specialists and Data Analysts to monitor student progress, provide professional development and improve classroom instruction. Focus and Priority schools will receive weekly support from Area Teams that will report specific needs to the Area Superintendent to address. Transformation Directors also assist administrators with monitoring data and classroom walk-through's. The Transformation Directors each have a team of Instructional Specialists who serve as supports within our Focus and Priority schools to ensure fidelity of implementation of new initiatives and monitor SIP goals.

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

The School District of Palm Beach County (SDPBC) has implemented two cohorts of SIG grants. Policies and procedures that needed to be modified for implementation of the models were included in the Memoranda of Understanding (MOU's) between the district and the Palm Beach Classroom Teachers Association (CTA) from previous cohorts. These MOUs supersede district policies, including, but not limited to: 3.302 Performance Pay for School Administrator and Instructional Personnel . A new MOU for this cohort will be developed, as required. The MOU is expected to cover items similar to the current MOU's, which address:
• Unit Adjustment Transfers
• Involuntary and voluntary transfers
• Tutorial rates
• Supplemental complexity pay (financial incentive)
• Additional instructional duty hours to be worked at the regular hourly rate of pay.
The persons responsible for the MOU implementation and follow up include: the CTA President; CTA Executive Director, Kathi Gundlach; Van Ludy, Director Labor Relations; Mark Mitchell, Director of Compensation and Employee Information Services Planning; Dr. Matthew Shoemaker, Area Superintendent; Vivian Green and Dr. Anthony Hamlet, Directors of School Transformation; the school principal; and school CTA leadership. These groups met to develop the MOU's for the FY15 grant, and will meet again for FY16. District leadership and labor relations have met to commence good faith bargaining, as have district leadership, and the CTA.
The district's existing policies and procedures already align to the SIG's areas of focus for: MTSS, a Multi-Tiered System of Supports for providing high quality instruction and interventions matched to individual student needs; standards based instructional programs; continuous use of data to inform and differentiate instruction; and high-quality professional development.

Provide the district's definition of "operational flexibility" 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

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time-task calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district will provide flexibility to schools in staffing decisions by allowing priority hiring. It will provide flexibility to schools in building master schedules, including extended learning time for students and teachers (professional development and collaborative and collegial planning). The schools will have flexibility in developing their school calendars to include school-based assessments, professional development, in school and out of school enrichment activities, school events, parent engagement initiatives, and the ability to use instructional time flexibly. Schools will be afforded flexibility in budgeting to achieve their goals.

Sustainability of Improvement

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

The district will sustain the improvements after the school's Differentiated Accountability (DA) designation is removed and/or the SIG program ends. The schools will remain Title I, high need schools even if they are no longer DA designated: 98% of each schools' students are eligible for free

and reduced lunch. They are located in a community with multiple risk factors that impact student achievement (DOE 2014): high crime and extremely high percentages of risk factors for children, not least of which are low birth weight, multiple teen births, verified child maltreatment cases, and witness to crime (CSC, 2010).

The commitment to continued service for these schools is strong and is reflected in the annual budget process. The funding methodology developed using 13 weighted criteria will continue to highlight needy schools. Additionally, the district is committed to scaffolding their support with schools utilizing Area Support Teams. Differentiated support is applied as schools become better at improving student performance. Utilizing data, trained content and process specialists are assigned to schools based on their identified needs. School-wide Positive Behavior Support (SwPBS) staff are assigned to high need schools. Resources (people, time, money) are allocated and re-allocated to schools regularly to support needs and staff are deployed to assist at critical times and in critical need schools.

The Department of School Transformation is charged with raising student achievement in targeted Differentiated Accountability (DA) Schools through Capacity Building, Professional Development and Monitoring. The Instructional Specialists within the various District Departments (Curriculum, Area, and Transformation) and instructional coaches will continue to assist the schools to ensure that programs are implemented with fidelity.

Teacher capacity will increase as a result of the extensive professional development proposed. Title II funding for continued Professional Development will be considered to sustain the programs.

Extensive teacher development programs through Professional Development, including the Educator Support Program (ESP), will help support existing teachers as well as new teachers who go to the school. The increase in trained teachers and staff will allow new faculty to observe and practice skills with the support of the faculty at their schools. Numerous elements of the proposal will sustain the program through building capacity. These include, but are not limited to, the use of the reading interventionists to not only conduct Tier II and III interventions for the children but also provide job-embedded professional development to the teachers. This will increase their capacity to differentiate instruction, thereby strengthening Tier I and reducing need for Tier II and III interventions. The project provides an opportunity to change the culture at the schools to one of success and achievement, another factor in sustainability.

As a result of a project that affords time and resources for teacher learning, an additional sustainability factor is the development of three kinds of capital: human capital, social capital and capital assets. First, the program develops human capital, which consists of the knowledge, skills, and commitment of the teachers to help them improve their pedagogy and content knowledge. Second, the model increases social capital, described by the trust and interconnected relationships developed through the professional development and collegial planning (Hadfield, M., Chapman, C., Curryer, I., & Barrett, P. (2001). Building capacity: Developing your school. Nottingham: National College for School Leadership). Finally, the program provides capital assets by adding school resources and instructional materials that will remain after the funding ends, such as Safe School Ambassadors, AVID libraries and Math Reflex licenses.

In addition, community support and local foundations will be enlisted to help sustain elements of the project that require continued funds. New resources will be sought from all areas including private foundations, state and federal sources to build upon the successes expected in this project at these schools. This funding will be continuously sought through the district's Resource Development Office to help sustain the project.

Focus and direction are essential in sustainability. The district and school's existing infrastructure for school improvement, evident in MTSS and school improvement planning efforts, will be the framework for sustaining the program. Commitment, energy, diverse representation of stakeholders, collaboration and communication are all essential in sustaining the programs. District, Area, and school leadership will convey the essential nature of the new initiative to all stakeholders so it is seen as fundamental to obtaining results. A group of supporters will be enlisted from the SAC, school, community that will remain to sustain support and teach others about the program even if some key players leave the schools.

Communication is an essential element of sustainability. All events will be publicized with

announcements, automated calls, and letters translated in Spanish and Haitian Creole. To sustain the program, stakeholders must have power and influence. The principals have power and influence in the community, as does the School Board member, for that area area, Marcia Andrews, as well as leaders at the other Glades area schools (Anderson-Butcher, D., Lawson, H., Bean, J., Boone, B., Kwiatkoski, A., et al. (2004). Implementation guide: The Ohio Community Collaboration Model for school improvement).

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/275376

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

In the completion of the District Improvement and Assistance Plan (DIAP), the expertise of several Divisions were consulted, including but not limited to: Teaching and Learning; Educational Alternatives and Interventions; and Educational Services. Information provided helped to assist with aligning current resources and materials, as well as setting the framework for MTSS including tools for monitoring, data collection and data analysis.

Parents and the community are encouraged to be a part of the School Advisory Council and decision making of their school. School Advisory Councils (SAC) review and approve Title I expenditures and participate in reviewing the School Improvement Plan (SIP) and provide feedback to assist schools in revising their Plans to meet the needs of their students and to improve the school. Parent input is documented in the SAC minutes. Additionally, Focus and Priority schools provide parents information regarding School Improvement during curriculum nights and other school meetings.

A Title I Family Involvement Survey is developed collaboratively with the District Parent Advisory Council (DPAC) and LEA staff. The survey includes questions to elicit input from parents and to document compliance with ESEA-mandated family engagement. The survey is provided in English, Spanish, Creole and Portuguese and distributed to all parents in Title I schools. The results are compiled in a district-wide report and an individual school report. The reports are sent to each school to be shared with parents at a spring SAC meeting and used to plan effective family involvement activities for the following year.

The DPAC was organized to facilitate parent and guardian participation in decisions impacting family involvement at Title I schools. All parents and guardians of students in Title I schools are eligible to attend the quarterly meetings.

The Department of Federal and State Programs provides support and guidance to Title I schools in the planning and implementation of family involvement initiatives. Samples of family involvement activities, strategies for outreach to parents, and parent training ideas are posted on the district website. Technical Assistance is provided to school personnel to assist with the development of their Parent Involvement Plan (PIP) and parent training's.

Academic Parent Teacher Teams (APTT) have been implemented in SY16 at eight (8) DA Title I elementary schools. APTT is a research-based parental engagement initiative that builds the capacity for teachers to work with parents to support grade-level foundational skills at home. The APTT model, developed by Maria Paredes, consists of three (3) Team Meetings and one (1) Individual Parent-Teacher-Student Conference annually and is aligned with the National Dual Capacity Building Framework from USDOE. Principals of DA elementary schools who were interested in implementing APTT completed a mini-grant application. The applications were reviewed by a team of District leaders using a rubric to select the eight schools.

The District completed a consulting contract with WestEd using Title I funds to provide professional development and support for APTT at the eight (8) schools. Three (3) days of professional development were conducted over the summer. On the first day, teams of administrators from the eight schools were trained. On the second day, administrators and teachers from four (4) schools were trained. Teachers

and administrators from the remaining four schools attended on the third day. A make-up professional development day was held in August before school began. WestEd consultants returned in September for Teacher Planning and Support meetings at each of the eight schools before the initial Team Meetings were held in early October. Team Meetings are conducted with the parents in the student's classroom; the teacher shares classroom data with parents focused on an identified grade-level foundational skill, models an activity that parents can use to practice the skill at home with the student ("I do"), parents practice the activity with each other ("We do"), and take the activity home to work with their child ("You do"). The final activity of the Team Meeting is goal setting; parents set a SMART goal for their child on the grade-level foundational skill based on the student data. The Team Meetings can be considered as a "group conference" to establish a systematic process for school and family partnerships aligned to school improvement goals. A debriefing session was held at each school following the Team Meetings and administrators of all eight schools came together for a half day joint debriefing and sharing session at the end of the week.

The process will repeat for each of the remaining two Team Meetings. Feedback from the administrators, teachers, and parents has been overwhelmingly positive.

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

The Turnaround Leads conduct school site meetings to explain the Turnaround process to school and community stakeholders. Participants are afforded an opportunity to provide input regarding the Turnaround Option selection.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address
Green, Vivian, vivian.green@palmbeachschools.org

Employee's Title
Director

Employee's Phone Number
(561) 904-9333

Employee's Phone Extension

Supervisor's Name
Dr. David W. Christiansen

Supervisor's Title
Assistant Superintendent

Employee's Role and Responsibilities

The District's Turnaround Leads are responsible for supervising, overseeing, and monitoring all Differentiated Accountability schools and is a liaison between the District and the Florida Department of Education Region V team. Other responsibilities include building capacity of administrators, monitoring school data, coaching and mentoring, and promoting elements of change. The SIG-targeted school principal will be supervised by a Turnaround Lead and report to the District Turnaround Lead. Mrs. Green and Dr. Hamlet work alongside the Area Superintendents, who evaluate the principals. They work as a collaborative team to serve the schools and attend planned, frequent, and consistent meeting schedules to include: weekly Academic Leadership Team (ALT)

meetings; Administrators and Supervisors meetings; Area Principal Meetings; Directors Meetings; and Instructional Review (IR) meetings.

District Leadership Team:

Montgomery, Rod, rod.montgomery@palmbeachschools.org

Title	Assistant Superintendent
Phone	561-804-3246
Supervisor's Name	Dr. David W. Christiansen
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Area 2 Superintendent reporting to the Deputy Superintendent: Supervises Principals, Area Directors and monitors the progress of Differentiated Accountability Schools.

Shoemaker, Matthew, matthew.shoemaker@palmbeachschools.org

Title	Assistant Superintendent
Phone	561-996-4900
Supervisor's Name	Dr. David W. Christiansen
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Area 3 Superintendent reporting to the Deputy Superintendent: Supervises Principals, Area Directors and monitors the progress of Differentiated Accountability Schools.

Coleman, Camille, camille.coleman@palmbeachschools.org

Title	Assistant Superintendent
Phone	561-494-1505
Supervisor's Name	Dr. David W. Christiansen
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Area 4 Superintendent reporting to the Deputy Superintendent: Supervises Principals, Area Directors and monitors the progress of Differentiated Accountability Schools.

Alfonso, David, david.alfonso@palmbeachschools.org

Title	Director
Phone	(561) 494-1500
Supervisor's Name	Camille Coleman
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Area 4 Director Supervises Instructional Specialists and monitors academic progress of Priority and Focus schools.

Rodriguez, Frank, frank.rodriguez@palmbeachschools.org

Title	Assistant Superintendent
Phone	561-681-3762
Supervisor's Name	Dr. David W. Christiansen
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Area 5 Superintendent reporting to the Deputy Superintendent: Supervises Principals, Area Directors and monitors the progress of Differentiated Accountability Schools.

Zuloaga-Haines, Valerie, valerie.zuloaga-haines@palmbeachschools.org

Title	Director
Phone	561-868-5322
Supervisor's Name	Rod Montgomery
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Area 2 Director Supervises Instructional Specialists and monitors academic progress of Priority and Focus schools.

Moore-Ross, Dwan, dwan.moore-ross@palmbeachschools.org

Title	Director
Phone	(561) 996-4900
Supervisor's Name	Dr. Matthew Shoemaker
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Area 3 Director Supervises Instructional Specialists and monitors academic progress of Priority and Focus schools.

Depasquale, Joe, joe.depasquale@palmbeachschools.org

Title	Director
Phone	(561) 681-3765
Supervisor's Name	Dr. Frank Rodriguez
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Area 5 Director Supervises Instructional Specialists and monitors academic progress of Priority and Focus schools.

Bishop, Maria, maria.bishop@palmbeachschools.org	
Title	Director
Phone	(561) 989-7574
Supervisor's Name	Dr. Ian Saltzman
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Area 1 Director Supervises Instructional Specialists and monitors academic progress of Priority and Focus schools.

Green, Vivian, vivian.green@palmbeachschools.org	
Title	Director
Phone	(561) 904-9340
Supervisor's Name	Keith Oswald
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of School Transformation I: The District's Turnaround Lead is responsible for supervising, overseeing, and monitoring all Differentiated Accountability schools and is a liaison between the District and the Florida Department of Education Region V Team. Other responsibilities include building capacity of administrators, monitoring school data, coaching and mentoring, and promoting elements of change. Mrs. Green works alongside Area Superintendents who evaluate principals.

Oswald, Keith, keith.oswald@palmbeachschools.org	
Title	Assistant Superintendent
Phone	561-649-6805
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Chief Academic Officer reporting to the Deputy Superintendent: Develops recommendations for long-range educational direction. Directs and supervises Assistant Superintendents in meeting the goals and priorities of the School Board. Guides the development of curriculum and instruction for the District.

Christiansen, David, david.christiansen@palmbeachschools.org

Title	Assistant Superintendent
Phone	561-649-6888
Supervisor's Name	Dr. Robert M. Avossa
Supervisor's Title	Superintendent
Role and Responsibilities	Deputy Superintendent / Chief of Schools: Assists the Superintendent in all activities designated by the Superintendent. Directs and supervises Area Superintendents in meeting the goals and priorities of the School Board. Oversees the allocation of materials and staff resources for schools and area offices; assures their use for the purpose intended, and enforces appropriate accountability for all disbursements and expenditures.

Hamlet, Anthony, anthony.hamlet@palmbeachschools.org

Title	Director
Phone	561-494-1480
Supervisor's Name	Keith Oswald
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of School Transformation II: The District's Turnaround Lead is responsible for supervising, overseeing, and monitoring all Differentiated Accountability schools and is a liaison between the District and the Florida Department of Education Region V Team. Other responsibilities include building capacity of administrators, monitoring school data, coaching and mentoring, and promoting elements of change. Dr. Hamlet works alongside Area Superintendents who evaluate principals.

Saltzman, Ian, ian.saltzman@palmbeachschools.org

Title	Assistant Superintendent
Phone	561-989-7561
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Area 1 Superintendent reporting to the Deputy Superintendent: Supervises Principals, Area Directors and monitors the progress of Differentiated Accountability Schools.

Terembes, Barbara, barbara.terembes@palmbeachschools.org

Title	Director
Phone	561-434-7346
Supervisor's Name	Keith Oswald
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Administrative Director of Compliance and Special Projects reporting to the Chief Academic Officer: Reports directly to the Chief Academic Officer and monitors compliance throughout the District.

Avossa, Robert, avossa.rm@palmbeachschools.org

Title	Superintendent
Phone	(561) 629-8599
Supervisor's Name	Board Members
Supervisor's Title	Board Member
Role and Responsibilities	As the District's Chief Executive Officer and educational leader, the Superintendent shall provide the educational and personal leadership necessary for the School District of Palm Beach County to achieve its mission in the service of our students.

Ruiz, Eddie, eddie.ruiz@palmbeachschools.org

Title	Director
Phone	561-649-6853
Supervisor's Name	David Christiansen
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of School Transformation III: The District's Turnaround Lead is responsible for supervising, overseeing, and monitoring all Differentiated Accountability schools and is a liaison between the District and the Florida Department of Education Region V Team. Other responsibilities include building capacity of administrators, monitoring school data, coaching and mentoring, and promoting elements of change. Dr. Ruiz works alongside Area Superintendents who evaluate principals.

Educator Quality

> **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's Academic Cabinet meets weekly to discuss the progress and needs of Focus and Priority schools. Each Area Superintendent has an Area Director to lead this effort. Area Teams include: Academic Specialists and Data Analysts to monitor student progress, provide professional development and improve classroom instruction. Focus and Priority schools will receive weekly support from Area Teams that will report specific needs to the Area Superintendent to address. There is also a Transformation Director that will assist administrators with monitoring data and classroom walk-throughs. Three additional Academic Specialists will be in our Focus and Priority schools to ensure fidelity of implementation of new initiatives and monitor SIP goals.

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 Department of Research and Evaluation along with Area Offices and Human Resources designed a reliable system that includes a review of VAM scores, FCAT Data, I-Observations etc. to reassign or replace teachers that have been assigned to a school for one or more years based on classroom performance data.

Public and Collaborative Teaching

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

Focus and Priority School Principals will submit their master schedules to School Transformation and the Area Office for review to ensure common planning time has been established.

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

All Title I expenditures are approved by the Area Superintendent or Director. Focus and Priority Schools will use Title I funds to purchase reading, math and science coaches. Priority Schools that do not have enough funds to purchase science coaches will receive an allocation from the Transformation Office or District support.
Coaches are required to spend three-fourths of their time modeling and planning effective lessons with their teachers. They are required to complete a coaching log and schedule.

Ambitious Instruction and Learning

Instructional Programs

Reading

Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan
Yes

Writing

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

Elementary Core - Units of Study: Opinion, Information and Narrative Writing

Program Type

Core, Supplemental

School Type

Elementary School

Description

Core Instruction: Units of Study in Opinion, Information and Narrative Writing
The current K-5 district-adopted, core curriculum is the Units of Study in Opinion, Information, and Narrative Writing series by Lucy Calkins and her colleagues from the Reading and Writing Project. It offers grade level specific lessons and support for teaching writing workshops that help students meet and exceed the Florida Standards. The series comes with four units per grade level. The Elementary Literacy team has written additional units of study based on the "If...Then…Curriculum" suggested units.
Grade Specific Units of Study:
• Organized around the three types of writing mandated by the Language Arts Florida Standards—opinion, information/explanatory, and narrative writing
• Include teaching points, minilessons, conferences, and small-group work needed to teach a comprehensive workshop
• Organized around a K–5 continuum of writing progressions across opinion, information/explanatory, and narrative writing
• Includes student texts, exemplar texts, writing checklists, learning progressions, and rubrics
Ways to Collect Evidence and Monitor Progress:
• On-Demand Writing Assessments (Grades K-5)
• Palm Beach Performance Assessments (Grades 1-5)
• Writing Booklets (K-2)
• Writing Notebooks (3-5)
• Writing Folders
• Observations
• Conferring Notes
Units of Study Trade Book Packs:
• Include two to four age-appropriate trade books referenced in the units of study
• Model effective writing techniques, encourage students to read as writers, and provide background knowledge
K-5 teachers will implement a 45-60 minute writing block, consisting of balanced literacy components:
• 10 Minutes: Whole Group Minilesson
• 30 – 45 Minutes: Independent Writing, Small Group Instruction, Conferring, Mid-Teach
• 5 Minutes: End-of-Workshop Share
Supplemental Instruction: Teachers utilize various teaching methods and components of balanced literacy to scaffold instruction, based on individual student needs, to support the gradual release of responsibility.
• Shared Writing
• Strategy Groups
• Conferring
• Interactive Writing
• Oral Language Development
• Word Study
• District Approved Interventions

Middle School: Core Writing

Program Type	Core, Supplemental
School Type	Middle School
Description	For secondary reading and writing, scientifically-based research strategies designed to improve academic achievement in reading and writing must be used by all teachers for all students. These strategies include: WRITING • Explicit instruction of writing strategies (Modeling, Guided Practice, and Independent Practice) • Differentiated instruction based on data (e.g., classroom and district assessments - such as Palm Beach Performance Assessments) identifying mastery of benchmarks and/or instructional needs of students • Consistent modeling of quality writing through mentor texts, as well as selected "proficient" and "above proficient" student writing samples • Review and practice of focused, organized writing • Repeated practice using ample, elaborated support • Explicit instruction of grammar and mechanics • Common understanding and practice of conventions (i.e., spelling, punctuation, capitalization, subject-verb agreement, etc.) using a "single school culture" for consistency in editing • Explicit instruction to support the writing process through the use of graphic organizers, summarizing, writing in response to reading, Think Alouds, etc. • Selection of engaging materials from reliable sources (i.e., Blender, educational websites, etc.) to build rigorous, Florida Standards-focused lesson plans • Writing opportunities provided every day across the curriculum • Practice with timed writing activities of various lengths utilizing an interactive stop-watch tool Targeted Groups for differentiation include students scoring at Level 1 and 2, Bubble, and Level 3+. Reading Program Planners, Reading Coaches, ESOL Coordinators will be responsible for identifying students and providing differentiated support as appropriate.

Middle School: Core Reading

Program Type	Core, Supplemental
School Type	Middle School
Description	For secondary reading and writing, scientifically-based research strategies designed to improve academic achievement in reading and writing must be used by all teachers for all students. These strategies include: READING • Explicit instruction of reading strategies (Modeling, Guided Practice, and Independent Practice) • Differentiated instruction based on data (e.g., classroom and district assessments - such as FAIR, Diagnostic tests, and Performance Matters identifying mastery of benchmarks and/or instructional needs of students) • Engagement with reading texts per state guidelines • Consistent models of proficient reading through Think Alouds/Read Alouds with complex text • Numerous opportunities for close reading of text and use of academic language in discussion • Practice with answering text-dependent questions which require students to cite textual evidence • Explicit instruction to support vocabulary, comprehension, and the acquisition of academic language through the use of graphic organizers, summarizing, writing in response to reading, Think Alouds, marginal notes, etc. • Selection of engaging materials from reliable sources (i.e., Blender, educational websites, etc.) to build rigorous, Florida Standards-focused lesson plans • Use of high-interest, complex texts, "stretching" students' beyond reading level • Implementation with fidelity of the core curriculum and the District's K-12 Comprehensive Research based Plan Targeted Groups for differentiation include students scoring at Level 1 and 2, Bubble, and Level 3+. Reading Program Planners, Reading Coaches, ESOL Coordinators will be responsible for identifying students and providing differentiated support as appropriate.

High School: Core Writing

Program Type	Core, Supplemental
School Type	High School
Description	For secondary reading and writing, scientifically-based research strategies designed to improve academic achievement in reading and writing must be used by all teachers for all students. These strategies include: WRITING • Explicit instruction of writing strategies (Modeling, Guided Practice, and Independent Practice) • Differentiated instruction based on data (e.g., classroom and district assessments - such as Palm Beach Performance Assessments) identifying mastery of benchmarks and/or instructional needs of students • Consistent modeling of quality writing through mentor texts, as well as selected "proficient" and "above proficient" student writing samples • Review and practice of focused, organized writing • Repeated practice using ample, elaborated support • Explicit instruction of grammar and mechanics • Common understanding and practice of conventions (i.e., spelling, punctuation, capitalization, subject-verb agreement, etc.) using a "single school culture" for consistency in editing • Explicit instruction to support the writing process through the use of graphic organizers, summarizing, writing in response to reading, Think Alouds, etc. • Selection of engaging materials from reliable sources (i.e., Blender, educational websites, etc.) to build rigorous, Florida Standards-focused lesson plans • Writing opportunities provided every day across the curriculum • Practice with timed writing activities of various lengths utilizing an interactive stop-watch tool Targeted Groups for differentiation include students scoring at Level 1 and 2, Bubble, and Level 3+. Reading Program Planners, Reading Coaches, ESOL Coordinators will be responsible for identifying students and providing differentiated support as appropriate.

High School: Core Reading

Program Type	Core, Supplemental
School Type	High School
Description	For secondary reading and writing, scientifically-based research strategies designed to improve academic achievement in reading and writing must be used by all teachers for all students. These strategies include: READING • Explicit instruction of reading strategies (Modeling, Guided Practice, and Independent Practice) • Differentiated instruction based on data (e.g., classroom and district assessments - such as FAIR, Diagnostic tests, and Performance Matters identifying mastery of benchmarks and/or instructional needs of students) • Engagement with reading texts per state guidelines • Consistent models of proficient reading through Think Alouds/Read Alouds with complex text • Numerous opportunities for close reading of text and use of academic language in discussion • Practice with answering text-dependent questions which require students to cite textual evidence • Explicit instruction to support vocabulary, comprehension, and the acquisition of academic language through the use of graphic organizers, summarizing, writing in response to reading, Think Alouds, marginal notes, etc. • Selection of engaging materials from reliable sources (i.e., Blender, educational websites, etc.) to build rigorous, Florida Standards-focused lesson plans • Use of high-interest, complex texts, "stretching" students' beyond reading level • Implementation with fidelity of the core curriculum and the District's K-12 Comprehensive Research-based Plan Targeted Groups for differentiation include students scoring at Level 1 and 2, Bubble, and Level 3+. Reading Program Planners, Reading Coaches, ESOL Coordinators will be responsible for identifying students and providing differentiated support as appropriate.

K-12 Comprehensive Researched-Based Reading Plan Link

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	Link to the K-12 Comprehensive Researched-Based Reading Plan: https://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1516.aspx?DID=50

Mathematics

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

Elementary: Core - Houghton Mifflin-Harcourt Publishing Go Math!

Program Type	Core
School Type	Elementary School
Description	The core mathematics and scientifically research-based program for elementary is the Houghton Mifflin-Harcourt Publishing Go Math! Textbook series. This series is research-based and aligned to the Common Core State Standards (CCSS) for Mathematics. Supplements have been provided by the vendor to align to the Mathematics Florida Standards (MAFS).

Elementary: Supplemental Math

Program Type	Supplemental
School Type	Elementary School
Description	The supplemental research-based programs for Elementary mathematics are: •Number Talks will be used in classrooms 3-5 times per week to build fact fluency and flexibility. Support resources for Number Talks are available on Blender. FASTT Math will be used in Title 1 elementary schools to develop fluency with mathematical operations. • Destination Math features sequenced, prescriptive, step-by-step instructions to help students learn mathematical concepts and strategies in addition to procedural fluency. • Soar to Success is a software program that is used in conjunction with the adopted textbook. The program is utilized as an intervention for students having specific difficulties with math concepts. The program utilizes a tutorial for instruction of the concept then monitors progress of student mastery of the concept. • Other remediation resources available on the Think Central the online textbook portal. • Curriculum support resources on the district webpage for families. • Blender Lessons and support resources for teachers such as: sample lesson PowerPoints; sample anchor charts; and formative assessments for monitoring student progress.

Middle School: Core

Program Type
Core

School Type
Middle School

Description
The core mathematics and scientifically research-based program for Middle School is the Houghton Mifflin-Harcourt Publishing Go Math! Textbook series. This adopted series is research-based and aligned to the Mathematics Florida Standards (MAFS). The currently adopted textbooks are:
Go Math - Mathematics 1 Advanced (Grade 6 and 6 Adv)
Go Math - Mathematics 2 (Grade 7)
Go Math – Mathematics 2 Advanced (Grade 7 Adv)
Go Math - PreAlgebra (Grade 8 PreAlgebra)

Middle School: Supplemental Math

Program Type
Supplemental

School Type
Middle School

Description
The supplemental research based programs for Middle school mathematics are:
• Destination Math features sequenced, prescriptive, step-by-step instructions to help students develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills.
• Grades 6 – 8, Algebra & Geometry Readiness Packets for all students prior to enrollment.
• Curriculum support resources on the district webpage for families.
• Blender Lessons and support resources for teachers.
• Online support resources are available for all mathematics courses from Grade 6 up through Algebra 2 through the online textbook sites.
• Online access to the Grades 6 – 8 Mathematics textbooks and online resources, are available through Edline.
• Online access to the Algebra 1, Geometry, and Algebra 2 textbooks and online resources are available through Edline.
• Algebra Nation is a free, research-based program available to all district students.

High School: Core

Program Type	Core
School Type	High School
Description	The core mathematics and scientifically research-based programs for High School are research-based, state adopted, and aligned to the Mathematics Florida Standards (MAFS). The currently adopted textbooks are: Larson Algebra 1 (Alg 1 and Alg 1 Hon) Larson Geometry (Geo and Geo Hon) Larson Algebra 2 (Alg 2 and Alg 2 Hon) Pearson Math for Your World Pearson Precalculus: Graphical, Numerical, Algebraic Pearson Algebra and Trigonometry Pearson Precalculus: Enhanced with Graphing Utilities Pearson Calculus Pearson Stats in Your World Cengage College Prep Algebra FL Edition Teachers will also utilize the district created materials to support Algebra 1, Geometry, and Algebra 2.

High School: Supplemental Math

Program Type	Supplemental
School Type	High School
Description	The supplemental research based programs for High school mathematics are: • Destination Math features sequenced, prescriptive, step-by-step instructions to help students develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills. • Algebra & Geometry Readiness Packets for all students prior to enrollment. • Curriculum support resources on the district webpage for families. • Blender Lessons and support resources for teachers. • Online access to the Algebra 1, Geometry, and Algebra 2 textbooks and online resources are available through Edline. • Algebra Nation is a free, research-based program available to all district students.

Science

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

Elementary Science: Houghton Mifflin Harcourt – Florida Science Fusion

Program Type	Core, Supplemental
School Type	Elementary School
Description	Elementary Science: Houghton Mifflin Harcourt – Florida Science Fusion
The Next Generation Sunshine State Standards (NGSSS) serve as the core of science instruction throughout the School District of Palm Beach County. Houghton Mifflin Harcourt – Florida Science Fusion is the currently adopted textbook series. The series is research-based, state adopted, aligned to the Next Generation Sunshine State Standards, and was chosen by district teachers and committees. The Science Fusion textbook series is supported by a technology component, Think Central, which provides digital access to Science Fusion textbooks, lessons, assessments, content enriched videos, and hands-on activities to further support science content and instruction.
The School District of Palm Beach County offers a plethora of scientifically research based programs designed to supplement science curriculum and support STEM initiatives. Discovery Education is an electronic resource available to all schools. It is aligned to NGSSS benchmarks and designed to supplement curriculum through full length videos, video clips, online quizzes, and print resources.
Furthermore, the school district offers a variety of professional development activities to support these various programs and other research-based instructional strategies. NGSSS Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All schools have the opportunity to send their 5th grade teachers to a Science Leadership Academy that is facilitated throughout the year to ensure effective implementation of instructional best practices and the hands-on activities required for student mastery of the science standards. All teachers are provided with a Science Curriculum Framework accessible through Blender. This framework includes, but is not limited to a scope & sequence, calendar, and lesson plans that infuse the 5-E Model of instruction and the Marzano instructional framework. Periodic comprehension checks and diagnostics are used to monitor student achievement and inform instructional decisions. Needs-based customized professional development is offered to schools to assist teachers with instructional implementation of district provided resources. Additional training is offered annually and throughout the school year to promote Think Central Science Fusion resources and the use of science notebooks to support the implementation of the Science Florida Standards. Professional development can be offered by the Department of Educational Technology for schools that need assistance with Discovery Education.
*purchased by the district for Title I schools only

Middle School Science: Pearson Interactive Science 1, 2, and 3

Program Type	Core, Supplemental
School Type	Middle School
Description	The Next Generation Sunshine State Standards (NGSSS) serve as the core of science instruction throughout the School District of Palm Beach County. Pearson Interactive Science 1, 2, and 3 is the currently adopted textbook series. The series is research-based, state adopted, aligned to the Next Generation Sunshine State Standards, and was chosen by district teachers and committees. The Interactive Science textbook series is supported by a technology component, Pearson SuccessNet, which provides digital access to Interactive Science textbooks, lessons, assessments (formative and summative), and teacher planning resources to further support science content and instruction. The School District of Palm Beach County offers a plethora of scientifically research based programs designed to supplement science curriculum and support STEM initiatives. Discovery Education is an electronic resource available to all schools. It is aligned to NGSSS benchmarks and designed to supplement curriculum through full length videos, video clips, online quizzes, and print resources. Furthermore, the school district offers a variety of professional development activities to support these various programs and other research-based instructional strategies. NGSSS Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All teachers are provided with a Science Curriculum Framework accessible through Blender. This framework includes, but is not limited to a scope & sequence, breakdown of standards, unit pages, a resource chart, and lesson plans with bellringers. Periodic Unit Standards Assessments (USAs), Next Generation Standards Quizzes (NGSQs), and diagnostics are used to monitor student achievement and inform instructional decisions. Professional development can be offered at schools to assist teachers with lesson planning, unpacking standards, developing scales geared for their students, incorporating the 5E model of instruction, the engineering design process, and project-based learning in the classroom. Additional training is offered annually including throughout the school year to promote Pearson SuccessNet plus other technology tools, standards-based instructional planning by unit, and the use of science notebooks to support the implementation of the Florida Standards for Literacy in Science. Professional development is offered by the Department of Educational Technology for schools that need assistance with Discovery Education.

High School Science	
Program Type	Core, Supplemental
School Type	High School
Description	The Next Generation Sunshine State Standards (NGSSS) serve as the core of science instruction throughout the School District of Palm Beach County. Holt McDougal Earth Science (Earth/Space Science Regular), Pearson Earth Science (Earth/Space Science Honors), Holt McDougal Biology (Biology 1 Regular), Pearson Biology (Biology 1 Honors), Pearson Chemistry (Chemistry 1 Regular), Holt McDougal Modern Chemistry (Chemistry 1 Honors), and Holt McDougal Physics (Physics 1 Honors) are the currently adopted textbook series for core science courses. These series are research-based, state adopted, aligned to the Next Generation Sunshine State Standards, and were chosen by district teachers and committees. The textbook series by Pearson is supported by technology components, Pearson SuccessNet and Pearson SuccessNet Plus, which provide digital access to textbooks, lessons, assessments, and teacher planning resources to further support science content and instruction. The textbook series by Holt McDougal is supported by MyHMH and Classzone, which also provide digital access to textbooks and other teacher planning resources. The School District of Palm Beach County offers a plethora of scientifically research based programs designed to supplement science curriculum and support STEM initiatives. Discovery Education is an electronic resource available to all schools. It is aligned to NGSSS benchmarks and designed to supplement curriculum through full length videos, video clips, online quizzes, and print resources. Furthermore, the school district offers a variety of professional development activities to support these various programs and other research-based instructional strategies. NGSSS Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All teachers are provided with a Science Curriculum Framework accessible through Blender. This framework includes, but is not limited to a scope & sequence, breakdown of standards, unit pages, a resource chart for Biology 1, and lesson plans with bellringers. Periodic Unit Standards Assessments (USAs), Next Generation Standards Quizzes (NGSQs), and a midterm exam for Biology 1 are used to monitor student achievement and inform instructional decisions. Professional development can be offered at schools to assist teachers with lesson planning, unpacking standards, developing scales geared for their students, incorporating the 5E model of instruction, the engineering design process, and project-based learning in the classroom. Additional training is offered annually including throughout the school year to promote Pearson SuccessNet plus other technology tools, standards-based instructional planning by unit, and the use of science notebooks to support the implementation of the Florida Standards for Literacy in Science. Professional development is offered by the Department of Educational Technology for schools that need assistance with Discovery Education.

Instructional Alignment and Pacing

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

The District monitors the implementation of core instructional and intervention programs through EDW, Performance Matters, Learning Team Meetings, iObservation, Instructional Reviews and monitoring meetings.

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

Will the district use its Student Progression Plan to satisfy this question?
Yes

Provide the hyperlink to the plan

http://palmbeachschools.org/studentprogression/

Provide the page numbers of the plan that addresses this question

FY15: Pages 67-83, FY16: Pages 70-95

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

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:
  .

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.

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 "why" or 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.

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.   Students in all subgroups will increase their proficiency in mathematics.

G2.   Students in all subgroups will increase their proficiency in reading.

G3.   The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Students in all subgroups will increase their proficiency in mathematics. `1a`

Targets Supported `1b`

G030292

Focus	Indicator	Year	Target
1321 - Rosenwald Elementary School	FSA Mathematics - Achievement		47.0
1321 - Rosenwald Elementary School	Students in fifth grade exhibiting two or more EWS indicators	2014-15	26.0
1321 - Rosenwald Elementary School	Students in fourth grade exhibiting two or more EWS indicators	2014-15	15.0
1321 - Rosenwald Elementary School	Students in third grade exhibiting two or more EWS indicators	2014-15	13.0
All DA Schools	FSA Mathematics - Achievement	2016-17	37.0

Resources Available to Support the Goal `2`

- Technology: Computers, software

- Instructional Materials: Textbooks

- Professional Development: Learning Team Meetings, Common Planning

Targeted Barriers to Achieving the Goal `3`

- Instructional staff have limited knowledge and training on providing rigorous and relevant, well planned math instruction carefully aligned to current standards and based on student data.

- Students have inadequate learning time for students to receive data driven differentiated instruction in mathematics for remediation or enrichment.

Plan to Monitor Progress Toward G1. `8`

Formative Assessments, Classroom walk-through data, FCAT 2.0, and Diagnostics will be used to monitor progress towards meeting the goal. Data sources:
• Educational Data Warehouse reports, including students' prior year data
• Fall Diagnostics
• Formative and Benchmark Assessments
• Common assessments
• PYG
• Intensive math reports and progress monitoring results
• Tutoring records

Person Responsible
Dionne Napier

Schedule
Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion
Pre/post comparison data on each assessment to monitor progress toward goal.

G2. Students in all subgroups will increase their proficiency in reading. 1a

🔍 G030293

Targets Supported 1b

Focus	Indicator	Year	Target
1321 - Rosenwald Elementary School	FSA English Language Arts - Achievement		17.0
1321 - Rosenwald Elementary School	ELA/Reading Gains	2014-15	35.0
1321 - Rosenwald Elementary School	ELA/Reading Lowest 25% Gains	2014-15	40.0
All DA Schools	FSA English Language Arts - Achievement	2016-17	30.0

Resources Available to Support the Goal 2

- Technology: Computers, software

- Instructional materials: textbooks

- Professional Learning: Learning Team Meetings, common planning, professional development

Targeted Barriers to Achieving the Goal 3

- Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned literacy instruction carefully aligned to current standards

Plan to Monitor Progress Toward G2. 8

Formative Assessments, Classroom walk-through data, FCAT 2.0, and Diagnostics will be used to monitor progress towards meeting the goal. More specifically:
• Educational Data Warehouse reports, including prior year data
• Fair 1,2,3,
• Diagnostics,
• Reading Running Records
• Instructional Focus Calendar
• Formative Assessment
• Palm Beach Writes
• Benchmark Assessments,
• Common assessments
• PYG,
• Intensive reading reports and progress monitoring
• Tutoring reports

Person Responsible
Vivian Green

Schedule
Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion
There will be a Comparison of FY13 results to FY14 results as evidence of completion.

G3. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline. `1a`

🔍 G034978

Targets Supported `1b`

Focus	Indicator	Year	Target
All DA Schools	School Climate Survey - Parent	2015-16	20.0
All DA Schools	FSA Mathematics - Achievement	2015-16	37.0
1321 - Rosenwald Elementary School	FSA Mathematics - Achievement	2014-15	47.0
1321 - Rosenwald Elementary School	Discipline incidents		23.0
1321 - Rosenwald Elementary School	FSA English Language Arts - Achievement	2015-16	17.0
District-Wide	Discipline incidents		

Resources Available to Support the Goal `2`

- Parent engagement: protocols, SAC

- School Wide Positive Behavior Support infrastructure

- District AVID Contact and experience

Targeted Barriers to Achieving the Goal `3`

- Low family involvement percentages and high percentage of out of school suspension and discipline referrals

Plan to Monitor Progress Toward G3. `8`

SwPBS reports and data including: Discipline Dashboard, Out of School Suspension and in school suspension data, attendance, tardiness
Classroom management monitoring tools
Parental involvement records
School Effectiveness Questionnaire (climate survey)
Safe School Ambassador enrollment and training reports
SBT data
iObservations
• Formal, Informal, Walkthrough

Person Responsible
Vivian Green

Schedule
Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion
Pre/post comparison data on the selected assessments

District Action Plan for Improvement

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Students in all subgroups will increase their proficiency in mathematics. [1]

🔑 G030292

G1.B1 Instructional staff have limited knowledge and training on providing rigorous and relevant, well planned math instruction carefully aligned to current standards and based on student data. [2]

🔑 B070554

G1.B1.S1 Provide professional development opportunities for teachers to improve their mathematics content knowledge and pedagogy. [4]

🔑 S093377

Strategy Rationale

Collegial planning and professional development increases the knowledge and capacity of teachers to improve instructional delivery methods, using data to plan strategically, and determine which research based strategies meet their students needs best.

Action Step 1 [5]

Based upon their assessment data, students will be instructed by teachers trained in effective mathematics instruction using research-based strategies. The Reflex Mathematics program will be one researched- based program utilized. Teachers will receive training in the program through webinar.

Person Responsible

Dionne Napier

Schedule

Quarterly, from 8/12/2014 to 6/30/2017

Evidence of Completion

Sign in sheets, agendas, implementation and progress monitoring reports

Action Step 2 `5`

Lead teachers will attend national conference for mathematics teachers to improve their content knowledge and pedagogy.They will share their learning at faculty meeting an collegial planning sessions.

Person Responsible

Dionne Napier

Schedule

Annually, from 7/1/2014 to 6/30/2017

Evidence of Completion

Travel documents, registrations, sign in sheets, agendas at school showing training presented to other teachers

Action Step 3 `5`

Person Responsible

Schedule

Evidence of Completion

Action Step 4 `5`

Person Responsible

Schedule

Evidence of Completion

Action Step 5 `5`

Person Responsible

Schedule

Evidence of Completion

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

School leadership will conduct classroom walkthroughs, review of lessons in collegial planning and LTMs, examination of progress monitoring results. School based administration will also attend the presentations made by staff who attend the National Conference to ensure active participation of staff.

Person Responsible

Dionne Napier

Schedule

Monthly, from 8/12/2014 to 6/30/2017

Evidence of Completion

Records of completions of webinar in Math Reflex, teacher lesson plans for Math Reflex, agenda for faculty meeting/planning for those who attended national conference to share learning and materials, student progress monitoring results and assessment results

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

Teachers' increased knowledge and utilization of differentiated math instruction using Math Reflex and other effective math instruction will be monitored in class walkthroughs, coaching sessions, observations, and LTMs.

Person Responsible

Dionne Napier

Schedule

Monthly, from 8/15/2014 to 6/9/2017

Evidence of Completion

Lesson plans, improvement in student data, Instructional review agendas, presentations and notes.

G1.B1.S2 The school leadership will create individual master schedules to reflect collegial planning and monthly professional development to address mathematics as well as reading and all other subject areas. 4

🔍 S093378

Strategy Rationale

Collegial planning and professional development increases the knowledge and capacity of teachers to improve instructional delivery methods, using data to plan strategically, and determine which research based strategies meet their students needs best.

Action Step 1 5

A master schedule will be created to reflect more than 90 hours of collegial planning, professional development, and professional learning community through Learning Team Meetings. Collegial planning include collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on student data (US DOE 2012). Collaborative Planning provides and supports sustained learning opportunities for educators to promote research based education for all students. During planning sessions teachers are able to share best practices with the guidance of instructional coaches, Learning Team Facilitators and district staff developers, as well as learn from one another. Through collegial discussions and reflective practices, teams of teachers are able to discover and plan for the integration of researched based strategies to increase effective teaching which in turn, will increase learning for all students.

Monthly PD meetings include Learning Team Meetings, a research-based process called Single School Culture for Academics that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF conducts the meetings, which include the following procedures:
• Articulation of academic targets – unpacking of standards
• Development of a data stream
• Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
• Alignment of curriculum/instruction/assessment to standards
• Sharing strategies for corrective instruction

Teachers will meet for job embedded professional development 11 total days throughout the year (approximately every other week) while students are participating in Hands on Interactive Learning though Technology and Project Based Learning activities conducted by fine arts teachers, technology personnel and substitutes. In addition to the Learning Team Meetings noted above, teachers will devote additional time every two weeks for collegial/collaborative planning and professional development.

Person Responsible

Dionne Napier

Schedule

Weekly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Schedules, sign in sheets, agendas, LTM documentation including student assessments, relevant and rigorous assignments, Professional Development evaluation reports

Action Step 2 `5`

School leaders will attend the DA Summer Academy ANNUALLY

Person Responsible

Dionne Napier

Schedule

Annually, from 7/1/2014 to 6/30/2017

Evidence of Completion

Sign in sheets, agendas

Action Step 3 `5`

School leadership will create school schedule for students' Hands on Interactive Learning though Technology and Project Based Learning activities through by using fine arts teachers, technology personnel and selecting substitutes.

Person Responsible

Dionne Napier

Schedule

Annually, from 8/12/2014 to 8/10/2016

Evidence of Completion

Teacher and student schedules, substitute records

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

School administration will conduct classroom walkthroughs and participate in common planning. Instructional reviews will be conducted with School Transformation and FL DOE Region V representatives.

Person Responsible

Dionne Napier

Schedule

Monthly, from 8/12/2014 to 6/30/2017

Evidence of Completion

Artifacts from collegial/common planning sessions, iObservation data, teacher lesson plans

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

Administration will participate in collegial planning sessions and PD and conduct classroom walkthroughs. Instructional reviews and monitoring will be conducted with School Transformation leadership and FL DOE Region V representatives.

Person Responsible

Dionne Napier

Schedule

Monthly, from 8/12/2014 to 6/30/2017

Evidence of Completion

Improvement in student outcomes due to teacher effectiveness in delivering rigorous instruction

G1.B1.S3 District will provide additional job embedded professional learning opportunities (PLOs) and implementation support to assist teachers in using the Florida Standards to develop rigorous learning environments. `4`

🔑 S194300

Strategy Rationale

Through the PLOs and implementation support teachers will have an increased knowledge in using data and the standards to plan and deliver rigorous instruction.

Action Step 1 `5`

Learning Team Facilitators will be provided to All DA Schools to facilitate Learning Team Meetings.

Person Responsible

Rose Backhus

Schedule

On 6/10/2016

Evidence of Completion

List of schools with assigned LTFs, LTM Agendas & Sign In Sheets

Action Step 2 `5`

Curriculum team members will provide DA Schools with four Standards Based Trainings (Math Cadres) for each grade level to unpack the standards, unpack each unit of study and develop instructional plans that are aligned to the standards.

Person Responsible

Diana Fedderman

Schedule

Quarterly, from 9/8/2015 to 2/8/2016

Evidence of Completion

Calendar of Math Cadre Dates for each Grade Level, Sign in Sheets

Action Step 3 `5`

Data will be analyzed, standards will be unpacked and Learning Goal Scales will be created in Learning Team Meetings.

Person Responsible

Rose Backhus

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Learning Goal Scales, LTM Sign In Sheets & Agendas

Action Step 4 `5`

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Person Responsible

(1-5) All Area Directors

Schedule

Daily, from 8/3/2015 to 6/30/2016

Evidence of Completion

List of Area Directors and Team Members, List of DA Schools Team Members Support, Schedules of Support

Action Step 5 `5`

School Transformation Team Members (Directors & Instructional Specialists) will support principals and instructional staff in all DA school as well as work collaboratively with all district departments (area teams, curriculum teams, Multicultural, Federal & State Programs, ESE, etc.) and the FLDOE's Region V team.

Person Responsible

Directors School Transformation

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

List of School Transformation Team Members & Schools they support, Schedules of Support

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

Monthly monitoring Meetings will be held with each DA School which include all support teams servicing each school. Meetings will include no less than three of these topics: SIP Implementation, Data Analyzation, Classroom Walkthrough findings, Action Plan for "next steps" Development, additional topics based on specific school needs.

Person Responsible

Directors School Transformation

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Agendas, SIgn in Sheets, SIP implementation documentation/notes, Action Plans, Classroom Walkthrough Findings, Current Data

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

DA Schools will have Instructional Reviews, complete SIP Mid Year Reflection and prsent their school's data and action plan to District Leaders

Person Responsible

Directors School Transformation

Schedule

Evidence of Completion

Instructional Review Monitoring and Feedback, Feedback from Data Presentation, SIP Implementation Documetation

G1.B4 Students have inadequate learning time for students to receive data driven differentiated instruction in mathematics for remediation or enrichment. `2`

🔍 B083203

G1.B4.S1 Students will stay one extra hour per day every day of school (total 180 hours) to increase their learning time for data driven and differentiated instruction in core academic subjects and in other subjects. `4`

🔍 S093963

Strategy Rationale

Increased learning time will improve achievement

Action Step 1 `5`

One hour a day will be added to the master schedule of the school so every student receives additional learning time.

Person Responsible

Dionne Napier

Schedule

Annually, from 8/12/2014 to 6/30/2017

Evidence of Completion

School master schedule

Action Step 2 `5`

District, school, and CTA school and district leadership will complete a required MOU to include all extended teacher time (total up to 300 hours)

Person Responsible

Vivian Green

Schedule

On 6/30/2015

Evidence of Completion

Signed MOU

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

School leadership will review schedule, conduct classroom walkthroughs, review lesson plans and assignments for rigor and relevance

Person Responsible

Dionne Napier

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

iObservation data, LTM reports and documents, Instructional review agendas, presentations and notes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Administration will conduct classroom walkthroughs. Instructional reviews and monitoring will be conducted with School Transformation leadership and FL DOE Region V representatives.

Person Responsible

Vivian Green

Schedule

Monthly, from 8/12/2014 to 6/30/2017

Evidence of Completion

iObservation data, LTM reports and documents, Instructional review agendas, presentations and notes.

G1.B4.S3 Using the MTSS framework, mathematics instruction in core, supplemental, and intensive classes will be differentiated to the needs of each individual student based upon individual student data. 4

S094379

Strategy Rationale

Instruction must be differentiated to the needs of each student based upon assessment data

Action Step 1 5

Students who do not respond to core instruction will be referred to the School Based Team/ Response to Intervention (SBT/RtI). SBT follows a structured problem solving process, promotes the use of a diverse representation of instructional support staff, identifies effective interventions, monitors progress, and provides support and follow up to students and families in need.

Person Responsible

Dionne Napier

Schedule

Weekly, from 8/12/2014 to 6/30/2017

Evidence of Completion

School Based Team referrals, agendas, progress monitoring data reports

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

School Based Team/RtI meetings will be attended by administration, RtI plans and progress monitoring will be reviewed.

Person Responsible

Dionne Napier

Schedule

Biweekly, from 8/12/2014 to 6/30/2017

Evidence of Completion

SBT/RtI agendas, reports, progress monitoring results

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Administration will conduct classroom walkthroughs. Instructional reviews and monitoring will be conducted with School Transformation leadership and FL DOE Region V representatives.

Person Responsible

Dionne Napier

Schedule

Quarterly, from 8/12/2014 to 6/30/2017

Evidence of Completion

iObservation data, student achievement data, progress monitoring results, Instructional Reviews agendas, presentations

G2. Students in all subgroups will increase their proficiency in reading. [1]

G030293

G2.B1 Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned literacy instruction carefully aligned to current standards [2]

B070557

G2.B1.S2 Build teacher capacity through using extended learning time for teacher collaboration, planning and professional development within and across grades and subjects [4]

S093914

Strategy Rationale

Teachers will benefit from opportunities, time and space for job-embedded collegial planning and professional development with qualified Learning Team Facilitator

Action Step 1 [5]

The principal will select, hire, and orient two Response to Intervention Reading "Interventionist" resource teachers who will be certified in reading. They will conduct Tier II and II reading interventions with students. In addition, they will attend School Based Team meetings, the mechanism for assessing the need for RtI and selecting interventions and provide professional development, coaching, and technical assistance to teachers. They will encourage teachers to seek reading certification. This professional learning will address the foundations of reading as well as reading interventions so that teachers of all subjects improve their reading instruction and differentiate instruction.The proposed reading interventionist teachers will help support and conduct lesson studies, as will available district/turnaround office reading coaches. Lesson studies are inherent in the district literacy roll out. In lesson studies, teachers work collaboratively on a study lesson. The process includes planning, teaching, observing, and critiquing. Teachers create a plan for the lesson, and one teacher conducts it while the others observe the lesson. The group then comes together to provide observations and feedback (Teachers College, 2014).

Person Responsible

Dionne Napier

Schedule

On 8/12/2014

Evidence of Completion

RtI Reading teachers have been hired, trained and oriented

Action Step 2 5

The school leadership will create individual master schedules to reflect collegial planning and monthly professional development. Collegial planning include collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on student data (US DOE 2012).Monthly PD meetings include Learning Team Meetings, a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF will conduct (0.5 from this grant proposal) the meetings, which include the following procedures:
• Articulation of academic targets – unpacking of standards
• Development of a data stream
• Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
• Alignment of curriculum/instruction/assessment to standards
• Sharing strategies for corrective instruction

Teachers will meet for job embedded collegial planning and coaching daily within the schedule, adding up to 90 hours of extended learning time for teachers. They will meet for job embedded professional development 11 total days throughout the year (approximately every other week) while students are participating in Hand on Interactive Learning though Technology and Project Based Learning activities conducted by fine arts teachers, technology personnel and substitutes. In addition to the LTM noted above, teachers will devote additional time every two weeks for collegial/collaborative planning and professional development. Collaborative Planning provides and supports sustained learning opportunities for educators to promote research based education for all students. During planning sessions teachers are able to share best practices with the guidance of instructional coaches, Learning Team Facilitators and district staff developers, as well as learn from one another. Through collegial discussions and reflective practices, teams of teachers are able to discover and plan for the integration of researched based strategies to increase effective teaching which in turn, will increase learning for all students.

Person Responsible

Dionne Napier

Schedule

On 6/30/2017

Evidence of Completion

Sign in sheets, agendas, LTM documentation including increased rigor and relevance of assignments, student assessment data and work samples

Action Step 3 `5`

District and CTA will commence good faith bargaining to generate an MOU with CTA to extend teacher contract time by up to 300 hours

Person Responsible

Vivian Green

Schedule

On 10/1/2015

Evidence of Completion

MOU signed by all parties and approved by School Boarddiscussions, iObservations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Administrator participation in common and collegial planning time, administrative walk through during collaborative

Person Responsible

Dionne Napier

Schedule

Monthly, from 7/1/2014 to 7/1/2014

Evidence of Completion

Artifacts from common planning sessions, iObservations data, student achievement data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Administration will review RtI reading teachers' interventions and progress monitoring results, conduct classroom walkthroughs, and review the RtI teachers' agendas and schedules for presenting reading instruction PD to the other teachers at the school. They will encourage other teachers to become certified in reading.

Person Responsible

Dionne Napier

Schedule

Biweekly, from 8/12/2014 to 6/30/2017

Evidence of Completion

iObservation data, student achievement data, lesson plans, Instructional Reviews agendas, presentations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

School leadership participation in planning and PD, lesson plans with evidence of differentiated, well planned instruction, iObservations

Person Responsible

Vivian Green

Schedule

Biweekly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Observation data, student achievement data, lesson plans, student artifacts

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Review of interventions, progress monitoring results, and observation and review of the evaluations of the instruction provided by the RtI teachers. Teachers seeking reading certification and considering National Board Certification will be supported and encouraged. Instructional reviews and monitoring will be conducted with School Transformation leadership and FL DOE Region V representatives.

Person Responsible

Dionne Napier

Schedule

Biweekly, from 8/12/2014 to 6/30/2017

Evidence of Completion

iObservation data, student achievement data, lesson plans, Instructional Reviews agendas, presentations

G2.B1.S3 District will provide additional job embedded professional learning opportunities (PLOs) and implementation support to assist teachers in using the Florida Standards to develop rigorous learning environments. 4

S194309

Strategy Rationale

Through the PLOs and implementation support teachers will have an increased knowledge in using data and the standards to plan and deliver rigorous instruction.

Action Step 1 5

Learning Team Facilitators will be provided to All DA Schools to facilitate Learning Team Meetings.

Person Responsible

Rose Backhus

Schedule

On 6/10/2016

Evidence of Completion

List of schools with assigned LTFs, LTM Agendas & Sign In Sheets

Action Step 2 5

Curriculum team members (Literacy Staff Developers) will provide DA Schools with four Standards Based Trainings (Literacy Cohorts) for each grade level to unpack the standards, unpack each unit of study and develop instructional plans that are aligned to the standards.

Person Responsible

Debbie Battles

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Staff Developers Support Schedules, Meeting Sign In Sheets

Action Step 3 `5`

Data will be analyzed, standards will be unpacked and Learning Goal Scales will be created in Learning Team Meetings.

Person Responsible

Rose Backhus

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Learning Goal Scales, LTM Sign In Sheets & Agendas

Action Step 4 `5`

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Person Responsible

(1-5) All Area Directors

Schedule

Daily, from 8/3/2015 to 6/30/2016

Evidence of Completion

List of Area Directors and Team Members, List of DA Schools Team Members Support, Schedules of Support

Action Step 5 5

School Transformation Team Members (Directors & Instructional Specialists) will support principals and instructional staff in all DA school as well as work collaboratively with all district departments (area teams, curriculum teams, Multicultural, Federal & State Programs, ESE, etc.) and the FLDOE's Region V team.

Person Responsible

Directors School Transformation

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

List of School Transformation Team Members & Schools they support, Schedules of Support

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monthly monitoring Meetings will be held with each DA School which include all support teams servicing each school. Meetings will include no less than three of these topics: SIP Implementation, Data Analyzation, Classroom Walkthrough findings, Action Plan for "next steps" Development, additional topics based on specific school needs.

Person Responsible

Directors School Transformation

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Agendas, SIgn in Sheets, SIP implementation documentation/notes, Action Plans, Classroom Walkthrough Findings, Current Data

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

DA Schools will have Instructional Reviews, complete SIP Mid Year Reflection and prsent their school's data and action plan to District Leaders

Person Responsible

Directors School Transformation

Schedule

Quarterly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Instructional Review Monitoring and Feedback, Feedback from Data Presentation, SIP Implementation Documetation

G3. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline. `1`

🔑 G034978

G3.B2 Low family involvement percentages and high percentage of out of school suspension and discipline referrals `2`

🔑 B083208

G3.B2.S1 Provide teachers and staff with evidence-based instruction and practice in Developing and Maintaining Effective Relationships with Students (Marzano Design Question 8) including teaching teachers and students conflict resolution skills. `4`

🔑 S093975

Strategy Rationale

A 2013 study of California schools conducted by WestEd showed that schools that actively engaged in climate enhancement efforts experienced higher test scores. They also noted that these efforts were particularly important in low-income schools where multiple risk factors were present. Improving relationships between adults and students improves school climate.

Action Step 1 `5`

The school will implement professional development focused on Establishing and Maintaining Effective Relationships with Students (Marzano Teacher Observation System) Design Question 8). Single School Culture Initiatives will provide the training on site and through webinars. (LEA provided).

Person Responsible

Dionne Napier

Schedule

Monthly, from 8/12/2014 to 6/30/2017

Evidence of Completion

Sign in sheets, agendas, documentation of webinar completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Administrators will support and provide scheduling for the PD. They will conduct administrative walkthroughs.

Person Responsible

Dionne Napier

Schedule

Quarterly, from 8/12/2014 to 6/30/2017

Evidence of Completion

Artifacts from PD sessions, iObservations data, student discipline data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

School leadership will participate in planning and PD.

Person Responsible

Vivian Green

Schedule

Quarterly, from 8/12/2014 to 6/30/2017

Evidence of Completion

iObservation data, student discipline data, student artifacts

Implementation Timeline

Professional Development Opportuntities

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

G1. Students in all subgroups will increase their proficiency in mathematics.

G1.B1 Instructional staff have limited knowledge and training on providing rigorous and relevant, well planned math instruction carefully aligned to current standards and based on student data.

G1.B1.S2 The school leadership will create individual master schedules to reflect collegial planning and monthly professional development to address mathematics as well as reading and all other subject areas.

PD Opportunity 1

A master schedule will be created to reflect more than 90 hours of collegial planning, professional development, and professional learning community through Learning Team Meetings. Collegial planning include collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on student data (US DOE 2012). Collaborative Planning provides and supports sustained learning opportunities for educators to promote research based education for all students. During planning sessions teachers are able to share best practices with the guidance of instructional coaches, Learning Team Facilitators and district staff developers, as well as learn from one another. Through collegial discussions and reflective practices, teams of teachers are able to discover and plan for the integration of researched based strategies to increase effective teaching which in turn, will increase learning for all students. Monthly PD meetings include Learning Team Meetings, a research-based process called Single School Culture for Academics that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF conducts the meetings, which include the following procedures: • Articulation of academic targets – unpacking of standards • Development of a data stream • Analysis of student data (strengths and weaknesses) and student work (rigor and relevance) • Alignment of curriculum/instruction/assessment to standards • Sharing strategies for corrective instruction Teachers will meet for job embedded professional development 11 total days throughout the year (approximately every other week) while students are participating in Hands on Interactive Learning though Technology and Project Based Learning activities conducted by fine arts teachers, technology personnel and substitutes. In addition to the Learning Team Meetings noted above, teachers will devote additional time every two weeks for collegial/collaborative planning and professional development.

Facilitator

Rose Backhus, Nancy Kinard, Vivian Green

Participants

All teachers and instructional leaders

Schedule

Weekly, from 7/1/2014 to 6/30/2017

PD Opportunity 2

School leaders will attend the DA Summer Academy ANNUALLY

Facilitator

FL DOE SIG leadership

Participants

School leadership team

Schedule

Annually, from 7/1/2014 to 6/30/2017

G1.B1.S3 District will provide additional job embedded professional learning opportunities (PLOs) and implementation support to assist teachers in using the Florida Standards to develop rigorous learning environments.

PD Opportunity 1

Curriculum team members will provide DA Schools with four Standards Based Trainings (Math Cadres) for each grade level to unpack the standards, unpack each unit of study and develop instructional plans that are aligned to the standards.

Facilitator

Math Curriculum Team

Participants

Math Teachers & Coaches in DA Schools

Schedule

Quarterly, from 9/8/2015 to 2/8/2016

PD Opportunity 2

Data will be analyzed, standards will be unpacked and Learning Goal Scales will be created in Learning Team Meetings.

Facilitator

Learning Team Facilitators

Participants

Instructional Staff members in DA Schools

Schedule

Weekly, from 8/24/2015 to 5/27/2016

PD Opportunity 3

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Facilitator

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers)

Participants

Instructional Staff Members in DA Schools

Schedule

Daily, from 8/3/2015 to 6/30/2016

PD Opportunity 4

School Transformation Team Members (Directors & Instructional Specialists) will support principals and instructional staff in all DA school as well as work collaboratively with all district departments (area teams, curriculum teams, Multicultural, Federal & State Programs, ESE, etc.) and the FLDOE's Region V team.

Facilitator

School Transformation Team Members

Participants

Principals and Instructional Staff Members in DA Schools

Schedule

Daily, from 7/1/2015 to 6/30/2016

G2. Students in all subgroups will increase their proficiency in reading.

G2.B1 Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned literacy instruction carefully aligned to current standards

G2.B1.S2 Build teacher capacity through using extended learning time for teacher collaboration, planning and professional development within and across grades and subjects

PD Opportunity 1

The principal will select, hire, and orient two Response to Intervention Reading "Interventionist" resource teachers who will be certified in reading. They will conduct Tier II and II reading interventions with students. In addition, they will attend School Based Team meetings, the mechanism for assessing the need for RtI and selecting interventions and provide professional development, coaching, and technical assistance to teachers. They will encourage teachers to seek reading certification. This professional learning will address the foundations of reading as well as reading interventions so that teachers of all subjects improve their reading instruction and differentiate instruction.The proposed reading interventionist teachers will help support and conduct lesson studies, as will available district/turnaround office reading coaches. Lesson studies are inherent in the district literacy roll out. In lesson studies, teachers work collaboratively on a study lesson. The process includes planning, teaching, observing, and critiquing. Teachers create a plan for the lesson, and one teacher conducts it while the others observe the lesson. The group then comes together to provide observations and feedback (Teachers College, 2014).

Facilitator

Rose Backhus, Vivian Green, Dionne Napier, Mary Ann Colbert

Participants

All teachers and instructional leaders

Schedule

On 8/12/2014

PD Opportunity 2

The school leadership will create individual master schedules to reflect collegial planning and monthly professional development. Collegial planning include collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on student data (US DOE 2012).Monthly PD meetings include Learning Team Meetings, a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF will conduct (0.5 from this grant proposal) the meetings, which include the following procedures: • Articulation of academic targets – unpacking of standards • Development of a data stream • Analysis of student data (strengths and weaknesses) and student work (rigor and relevance) • Alignment of curriculum/ instruction/assessment to standards • Sharing strategies for corrective instruction Teachers will meet for job embedded collegial planning and coaching daily within the schedule, adding up to 90 hours of extended learning time for teachers. They will meet for job embedded professional development 11 total days throughout the year (approximately every other week) while students are participating in Hand on Interactive Learning though Technology and Project Based Learning activities conducted by fine arts teachers, technology personnel and substitutes. In addition to the LTM noted above, teachers will devote additional time every two weeks for collegial/collaborative planning and professional development. Collaborative Planning provides and supports sustained learning opportunities for educators to promote research based education for all students. During planning sessions teachers are able to share best practices with the guidance of instructional coaches, Learning Team Facilitators and district staff developers, as well as learn from one another. Through collegial discussions and reflective practices, teams of teachers are able to discover and plan for the integration of researched based strategies to increase effective teaching which in turn, will increase learning for all students.

Facilitator

Rose Backhus, VIvian Green, Dionne Napier

Participants

All teachers and instructional leaders

Schedule

On 6/30/2017

G2.B1.S3 District will provide additional job embedded professional learning opportunities (PLOs) and implementation support to assist teachers in using the Florida Standards to develop rigorous learning environments.

PD Opportunity 1

Curriculum team members (Literacy Staff Developers) will provide DA Schools with four Standards Based Trainings (Literacy Cohorts) for each grade level to unpack the standards, unpack each unit of study and develop instructional plans that are aligned to the standards.

Facilitator

Literacy Staff Developers

Participants

Literacy Teachers & Coaches in DA Schools

Schedule

Monthly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

Data will be analyzed, standards will be unpacked and Learning Goal Scales will be created in Learning Team Meetings.

Facilitator

Learning Team Facilitators

Participants

Instructional Staff members in DA Schools

Schedule

Weekly, from 8/24/2015 to 5/27/2016

PD Opportunity 3

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Facilitator

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers)

Participants

Instructional Staff Members in DA Schools

Schedule

Daily, from 8/3/2015 to 6/30/2016

PD Opportunity 4

School Transformation Team Members (Directors & Instructional Specialists) will support principals and instructional staff in all DA school as well as work collaboratively with all district departments (area teams, curriculum teams, Multicultural, Federal & State Programs, ESE, etc.) and the FLDOE's Region V team.

Facilitator

School Transformation Team Members

Participants

Principals and Instructional Staff Members in DA Schools

Schedule

Daily, from 7/1/2015 to 6/30/2016

G3. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline.

G3.B2 Low family involvement percentages and high percentage of out of school suspension and discipline referrals

G3.B2.S1 Provide teachers and staff with evidence-based instruction and practice in Developing and Maintaining Effective Relationships with Students (Marzano Design Question 8) including teaching teachers and students conflict resolution skills.

PD Opportunity 1

The school will implement professional development focused on Establishing and Maintaining Effective Relationships with Students (Marzano Teacher Observation System) Design Question 8). Single School Culture Initiatives will provide the training on site and through webinars. (LEA provided).

Facilitator

Rick Lewis, Kim Mazauskas

Participants

All teachers, instructional personnel

Schedule

Monthly, from 8/12/2014 to 6/30/2017

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Based upon their assessment data, students will be instructed by teachers trained in effective mathematics instruction using research-based strategies. The Reflex Mathematics program will be one researched- based program utilized. Teachers will receive training in the program through webinar.	$0.00
2	G1.B1.S1.A2	Lead teachers will attend national conference for mathematics teachers to improve their content knowledge and pedagogy.They will share their learning at faculty meeting an collegial planning sessions.	$0.00
3	G1.B1.S1.A3		$0.00
4	G1.B1.S1.A4		$0.00
5	G1.B1.S1.A5		$0.00
6	G1.B1.S2.A1	A master schedule will be created to reflect more than 90 hours of collegial planning, professional development, and professional learning community through Learning Team Meetings. Collegial planning include collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on student data (US DOE 2012). Collaborative Planning provides and supports sustained learning opportunities for educators to promote research based education for all students. During planning sessions teachers are able to share best practices with the guidance of instructional coaches, Learning Team Facilitators and district staff developers, as well as learn from one another. Through collegial discussions and reflective practices, teams of teachers are able to discover and plan for the integration of researched based strategies to increase effective teaching which in turn, will increase learning for all students. Monthly PD meetings include Learning Team Meetings, a research-based process called Single School Culture for Academics that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF conducts the meetings, which include the following procedures: • Articulation of academic targets – unpacking of standards • Development of a data stream • Analysis of student data (strengths and weaknesses) and student work (rigor and relevance) • Alignment of curriculum/instruction/assessment to standards • Sharing strategies for corrective instruction Teachers will meet for job embedded professional development 11 total days throughout the year (approximately every other week) while students are participating in Hands on Interactive Learning though Technology and Project Based Learning activities conducted by fine arts teachers, technology personnel and substitutes. In addition to the Learning Team Meetings noted above, teachers will devote additional time every two weeks for collegial/collaborative planning and professional development.	$0.00
7	G1.B1.S2.A2	School leaders will attend the DA Summer Academy ANNUALLY	$0.00
8	G1.B1.S2.A3	School leadership will create school schedule for students' Hands on Interactive Learning though Technology and Project Based Learning activities through by using fine arts teachers, technology personnel and selecting substitutes.	$0.00
9	G1.B1.S3.A1	Learning Team Facilitators will be provided to All DA Schools to facilitate Learning Team Meetings.	$0.00

Budget Data

10	G1.B1.S3.A2	Curriculum team members will provide DA Schools with four Standards Based Trainings (Math Cadres) for each grade level to unpack the standards, unpack each unit of study and develop instructional plans that are aligned to the standards.	$0.00
11	G1.B1.S3.A3	Data will be analyzed, standards will be unpacked and Learning Goal Scales will be created in Learning Team Meetings.	$0.00
12	G1.B1.S3.A4	Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.	$0.00
13	G1.B1.S3.A5	School Transformation Team Members (Directors & Instructional Specialists) will support principals and instructional staff in all DA school as well as work collaboratively with all district departments (area teams, curriculum teams, Multicultural, Federal & State Programs, ESE, etc.) and the FLDOE's Region V team.	$0.00
14	G1.B4.S1.A1	One hour a day will be added to the master schedule of the school so every student receives additional learning time.	$0.00
15	G1.B4.S1.A2	District, school, and CTA school and district leadership will complete a required MOU to include all extended teacher time (total up to 300 hours)	$0.00
16	G1.B4.S3.A1	Students who do not respond to core instruction will be referred to the School Based Team/Response to Intervention (SBT/Rtl). SBT follows a structured problem solving process, promotes the use of a diverse representation of instructional support staff, identifies effective interventions, monitors progress, and provides support and follow up to students and families in need.	$0.00
17	G2.B1.S2.A1	The principal will select, hire, and orient two Response to Intervention Reading "Interventionist" resource teachers who will be certified in reading. They will conduct Tier II and II reading interventions with students. In addition, they will attend School Based Team meetings, the mechanism for assessing the need for Rtl and selecting interventions and provide professional development, coaching, and technical assistance to teachers. They will encourage teachers to seek reading certification. This professional learning will address the foundations of reading as well as reading interventions so that teachers of all subjects improve their reading instruction and differentiate instruction.The proposed reading interventionist teachers will help support and conduct lesson studies, as will available district/turnaround office reading coaches. Lesson studies are inherent in the district literacy roll out. In lesson studies, teachers work collaboratively on a study lesson. The process includes planning, teaching, observing, and critiquing. Teachers create a plan for the lesson, and one teacher conducts it while the others observe the lesson. The group then comes together to provide observations and feedback (Teachers College, 2014).	$0.00
18	G2.B1.S2.A2	The school leadership will create individual master schedules to reflect collegial planning and monthly professional development. Collegial planning include collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on student data (US DOE 2012).Monthly PD meetings include Learning Team Meetings, a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF will conduct (0.5 from this grant proposal) the meetings, which include the following procedures: • Articulation of academic targets – unpacking of standards • Development of a data stream • Analysis of student data (strengths and weaknesses) and student work (rigor and relevance) • Alignment of curriculum/instruction/assessment to standards • Sharing strategies for corrective instruction Teachers will meet for job embedded collegial planning and	$0.00

Budget Data

		coaching daily within the schedule, adding up to 90 hours of extended learning time for teachers. They will meet for job embedded professional development 11 total days throughout the year (approximately every other week) while students are participating in Hand on Interactive Learning though Technology and Project Based Learning activities conducted by fine arts teachers, technology personnel and substitutes. In addition to the LTM noted above, teachers will devote additional time every two weeks for collegial/collaborative planning and professional development. Collaborative Planning provides and supports sustained learning opportunities for educators to promote research based education for all students. During planning sessions teachers are able to share best practices with the guidance of instructional coaches, Learning Team Facilitators and district staff developers, as well as learn from one another. Through collegial discussions and reflective practices, teams of teachers are able to discover and plan for the integration of researched based strategies to increase effective teaching which in turn, will increase learning for all students.	
19	G2.B1.S2.A3	District and CTA will commence good faith bargaining to generate an MOU with CTA to extend teacher contract time by up to 300 hours	$0.00
20	G2.B1.S3.A1	Learning Team Facilitators will be provided to All DA Schools to facilitate Learning Team Meetings.	$0.00
21	G2.B1.S3.A2	Curriculum team members (Literacy Staff Developers) will provide DA Schools with four Standards Based Trainings (Literacy Cohorts) for each grade level to unpack the standards, unpack each unit of study and develop instructional plans that are aligned to the standards.	$0.00
22	G2.B1.S3.A3	Data will be analyzed, standards will be unpacked and Learning Goal Scales will be created in Learning Team Meetings.	$0.00
23	G2.B1.S3.A4	Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.	$0.00
24	G2.B1.S3.A5	School Transformation Team Members (Directors & Instructional Specialists) will support principals and instructional staff in all DA school as well as work collaboratively with all district departments (area teams, curriculum teams, Multicultural, Federal & State Programs, ESE, etc.) and the FLDOE's Region V team.	$0.00
25	G3.B2.S1.A1	The school will implement professional development focused on Establishing and Maintaining Effective Relationships with Students (Marzano Teacher Observation System) Design Question 8). Single School Culture Initiatives will provide the training on site and through webinars. (LEA provided).	$0.00
		Total:	$0.00