

Richard Cocoran, Commissioner

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

50 - Palm Beach

Michael J. Burke , Superintendent
Lucinda Thompson, Central Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

b. District Vision Statement

We envision… The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish. The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice. A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met. ...WE SEE YOU.

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

https://www.palmbeachschools.org/strategicplan/

2. Supports for School Improvement

a. Alignment of Resources

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

The School District of Palm Beach County (SDPBC) embarked on a process of developing a new Strategic Plan for 2016-2021 with the appointment of a new Superintendent of Schools, Dr. Robert Avossa, on June 12, 2015. The new Superintendent implemented a 90-day Entry Plan that included a Listening and Learning Tour to gather stakeholder input. Stakeholder input represented more than 10,000 interactions with individuals at more than 34 public meetings with school community, business and civic groups. Students, parents, teachers, principals, and employees rated and prioritized issues with more than 8,000 responses to an online survey. The Superintendent also spent extensive time with the District's governance team and executive staff to assess budget expenditures and priorities, programs and practices that were working well, and identify barriers and areas for improvement. This included a thorough analysis of the current state of teaching and learning as demonstrated by student achievement and performance gaps. The Superintendent completed a review of organizational practices to affirm his findings and observations from both the Listening and Learning Tour and a review of policies and practices.

To support the implementation of the new Strategic Plan, the Superintendent reorganized the District's organizational structure and leadership team to provide more personalized support for schools. The District Leadership Team consists of the Superintendent of Schools, the Deputy Superintendent/Chief of Schools, Chief Performance Accountability, Chief Academic Officer, Chief Communications and Engagement, Chief Human Resources, Chief Office of Administration, Chief Financial Office, Chief Operating Office, Assistant Superintendent of Student Services, Equity, and

Access, and the Regional Superintendents (South, Central, North and Glades Regions).

Under the new District organizational structure, schools have been divided into four (4) regions: South, Central, North, and Glades. Each region is led by a Regional Superintendent who reports directly to the Deputy Superintendent/Chief of Schools who in turn reports to the Superintendent. The Regional Superintendents and, in some cases, the Instructional Superintendents have direct responsibility for supporting and supervising the Differentiated Accountability (DA) schools and they support the District's Transformation efforts. The Instructional Superintendents report to the Regional Superintendents and they support and supervise the remaining schools in their Regions. This model allows for direct Superintendent ownership and accountability.

The District Leadership Team and Regional Superintendents (who, with their small numbers of about 6-7 schools each are in the best position to know their principals and schools well) provide weekly principal supervision and school support. Their support includes collaborative work with school leadership teams (not just the principal, but also assistant principals, instructional coaches, other support staff) to cultivate school leadership. This supervisor framework incorporates the Model Principal Supervisor Professional Standards adopted by the Council of Chief State School Officers (CCSSO) in 2015.

Beginning with School Year 2017, all schools will create one or more goals for the School Improvement Plan (SIP) aligned to the Long Term Outcomes, Strategic Themes, Leading Indicators and Strategic Objectives of the 2016-2021 District Strategic Plan. The Regional Superintendents will guide and monitor the effective implementation of the School Improvement Plan (SIP) in alignment with the District's 2016-2021 Strategic Plan at the Differentiated Accountability schools.

The Regional Superintendents, in collaboration with the Regional Executive Director (RED) of the Bureau of School Improvement, Southeast Region, will lead Instructional Review meetings twice yearly, at the beginning of the year to establish goals in alignment with the District’s Strategic Plan and at the midpoint of the school year to review progress towards achieving goals and to make adjustments in strategies and/or action steps as needed. Data is collected formally and informally during school visits and classroom learning walks. The team reviews school performance data, identifies potential root causes of challenges, prioritizes barriers, and recommends actions for improving student outcomes.

A Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) is the framework used to address the academic and behavioral needs of every student. Each Regional Office has five (5) specialists to support the Differentiated Accountability Focus and Priority schools in addition to the school based support staff in place at the school. They include specialists for MTSS, Literacy, Mathematics, ESE, and Team Leaders. The school-based Collaborative Problem-Solving Team (CPST) uses problem solving methodology for results-driven 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.

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

The District's Leadership Team/Academic Cabinet meets weekly to problem-solve the needs of the District's Differentiated Accountability schools and works closely with the Regional Superintendents who provide ongoing support and supervision. The Superintendent and Deputy Superintendent directly lead personalized data chats with the DA Focus and Priority school principals twice a year.

Data chats are driven by state and district assessments, and by data associated with various risk factors including student attendance, student discipline events, and teacher attendance. The Division of Performance Accountability, Department of Research, Evaluation and Assessment (which includes the Department of School Improvement), is engaged in the ongoing process of collecting, disaggregating, analyzing, interpreting, developing and posting in the District's Data Warehouse system user friendly data reports for district leaders, school leaders and other stakeholders to provide up-to-date analysis of student performance data across all assessed curriculum areas, student profile enrollments, teacher and student attendance, discipline events, gap analyses data, and early warning systems data by demographic groups. The Division of Performance Accountability also oversees the development, deployment, evaluation, and analysis of district developed assessments including Writing Diagnostic Assessments, mini Florida Standards Assessments (FSAs), a mid-year Winter Diagnostic Assessment for English Language Arts (ELA), math, science, and other curriculum areas, and assessments from computer-adaptive assessments and integrated learning systems such as iReady.

The Budget Advisory Committee has been established by School Board policy to make recommendations to the School Board about the District budget and related policies. Members are appointed by Board Members. The District has protocols regarding inventory of resources. These protocols include tagging equipment, mandatory training to use equipment, receiving materials and resources, and equipment purchasing. These protocols are followed at each school and monitored by the principals. The Regional Superintendents monitor expenditures to ensure that they are used for the described purpose.

The 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, are driven by Federal, State and School Board policies. 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, and evaluate the effectiveness of programming. The District collaborates with community-based agencies to support student needs, utilize services and agencies to promote business and community involvement, coordinate with services and outside agencies to increase student programs, and provide resources to students and families to promote academic achievement.

The Superintendent reallocated the District's Title I budget, making more Title I funding available to the DA Focus and Priority schools to increase their ability to adopt practices and identify resources and personnel that might otherwise be beyond the school's budget. The Superintendent increased staffing ratios for these schools, and provided a Single School Culture Coordinator (SSCC) who will serve and support the school year round. Further, each Regional Superintendent has been given a staff of five, highly qualified Instructional Specialists to support the schools in their region, and district specialists are deployed to provided personalized support for the highest needs schools by Regions. The District has provided flexibility to the Differentiated Accountability schools in staffing decisions by allowing priority hiring.

The Superintendent increased staffing ratios for DA schools, as well as provided a Single School Culture Coordinator (SSCC) who will serve and support the school year round. Further, each Regional Superintendent has a staff of five, highly qualified Instructional Specialists to support the schools.

The Regional Superintendent, as the principal supervisor, has flexibility in developing the school calendar 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. The Superintendent has initiated a policy of protected time for principals and school leadership teams this year by limiting meetings, mandates, and other actions that impact the focus on teaching and learning at the schools.

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

The District has adopted a new Five Year Strategic Plan for 2016-2021. The Plan identifies four interdependent essential, long-term outcomes which serve as indicators to measure progress. These four identified Long-Term Outcomes (LTO) are:
• Increase reading on grade level by third (3rd) grade – Goal: 75%
• Ensure high school readiness – Goal: 75%
• Increase the high school graduation rate – Goal 90%
• Foster post-graduate success – 75%

The plan outlines four Strategic Themes. They are:
• Effective and relevant instruction to meet the needs of all students
• Positive and supportive school climate
• Talent development
• High performance culture

Eleven Strategic Objectives and 19 Strategic Initiatives are identified under the Themes to organize the progression of work over the 5 years of the plan. Eight of these initiatives were identified as first year priorities for implementation during the 2016-17 school year. All district policies and procedures are implemented in alignment with the 2016-2021 District Strategic Plan. As part of the High Performance Culture Initiative, a balanced scorecard, founded in performance management, will drive operations. The School District of Palm Beach County will use this tool as a means for continuous improvement efforts.

The School District of Palm Beach County (SDPBC) has previously implemented two cohorts of SIG grants and will apply for SIG Cohort 4. Policies and procedures that need to be modified for implementation within SIG were included in the Memoranda of Understanding (MOU's) between the district and the Palm Beach Classroom Teachers Association (CTA). These MOUs supersede district policies and have included 3.302 Performance Pay for School Administrator and Instructional Personnel. New MOUs will be developed, as required.

The MOU have addressed:

• Unit Adjustment Transfers
• Tutorial rates
• Supplemental complexity pay (financial incentive)
• Additional instructional duty hours to be worked at the regular hourly rate of pay.

The District's existing policies and procedures 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.

d. Operational Flexibility
Provide the district's definition of "operational flexibility"Â? 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 provides flexibility to schools in staffing decisions by allowing priority hiring.

Schools have been given some flexibility in budgeting to achieve their goals. The Superintendent reallocated the District's Title I funding, making more Title I funding available to DA Focus and Priority schools to increase their ability to adopt practices, identify resources and personnel that might otherwise be beyond the school's budget. The Superintendent has initiated a policy of protected time for principals and school leadership teams this year by limiting meetings, mandates, and other actions that impact the focus on teaching and learning at the schools.

The Regional Superintendent, as the principal supervisor, provides flexibility to schools in building master schedules, including extended learning time for students and teachers (professional development and collaborative and collegial planning). They will have flexibility in developing the school calendar 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.

3. Sustainability of Improvement

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

The district is committed to sustaining improvements after the school's Differentiated Accountability (DA) designation ends and/or the SIG program ends and dedicates resources to these schools as schools of concern. Schools that remain Title I, high need schools, even if they are no longer DA designated, are eligible for free and reduced lunch. They are usually located in communities with multiple risk factors that impact student achievement. The commitment to provide continued service to these schools is strong and is reflected in the annual budgeting process. The funding methodology uses 13 weighted criteria to highlight needy schools. Additionally, the district is committed to scaffolding their support through the Regional Superintendent and his or her support team.

The School Transformation department has been reorganized under the 2016-2021 District Strategic Plan. Prior to the reorganization, two (2) School Transformation Offices, one serving schools in the Glades area and the other serving schools on the eastern side of the District, operated autonomously. The Superintendent dissolved the School Transformation Offices and placed the responsibility for School Transformation and Turnaround directly with the Deputy Superintendent/Chief of Schools. Under this new District organizational structure, all schools have been reorganized from five (5) Areas to four (4) Regions which are now known as the South, Central, North, and Glades Regions. Each Region is led by a Regional Superintendent who reports directly to the Deputy Superintendent/Chief of Schools, who in turn reports to the Superintendent. The Regional Superintendents, with the support and assistance of the Instructional Superintendents, directly support and supervise all Differentiated Accountability schools. This model allows for direct Superintendent ownership and accountability.

The District Leadership Team and Regional Superintendents (who, with their small numbers of no more than 6-8 schools each are in the best position to know their principals and schools well) provide weekly principal and school support. Support visits focus on improving instructional planning, developing the instructional leadership team and the principal, observing classroom instruction, aligning professional development, growing talent and best practices, calibrating the results of learning walks and evaluations to provide meaningful feedback, and bringing the school leadership team fully into the process of sharing the Vision and Mission of the District's Strategic Plan. The Regional Superintendents lead Professional Learning Communities (PLCs) of principals for sharing best practices, problem-solving, and support. Their support model works collaboratively with school leadership teams (not just the principal, but also assistant principals, the Single School Culture Coordinator, instructional coaches, and other support staff and teachers) to cultivate school leadership and "turn theory into action."

"Turning theory into action" is the District's plan for standards-based instruction and best practices in alignment with the initiatives of the 2016-2021 Strategic Plan. It addresses the cultural barriers of "the way things have always been done," to achieve the district's long term outcomes. This model is graphically depicted as: Standards-based instruction + District Vision and Mission – Cultural Barriers = Achievement of District's Long Term Outcomes.

School Master Board (Master Schedule) analysis helps school teams identify time for Professional Learning Communities (PLCs) and Common Planning as defined by Rule 6A-1.099811(2)(e), Florida Administrative Code. To support PLCs and Common Planning, the District created a new position, the Single School Culture Coordinator (SSCC), to help schools create a positive and supportive school climate (Strategic Theme # 2). The SSCC supports teachers in planning effective and relevant instruction with equity and access, using the Florida Standards and formative assessment data (Strategic Theme #1). This helps the District achieve the Objectives of Strategic Theme #4, Creating a High Performance Culture and ensures continuous improvement throughout the District. Defining the Four (4) Pillars of Effective Instruction is another Strategic Initiative that is a priority for the current school year. Teachers who can define, plan, and implement instruction based on the 4 Pillars will increase the academic achievement of students. The selection of appropriate assessment types to monitor and measure instruction and student work will ensure a focus on individual student needs. Support teachers (SAI, ELL, ESE) will participate in common planning to align instruction in all teaching and learning settings (push-in, pull-out, small group, and individual instruction). Title II funding for continued Professional Development will help to sustain programs.

In addition to teacher-led differentiated instruction, the Single School Culture Coordinators will assist teachers with the implementation of iReady, an adaptive, diagnostic tool for reading and mathematics instruction that pinpoints student needs at the sub-skill level, and provides ongoing progress monitoring data to ensure students are on track to achieve end-of-year targets. Further differentiation is available through monthly growth monitoring and formative assessments to support Tier 2 and 3 intervention. In Professional Learning Communities (PLCs) and during Common Planning, data analysis will inform the grouping of students for instruction to meet their needs. The principal will engage in ongoing monitoring to ensure that instruction is differentiated by reviewing lesson plans, conducting frequent classroom walkthroughs, and analyzing classroom and school formative and risk factor assessment data. The principal will engage in data analysis with his or her Regional Superintendent during regular weekly or biweekly monitoring and support meetings.

The District's Resource Development Office provides support to schools for sustaining school improvement efforts through community partnerships. Partnerships forged with external providers support schools in building capacity for sustaining turnaround. These partnerships include:

• The New Teacher Project (TNTP) - analyze classroom instruction and provide resource support
• Curriculum Associates' iReady - deploy as an adaptive technology over 3 years to support Reading and Mathematics in K-5 classrooms
• Partnerships with the schools' surrounding cities - ensure community engagement. The Tri-Cities Commission supports DA schools in the Glades Region and the City of West Palm Beach partners with DA schools in Riviera Beach.
• Academic Parent-Teacher Teams (APTT) - supports student achievement through family engagement.
• Learning Sciences International (LSI) - supports teacher's knowledge of learning goals and scales, and monitoring instruction.
• University of Washington's Center for Educational Leadership (CEL) will support the District in implementing the Council of Chief State School Officers (CCSSO) Model Principal Supervisors Professional Standards.

Communication is an essential element of sustainability. The District publishes all news and events on the District website in multiple languages, including featured videos. All events are publicized with announcements, automated calls, and letters translated in Spanish and Haitian Creole to build stakeholder engagement and support. The Department of Communications and Engagement, led by the Chief Communications Officer, provides up-to-date information about the the School District of Palm Beach County for the purpose of building stronger links between employees, parents, families and the community.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link
https://www.floridacims.org/documents/361908

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

The School District of Palm Beach County (SDPBC) embarked on a process of developing a new Strategic Plan for 2016-2021 with the appointment of a new Superintendent of Schools, Dr. Robert Avossa, on June 12, 2015. The District analyzed student performance data and compared results with

school, district, and national trends. The data was used to create community presentations and provide the foundation for a year-long strategic plan journey. The Superintendent completed a 90-day entry plan which included a Listening and Learning Tour representing all stakeholders in the District. The Listening and Learning tour gathered stakeholder input representing more than 10,000 interactions with individuals and more than 34 public meetings with businesses and civic groups. Students, parents, teachers, principals, and employees rated and prioritized issues with more than 8,000 responses to an online survey demonstrating that parents, families, and the community are ongoing partners in the District's school improvement efforts. All findings and recommendations were shared with the greater community and posted on the District's website in multiple languages.

Principals, teachers, students, parents, community/business partners, local government and community activists participate at the school and community level in each Region. Parents and the community are encouraged to participate in each school's School Advisory Council (SAC) and contribute to the decision making of their schools. School Advisory Councils review and approve Title I expenditures, participate in reviewing School Improvement Plans (SIPs), and provide feedback to assist schools in revising their Plans to meet the needs of students and improve the school. Parent input is documented in the SAC minutes. Additionally, Differentiated Accountability Focus and Priority schools provide parents information regarding School Improvement during curriculum nights and other school meetings.

The 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 resources 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 trainings.

Academic Parent Teacher Teams (APTT) were initiated during the 2015-16 school year at eight (8) DA Title I elementary schools and will continue into this school year. APTT is a research-based parent engagement initiative that builds the capacity for teachers to work with parents to support grade-level foundation 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.

3. Engagement of School Leadership
Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

The Superintendent's 90-Day Entry Plan included a Listening and Learning Tour as previously described. The Superintendent also spent an extensive amount of time with the District's governance team and executive staff to assess what was working well and identify barriers and areas for improvement. This included a thorough analysis of the current state of teaching and learning as demonstrated by student achievement and performance gaps. The Superintendent completed a review of organizational practices to affirm his findings and observations from both the Listening and Learning Tour and a review of policies and practices.

The Superintendent conducted a retreat with senior staff to review department strategic plans, school improvement plans, student achievement data, balanced scorecards and other data resources, current or anticipated vacancies in the District office or with school leadership, and discuss leadership team structures, protocols, norms, and practices. He conducted one-on-one interviews with all department heads in District office, focusing on alignment and execution of key strategies. He met with the Area Superintendents to assess current data and performance of all schools under their supervision and reviewed their plans for making
improvements – particularly for the lowest performing schools.

To support the implementation of a 2016-2021 Strategic Plan, the Superintendent reorganized the District's Organizational Chart to provide more personalized support for schools. Adopted by the School Board, the 2016-2021 Strategic Plan and the new Organizational Chart incorporating Regional Superintendents and their teams took effect on July 1, 2016. Under the new District organizational structure, schools are divided into four (4) regions: South, Central, North, and Glades. Each region is led by a Regional Superintendent who reports directly to the Deputy Superintendent/Chief of Schools who, in turn, reports to the Superintendent. The Regional Superintendent has direct responsibility for supporting and supervising the district's Differentiated Accountability Focus and Priority Schools, including any schools that are in Turnaround. Within the regions, all schools are grouped into Secondary and Elementary categories and are supported by the Regional Superintendent or an Instructional Superintendent. This model allows for direct Superintendent ownership and accountability.

The Deputy Superintendent, as the lead for School Transformation, meets with the Regional Executive Director (RED) for the Southeast Region monthly to review the progress of the Differentiated Accountability (DA) schools and monitor the process of School Turnaround. Instructional Reviews are facilitated by Regional Superintendents and include school leadership teams, representatives from district departments including Title I, ESE, Multicultural, Safe Schools (MTSS), and the Bureau of School Improvement Regional team. In addition to Instructional Reviews, principals participate in one or more data chats with the Superintendent of Schools, the Deputy Superintendent/Chief of Staff, and the District's Academic Cabinet for collaborative problem-solving around school improvement.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Christiansen, David, Deputy Superintendent, david.christiansen@palmbeachschools.org

b. Employee's Title

Other

c. Employee's Phone Number

(561) 649-6888

d. Employee's Phone Extension

e. Supervisor's Name

Dr. Robert Avossa

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

The Deputy Superintendent/Chief of Schools works closely as a strategic partner with the Superintendent in achieving the priorities of the School Board and the goals of the District's Strategic Plan. Under the new District organizational structure, schools have been divided into four (4) regions: South, Central, North, and Glades. Each region is led by a Regional Superintendent who reports directly to the Deputy Superintendent/Chief of Schools who, in turn, reports to the Superintendent. The Regional Superintendent has direct responsibility for supporting and supervising the district's Differentiated Accountability Focus and Priority Schools, including any schools that are in Turnaround. Within the regions, all schools are grouped into Secondary and Elementary categories and are supported by the Regional Superintendent or an Instructional Superintendent. This model allows for direct Superintendent ownership and accountability.

The Deputy Superintendent leads the District's Academic Cabinet/Leadership Team which consists of the Superintendent of Schools, the Deputy Superintendent/Chief of Schools, Chief Performance Accountability, Chief Academic Officer, Chief Communications and Engagement, Chief Human Resources, Chief Office of Administration, Chief Financial Office, Chief Operating Office, Assistant Superintendent of Student Services, Equity, and Access, the Office of Compliance and Special Projects which includes Federal Programs, and the Regional Superintendents for the South, Central, North and Glades Regions.

Further, the Deputy Superintendent's Office serves as the liaison between the School District of Palm Beach County and the Florida Department of Education, Bureau of School Improvement, Regional Executive Director (RED) for the Southeast Region.

2. District Leadership Team:

Avossa, Robert, avossa.rm@palmbeachschools.org	
Title	Superintendent
Phone	561-494-1505
Supervisor's Name	The School Board of Palm Beach County, FL
Supervisor's Title	Superintendent
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.

Christiansen, David, Deputy Superintendent, david.christiansen@palmbeachschools.org	
Title	Other
Phone	
Supervisor's Name	Dr. Robert Avossa
Supervisor's Title	Superintendent
Role and Responsibilities	Deputy Superintendent/Chief of Schools: The Deputy Superintendent leads the District's Academic Cabinet/Leadership Team which consists of the Superintendent of Schools, the Deputy Superintendent/Chief of Schools, Chief Performance Accountability, Chief Academic Officer, Chief Communications and Engagement, Chief Human Resources, Chief Office of Administration, Chief Financial Office, Chief Operating Office, Assistant Superintendent of Student Services, Equity, and Access, the Office of Compliance and Special Projects which includes Federal Programs, and the Regional Superintendents for the South, Central, North and Glades Regions.

Howard, Mark, mark.howard.1@palmbeachschools.org	
Title	Other
Phone	
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Chief, Performance Accountability: The Division of Performance Accountability, Department of Research, Evaluation and Assessment (which includes the Department of School Improvement), is engaged in the ongoing process of collecting, disaggregating, analyzing, interpreting, developing and posting in the District’s Data Warehouse system user friendly data reports for district leadership, school leaders and other school stakeholders. The reports provide up-to-date analysis of student performance data across all FDOE assessed curriculum areas, student profile enrollments, teacher and student attendance, discipline events, gap analysis data, and early warning systems data by demographic groups. The Division also oversees the development, deployment, evaluation, and analysis of district developed assessments.

Oswald, Keith, Chief Academic Officer, keith.oswald@palmbeachschools.org	
Title	Other
Phone	
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Chief Academic Officer: Directs and supervises the departments of Elementary and Secondary Education, ESE, Multicultural Education, Early Childhood Education, Virtual Education, Student Services, Equity and Access, Choice and Career Options, Guidance, Education Alternatives, Extended Learning, Safe Schools, Professional Growth, Professional Development, Leadership Development, and Adult Education.

Chandler, Amity, Chief of Strategic Communications, amity.chandler@palmbeachschools.org	
Title	Other
Phone	(561) 357-7679
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	amity.chandler@palmbeachschools.org Amity Chandler Chief of Communications and Engagement: The Department of Communications and Engagement is charged with engaging all of the district's diverse communities and informing all publics of district policies, programs, services, successes, challenges and opportunities. We invite you to learn more about how we help schools and departments inform and engage their communities.

LaCava, Gonzalo, Chief of Human Resources, gonzalo.lacava@palmbeachschools.org	
Title	Other
Phone	
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Gonzalo S. La Cava, Ed.D. Chief of Human Resources: Human Resources supports School District operations through people, process and technology. Our focus is on the recruitment and retention of talent, processing efficiency, and exemplary customer service.

Burke, Mike, mike.burke@palmbeachschools.org	
Title	Other
Phone	(561) 434-8584
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Michael J. Burke, Chief Financial Officer mike.burke@palmbeachschools.org The Chief Financial Officer oversees the Division of Financial Management and Information Technology. The mission of the Office of the Chief Financial Officer is to provide quality support services and assistance to students, schools, parents and employees through the effective management of resources in the areas of Financial Management and Information Technology.

Agarwal, Deepak, Chief Information Officer, deepak.agarwal@palmbeachschools.org	
Title	Other
Phone	
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Deepak Agarwal, Chief Information Technology The Chief Information Technology division provides enterprise wide innovative technology environments and information access that empowers teachers, students, administrators, and community to make well informed decisions, to share knowledge and collaborate, and to drive business process efficiencies. This vision will enable SDPBC students, employees and the community to become life long independent, productive learners and caring contributors to their communities.

Fennoy, Donald, donald.fennoy@palmbeachschools.org	
Title	Other
Phone	
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Dr. Donald E. Fennoy, II Chief Operating Officer The Chief Operating Officer is responsible for administrative oversight of School Support Operations and ensuring alignment with the School District's mission, goals and strategic plan. The mission of the Operations Division is to safely transport students to and from school, provide nutritional meals, ensure a safe environment and create building environments conducive to learning.

Coleman, Camille, camille.coleman@palmbeachschools.org	
Title	Assistant Superintendent
Phone	561-494-1505
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Dr. Camille Coleman, Regional Superintendent, North Region: The Regional Superintendent supports the District in implementing the District Strategic Plan and achieving the District's Mission of educating students to achieve their full potential. The Regional Superintendent, with the assistance of the Instructional Superintendents, supervises, monitors, and supports the principals and schools in the Region, especially those in Differentiated Accountability (Focus and Priority schools) and, as appropriate, those that are in Turnaround.

Rodriguez, Frank, frank.rodriguez@palmbeachschools.org	
Title	Assistant Superintendent
Phone	561-804-3246
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Frank J. Rodriguez, Ph.D. Regional Superintendent, Central Region The Regional Superintendent supports the District in implementing the District Strategic Plan and achieving the District's Mission of educating students to achieve their full potential. The Regional Superintendent, with the assistance of the Instructional Superintendents, supervises, monitors, and supports the principals and schools in the Region, especially those in Differentiated Accountability (Focus and Priority schools) and, as appropriate, those that are in Turnaround.

Saltzman, Ian, ian.saltzman@palmbeachschools.org	
Title	Assistant Superintendent
Phone	561-982-0919
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Ian B. Saltzman, Ed.D., Regional Superintendent, South Region: The Regional Superintendent supports the District in implementing the District Strategic Plan and achieving the District's Mission of educating students to achieve their full potential. The Regional Superintendent, with the assistance of the Instructional Superintendents, supervises, monitors, and supports the principals and schools in the Region, especially those in Differentiated Accountability (Focus and Priority schools) and, as appropriate, those that are in Turnaround.

Title	Assistant Superintendent
Phone	561-996-4900
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Carleen Millen, Regional Superintendent, Glades Region: The Regional Superintendent supports the District in implementing the District Strategic Plan and achieving the District's Mission of educating students to achieve their full potential. The Regional Superintendent, with the assistance of the Instructional Superintendents, supervises, monitors, and supports the principals and schools in the Region, especially those in Differentiated Accountability (Focus and Priority schools) and, as appropriate, those that are in Turnaround.

Ruiz, Eddie, eddie.ruiz@palmbeachschools.org	
Title	Assistant Superintendent
Phone	
Supervisor's Name	Dr. Keith Oswald
Supervisor's Title	Other
Role and Responsibilities	Assistant Superintendent of Student Services, Equity & Access (SSEA) The Assistant Superintendent of Student Services, Equity, and Access endeavor to provide: • Educational programs that will ensure students learn and are able to effectively apply basic and advanced skills and processes in all academic areas; • An environment where students will develop the skills needed to communicate their thoughts logically and effectively, as well as to express their individuality and creativity; • Opportunities for students to utilize the skills and abilities needed to meet the challenges of an information society and to utilize its rapidly changing technologies; • Students with opportunities to demonstrate a basic understanding of our democratic process and the responsibility for citizenship in an international society; • An understanding and respect for the diversity of cultures and a recognition of the uniqueness of others in a pluralistic community;

Terembes, Barbara, barbara.terembes@palmbeachschools.org	
Title	Director
Phone	561-434-7346
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Barbara Terembes, Administrative Director, Compliance and Special Projects The Administrative Director of Compliance and Special Projects supervises the District's Turnaround Option Plan (TOP) and the Department of Federal and State Programs which supports students by working collaboratively across the district to maximize the use of Federal, State, and other resources.

Davis, Sherri, Chief Officer of Administration, sherri.davis@palmbeachschools.org	
Title	Other
Phone	561-434-8813
Supervisor's Name	Dr. David Christiansen
Supervisor's Title	Other
Role and Responsibilities	Sherri Davis, Chief Office of Administration Sherri.Davis@palmbeachschools.org The Chief Office of Administration supports The School District of Palm Beach County in achieving its Vision and Mission in alignment with the 2016-2021 District Strategic Plan.

3. Educator Quality

a. School Leadership Teams

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

As previously described, the School District of Palm Beach County embarked on the process of developing a new Strategic Plan for 2016-2021 with the appointment of the new Superintendent of Schools, Dr. Robert Avossa, on June 12, 2015. The Superintendent conducted a 90 day Entry Plan that included a Listening and Learning Tour across the District with all stakeholders to acquire the information and knowledge needed to serve as the foundation on which to create the strategic plan. The Superintendent met with Area Superintendents to assess current data and performance of all schools under their supervision, and review their plans for supporting and improving schools, particularly for the lowest performing schools.

The 2016-21 District Strategic Plan identified Four Strategic Themes, eleven Strategic Objectives and 19 Strategic Initiatives to organize the work of achieving the District's Vision and Mission. Eight initiatives were identified as Priority for Year 1, three of which directly address the need for recruiting, developing, and ensuring the highest quality school leadership. Under Strategic Theme 3, Talent Development, two initiatives focus on recruitment and hiring: 1) Develop and implement a recruitment system that attracts high quality and diversity in candidates, and 2) Develop and implement rigor selection and hiring processes that effectively identify and screen for high quality, skilled applicants. Under Strategic Theme 4, High Performance Culture, the focus is to implement a comprehensive performance management system.

A more robust principal supervision model is being implemented beginning with the 2016-17 school year with the full implementation of the District Strategic Plan.The District Leadership Team and Regional Superintendents (who, with their small numbers of 6-8 schools are in the best position to know their principals and schools well), will provide weekly school support. This support model will focus on collaborative work with school leadership teams, not just the Principal, but also Assistant Principals, instructional coaches, and support staff) to cultivate school leadership and grow instructional leaders into Assistant Principals and Principals. The goal will be to improve instructional planning, develop the instructional leadership team and the principal, observe classroom instruction,

align professional development, grow talent and best practices, calibrate the results of learning walks and evaluations to provide meaningful feedback, and bring the school leadership team fully into the process of sharing the Vision of the District's Strategic Plan.

The highest needs schools (DA Priority and Focus schools) will have weekly support meetings with the Regional Superintendent and school leaders. The purpose of their meetings is to monitor the effective implementation of the School Improvement Plan (SIP) and provide support for overcoming barriers and implementing strategies and action steps to achieve the school's goals. All District schools have identified at least one goal that is aligned to the District's Strategic Plan's Strategic Themes and Long Term Outcomes. The SIP is monitored to ensure fidelity of implementation and effectiveness.

The Regional Superintendents and Instructional Superintendents lead Professional Learning Communities (PLCs) of principals for sharing best practices and differentiate their support based on each school's unique needs. They have flexibility in developing the school calendar 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.

The District will implement the Model Principal Supervisor Professional Standards adopted by the Council of Chief State School Officers (CCSSO).

Data collected by the Regional Superintendents will be shared with the Deputy Superintendent and the District's Academic Cabinet which meets weekly. The Academic Cabinet analyzes the data, determines resources and supports needed, and develops an action plan. The Regional Superintendents work with school leadership teams to implement the plan. Regional Specialists support the implementation of the action plan, while the Regional Superintendents progress monitor the impact of the supports to determine if schools' needs are being met.

Two Instructional Reviews (IR's) are scheduled during the school per year. The purpose of the IR is to analyze the school's performance/trend data, conduct learning walks to monitor instructional practice, and engage in planning and problem solving to identify barriers, strategies, action steps, and monitoring processes for improving student learning outcomes. Representatives from district departments including Title I, ESE, ESOL/Multicultural, Safe Schools (MTSS), support the Instructional Review in collaboration with the Bureau of School Improvement, Southeast Regional team. In addition to the Instructional Reviews, principals will participate in two data chats with the District Superintendent, Dr. Robert Avossa, the Deputy Superintendent, Dr. David Christiansen, the District's Academic Cabinet, and the FDOE Regional Executive Director (RED).

The Superintendent has initiated a policy of protected time for principals and school leadership teams by limiting meetings, mandates, and other actions that impact the focus on teaching and learning at the schools. The Deputy Superintendent/Chief of Schools leads School and District Leadership Academies to provide opportunities for collaboration, explore current research and share best practices.

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

The Department of Research and Evaluation, along with Regional Offices and Human Resources departments, will implement a reliable system that includes a review of components from the Teacher Evaluation system (Student Performance data, Classroom Observations, and Principal input) to reassign or replace instructional staff that have been assigned to a school for one or more year who students demonstrate a failure to improve that can be attributed to the faculty. In a similar process, the District will limit the pool of staff eligible to be hired, or rehired, into the school to those who have shown a history of Effective or Highly Effective instruction based on the teacher evaluation system.

As part of the High Performance Culture Initiative, a balanced scorecard, founded in performance management will drive operations. The School District of Palm Beach County will use this tool as a means for continuous improvement efforts.

D. Professional Capacity

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

A 90-minute weekly Professional Learning Community and Common Planning is a non-negotiable for the 2016-17 school year. During Common Planning and in Professional Learning Communities, school leadership teams and teachers analyze data from the formative assessments to guide classroom instruction to provide teachers with critical feedback on students' progress towards the mastery of the Florida standards. In addition, the District is developing a projection of FSA success (level 3+) based on the data from these assessments, which will be available at certain points throughout the year.

The Regional and District support teams will attend PLCs and Common Planning sessions and provide guidance for school teams to improve instructional planning. The team will calibrate observations from learning walks to provide meaningful feedback to principals and school leadership teams and support schools in growing best practices.

The District recently implemented a data analysis protocol for the school's Master Board (Master Schedule) to identify school strengths and priorities as well as gaps and needs in areas that might be under served.The Master Board review helps school teams identify time for Professional Learning Communities (PLCs) and Common Planning as defined in Rule 6A-1.099811(2)(e), Florida Administrative Code.

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

Each Regional office has been given five (5) dedicated Instructional Specialists focused on supporting schools in developing and implementing their School Improvement Plans (SIPs) and building capacity in literacy, science, and mathematics.

The District has provided a new school-based, full-time position, the Single School Culture Coordinator (SSCC), to support teachers in planning for differentiated instruction using the Florida Standards and formative assessment data. The SSCC will support the implementation of the District's strategic plan directly as the work related to three of the four strategic themes: Theme 1) Effective and relevant instruction to meet the needs of all students; Theme 2) Positive and supportive school climate; and Theme 3) Talent development. Each SSCC has been selected based on qualifications generated from concerns and data gathered during the Superintendent's Listening and Learning Tour and has been vetted by District leaders for eligibility in the SSCC pool. Principals hire the SSCC for their school from the pool.

The SSCC will provide job embedded coaching and professional learning to teachers, will apply the principles and practices of a Multi-Tier System of Supports (MTSS) in behavior and academic intervention in the Response to Intervention (RtI) process, will guide teachers in using data to make adjustments to instruction, and will work closely with the principal and school leadership team to develop and sustain a positive and supportive Single School Culture. Support teachers (SAI, ELL, ESE, Guidance, Instructional Coaches and others) will participate in common planning to align instruction in all teaching and learning settings (whole group, push-in, pull-out, small group, and individual instruction). In addition, each school has been allocated additional Title I dollars to fund a dedicated literacy coach, math or science coach, depending on the school's needs.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

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

Yes

District Reading Plans
https://www.floridacims.org/districts/palm-beach?current_tab=reading

b. Writing

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

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 30-60 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 text-based 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 Reading Plus Benchmark Assessments, Diagnostic tests, and Florida Standards Quizzes (FSQs) and Unit Standards Assessments (USAs) 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 text-based 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 Reading Plus Benchmark Assessments, Diagnostic tests, and Florida Standards Quizzes (FSQs) and Unit Standards Assessments (USAs) 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

Elementary Reading - Reading Block for DA Schools 2016-17	
Program Type	Core, Intensive Intervention
School Type	Elementary School
Description	Based on the analysis of District trend data, the District revised the implementation of instruction within the 90-minute reading block, requiring all DA Focus, Priority and TOP schools to implement a literacy instruction model used at one of the district's highest poverty and - at the same time, highest performing - elementary schools. Since the 2002-03 school year, Wynnebrook Elementary School has earned a school grade of A and has outperformed the District and the State every year since then. This has been the result, even as the number of students on Free and Reduced Lunch (FRL) steadily increased from 81% in 2002 to 93% in 2014 and the minority rate increased from 74% in 2002 to 91% in 2014. <p> The instructional model for the 90-minute reading block at Wynnebrook Elementary is aligned to the Florida State Standards and includes regular practice with complex texts, academic language, text-based writing, and building knowledge through content-rich non-fiction texts. Reading, writing, listening, and speaking are grounded in evidence from texts, both literary and informational. <p> The block begins with a standards-based lesson and a close reading of a grade level text. Students then rotate between teacher-led small group instruction utilizing varying strategies based on student needs as identified by data, adaptive, computer based learning using iReady, and independent practice and learning in purposeful learning centers. <p> The model uses an innovative scheduling process so that two teachers are available at all times for small group, teacher-led instruction to ensure that all students' needs are being met. Teachers plan collaboratively in 90-minute Common Planning/ Professional Learning Communities (CP/PLCs) using evidenced-based considerations around text selection, learning purpose, student engagement, vocabulary development, monitoring for learning, support for ESE and ELL students, and rotation protocols. Because the texts include content-rich informational texts, the model will provide students additional, aligned instruction around themes in the science and mathematics instructional blocks. Included in the redesign of the 90-minute reading block, the District has purchased Curriculum Associates' iReady Diagnostic and Assessments for all district elementary schools to provide tools for effective, personalized instruction, differentiated practice, and ongoing progress monitoring and formative assessment at the level of rigor required to raise student achievement on the Florida Standards. The iReady adaptive technology will be implemented over a 3 year period to support both Reading and Mathematics in K-5 classrooms. <p>

c. Mathematics

1. Description of Programs

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

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: • iReady will be used as an adaptive technology over 3 years to support Reading and Mathematics in K-5 classrooms. •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. • 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	Additional supplemental support and resources for Middle Schools are available through Unit Plans on Blender. Resources Include: o Discovery Education o LearnZillion o Mathematics Assessment Project o SunBay o Engage NY o Illustrative Mathematics o Mathematics Formative Assessment System o Khan Academy

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 include: o Math Nation – Algebra 1, Geometry & Algebra 2 o HMH Larson – Algebra 1, Geometry & Algebra 2 o Pearson Math for Your World o Pearson Precalculus: Graphical, Numerical, Algebraic o Pearson Algebra and Trigonometry o Pearson Precalculus: Enhanced with Graphing Utilities o Pearson Calculus o Pearson Stats in Your World o Cengage College Prep Algebra FL Edition

High School: Supplemental Math	
Program Type	Supplemental
School Type	High School
Description	Additional supplemental support and resources for Middle Schools are available through Unit Plans on Blender. Resources Include: o Discovery Education o LearnZillion o Mathematics Assessment Project o Engage NY o Illustrative Mathematics o Mathematics Formative Assessment System o Khan Academy

d. Science

1. Description of Programs

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

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) for Science serve as the core of science instruction throughout the School District of Palm Beach County. Houghton Mifflin Harcourt – Florida Science Fusion is the current adopted consumable 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 consists of a consumable textbook that supports a core instructional resource, Think Central, an interactive digital platform which drives science instruction through accessible lessons, assessments, content enriched videos, and hands-on labs and digital versions of the textbook and its 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 Florida Science standards 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. Florida Science Standards Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All schools have the opportunity to send their 3-5th grade teachers to Science Leadership Academies that are 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.

2. Instructional Alignment and Pacing

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

A key theme of the District's 2016-2021 Strategic Plan is "Effective and relevant instruction to meet the needs of all students." This ensures a shared commitment and collective responsibility for the academic success of each and every student and establishes personalized learning opportunities for them all. To achieve these objectives, the District implemented a progress monitoring system aligned to the Florida Standards culminating in the Florida Standards Assessments (FSA) as the summative measure within the system. This progress monitoring system includes standards-based, locally-developed formative and interim assessments (including standards-based mini assessments and multi-standards unit assessments, computer-based adaptive assessments, performance-based checklists (such as Reading Running Records), and performance assessment rubrics embedded within the scope and sequence of instruction. A mid-year diagnostic assessment includes all grade level standards, and standards-based adaptive supplemental instruction and assessment (using iReady) will help to support personalized learning.

The 90-minute Professional Learning Community (PLC) and Common Planning is recommended for the 2016-17 school year. During Common Planning/Professional Learning Communities (CP/PLCs), school leadership teams and teachers will analyze data from the formative assessments to guide classroom instruction and provide teachers with critical feedback on students' progress towards the mastery of the Florida standards based on their classroom instruction. In addition, the district is developing a projection of FSA success (level 3+) based on the data from these assessments, which will be available at certain points throughout the year. The Regional and District support teams will attend PLCs and Common Planning sessions and provide guidance for school teams to improve instructional planning. The team will calibrate observations from learning walks to provide meaningful feedback to principals and school leadership teams and support the school in growing best practices.

Formative assessments are monitored at the school, regional, and district level. Research and Assessment staff provide professional learning for principals and school teams on all assessments, the use of data, interpreting reports in the District's Educational Data Warehouse (EDW) system, and using data to inform standards-based instruction. In addition to these professional learning opportunities, the District has built collaborative teams between the schools, Regional Offices, the Assessment, Curriculum, and School Improvement departments to support data-driven instruction in the schools.

Two Instructional Reviews (IRs) are conducted during the school per year. The purpose of the IR is to analyze the school's performance/trend data, conduct learning walks to monitor instructional practice, and engage in planning and problem solving to identify barriers, strategies, action steps, and monitoring processes for improving student learning outcomes. Data collected during IRs is used to modify the action steps in School Improvement Plans (SIPs) as needed. Instructional Reviews are facilitated by Regional Superintendents and include school leadership teams, representatives from district departments including Title I, ESE, Multicultural, Safe Schools (MTSS), and the Bureau of School Improvement Region V team. In addition to the Instructional Reviews, principals participate in one or more mid-year data chats with the District Superintendent, Dr. Robert Avossa, the Deputy Superintendent, Dr. David Christiansen, the District's Academic Cabinet, and the Bureau of School Improvement, Regional Executive Director (RED) for the Southeast Region.

Each school has regular, ongoing support meetings with the Regional Superintendent and school leaders. The purpose of the meetings is to monitor the effective implementation of the School Improvement Plan (SIP) and provide support for overcoming barriers and implementing strategies

and action steps to achieve the school's goals. The SIP is a problem-solving tool, aligned to the District's Strategic Plan, for guiding school and District leadership teams in taking actions that improve student learning outcomes and improve schools. The SIP is monitored to ensure fidelity of implementation and effectiveness. The most current data is considered and the team discusses the barriers identified in the SIP that may be hindering progress. Based on data analysis, the SIP is adjusted or revised as needed throughout the school year to enhance the school's progress towards the achievement of its goals.

In addition, the meetings support the Marzano School Leader Evaluation Model. Data and information collected by Regional Superintendents is shared with the District's Academic Cabinet, led by the Deputy Superintendent, which meets weekly. The Academic Cabinet analyzes the data, determines resources and supports needed, and develops an action plan. The Regional Superintendents work with schools to implement the plan. District and Regional Specialists support the implementation of the action plan and the Regional Superintendents progress monitor the impact of the supports to determine if schools' needs are being met.

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

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

a. Link to Student Progression Plan

http://palmbeachschools.org/studentprogression/

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

FY16: Pages 66-88

c. Alignment of Pacing Guides to Florida Standards
Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*
The following documents were submitted as evidence for this section:

No files were uploaded

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

B. Problem Analysis Summary

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

District Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. If we provide effective and relevant instruction to meet the needs of all learners, then we will increase reading on grade level, ensure high school readiness, and increase the high school graduation rate.

G4. Students in all subgroups will increase their proficiency in mathematics.

G5. Students in all subgroups will increase their proficiency in reading.

G6. 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide effective and relevant instruction to meet the needs of all learners, then we will increase reading on grade level, ensure high school readiness, and increase the high school graduation rate. 1a

G093396

Targets Supported 1b

Focus	Indicator	Year	Target
0271 - Northmore Elementary School	FSA ELA Achievement - Grade 3	2017-18	29.0
0201 - John F. Kennedy Middle School	High School Readiness	2017-18	45.8
0691 - Lake Worth High School	4-Year Grad Rate (Standard Diploma)	2017-18	84.0
0741 - Barton Elementary School	FSA ELA Achievement - Grade 3	2017-18	29.0
0842 - Turning Points Academy	High School Readiness	2017-18	6.0
1232 - Lake Shore Middle School	High School Readiness	2017-18	54.7
1241 - Gove Elementary School	FSA ELA Achievement - Grade 3	2017-18	30.0
1401 - West Riviera Elementary School	FSA ELA Achievement - Grade 3	2017-18	32.0
1851 - Palm Beach Lakes High School	4-Year Grad Rate (Standard Diploma)	2017-18	83.0
2431 - South Grade Elementary School	FSA ELA Achievement - Grade 3	2017-18	32.0
3101 - Crossroads Academy	4-Year Grad Rate (Standard Diploma)	2017-18	40.0
3355 - Riviera Beach Preparatory & Achievement Acad	4-Year Grad Rate (Standard Diploma)	2017-18	33.0

Targeted Barriers to Achieving the Goal 3

- The District is struggling to fill and retain high performing teachers, especially at the DA schools.
- There is ongoing low achievement at some schools and baseline data reveals inequities among student subgroups with regard to reading on grade level by Grade 3.
- The current state in many secondary classrooms focuses on whole-group instruction with insufficient technology for digital and blended learning opportunities to deliver personalized, adaptive instruction.
- There is variance in teachers' understanding and practices in teaching to the full rigor of the Florida Standards using complex texts and academic talk grounded in text-based evidence.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The School District of Palm Beach County's 2016-21 Strategic Plan
- Strategic Initiative Management (SIM) process with detailed project plans/Blueprints
- District-wide alignment of the School Improvement Plan (SIP) to the District Strategic Plan
- School Improvement Department with robust support plan for schools
- Principal Supervisor Model - Regional and Instructional Superintendents Support with small portfolio of schools
- Regional Superintendent's office with staff of Instructional Specialists to serve and support the DA schools in their regions
- Robust Data Systems/Educational Data Warehouse (EDW) tools such as the Principal and Principal Supervisor Dashboards
- Principals' Leadership Academy
- Regional Single School Culture and Cultural Competence Initiatives
- Master Schedule Review - a protocol for identifying school strengths and gaps

- Protected time built into Master Schedules for Professional Learning Communities (PLCs) and Common Planning
- District, regional and school partnerships such as the Riviera Beach Literacy Project/Lost Tree Foundation
- School Effectiveness Questionnaire (SEQ) annual district, school, parent and student surveys
- Four Cohorts of School Improvement Grants, two still operating (SIG Cohort 3, Year 4 and SIG Cohort 4, Year 1)
- District's Reliable System of Teacher Evaluation
- District's Multi-Tiered System of Supports (MTSS)

Plan to Monitor Progress Toward G1. 8

The District will monitor student data for growth and improved achievement.

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

Triannually, from 9/22/2017 to 7/31/2018

Evidence of Completion

State assessments such as FSA and EOC data and School Grades data; and District data from District Assessments and Principal and Principal Supervisor Dashboard.

G4. Students in all subgroups will increase their proficiency in mathematics. 1a

G030292

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	High School Readiness	2020-21	75.0
1321 - Rosenwald Elementary School	FSA Mathematics Achievement	2017-18	59.0
District-Wide	High School Readiness	2016-17	56.0
1321 - Rosenwald Elementary School	FSA Mathematics Achievement	2016-17	58.0
1321 - Rosenwald Elementary School	FSA Mathematics Achievement		47.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology: Computers, software
- Instructional Materials: Textbooks
- Professional Development: Learning Team Meetings, Common Planning

Plan to Monitor Progress Toward G4. 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.

Plan to Monitor Progress Toward G4. 8

• Superintendent Data Review where DA principals present their data (EWS, Academic, GAP, etc.)
• Formative Data Reports (EDW/Performance Matters)
• Principal and Principal Supervisor Dashboard
• School Improvement Plan
• SIG Deliverables
• Mid Year Reflection
• Principal Data Chats with District and/or Regional Leadership
• Fall Diagnostic assessments
• Ongoing Formative Assessments
• Common assessments
• PYG
• Intensive math reports and progress monitoring results
• iReady

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

Triannually, from 7/3/2017 to 6/28/2018

Evidence of Completion

Principal Dashboard, Data Review Reports, Student Performance Data, Action plans with steps schools & district will take to ensure forward-moving progress towards meeting goals

G5. Students in all subgroups will increase their proficiency in reading. 1a

G030293

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2020-21	75.0
1321 - Rosenwald Elementary School	FSA ELA Achievement	2017-18	49.0
District-Wide	FSA ELA Achievement	2016-17	54.0
1321 - Rosenwald Elementary School	FSA ELA Achievement	2014-15	47.0
1321 - Rosenwald Elementary School	FSA ELA Achievement		17.0

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
- Lack of adequate learning time for students to receive data driven differentiated instruction in reading for remediation or enrichment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology: Computers, software
- Instructional materials: textbooks
- Professional Learning: Learning Team Meetings, common planning, professional development

Plan to Monitor Progress Toward G5. 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.

Plan to Monitor Progress Toward G5. 8

Superintendent Data Review where DA principals present their data (EWS, Academic, GAP, etc.)

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

Triannually, from 11/17/2016 to 5/26/2017

Evidence of Completion

Principal Dashboard, Data Review Reports, Student Performance Data, Action plans with steps schools & district will take to ensure forward-moving progress towards meeting goals

Plan to Monitor Progress Toward G5. 8

* Superintendent Data Review where DA principals present their data (EWS, Academic, GAP, etc.)
* Formative Data Reports (EDW/Performance Matters)
* Principal and Principal Supervisor Dashboard
* School Improvement Plan
* SIG Deliverables
* Mid Year Reflection
* Principal Data Chats with District and/or Regional Leadership
* Fall Diagnostic assessments
* Ongoing Formative Assessments
* Common assessments
* PYG
* Intensive math reports and progress monitoring results
* iReady

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

Triannually, from 10/7/2017 to 10/7/2017

Evidence of Completion

Principal Dashboard, Data Review Reports, Student Performance Data, Action plans with steps schools & district will take to ensure forward-moving progress towards meeting goals

G6. 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
1321 - Rosenwald Elementary School	FSA ELA Achievement	2017-18	49.0
1321 - Rosenwald Elementary School	FSA Mathematics Achievement	2017-18	59.0
All DA Schools	School Climate Survey - Parent	2016-17	35.0
1321 - Rosenwald Elementary School	FSA Mathematics Achievement	2016-17	58.0
1321 - Rosenwald Elementary School	FSA ELA Achievement	2016-17	47.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2016-17	86.0
1321 - Rosenwald Elementary School	Discipline incidents		23.0

Targeted Barriers to Achieving the Goal 3

- Lack of enriching activities, and college and career ready culture and expectations in an area with low high school/college graduation rates
- Low family involvement percentages and high percentage of out of school suspension and discipline referrals

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent engagement: protocols, SAC
- School Wide Positive Behavior Support infrastructure
- District AVID Contact and experience

Plan to Monitor Progress Toward G6. 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

Plan to Monitor Progress Toward G6. 8

o Superintendent Data Review where DA principals present their data (EWS, Academic, GAP, etc.)
o Formative Data Reports (EDW/Performance Matters)
o Principal and Principal Supervisor Dashboard
o School Improvement Plan
o SIG Deliverables
o Mid Year Reflection
o Principal Data Chats with District and/or Regional Leadership
o Fall Diagnostic assessments
o Ongoing Formative Assessments
o Common assessments
o PYG

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

Triannually, from 7/3/2017 to 6/28/2018

Evidence of Completion

Principal Dashboard, Data Review Reports, Student Performance Data, Action plans with steps schools & district will take to ensure forward-moving progress towards meeting goals

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all learners, then we will increase reading on grade level, ensure high school readiness, and increase the high school graduation rate. 1

G093396

G1.B1 The District is struggling to fill and retain high performing teachers, especially at the DA schools. 2

B251922

G1.B1.S1 The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

S265793

Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

Action Step 1 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 9/22/2017 to 6/30/2018

Evidence of Completion

Payroll summary reports

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

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 1/8/2018 to 7/31/2018

Evidence of Completion

Payroll progress as shared with Executive Cabinet

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

Compare historic and current teacher retention data at the project schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Triannually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Teacher vacancy and retention data as evidenced by Principal Dashboard.

G1.B2 There is ongoing low achievement at some schools and baseline data reveals inequities among student subgroups with regard to reading on grade level by Grade 3. 2

B251972

G1.B2.S1 Provide small group instructional supports for high-needs learners to assist them in becoming successful, independent learners. 4

S265809

Strategy Rationale

The use of Academic Tutors who co-plan and co-teach with the primary classroom teacher in the classroom has been documented in The School District of Palm Beach County as the primary contributing factor for Wynnebrook Elementary School's unbroken record of a consecutive school grades of A since 2003 despite its designation as a Title I school with 93% FRL. The model was implemented last year at Washington Elementary Magnet School, a Title I school with 96% FRL. The school improved its school grade from an F in 2016 to a B in 2017. Academic Tutors may come from the communities of the schools they serve further reinforcing positive school culture and support.

Action Step 1 5

The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

Action Step 2 5

Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.

Person Responsible

. Principal

Schedule

Daily, from 10/2/2017 to 7/31/2018

Evidence of Completion

School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The School District Department of Human Resources will ensure all diligence has been taken to hire Academic Tutors for the identified schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 10/2/2017 to 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Conduct school visits to monitor use of Academic Tutors

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/31/2018

Evidence of Completion

Schedule of school visits

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in the classroom.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard

G1.B3 The current state in many secondary classrooms focuses on whole-group instruction with insufficient technology for digital and blended learning opportunities to deliver personalized, adaptive instruction. 2

B251973

G1.B3.S1 Implement research-based, adaptive instruction delivered in digital and blended learning environments. 4

S265867

Strategy Rationale

Achieve 3000 is a research-based reading program that delivers daily differentiated instruction for nonfiction reading and writing that's tailored to each student's Lexile® reading level. The online differentiated learning platform engages learners at their individual reading levels and challenges them to improve their literacy skills with texts of increasing complexity. The computer based platform provides standards-based lessons and a large repository of articles aligned to topics in most major textbooks through a personalized, computer adaptive learning component.

Action Step 1 5

The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation of the personalized, computer adaptive instruction in grades 6-8 (English Language Arts and Grade 8 Social Studies) and in grades 9-10 English Language Arts and Grade 10 Social Studies at the UNISIG secondary schools.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 2/2/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 5

Provide professional development for Achieve 3000 implementation at the identified secondary schools.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 12/1/2017

Evidence of Completion

Achieve 3000 Professional Development Plan and PD records

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks have been ordered and deployed for students at the identified secondary schools.

Person Responsible

Diana Fedderman

Schedule

On 12/22/2017

Evidence of Completion

Purchase and distribution records

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules

G1.B4 There is variance in teachers' understanding and practices in teaching to the full rigor of the Florida Standards using complex texts and academic talk grounded in text-based evidence. 2

B252113

G1.B4.S1 Implement literacy instruction focused on research-based core practices using complex, grade level texts. 4

S265962

Strategy Rationale

The Palm Beach Model of Instruction is a research-based approach to teaching and learning focused on three core practices (Reading Between the Lines: What the ACT reveals about college readiness in reading 2006):
* Focus each lesson on high-quality, complex text(s).
* Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by standards.
* Provide all students with opportunities to engage in the work of the lesson.

The School District of Palm Beach County implemented a pilot focused on the three core practices utilizing Core Knowledge Language Arts (CKLA) during the 2016-17 school year. From January through June of 2017, the materials were utilized in 42 Grade 2 classrooms in 5 schools. The work was supported by a staff developer that worked with teachers in PLCs and during modeling to ensure fidelity of implementation. Improved student achievement around the three core actions (use of complex text, standards-based tasks, and engagement) was documented in the pilot.

Action Step 1 5

The District will purchase Core Knowledge Language Arts (CKLA) curriculum materials for grades K-3 Barton Elementary School.

Person Responsible

Diana Fedderman

Schedule

On 7/27/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 5

The District will expand the District's current CKLA project by implementing the Core Knowledge Language Arts (CKLA) in grades K-3 at Barton Elementary School.

Person Responsible

Diana Fedderman

Schedule

Daily, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum materials in place, teacher lesson plans, classroom walk through/Observation data

Action Step 3 5

The District will purchase Engage, the CLKA secondary curriculum for grades 11-12 at Lake Worth High and Palm Beach Lakes High schools.

Person Responsible

Diana Fedderman

Schedule

On 7/27/2018

Evidence of Completion

Purchase and distribution records

Action Step 4 5

The District will implement the Engage Curriculum in grades 11-12 at Palm Beach Lakes and Lake Worth High Schools

Person Responsible

Diana Fedderman

Schedule

Daily, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum materials in place, teacher lesson plans, classroom walk through/Observation data

Action Step 5 5

Teachers will participate in professional development to improve practice for implementing rigorous, standards-based instruction using the new materials.

Person Responsible

. Principal

Schedule

Quarterly, from 9/22/2017 to 7/27/2018

Evidence of Completion

PD records and sign in sheets, Substitute records

Action Step 6 5

In collaboration with the District's Academic Office, Department of Teaching and Learning, and school staff, Urban Policy Development (UPD) will work as a partner to provide professional development, coaching, data analysis, and support for managing and expanding the Core Knowledge Language Arts project to UniSIG schools K-12 to build teacher, school, regional and district instructional leadership capacity to meet project goals and improve student achievement.

Person Responsible

Diana Fedderman

Schedule

Weekly, from 9/22/2017 to 7/27/2018

Evidence of Completion

Professional development and coaching records, data collection and analysis, learning walk and observation data

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

Teachers will demonstrate instructional practices implementing the three core actions (use of complex text, standards-based tasks, and engagement) using the CKLA program.

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/Observation data

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

Teachers will demonstrate instructional practices implementing the three core actions (use of complex text, standards-based tasks, and engagement) using the Engage program.

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/Observation data

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

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

Person Responsible

. Regional Superintendent

Schedule

Triannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Classroom Walk-through and Observation data, Principal and Principal Supervisor Dashboard, Data Review Schedules

G4. Students in all subgroups will increase their proficiency in mathematics. 1

G030292

G4.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

G4.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

Teachers will participate in full or half-day professional development and collaborative planning (while students engage in specialized hands-on learning) to disaggregate data, support and learn from one another in planning effective, standards-based instruction that increases student learning and achievement.

Person Responsible

Dionne Napier

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Substitute payroll and professional development attendance records, agendas, minutes or notes from PD, PLCs and/or Collaborative Planning, standards-based lesson plans and evidence of job-embedded implementation with student work examples.

Action Step 4 5

Teachers participate in professional learning with Educational Consultants, who as experts in their field, will support teachers on how best to provide students with rich, multi-disciplined learning experiences that reinforce and enhance student achievement.

Person Responsible

Dionne Napier

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Substitute payroll and professional development attendance records, agendas, minutes or notes from PD, PLCs and/or Collaborative Planning, standards-based lesson plans and evidence of job-embedded implementation with student work examples.

Plan to Monitor Fidelity of Implementation of G4.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 Fidelity of Implementation of G4.B1.S1 6

School leadership will participate in, support and monitor all in-school Professional Development, Collaborative Planning sessions, and PLCs for fidelity of implementation. They will review data-driven lesson plans and other work products and monitor for job-embedded follow-up with Classroom Walkthroughs or Learning Walks and monitoring of student data.

Person Responsible

Dionne Napier

Schedule

Weekly, from 8/1/2017 to 6/28/2018

Evidence of Completion

Teachers' lesson plans, observations of instructional practice, and samples of student work reflecting job-embedded implementation of the goals and objectives of the specific PD; data analysis and differentiation of instruction based on student data and learning needs; and/or work products associated with PD, PLCs, or Collaborative Planning goals (such as the identification of standard-specific student evidence reflecting mastery of data-driven, standards based instruction aligned with student learning objectives.)

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

School leadership will participate in, support and monitor all in-school Professional Development, Collaborative Planning sessions, and PLCs for fidelity of implementation. They will review data-driven lesson plans and other work products and monitor for job-embedded follow-up with Classroom Walkthroughs or Learning Walks and monitoring of student data.

Person Responsible

Dionne Napier

Schedule

Weekly, from 7/1/2017 to 9/30/2017

Evidence of Completion

Teachers' lesson plans, observations of instructional practice, and samples of student work reflecting job-embedded implementation of the goals and objectives of the specific PD; data analysis and differentiation of instruction based on student data and learning needs; and/or work products associated with PD, PLCs, or Collaborative Planning goals (such as the identification of standard-specific student evidence reflecting mastery of data-driven, standards based instruction aligned with student learning objectives.)

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

School leadership will participate in, support and monitor all in-school Professional Development, Collaborative Planning sessions, and PLCs for fidelity of implementation. They will review data-driven lesson plans and other work products and monitor for job-embedded follow-up with Classroom Walkthroughs or Learning Walks and monitoring of student data.

Person Responsible

Dionne Napier

Schedule

Weekly, from 10/1/2017 to 12/31/2017

Evidence of Completion

Teachers' lesson plans, observations of instructional practice, and samples of student work reflecting job-embedded implementation of the goals and objectives of the specific PD; data analysis and differentiation of instruction based on student data and learning needs; and/or work products associated with PD, PLCs, or Collaborative Planning goals (such as the identification of standard-specific student evidence reflecting mastery of data-driven, standards based instruction aligned with student learning objectives.)

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

School leadership will participate in, support and monitor all in-school Professional Development, Collaborative Planning sessions, and PLCs for fidelity of implementation. They will review data-driven lesson plans and other work products and monitor for job-embedded follow-up with Classroom Walkthroughs or Learning Walks and monitoring of student data.

Person Responsible

Dionne Napier

Schedule

Weekly, from 1/1/2018 to 3/31/2018

Evidence of Completion

Teachers' lesson plans, observations of instructional practice, and samples of student work reflecting job-embedded implementation of the goals and objectives of the specific PD; data analysis and differentiation of instruction based on student data and learning needs; and/or work products associated with PD, PLCs, or Collaborative Planning goals (such as the identification of standard-specific student evidence reflecting mastery of data-driven, standards based instruction aligned with student learning objectives.)

Plan to Monitor Effectiveness of Implementation of G4.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.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

School leadership will monitor student data for evidence of improving mastery of standards based instruction. Leadership will monitor teacher iObservation data tracking teacher growth in the essential teacher competencies, establishing and maintain the conditions for learning, and implementation of standards based instruction with rigor.

Person Responsible

Dionne Napier

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student achievement data, such as but not limited to, district formative and diagnostic assessments, iReady data, classroom assessments; and teacher informal observation and feedback data and teacher formal observation and feedback data from iObservation.

G4.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

Action Step 4 5

Teachers will engage in professional development and Professional Learning Communities (PLCs) before the start of the new school year, beyond the regular school day during the school year, and after the end of the school year to reflect on progress towards meeting school goals and learning targets, to engage in professional learning and collegial planning to increase teachers' skills and provide support for disaggregating data, unpacking standards and planning effective, standards-based instruction that increases student achievement.

Person Responsible

Dionne Napier

Schedule

Triannually, from 8/1/2017 to 6/29/2018

Evidence of Completion

Student achievement data such as the district's standards-based progress monitoring and formative assessments such as, but not limited to: the Palm Beach Diagnostic, the District's Florida Standards Questions (FAQs) and the District's Unit Standards Assessments (USAs), Reading Running Records, iReady Assessments, and teacher observations and monitoring of student progress. Agendas and minutes or notes from PLCs and Collaborative Planning, standards-based lesson plans and evidence of job-embedded implementation with student work examples.

Action Step 5 5

Teachers will continue their professional learning in the Glades Region's LSI Initiative or other research-based professional learning initiative under review, by engaging teachers in professional development and job-embedded coaching to improve their knowledge and skills in planning, implementing, monitoring, assessing, and adjusting instruction to meet learning targets and student achievement goals.

Person Responsible

Dionne Napier

Schedule

Triannually, from 8/1/2017 to 6/29/2018

Evidence of Completion

Professional Development agendas and materials; sign-in sheets for teacher attendance; minutes or notes of PLCs and/or professional development; standards-based lesson plans and evidence of job-embedded implementation with student work examples. Administrative observations.

Plan to Monitor Fidelity of Implementation of G4.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 Fidelity of Implementation of G4.B1.S2 6

School leadership will create a master schedule that provides opportunities for in-school Professional Development, Collaborative Planning, and PLCs.

Person Responsible

Dionne Napier

Schedule

Triannually, from 8/1/2017 to 6/8/2018

Evidence of Completion

Master schedule that reflects at least biweekly opportunities for grade level and/or content teacher teams to collaborate and plan effective instruction based on student learning, to engage in ongoing PLCs for data analysis and improving rigorous instruction to meet differentiated student learning needs, and to engage in in deep professional development aligned to School Improvement goals.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Implementation of research-based professional learning initiative and engaging teachers in professional development and job-embedded coaching to improve their knowledge and skills in planning, implementing, monitoring, assessing, and adjusting instruction to meet learning targets and student achievement goals.

Person Responsible

Dionne Napier

Schedule

Triannually, from 8/1/2017 to 6/28/2018

Evidence of Completion

Professional Development agendas and materials; sign-in sheets for teacher attendance; minutes or notes of PLCs and/or professional development; standards-based lesson plans and evidence of job-embedded implementation with student work examples. Administrative observations.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Implementation of research-based professional learning initiative and engaging teachers in professional development and job-embedded coaching to improve their knowledge and skills in planning, implementing, monitoring, assessing, and adjusting instruction to meet learning targets and student achievement goals.

Person Responsible

Dionne Napier

Schedule

Triannually, from 10/1/2017 to 12/31/2017

Evidence of Completion

Professional Development agendas and materials; sign-in sheets for teacher attendance; minutes or notes of PLCs and/or professional development; standards-based lesson plans and evidence of job-embedded implementation with student work examples. Administrative observations.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Implementation of research-based professional learning initiative and engaging teachers in professional development and job-embedded coaching to improve their knowledge and skills in planning, implementing, monitoring, assessing, and adjusting instruction to meet learning targets and student achievement goals.

Person Responsible

Dionne Napier

Schedule

Triannually, from 1/1/2018 to 3/31/2018

Evidence of Completion

Professional Development agendas and materials; sign-in sheets for teacher attendance; minutes or notes of PLCs and/or professional development; standards-based lesson plans and evidence of job-embedded implementation with student work examples. Administrative observations.

Plan to Monitor Effectiveness of Implementation of G4.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

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

School leadership will participate in to support and monitor evidence based professional development.

Person Responsible

Dionne Napier

Schedule

Biweekly, from 8/14/2017 to 6/28/2018

Evidence of Completion

Data-driven lesson plans reflecting increased standards-based instruction with rigor, differentiation to meet specific student needs, observation data of classroom instruction, and formative student achievement data reflecting student learning gains and increased student achievement

G4.B1.S3 District and regional leadership and departments will support schools in building teachers' capacity in using the Florida Standards to plan and deliver effective instruction that increases the academic achievement of all students. 4

S194300

Strategy Rationale

Strategic Theme #1 Effective and Relevant instruction to meet the needs of all students: Teachers need knowledge and skills in using data and the standards to plan and deliver rigorous instruction that meets the needs of all students.

Action Step 1 5

Single School Culture Coordinators (SSCC) provide implementation support of the concepts/ strategies they acquire in their PLOs.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

List of schools with assigned SSCC, PLC Agendas, Support Logs/Documentation

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 9/5/2016 to 2/10/2017

Evidence of Completion

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

Action Step 3 5

Regional Support Team Members (Content Specific, ELL, ESE, MTSS Instructional Specialists) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

List of Regional Support Team Members, Schedules of Support

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

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

Person Responsible

Regional & Instructional Superintendents

Schedule

Monthly, from 8/15/2016 to 6/2/2017

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 G4.B1.S3 7

DA Schools will have 2 Instructional Reviews, complete SIP Mid Year Reflection and present their school's data and action plan to District Leaders.

Person Responsible

Regional & Instructional Superintendents

Schedule

Triannually, from 9/1/2016 to 5/26/2017

Evidence of Completion

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

G4.B1.S4 District and regional leadership and departments will build capacity to ensure shared commitment and collective responsibility for the academic success of every student. 4

S215669

Strategy Rationale

Strategic Theme #1 Effective and Relevant instruction to meet the needs of all students: Teachers need knowledge and skills in how to plan and deliver effective instruction that increases the academic achievement of all students.

Action Step 1 5

Define the pillars of effective instruction to increase the academic achievement of all students.

Person Responsible

Diana Fedderman

Schedule

On 9/30/2016

Evidence of Completion

Professional development will be deployed by the district for implementation in the school setting.

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

District and school based leaders and teachers will engage in ongoing work throughout the school year to understand the Pillars of Effective Instruction.

Person Responsible

Diana Fedderman

Schedule

Every 6 Weeks, from 9/15/2016 to 6/2/2017

Evidence of Completion

District and School Professional Learning Communities (PLCs) and/or Team Meeting agendas and minutes.

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

To measure the impact of this initiative, selected data will be disaggregated by subgroups (White, Black, Hispanic, English Language Learners, Students With Disabilities, Females and Males), and analyzed annually to monitor impact on students reading on grade level by 3rd grade, high school readiness, participation and performance in accelerated coursework, graduation rate, postsecondary enrollment and out-of school suspensions.

Person Responsible

Mark Howard

Schedule

Quarterly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Data Review Reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Review of District and school PLCs and Common Planning conversations will increasing reflect the Four Pillars of Effective Instruction and their impact on student achievement.

Person Responsible

Diana Fedderman

Schedule

Weekly, from 9/15/2016 to 6/2/2017

Evidence of Completion

Professional Learning Communities, Team Meetings, Collaborative Planning, and other collaborative planning and problem solving conversations will increasingly reflect evidence of one or more of the 4 Pillars of Effective Instruction: 1) rigorous tasks encompassing the full intent of the standards; 2) students actively engaged in building, connecting and applying knowledge; 3) students collaborated in a student-centered, personalized learning environment; 4) students are empowered and supported through high expectations to be college and career ready.

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Measure the impact of this initiative, selected data will be disaggregated by subgroups (White, Black, Hispanic, English Language Learners, Students With Disabilities, Females and Males), and analyzed.

Person Responsible

Eddie Ruiz

Schedule

Triannually, from 11/17/2016 to 6/2/2017

Evidence of Completion

Superintendent Data Reviews, Survey Results Data

G4.B4 Students have inadequate learning time for students to receive data driven differentiated instruction in mathematics for remediation or enrichment. 2

B083203

G4.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 G4.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 G4.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.

G4.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 G4.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 G4.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

G4.B4.S4 Establish personalized learning opportunities for all students. 4

S216043

Strategy Rationale

Strategic Plan Theme #1: Effective and relevant instruction to meet the needs of all students. Teachers need knowledge and skills in how to plan and deliver effective instruction that increases the academic achievement of all students.

Action Step 1 5

All elementary schools will implement personalized instruction using iReady Mathematics, an adaptive diagnostic and instruction digital learning tool.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

iReady reports pinpoint student needs at the sub-skill level, and provide ongoing progress monitoring data for administrators and teachers to ensure students are on track to achieve end-of-year targets.

Plan to Monitor Fidelity of Implementation of G4.B4.S4 6

District, regional and school leaders and teachers will monitor iReady reports to ensure students are meeting the recommended times and instructional pathways for iReady based on students' diagnostic reports.

Person Responsible

Mark Howard

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

iReady reports will provide data on student use and growth in skills development using the iReady mathematics platform.

Plan to Monitor Fidelity of Implementation of G4.B4.S4 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B4.S4 7

District, regional and school leaders will monitor iReady reports to monitor if students are on track to achieve end-of-year targets.

Person Responsible

Regional & Instructional Superintendents

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Students will demonstrate growth as evidenced by classroom, school, and district formative assessments and and iReady diagnostic and standards-mastery assessments.

G5. Students in all subgroups will increase their proficiency in reading. 1

G030293

G5.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

G5.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

Action Step 4 5

Two Reading Intervention Resource teachers will provide push-in or pull out Tier II and Tier III reading interventions and support for students. They will participate on the School Based Team (RtI) and support teachers with professional development, coaching, and technical assistance.

Person Responsible

Dionne Napier

Schedule

Daily, from 8/7/2017 to 6/29/2018

Evidence of Completion

Student progress monitoring data such as, but not limited to: the Palm Beach Diagnostic, the District's Florida Standards Questions (FAQs) and Unit Standards Assessments (USAs), Reading Running Records, iReady Assessments, and teacher observations and monitoring of individual student progress.

Plan to Monitor Fidelity of Implementation of G5.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 G5.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 Fidelity of Implementation of G5.B1.S2 6

School Leadership will monitor and support RtI/MTSS Reading Resource and SAI Reading teachers' interventions and progress monitoring results. Leadership will conduct classroom walkthroughs and learning walks to ensure fidelity of implementation. Leadership team will ensure opportunities for Reading Teachers to collaborate and co-plan effective instruction based on student learning needs and opportunities for sharing effective reading practices that support students improved reading skills across all content areas in all classrooms.

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Reading Resource, SAI, and MTSS/RtI reading teachers' agendas and schedules for providing reading intervention to students through push-in and/or pull-out service, for collaborative planning, PLCs, and PD with classroom teachers in all core content and elective areas.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

School Leadership will monitor and support RtI/MTSS Reading Resource and SAI Reading teachers' interventions and progress monitoring results. Leadership will conduct classroom walkthroughs and learning walks to ensure fidelity of implementation. Leadership team will ensure opportunities for Reading Teachers to collaborate and co-plan effective instruction based on student learning needs and opportunities for sharing effective reading practices that support students improved reading skills across all content areas in all classrooms.

Person Responsible

Dionne Napier

Schedule

Triannually, from 10/1/2017 to 12/31/2017

Evidence of Completion

Reading Resource, SAI, and MTSS/RtI reading teachers' agendas and schedules for providing reading intervention to students through push-in and/or pull-out service, for collaborative planning, PLCs, and PD with classroom teachers in all core content and elective areas.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

School Leadership will monitor and support RtI/MTSS Reading Resource and SAI Reading teachers' interventions and progress monitoring results. Leadership will conduct classroom walkthroughs and learning walks to ensure fidelity of implementation. Leadership team will ensure opportunities for Reading Teachers to collaborate and co-plan effective instruction based on student learning needs and opportunities for sharing effective reading practices that support students improved reading skills across all content areas in all classrooms.

Person Responsible

Dionne Napier

Schedule

Triannually, from 1/1/2018 to 3/31/2018

Evidence of Completion

Reading Resource, SAI, and MTSS/RtI reading teachers' agendas and schedules for providing reading intervention to students through push-in and/or pull-out service, for collaborative planning, PLCs, and PD with classroom teachers in all core content and elective areas.

Plan to Monitor Effectiveness of Implementation of G5.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 G5.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

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Leadership team will monitor student achievement data, such as but not limited to, district formative and diagnostic assessments, iReady data, classroom assessments; and teacher informal observation and feedback data and teacher formal observation and feedback data from iObservation with the assistance of the school literacy leadership team, grade level chairs, and regional and district specialists and support staff.

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Formative and progress monitoring assessment data showing student learning growth and improved student achievement. iObservation/learning walk data showing growth in classroom teacher's skills in effective literacy instruction for students with foundation level literacy learning needs.

G5.B1.S3 District and regional leadership and departments will support schools in building teachers' capacity in using the Florida Standards to plan and deliver effective instruction that increases the academic achievement of all students. 4

S194309

Strategy Rationale

Strategic Theme #1 Effective and Relevant instruction to meet the needs of all students: Teachers need knowledge and skills in using data and the standards to plan and deliver rigorous instruction that meets the needs of all students.

Action Step 1 5

Curriculum team members (Literacy Staff Developers) will provide DA Schools with 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

Diana Fedderman

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Staff Developers Support Schedules, Meeting Sign In Sheets

Action Step 2 5

Single School Culture Coordinators (SSCC) provide implementation support of the concepts/ strategies they acquire in their PLOs.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

List of schools with assigned SSCC, PLC Agendas, Support Logs/Documentation

Action Step 3 5

Regional Support Team Members (Content Specific, ELL, ESE, MTSS Instructional Specialists) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

List of Regional Support Team Members, Schedules of Support

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

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

Person Responsible

Regional & Instructional Superintendents

Schedule

Monthly, from 8/15/2016 to 6/2/2017

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 G5.B1.S3 7

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

Person Responsible

Regional & Instructional Superintendents

Schedule

Triannually, from 9/1/2016 to 5/26/2017

Evidence of Completion

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

G5.B1.S4 District and regional leadership and departments will build capacity to ensure shared commitment and collective responsibility for the academic success of every student. 4

S214773

Strategy Rationale

Strategic Theme #1 Effective and Relevant instruction to meet the needs of all students: Teachers need knowledge and skills in how to plan and deliver effective instruction that increases the academic achievement of all students.

Action Step 1 5

Define the pillars of effective instruction to increase the academic achievement of all students. [copy]

Person Responsible

Diana Fedderman

Schedule

On 9/30/2016

Evidence of Completion

Professional development will be deployed by the district for implementation in the school setting.

Action Step 2 5

Define the pillars of effective instruction to increase the academic achievement of all students. [copy]

Person Responsible

Diana Fedderman

Schedule

On 9/30/2016

Evidence of Completion

Professional development will be deployed by the district for implementation in the school setting.

Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

District, regional and school leaders and teachers will monitor iReady reports to ensure students are meeting the recommended times and instructional pathways for iReady based on students' diagnostic reports.

Person Responsible

Mark Howard

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

iReady reports will provide data on student use and growth in skills development using the iReady reading platform.

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 7

District, regional and school leaders will monitor iReady reports to monitor if students are on track to achieve end-of-year targets.

Person Responsible

Mark Howard

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Students will demonstrate growth as evidenced by classroom, school, and district formative assessments and and iReady diagnostic and standards-mastery assessments.

G5.B3 Lack of adequate learning time for students to receive data driven differentiated instruction in reading for remediation or enrichment. 2

B083259

G5.B3.S3 Establish personalized learning opportunities for all students. 4

S221362

Strategy Rationale

Strategic Plan Theme #1: Effective and relevant instruction to meet the needs of all students.

Action Step 1 5

All elementary schools will implement personalized instruction using iReady Reading, an adaptive diagnostic and instruction digital learning tool.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

iReady reports pinpoint student needs at the sub-skill level, and provide ongoing progress monitoring data for administrators and teachers to ensure students are on track to achieve end-of-year targets.

Action Step 2 5

The school will provide personalized instruction using iReady Reading, an adaptive diagnostic and instruction digital learning tool.

Person Responsible

Dionne Napier

Schedule

Daily, from 7/3/2017 to 6/28/2018

Evidence of Completion

Ready reports pinpoint student needs at the sub-skill level, and provide ongoing progress monitoring data for administrators and teachers to ensure students are on track to achieve end-of-year targets.

Plan to Monitor Fidelity of Implementation of G5.B3.S3 6

District, regional and school leaders and teachers will monitor iReady reports to ensure students are meeting the recommended times and instructional pathways for iReady based on students' diagnostic reports.

Person Responsible

Mark Howard

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

iReady reports will provide data on student use and growth in skills development using the iReady mathematics platform.

Plan to Monitor Fidelity of Implementation of G5.B3.S3 6

School leadership, teacher leaders, and classroom teachers will monitor iReady reports to ensure students are meeting the recommended times and instructional pathways for iReady based on students' diagnostic reports.

Person Responsible

Dionne Napier

Schedule

Daily, from 7/3/2017 to 6/28/2018

Evidence of Completion

iReady reports provide data on student use and growth in skills development using the iReady language arts platform.

Plan to Monitor Effectiveness of Implementation of G5.B3.S3 7

District, regional and school leaders will monitor iReady reports to monitor if students are on track to achieve end-of-year targets.

Person Responsible

Regional & Instructional Superintendents

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Students will demonstrate growth as evidenced by classroom, school, and district formative assessments and and iReady diagnostic and standards-mastery assessments.

Plan to Monitor Effectiveness of Implementation of G5.B3.S3 7

School leadership, teacher leaders, and classroom teachers will monitor iReady reports to ensure students are on track to achieve end-of-year targets.

Person Responsible

Dionne Napier

Schedule

Daily, from 7/3/2017 to 6/28/2018

Evidence of Completion

Students will demonstrate growth as evidenced by classroom, school, and district formative assessments and and iReady diagnostic and standards-mastery assessments.

G6. 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

G6.B1 Lack of enriching activities, and college and career ready culture and expectations in an area with low high school/college graduation rates 2

B083207

G6.B1.S2 Ensure a safe and supportive school climate that promotes the social/emotional and academic development of all students. 4

S215687

Strategy Rationale

Strategic Theme #2 Positive and supportive school climate: An initiative of the Strategic Plan is to ensure a comprehensive "Single School Culture" at every school.

Action Step 1 5

Ensure a comprehensive "Single School Culture" in every school through the deployment of a Single School Culture Coordinator.

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

Daily, from 8/1/2016 to 6/9/2017

Evidence of Completion

The position of a Single School Culture Coordinator (SSCC) has been funded by the District for deployment to all schools identified as high need.

Action Step 2 5

Support the Strategic Initiative to embed cultural competence, equity, and access within instructional practices.

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

Weekly, from 7/11/2016 to 6/30/2017

Evidence of Completion

The District will develop and implement rigor in the selection and hiring processes that effectively identify and screen for high quality, skilled candidates.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Teachers will engage in collaborative problem-solving and common instructional planning reflecting a shared commitment and collective responsibility for the academic success of every student.

Person Responsible

Rose Backhus

Schedule

On 6/2/2017

Evidence of Completion

Agendas, minutes, and artifacts of school Professional Learning Communities.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

The SSCC will support the Strategic Initiative to embed cultural competence, equity, and access within instructional practices.

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Data from Classroom Walk Throughs (CWTs) and Learning Walks; Instructional (lesson) plans and classroom observations that reflect evidence of teachers' shared commitment and collective responsibility for the academic success of every student; evidence of teachers adjusting instruction to meet the differentiated needs of students; reduction in the number of student referrals for School-Wide Positive Behavior Support (SwPBS).

G6.B2 Low family involvement percentages and high percentage of out of school suspension and discipline referrals 2

B083208

G6.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 G6.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 G6.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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
		2017			
G4.B4.S4.MA3 M336646	[no content entered]		No Start Date		No End Date one-time
G5.B1.S2.MA1 M001531	Administrator participation in common and collegial planning time, administrative walk through...	Napier, Dionne	7/1/2014	Artifacts from common planning sessions, iObservations data, student achievement data	7/1/2014 monthly
G5.B1.S2.A1 A099792	The principal will select, hire, and orient two Response to Intervention Reading "Interventionist"...	Napier, Dionne	7/1/2014	RtI Reading teachers have been hired, trained and oriented	8/12/2014 one-time
G4.B4.S1.A2 A100962	District, school, and CTA school and district leadership will complete a required MOU to include...	Green, Vivian	6/1/2014	Signed MOU	6/30/2015 one-time
G5.B1.S2.A3 A100996	District and CTA will commence good faith bargaining to generate an MOU with CTA to extend teacher...	Green, Vivian	6/1/2014	MOU signed by all parties and approved by School Boarddiscussions, iObservations	10/1/2015 one-time
G4.B1.S2.A3 A100960	School leadership will create school schedule for students' Hands on Interactive Learning though...	Napier, Dionne	8/12/2014	Teacher and student schedules, substitute records	8/10/2016 annually
G5.B1.S4.A1 A279868	Define the pillars of effective instruction to increase the academic achievement of all students....	Fedderman, Diana	9/15/2016	Professional development will be deployed by the district for implementation in the school setting.	9/30/2016 one-time
G5.B1.S4.A2 A279869	Define the pillars of effective instruction to increase the academic achievement of all students....	Fedderman, Diana	9/15/2016	Professional development will be deployed by the district for implementation in the school setting.	9/30/2016 one-time
G4.B1.S4.A1 A270137	Define the pillars of effective instruction to increase the academic achievement of all students.	Fedderman, Diana	9/15/2016	Professional development will be deployed by the district for implementation in the school setting.	9/30/2016 one-time
G4.B1.S3.A2 A237712	Curriculum team members will provide DA Schools with four Standards Based Trainings (Math Cadres)...	Fedderman, Diana	9/5/2016	Calendar of Math Cadre Dates for each Grade Level, Sign in Sheets	2/10/2017 quarterly
G5.MA2 M276106	Superintendent Data Review where DA principals present their data (EWS, Academic, GAP, etc.)	Christiansen, David, Deputy Superintendent	11/17/2016	Principal Dashboard, Data Review Reports, Student Performance Data, Action plans with steps schools & district will take to ensure forward-moving progress towards meeting goals	5/26/2017 triannually
G4.B1.S3.MA1 M218371	DA Schools will have 2 Instructional Reviews, complete SIP Mid Year Reflection and present their...	Superintendents , Regional & Instructional	9/1/2016	Instructional Review Monitoring and Feedback, Feedback from Data Presentation, SIP Implementation Documetation	5/26/2017 triannually
G5.B1.S3.MA1 M218372	DA Schools will have Instructional Reviews, complete SIP Mid Year Reflection and present their...	Superintendents , Regional & Instructional	9/1/2016	Instructional Review Monitoring and Feedback, Feedback from Data Presentation, SIP Implementation Documetation	5/26/2017 triannually
G6.B1.S2.MA1 M265164	The SSCC will support the Strategic Initiative to embed cultural competence, equity, and access...	Christiansen, David, Deputy Superintendent	8/22/2016	Data from Classroom Walk Throughs (CWTs) and Learning Walks; Instructional (lesson) plans and classroom observations that reflect evidence of teachers' shared commitment and collective responsibility for the academic success of every student; evidence of teachers adjusting instruction to meet the differentiated needs of students; reduction in the number of student referrals for School-Wide Positive Behavior Support (SwPBS).	6/2/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S2.MA1 M265165	Teachers will engage in collaborative problem-solving and common instructional planning reflecting...	Backhus, Rose	8/8/2016	Agendas, minutes, and artifacts of school Professional Learning Communities.	6/2/2017 one-time
G4.B1.S3.MA1 M218359	Monthly monitoring Meetings will be held with each DA School which include all support teams...	Superintendents , Regional & Instructional	8/15/2016	Agendas, Sign in Sheets, SIP implementation documentation/notes, Action Plans, Classroom Walkthrough Findings, Current Data	6/2/2017 monthly
G4.B1.S3.A1 A237711	Single School Culture Coordinators (SSCC) provide implementation support of the concepts/strategies...	Oswald, Keith, Chief Academic Officer	8/15/2016	List of schools with assigned SSCC, PLC Agendas, Support Logs/ Documentation	6/2/2017 monthly
G4.B1.S3.A3 A237715	Regional Support Team Members (Content Specific, ELL, ESE, MTSS Instructional Specialists) will...	Christiansen, David, Deputy Superintendent	8/15/2016	List of Regional Support Team Members, Schedules of Support	6/2/2017 weekly
G5.B1.S3.MA1 M218358	Monthly monitoring Meetings will be held with each DA School which include all support teams...	Superintendents , Regional & Instructional	8/15/2016	Agendas, Sign in Sheets, SIP implementation documentation/notes, Action Plans, Classroom Walkthrough Findings, Current Data	6/2/2017 monthly
G5.B1.S3.A1 A237845	Curriculum team members (Literacy Staff Developers) will provide DA Schools with Standards Based...	Fedderman, Diana	8/22/2016	Staff Developers Support Schedules, Meeting Sign In Sheets	6/2/2017 monthly
G5.B1.S3.A2 A278936	Single School Culture Coordinators (SSCC) provide implementation support of the...	Oswald, Keith, Chief Academic Officer	8/15/2016	List of schools with assigned SSCC, PLC Agendas, Support Logs/ Documentation	6/2/2017 monthly
G5.B1.S3.A3 A278939	Regional Support Team Members (Content Specific, ELL, ESE, MTSS Instructional Specialists) will...	Christiansen, David, Deputy Superintendent	8/15/2016	List of Regional Support Team Members, Schedules of Support	6/2/2017 weekly
G5.B3.S3.MA1 M276112	District, regional and school leaders will monitor iReady reports to monitor if students are on...	Superintendents , Regional & Instructional	8/22/2016	Students will demonstrate growth as evidenced by classroom, school, and district formative assessments and and iReady diagnostic and standards-mastery assessments.	6/2/2017 biweekly
G5.B3.S3.MA1 M276110	District, regional and school leaders and teachers will monitor iReady reports to ensure students...	Howard, Mark	8/22/2016	iReady reports will provide data on student use and growth in skills development using the iReady mathematics platform.	6/2/2017 biweekly
G5.B3.S3.A1 A278969	All elementary schools will implement personalized instruction using iReady Reading, an adaptive...	Oswald, Keith, Chief Academic Officer	8/1/2016	iReady reports pinpoint student needs at the sub-skill level, and provide ongoing progress monitoring data for administrators and teachers to ensure students are on track to achieve end-of-year targets.	6/2/2017 daily
G5.B1.S4.MA1 M264200	District, regional and school leaders will monitor iReady reports to monitor if students are on...	Howard, Mark	8/22/2016	Students will demonstrate growth as evidenced by classroom, school, and district formative assessments and and iReady diagnostic and standards-mastery assessments.	6/2/2017 weekly
G5.B1.S4.MA1 M264187	District, regional and school leaders and teachers will monitor iReady reports to ensure students...	Howard, Mark	8/22/2016	iReady reports will provide data on student use and growth in skills development using the iReady reading platform.	6/2/2017 weekly
G4.B1.S4.MA1 M264186	Review of District and school PLCs and Common Planning conversations will increasing reflect the...	Fedderman, Diana	9/15/2016	Professional Learning Communities, Team Meetings, Collaborative Planning, and other collaborative planning and problem solving conversations will increasingly reflect evidence of one or more of the 4 Pillars of Effective Instruction: 1) rigorous tasks encompassing the full intent of the standards; 2) students actively engaged in building, connecting and applying knowledge; 3) students collaborated in a student-centered,	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				personalized learning environment; 4) students are empowered and supported through high expectations to be college and career ready.	
G4.B1.S4.MA4 M276055	Measure the impact of this initiative, selected data will be disaggregated by subgroups (White,...	Ruiz, Eddie	11/17/2016	Superintendent Data Reviews, Survey Results Data	6/2/2017 triannually
G4.B1.S4.MA1 M264185	District and school based leaders and teachers will engage in ongoing work throughout the school...	Fedderman, Diana	9/15/2016	District and School Professional Learning Communities (PLCs) and/or Team Meeting agendas and minutes.	6/2/2017 every-6-weeks
G4.B4.S4.MA1 M265041	District, regional and school leaders will monitor iReady reports to monitor if students are on...	Superintendents , Regional & Instructional	8/22/2016	Students will demonstrate growth as evidenced by classroom, school, and district formative assessments and and iReady diagnostic and standards-mastery assessments.	6/2/2017 biweekly
G4.B4.S4.MA1 M264958	District, regional and school leaders and teachers will monitor iReady reports to ensure students...	Howard, Mark	8/22/2016	iReady reports will provide data on student use and growth in skills development using the iReady mathematics platform.	6/2/2017 biweekly
G4.B4.S4.A1 A270733	All elementary schools will implement personalized instruction using iReady Mathematics, an...	Oswald, Keith, Chief Academic Officer	8/1/2016	iReady reports pinpoint student needs at the sub-skill level, and provide ongoing progress monitoring data for administrators and teachers to ensure students are on track to achieve end-of-year targets.	6/2/2017 daily
G4.B1.S1.MA1 M000131	Teachers' increased knowledge and utilization of differentiated math instruction using Math Reflex...	Napier, Dionne	8/15/2014	Lesson plans, improvement in student data, Instructional review agendas, presentations and notes.	6/9/2017 monthly
G6.B1.S2.A1 A270159	Ensure a comprehensive "Single School Culture" in every school through the deployment of a Single...	Christiansen, David, Deputy Superintendent	8/1/2016	The position of a Single School Culture Coordinator (SSCC) has been funded by the District for deployment to all schools identified as high need.	6/9/2017 daily
G4.MA1 M000123	Formative Assessments, Classroom walk-through data, FCAT 2.0, and Diagnostics will be used to...	Napier, Dionne	7/1/2014	Pre/post comparison data on each assessment to monitor progress toward goal.	6/30/2017 monthly
G5.MA1 M000136	Formative Assessments, Classroom walk-through data, FCAT 2.0, and Diagnostics will be used to...	Green, Vivian	7/1/2014	There will be a Comparison of FY13 results to FY14 results as evidence of completion.	6/30/2017 monthly
G6.MA1 M001094	SwPBS reports and data including: Discipline Dashboard, Out of School Suspension and in school...	Green, Vivian	7/1/2014	Pre/post comparison data on the selected assessments	6/30/2017 quarterly
G4.B1.S1.MA1 M000130	School leadership will conduct classroom walkthroughs, review of lessons in collegial planning and...	Napier, Dionne	8/12/2014	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	6/30/2017 monthly
G4.B1.S1.A1 A098944	Based upon their assessment data, students will be instructed by teachers trained in effective...	Napier, Dionne	8/12/2014	Sign in sheets, agendas, implementation and progress monitoring reports	6/30/2017 quarterly
G4.B1.S1.A2 A098949	Lead teachers will attend national conference for mathematics teachers to improve their content...	Napier, Dionne	7/1/2014	Travel documents, registrations, sign in sheets, agendas at school showing training presented to other teachers	6/30/2017 annually
G4.B4.S1.MA2 M001505	Administration will conduct classroom walkthroughs. Instructional reviews and monitoring will be...	Green, Vivian	8/12/2014	iObservation data, LTM reports and documents, Instructional review agendas, presentations and notes.	6/30/2017 monthly
G4.B4.S1.MA2 M001750	School leadership will review schedule, conduct classroom walkthroughs, review lesson plans and...	Napier, Dionne	7/1/2014	iObservation data, LTM reports and documents, Instructional review agendas, presentations and notes.	6/30/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B4.S1.A1 A100419	One hour a day will be added to the master schedule of the school so every student receives...	Napier, Dionne	8/12/2014	School master schedule	6/30/2017 annually
G6.B2.S1.MA2 M001541	School leadership will participate in planning and PD.	Green, Vivian	8/12/2014	iObservation data, student discipline data, student artifacts	6/30/2017 quarterly
G6.B2.S1.MA1 M001540	Administrators will support and provide scheduling for the PD. They will conduct administrative...	Napier, Dionne	8/12/2014	Artifacts from PD sessions, iObservations data, student discipline data	6/30/2017 quarterly
G6.B2.S1.A1 A101047	The school will implement professional development focused on Establishing and Maintaining...	Napier, Dionne	8/12/2014	Sign in sheets, agendas, documentation of webinar completion	6/30/2017 monthly
G4.B1.S2.MA1 M000133	Administration will participate in collegial planning sessions and PD and conduct classroom...	Napier, Dionne	8/12/2014	Improvement in student outcomes due to teacher effectiveness in delivering rigorous instruction	6/30/2017 monthly
G4.B1.S2.MA1 M000132	School administration will conduct classroom walkthroughs and participate in common planning....	Napier, Dionne	8/12/2014	Artifacts from collegial/common planning sessions, iObservation data, teacher lesson plans	6/30/2017 monthly
G4.B1.S2.A1 A098950	A master schedule will be created to reflect more than 90 hours of collegial planning,...	Napier, Dionne	7/1/2014	Schedules, sign in sheets, agendas, LTM documentation including student assessments, relevant and rigorous assignments, Professional Development evaluation reports	6/30/2017 weekly
G4.B1.S2.A2 A100481	School leaders will attend the DA Summer Academy ANNUALLY	Napier, Dionne	7/1/2014	Sign in sheets, agendas	6/30/2017 annually
G5.B1.S2.MA2 M001533	School leadership participation in planning and PD, lesson plans with evidence of differentiated,...	Green, Vivian	7/1/2014	Observation data, student achievement data, lesson plans, student artifacts	6/30/2017 biweekly
G5.B1.S2.MA4 M001603	Review of interventions, progress monitoring results, and observation and review of the evaluations...	Napier, Dionne	8/12/2014	iObservation data, student achievement data, lesson plans, Instructional Reviews agendas, presentations	6/30/2017 biweekly
G5.B1.S2.MA3 M001602	Administration will review RtI reading teachers' interventions and progress monitoring results,...	Napier, Dionne	8/12/2014	iObservation data, student achievement data, lesson plans, Instructional Reviews agendas, presentations	6/30/2017 biweekly
G5.B1.S2.A2 A099864	The school leadership will create individual master schedules to reflect collegial planning and...	Napier, Dionne	7/1/2014	Sign in sheets, agendas, LTM documentation including increased rigor and relevance of assignments, student assessment data and work samples	6/30/2017 one-time
G6.B1.S2.A2 A270161	Support the Strategic Initiative to embed cultural competence, equity, and access within...	Christiansen, David, Deputy Superintendent	7/11/2016	The District will develop and implement rigor in the selection and hiring processes that effectively identify and screen for high quality, skilled candidates.	6/30/2017 weekly
G4.B4.S3.MA2 M001523	Administration will conduct classroom walkthroughs. Instructional reviews and monitoring will be...	Napier, Dionne	8/12/2014	iObservation data, student achievement data, progress monitoring results, Instructional Reviews agendas, presentations	6/30/2017 quarterly
G4.B4.S3.MA1 M001522	School Based Team/RtI meetings will be attended by administration, RtI plans and progress...	Napier, Dionne	8/12/2014	SBT/RtI agendas, reports, progress monitoring results	6/30/2017 biweekly
G4.B4.S3.A1 A100986	Students who do not respond to core instruction will be referred to the School Based Team/Response...	Napier, Dionne	8/12/2014	School Based Team referrals, agendas, progress monitoring data reports	6/30/2017 weekly
G4.B1.S4.MA3 M276052	To measure the impact of this initiative, selected data will be disaggregated by subgroups (White,...	Howard, Mark	8/15/2016	Data Review Reports	6/30/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA5 M373424	School leadership will participate in, support and monitor all in-school Professional Development,...	Napier, Dionne	7/1/2017	Teachers' lesson plans, observations of instructional practice, and samples of student work reflecting job-embedded implementation of the goals and objectives of the specific PD; data analysis and differentiation of instruction based on student data and learning needs; and/or work products associated with PD, PLCs, or Collaborative Planning goals (such as the identification of standard-specific student evidence reflecting mastery of data-driven, standards based instruction aligned with student learning objectives.)	9/30/2017 weekly
G5.MA3 M336645	* Superintendent Data Review where DA principals present their data (EWS, Academic, GAP, etc.) *...	Christiansen, David, Deputy Superintendent	10/7/2017	Principal Dashboard, Data Review Reports, Student Performance Data, Action plans with steps schools & district will take to ensure forward-moving progress towards meeting goals	10/7/2017 triannually
G1.B3.S1.A2 A352788	Provide professional development for Achieve 3000 implementation at the identified secondary...	Oswald, Keith, Chief Academic Officer	10/2/2017	Achieve 3000 Professional Development Plan and PD records	12/1/2017 one-time
G1.B3.S1.MA1 M376169	The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks...	Fedderman, Diana	10/2/2017	Purchase and distribution records	12/22/2017 one-time
G4.B1.S1.MA6 M373425	School leadership will participate in, support and monitor all in-school Professional Development,...	Napier, Dionne	10/1/2017	Teachers' lesson plans, observations of instructional practice, and samples of student work reflecting job-embedded implementation of the goals and objectives of the specific PD; data analysis and differentiation of instruction based on student data and learning needs; and/or work products associated with PD, PLCs, or Collaborative Planning goals (such as the identification of standard-specific student evidence reflecting mastery of data-driven, standards based instruction aligned with student learning objectives.)	12/31/2017 weekly
G4.B1.S2.MA6 M373419	Implementation of research-based professional learning initiative and engaging teachers in...	Napier, Dionne	10/1/2017	Professional Development agendas and materials; sign-in sheets for teacher attendance; minutes or notes of PLCs and/or professional development; standards-based lesson plans and evidence of job-embedded implementation with student work examples. Administrative observations.	12/31/2017 triannually
G5.B1.S2.MA7 M373385	School Leadership will monitor and support RtI/MTSS Reading Resource and SAI Reading teachers'...	Napier, Dionne	10/1/2017	Reading Resource, SAI, and MTSS/RtI reading teachers' agendas and schedules for providing reading intervention to students through push-in and/or pull-out service, for collaborative planning, PLCs, and PD with classroom teachers in all core content and elective areas.	12/31/2017 triannually
G1.B3.S1.A1 A352763	The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation...	Oswald, Keith, Chief Academic Officer	10/2/2017	Purchase and distribution records	2/2/2018 one-time
G4.B1.S1.MA7 M373426	School leadership will participate in, support and monitor all in-school Professional Development,...	Napier, Dionne	1/1/2018	Teachers' lesson plans, observations of instructional practice, and samples of student work reflecting job-	3/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				embedded implementation of the goals and objectives of the specific PD; data analysis and differentiation of instruction based on student data and learning needs; and/or work products associated with PD, PLCs, or Collaborative Planning goals (such as the identification of standard-specific student evidence reflecting mastery of data-driven, standards based instruction aligned with student learning objectives.)	
G4.B1.S2.MA7 M373420	Implementation of research-based professional learning initiative and engaging teachers in...	Napier, Dionne	1/1/2018	Professional Development agendas and materials; sign-in sheets for teacher attendance; minutes or notes of PLCs and/or professional development; standards-based lesson plans and evidence of job-embedded implementation with student work examples. Administrative observations.	3/31/2018 triannually
G5.B1.S2.MA8 M373386	School Leadership will monitor and support RtI/MTSS Reading Resource and SAI Reading teachers'...	Napier, Dionne	1/1/2018	Reading Resource, SAI, and MTSS/RtI reading teachers' agendas and schedules for providing reading intervention to students through push-in and/or pull-out service, for collaborative planning, PLCs, and PD with classroom teachers in all core content and elective areas.	3/31/2018 triannually
G4.B1.S1.A3 A322977	Teachers will participate in full or half-day professional development and collaborative planning...	Napier, Dionne	8/14/2017	Substitute payroll and professional development attendance records, agendas, minutes or notes from PD, PLCs and/or Collaborative Planning, standards-based lesson plans and evidence of job-embedded implementation with student work examples.	5/25/2018 triannually
G4.B1.S1.A4 A322996	Teachers participate in professional learning with Educational Consultants, who as experts in their...	Napier, Dionne	8/14/2017	Substitute payroll and professional development attendance records, agendas, minutes or notes from PD, PLCs and/or Collaborative Planning, standards-based lesson plans and evidence of job-embedded implementation with student work examples.	5/25/2018 triannually
G4.B1.S1.MA4 M336650	School leadership will monitor student data for evidence of improving mastery of standards based...	Napier, Dionne	8/14/2017	Student achievement data, such as but not limited to, district formative and diagnostic assessments, iReady data, classroom assessments; and teacher informal observation and feedback data and teacher formal observation and feedback data from iObservation.	6/1/2018 daily
G5.B1.S2.MA5 M336653	School Leadership will monitor and support RtI/MTSS Reading Resource and SAI Reading teachers'...	Napier, Dionne	8/14/2017	Reading Resource, SAI, and MTSS/RtI reading teachers' agendas and schedules for providing reading intervention to students through push-in and/or pull-out service, for collaborative planning, PLCs, and PD with classroom teachers in all core content and elective areas.	6/7/2018 triannually
G4.B1.S2.MA3 M336651	School leadership will create a master schedule that provides opportunities for in-school...	Napier, Dionne	8/1/2017	Master schedule that reflects at least biweekly opportunities for grade level and/or content teacher teams to collaborate and plan effective instruction based on student learning, to engage in ongoing PLCs for data	6/8/2018 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				analysis and improving rigorous instruction to meet differentiated student learning needs, and to engage in in deep professional development aligned to School Improvement goals.	
G5.B1.S2.MA6 M336654	Leadership team will monitor student achievement data, such as but not limited to, district...	Napier, Dionne	8/14/2017	Formative and progress monitoring assessment data showing student learning growth and improved student achievement. iObservation/learning walk data showing growth in classroom teacher's skills in effective literacy instruction for students with foundation level literacy learning needs.	6/8/2018 biweekly
G4.MA2 M275849	• Superintendent Data Review where DA principals present their data (EWS, Academic, GAP, etc.) •...	Christiansen, David, Deputy Superintendent	7/3/2017	Principal Dashboard, Data Review Reports, Student Performance Data, Action plans with steps schools & district will take to ensure forward-moving progress towards meeting goals	6/28/2018 triannually
G6.MA2 M336642	o Superintendent Data Review where DA principals present their data (EWS, Academic, GAP, etc.) o...	Christiansen, David, Deputy Superintendent	7/3/2017	Principal Dashboard, Data Review Reports, Student Performance Data, Action plans with steps schools & district will take to ensure forward-moving progress towards meeting goals	6/28/2018 triannually
G4.B1.S1.MA3 M336647	School leadership will participate in, support and monitor all in-school Professional Development,...	Napier, Dionne	8/1/2017	Teachers' lesson plans, observations of instructional practice, and samples of student work reflecting job-embedded implementation of the goals and objectives of the specific PD; data analysis and differentiation of instruction based on student data and learning needs; and/or work products associated with PD, PLCs, or Collaborative Planning goals (such as the identification of standard-specific student evidence reflecting mastery of data-driven, standards based instruction aligned with student learning objectives.)	6/28/2018 weekly
G4.B1.S2.MA4 M336652	School leadership will participate in to support and monitor evidence based professional...	Napier, Dionne	8/14/2017	Data-driven lesson plans reflecting increased standards-based instruction with rigor, differentiation to meet specific student needs, observation data of classroom instruction, and formative student achievement data reflecting student learning gains and increased student achievement	6/28/2018 biweekly
G4.B1.S2.MA5 M336667	Implementation of research-based professional learning initiative and engaging teachers in...	Napier, Dionne	8/1/2017	Professional Development agendas and materials; sign-in sheets for teacher attendance; minutes or notes of PLCs and/or professional development; standards-based lesson plans and evidence of job-embedded implementation with student work examples. Administrative observations.	6/28/2018 triannually
G5.B3.S3.MA4 M336662	School leadership, teacher leaders, and classroom teachers will monitor iReady reports to ensure...	Napier, Dionne	7/3/2017	Students will demonstrate growth as evidenced by classroom, school, and district formative assessments and and iReady diagnostic and standards-mastery assessments.	6/28/2018 daily
G5.B3.S3.MA3 M336661	School leadership, teacher leaders, and classroom teachers will monitor iReady reports to ensure...	Napier, Dionne	7/3/2017	iReady reports provide data on student use and growth in skills development	6/28/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				using the iReady language arts platform.	
G5.B3.S3.A2 A323184	The school will provide personalized instruction using iReady Reading, an adaptive diagnostic and...	Napier, Dionne	7/3/2017	Ready reports pinpoint student needs at the sub-skill level, and provide ongoing progress monitoring data for administrators and teachers to ensure students are on track to achieve end-of-year targets.	6/28/2018 daily
G4.B1.S2.A4 A322997	Teachers will engage in professional development and Professional Learning Communities (PLCs)...	Napier, Dionne	8/1/2017	Student achievement data such as the district's standards-based progress monitoring and formative assessments such as, but not limited to: the Palm Beach Diagnostic, the District's Florida Standards Questions (FAQs) and the District's Unit Standards Assessments (USAs), Reading Running Records, iReady Assessments, and teacher observations and monitoring of student progress. Agendas and minutes or notes from PLCs and Collaborative Planning, standards-based lesson plans and evidence of job-embedded implementation with student work examples.	6/29/2018 triannually
G4.B1.S2.A5 A322998	Teachers will continue their professional learning in the Glades Region's LSI Initiative or other...	Napier, Dionne	8/1/2017	Professional Development agendas and materials; sign-in sheets for teacher attendance; minutes or notes of PLCs and/or professional development; standards-based lesson plans and evidence of job-embedded implementation with student work examples. Administrative observations.	6/29/2018 triannually
G5.B1.S2.A4 A322999	Two Reading Intervention Resource teachers will provide push-in or pull out Tier II and Tier III...	Napier, Dionne	8/7/2017	Student progress monitoring data such as, but not limited to: the Palm Beach Diagnostic, the District's Florida Standards Questions (FAQs) and Unit Standards Assessments (USAs), Reading Running Records, iReady Assessments, and teacher observations and monitoring of individual student progress.	6/29/2018 daily
G1.B1.S1.A2 A352705	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B2.S1.MA1 M375972	Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in...	Regional Superintendent, .	9/22/2017	Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard	7/27/2018 semiannually
G1.B3.S1.MA1 M376188	Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.	Regional Superintendent, .	9/22/2017	Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules	7/27/2018 semiannually
G1.B4.S1.MA1 M376236	Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.	Regional Superintendent, .	9/22/2017	Classroom Walk-through and Observation data, Principal and Principal Supervisor Dashboard, Data Review Schedules	7/27/2018 triannually
G1.B4.S1.MA1 M376192	Teachers will demonstrate instructional practices implementing the three core actions (use of...	Regional Superintendent, .	10/2/2017	Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/ Observation data	7/27/2018 monthly
G1.B4.S1.MA2 M376207	Teachers will demonstrate instructional practices implementing the three core actions (use of...	Regional Superintendent, .	10/2/2017	Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/ Observation data	7/27/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1 A352928	The District will purchase Core Knowledge Language Arts (CKLA) curriculum materials for grades K-3...	Fedderman, Diana	10/2/2017	Purchase and distribution records	7/27/2018 one-time
G1.B4.S1.A2 A352929	The District will expand the District's current CKLA project by implementing the Core Knowledge...	Fedderman, Diana	10/2/2017	Curriculum materials in place, teacher lesson plans, classroom walk through/ Observation data	7/27/2018 daily
G1.B4.S1.A3 A352930	The District will purchase Engage, the CLKA secondary curriculum for grades 11-12 at Lake Worth...	Fedderman, Diana	10/2/2017	Purchase and distribution records	7/27/2018 one-time
G1.B4.S1.A4 A352932	The District will implement the Engage Curriculum in grades 11-12 at Palm Beach Lakes and Lake...	Fedderman, Diana	10/2/2017	Curriculum materials in place, teacher lesson plans, classroom walk through/ Observation data	7/27/2018 daily
G1.B4.S1.A5 A353027	Teachers will participate in professional development to improve practice for implementing...	Principal, .	9/22/2017	PD records and sign in sheets, Substitute records	7/27/2018 quarterly
G1.B4.S1.A6 A353247	In collaboration with the District's Academic Office, Department of Teaching and Learning, and...	Fedderman, Diana	9/22/2017	Professional development and coaching records, data collection and analysis, learning walk and observation data	7/27/2018 weekly
G1.MA1 M376496	The District will monitor student data for growth and improved achievement.	Christiansen, David, Deputy Superintendent	9/22/2017	State assessments such as FSA and EOC data and School Grades data; and District data from District Assessments and Principal and Principal Supervisor Dashboard.	7/31/2018 triannually
G1.B1.S1.MA1 M375913	Compare historic and current teacher retention data at the project schools.	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Teacher vacancy and retention data as evidenced by Principal Dashboard.	7/31/2018 triannually
G1.B1.S1.MA1 M375912	Review payroll summary reports to ensure the MOU has been implemented	LaCava, Gonzalo, Chief of Human Resources	1/8/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B1.S1.A1 A352695	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time
G1.B2.S1.MA1 M375921	The School District Department of Human Resources will ensure all diligence has been taken to hire...	LaCava, Gonzalo, Chief of Human Resources	10/2/2017	Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet	7/31/2018 semiannually
G1.B2.S1.MA2 M375958	Conduct school visits to monitor use of Academic Tutors	Regional Superintendent, .	10/2/2017	Schedule of school visits	7/31/2018 monthly
G1.B2.S1.A1 A352728	The District will support schools in the selection and hiring of Academic Success Tutors at the...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Marketing of positions, interview schedules, lists of personnel hired	7/31/2018 one-time
G1.B2.S1.A2 A352754	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being...	Principal, .	10/2/2017	School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations	7/31/2018 daily

V. Professional Development Opportuntities

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

G1. If we provide effective and relevant instruction to meet the needs of all learners, then we will increase reading on grade level, ensure high school readiness, and increase the high school graduation rate.

G1.B3 The current state in many secondary classrooms focuses on whole-group instruction with insufficient technology for digital and blended learning opportunities to deliver personalized, adaptive instruction.

G1.B3.S1 Implement research-based, adaptive instruction delivered in digital and blended learning environments.

PD Opportunity 1

Provide professional development for Achieve 3000 implementation at the identified secondary schools.

Facilitator

Department of Teaching and Learning

Participants

Intensive Reading and English Language Arts teachers in grades 6-10, Social Studies teachers in grades, 6, 8, and 10.

Schedule

On 12/1/2017

G1.B4 There is variance in teachers' understanding and practices in teaching to the full rigor of the Florida Standards using complex texts and academic talk grounded in text-based evidence.

G1.B4.S1 Implement literacy instruction focused on research-based core practices using complex, grade level texts.

PD Opportunity 1

The District will expand the District's current CKLA project by implementing the Core Knowledge Language Arts (CKLA) in grades K-3 at Barton Elementary School.

Facilitator

The Department of Teaching and Learning

Participants

Teachers at Barton Elementary implementing the CKLA curriculum

Schedule

Daily, from 10/2/2017 to 7/27/2018

PD Opportunity 2

The District will implement the Engage Curriculum in grades 11-12 at Palm Beach Lakes and Lake Worth High Schools

Facilitator

The Department of Teaching and Learning

Participants

Teachers at Lake Worth and Palm Beach Lakes High Schools implementing the Engage Curriculum

Schedule

Daily, from 10/2/2017 to 7/27/2018

G4. Students in all subgroups will increase their proficiency in mathematics.

G4.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.

G4.B1.S3 District and regional leadership and departments will support schools in building teachers' capacity in using the Florida Standards to plan and deliver effective instruction that increases the academic achievement of all students.

PD Opportunity 1

Single School Culture Coordinators (SSCC) provide implementation support of the concepts/ strategies they acquire in their PLOs.

Facilitator

Single School Culture Coordinators, Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

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/Contacts in DA Schools

Schedule

Quarterly, from 9/5/2016 to 2/10/2017

PD Opportunity 3

Regional Support Team Members (Content Specific, ELL, ESE, MTSS Instructional Specialists) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Facilitator

Regional and Instructional Superintendents and their Instructional Specialists/Support Teams

Participants

Instructional Staff Members in DA Schools

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G4.B1.S4 District and regional leadership and departments will build capacity to ensure shared commitment and collective responsibility for the academic success of every student.

PD Opportunity 1

Define the pillars of effective instruction to increase the academic achievement of all students.

Facilitator

Diana Fedderman, Director of K-12 Curriculum; individual implementation at the department and school level

Participants

All district and school leaders, and all instructional staff,

Schedule

On 9/30/2016

G4.B4 Students have inadequate learning time for students to receive data driven differentiated instruction in mathematics for remediation or enrichment.

G4.B4.S4 Establish personalized learning opportunities for all students.

PD Opportunity 1

All elementary schools will implement personalized instruction using iReady Mathematics, an adaptive diagnostic and instruction digital learning tool.

Facilitator

Curriculum Department

Participants

District and school based leaders and all elementary instructional staff.

Schedule

Daily, from 8/1/2016 to 6/2/2017

G5. Students in all subgroups will increase their proficiency in reading.

G5.B1 Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned literacy instruction carefully aligned to current standards

G5.B1.S3 District and regional leadership and departments will support schools in building teachers' capacity in using the Florida Standards to plan and deliver effective instruction that increases the academic achievement of all students.

PD Opportunity 1

Curriculum team members (Literacy Staff Developers) will provide DA Schools with 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, Single School Culture Coordinators

Participants

Literacy Teachers & Coaches/Contacts in DA Schools

Schedule

Monthly, from 8/22/2016 to 6/2/2017

PD Opportunity 2

Single School Culture Coordinators (SSCC) provide implementation support of the concepts/ strategies they acquire in their PLOs.

Facilitator

Single School Culture Coordinators, Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/15/2016 to 6/2/2017

PD Opportunity 3

Regional Support Team Members (Content Specific, ELL, ESE, MTSS Instructional Specialists) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Facilitator

Regional and Instructional Superintendents and their Instructional Specialists

Participants

Instructional Staff Members in DA Schools

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G5.B1.S4 District and regional leadership and departments will build capacity to ensure shared commitment and collective responsibility for the academic success of every student.

PD Opportunity 1

Define the pillars of effective instruction to increase the academic achievement of all students. [copy]

Facilitator

Diana Fedderman, Director of K-12 Curriculum; individual implementation at the department and school level

Participants

All district and school leaders, and all instructional staff,

Schedule

On 9/30/2016

PD Opportunity 2

Define the pillars of effective instruction to increase the academic achievement of all students. [copy]

Facilitator

Diana Fedderman, Director of K-12 Curriculum; individual implementation at the department and school level

Participants

All district and school leaders, and all instructional staff,

Schedule

On 9/30/2016

G5.B3 Lack of adequate learning time for students to receive data driven differentiated instruction in reading for remediation or enrichment.

G5.B3.S3 Establish personalized learning opportunities for all students.

PD Opportunity 1

All elementary schools will implement personalized instruction using iReady Reading, an adaptive diagnostic and instruction digital learning tool.

Facilitator

Curriculum Department

Participants

District and school based leaders and all elementary instructional staff.

Schedule

Daily, from 8/1/2016 to 6/2/2017

G6. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline.

G6.B1 Lack of enriching activities, and college and career ready culture and expectations in an area with low high school/college graduation rates

G6.B1.S2 Ensure a safe and supportive school climate that promotes the social/emotional and academic development of all students.

PD Opportunity 1

Ensure a comprehensive "Single School Culture" in every school through the deployment of a Single School Culture Coordinator.

Facilitator

Rose Baccus

Participants

Single School Culture Coordinators

Schedule

Daily, from 8/1/2016 to 6/9/2017

PD Opportunity 2

Support the Strategic Initiative to embed cultural competence, equity, and access within instructional practices.

Facilitator

Rose Baccus

Participants

Single School Culture Coordinators

Schedule

Weekly, from 7/11/2016 to 6/30/2017

G6.B2 Low family involvement percentages and high percentage of out of school suspension and discipline referrals

G6.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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).	$0.00
2	G1.B1.S1.A2	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).	$0.00
3	G1.B2.S1.A1	The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.	$0.00
4	G1.B2.S1.A2	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.	$0.00
5	G1.B3.S1.A1	The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation of the personalized, computer adaptive instruction in grades 6-8 (English Language Arts and Grade 8 Social Studies) and in grades 9-10 English Language Arts and Grade 10 Social Studies at the UNISIG secondary schools.	$0.00
6	G1.B3.S1.A2	Provide professional development for Achieve 3000 implementation at the identified secondary schools.	$0.00
7	G1.B4.S1.A1	The District will purchase Core Knowledge Language Arts (CKLA) curriculum materials for grades K-3 Barton Elementary School.	$0.00
8	G1.B4.S1.A2	The District will expand the District's current CKLA project by implementing the Core Knowledge Language Arts (CKLA) in grades K-3 at Barton Elementary School.	$0.00
9	G1.B4.S1.A3	The District will purchase Engage, the CLKA secondary curriculum for grades 11-12 at Lake Worth High and Palm Beach Lakes High schools.	$0.00
10	G1.B4.S1.A4	The District will implement the Engage Curriculum in grades 11-12 at Palm Beach Lakes and Lake Worth High Schools	$0.00
11	G1.B4.S1.A5	Teachers will participate in professional development to improve practice for implementing rigorous, standards-based instruction using the new materials.	$0.00
12	G1.B4.S1.A6	In collaboration with the District's Academic Office, Department of Teaching and Learning, and school staff, Urban Policy Development (UPD) will work as a partner to provide professional development, coaching, data analysis, and support for managing and expanding the Core Knowledge Language Arts project to UniSIG schools K-12 to build teacher, school, regional and district instructional leadership capacity to meet project goals and improve student achievement.	$0.00
13	G4.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
14	G4.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
15	G4.B1.S1.A3	Teachers will participate in full or half-day professional development and collaborative planning (while students engage in specialized hands-on learning) to disaggregate data,	$0.00

		support and learn from one another in planning effective, standards-based instruction that increases student learning and achievement.	
16	**G4.B1.S1.A4**	**Teachers participate in professional learning with Educational Consultants, who as experts in their field, will support teachers on how best to provide students with rich, multi-disciplined learning experiences that reinforce and enhance student achievement.**	**$0.00**
17	**G4.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**
18	**G4.B1.S2.A2**	**School leaders will attend the DA Summer Academy ANNUALLY**	**$0.00**
19	**G4.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**
20	**G4.B1.S2.A4**	**Teachers will engage in professional development and Professional Learning Communities (PLCs) before the start of the new school year, beyond the regular school day during the school year, and after the end of the school year to reflect on progress towards meeting school goals and learning targets, to engage in professional learning and collegial planning to increase teachers' skills and provide support for disaggregating data, unpacking standards and planning effective, standards-based instruction that increases student achievement.**	**$0.00**
21	**G4.B1.S2.A5**	**Teachers will continue their professional learning in the Glades Region's LSI Initiative or other research-based professional learning initiative under review, by engaging teachers in professional development and job-embedded coaching to improve their knowledge and skills in planning, implementing, monitoring, assessing, and adjusting instruction to meet learning targets and student achievement goals.**	**$0.00**
22	**G4.B1.S3.A1**	**Single School Culture Coordinators (SSCC) provide implementation support of the concepts/strategies they acquire in their PLOs.**	**$0.00**
23	**G4.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**

24	G4.B1.S3.A3	Regional Support Team Members (Content Specific, ELL, ESE, MTSS Instructional Specialists) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.	$0.00
25	G4.B1.S4.A1	Define the pillars of effective instruction to increase the academic achievement of all students.	$0.00
26	G4.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
27	G4.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
28	G4.B4.S3.A1	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.	$0.00
29	G4.B4.S4.A1	All elementary schools will implement personalized instruction using iReady Mathematics, an adaptive diagnostic and instruction digital learning tool.	$0.00
30	G5.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 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).	$0.00
31	G5.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 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	$0.00

		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.	
32	**G5.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**
33	**G5.B1.S2.A4**	**Two Reading Intervention Resource teachers will provide push-in or pull out Tier II and Tier III reading interventions and support for students. They will participate on the School Based Team (RtI) and support teachers with professional development, coaching, and technical assistance.**	**$0.00**
34	**G5.B1.S3.A1**	**Curriculum team members (Literacy Staff Developers) will provide DA Schools with 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**
35	**G5.B1.S3.A2**	**Single School Culture Coordinators (SSCC) provide implementation support of the concepts/strategies they acquire in their PLOs.**	**$0.00**
36	**G5.B1.S3.A3**	**Regional Support Team Members (Content Specific, ELL, ESE, MTSS Instructional Specialists) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.**	**$0.00**
37	**G5.B1.S4.A1**	**Define the pillars of effective instruction to increase the academic achievement of all students. [copy]**	**$0.00**
38	**G5.B1.S4.A2**	**Define the pillars of effective instruction to increase the academic achievement of all students. [copy]**	**$0.00**
39	**G5.B3.S3.A1**	**All elementary schools will implement personalized instruction using iReady Reading, an adaptive diagnostic and instruction digital learning tool.**	**$0.00**
40	**G5.B3.S3.A2**	**The school will provide personalized instruction using iReady Reading, an adaptive diagnostic and instruction digital learning tool.**	**$0.00**
41	**G6.B1.S2.A1**	**Ensure a comprehensive "Single School Culture" in every school through the deployment of a Single School Culture Coordinator.**	**$0.00**
42	**G6.B1.S2.A2**	**Support the Strategic Initiative to embed cultural competence, equity, and access within instructional practices.**	**$0.00**
43	**G6.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**