



Manny Diaz, Jr., Commissioner of Education

## 2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 06 - Broward

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

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## I. Current District Status

### A. Supportive Environment

#### 1. Mission and Vision

##### a. District Mission Statement

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

##### b. District Vision Statement

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

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

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

#### 2. Supports for School Improvement

##### a. Alignment of Resources

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

Key personnel make up the Broward County Public Schools District Leadership Team. This team includes the Superintendent's Cabinet (Division Chiefs), The Senior Leadership Team (Executive Directors) and the Agenda Preparation Group (various School-based level chairs of Executive Boards and District-based Directors and Chiefs).

The Chief Officer in the Division of Office of School Performance and Accountability (OSPA) is the turnaround lead and regularly reports directly to the Superintendent. The schools are divided into fifteen Cadres with a Director as the lead for each Cadre. The OSPA Chief regularly revisits the portfolio of schools contained in each Cadre to analyze the effectiveness of Cadre Directors as assigned. This regular review informs the Chief of changes that are necessary to ensure the most effective type of support and guidance needed within individual schools to maximize success.

The Chief of the Office of School Performance and Accountability (OSPA) and Cadre Directors meet weekly to discuss information from the Superintendent's Cabinet, school processes and procedures, and school data. OSPA Cadre Directors meet weekly for the purpose of calibration and planning within and across all levels regarding school performance. District departments periodically communicate and present the implementation of District initiatives and roll-outs through an online communication tool, and via Chief OSPA Officer's School Operational Meeting.

OSPA Cadre Directors serve as leaders of learning for principals to provide tailored content modules. These modules are delivered through interactive Sub-Cadre meetings and are aligned to the Broward Assessment for School Administrators (BASA) indicators, as well as individual needs assessments that focuses on instructional standards and delivery. During monthly meetings, half of the day includes teams of teachers and principals and is led by the Office of Academics. The other half-day is led by Cadre Directors to facilitate principals' learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to governance

(operations) and Board processes, setting expectations, acquiring the Council of Chief State School Officers Standards and content related to academic improvement within the schools they support.

Within the school, collaborative classroom visits coordinated by the Cadre Director include classroom walkthroughs with district staff from Academics, the principal, assistant principal, and instructional coach(s). The inclusion of the instructional coach creates the opportunity to provide real time feedback and corrective action on the spot. Additionally, the Cadre Director is able to observe the principal providing feedback to the instructional coach during the walkthrough cycle. After the classroom walkthroughs, the Cadre Director will meet with the principal to provide coaching feedback. Through this process the assistant principal is an observer and active learner.

Cadre Directors that supervise schools have teams of instructional facilitators that specialize in literacy, mathematics and science to provide support as aligned to the specific needs of the schools. These instructional facilitators also provide professional learning opportunities, academic support and technical assistance for site-based instructional coaches and teachers based on the needs assessments, data review and ongoing progress monitoring results.

#### **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.

BCPS acknowledges that managing scarce resources is more important than ever for public sector organizations. Performance-based budgeting aims to improve the efficiency and effectiveness of public expenditures by linking the funding of the Strategic Plan to the results it delivers, which involves making systematic use of performance information. Projects and programs initiated from the Strategic Plan will be measured by their outcomes. A three-year performance template will be used to document and monitor the progress of projects and programs toward achieving the goals and priorities of the Strategic Plan.

Historically, during the third and fourth quarters, the finance department runs the annual budgeting process that authorizes the following year's spending on operations, discretionary programs and capital investments. The District provides adequate funding for appropriate resources to ensure that every PreK-12 student has access to the technology, innovative programs, high quality teachers and support staff. This distribution of resources enables schools to meet the state mandated requirements for high school graduation. The educational programs and services are delivered in a safe and secure environment for all students to experience success. The District reviews the allocation of resources according to weighted FTE cost factors each year. To ensure the equitable distribution of fiscal resources, funding is differentiated for particular educational programs to meet the needs of all subgroups. Resources are monitored at the end of each school year when principals meet with the District Budget Office to review current expenditures and determine budget guidelines for the upcoming school year.

In November 2014, voters approved a General Obligation Bond (GOB) for \$800 million that when combined with existing capital resources provides a total of \$984 million for improvements to our schools in the categories of Safety, Music & Art, Athletics, Renovation and Technology (SMART). The \$984 Million will address almost one-third of deferred capital-related needs in our schools.

SMART includes approximately 1,400 facility-related improvement projects that are scheduled for and remain on target to be substantially complete within seven years (FY 2020-21). The first year of the program generally involved establishing the foundation for a successful program including court validation of the GOB referendum; establishment of a Bond Oversight Committee; approval of the

District's Educational Facilities Plan and sourcing/staffing alignments.

Furthermore, during the 2015/16 school year, a new Chief Facilities Officer joined the District and the District secured the services of a new Owner Representative and a Cost and Program Controls consultant. This hybrid team consisting of District leadership, combined with nationally recognized industry experts, demonstrates our commitment to implementing the SMART program in a manner consistent with the District's commitment to the public. Since the start of 2016, the team has progressed over 500 facility-related projects into the planning, design and construction phases.

### **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 2016–19 Strategic Plan recalibration builds on the 2012–15 efforts that delivered improved services to schools, investment via the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program, and the building of a strong academic foundation. We must now improve our focus and align our resources on students as learners. High-quality instruction requires a standards-driven content, a commitment to teacher development, effective teaching practices, appropriate learning environments and experiences, appropriate monitoring of performance, and ongoing professional learning at all levels.

Our expectation is that all students will be independent readers by the end of third grade, in alignment with the national standard for that grade level. In order to progress toward meeting that goal, as stated in the 2016 2017 Strategic Plan Tactics, the District will:

- Implement Balanced Literacy through development of a Literacy Field Guide.
- Assign the most highly skilled teachers in literacy acquisition to early grades.
- Refine the use of running records to standardize tools, measures and implementation.
- Prioritize literacy acquisition by aligning organizational and instructional materials in the classroom and supporting resources.
- Work with private schools and childcare to encourage readiness for early literacy.
- Enhance the implementation of the District's a Multi-Tiered System of Supports/Response to Intervention

Framework to provide early support for students' academic, behavior, and social emotional needs.

The BCPS Strategic Plan focuses on a systemic, comprehensive approach that focuses on improving outcomes and learning environments for all young adolescents in the District. The combination of acceleration, remediation and extension that teachers need to orchestrate for students is best accomplished through project- and problem-based learning environments. In order to progress toward meeting that goal, as stated in the 2016 2017 Strategic Plan Tactics, the District will:

- Redesign middle grades experience to be organized around project- and problem-based interdisciplinary learning.
- Embed Social-Emotional Learning (SEL) standards in core academic classes.
- Connect MTSS/RtI with graduation readiness metrics.
- Improve academic and social transition between eighth and ninth grades.
- Extend literacy support to include applied learning as a form of expression in all content areas.

Beginning in the 2013-2014 school year, the District restructured schools into Cadre groups that have proven to be successful, and thus will continue during the 2017-2018 school year. This practice has

resulted in a sharp reduction in the number of Differentiated Accountability (DA) schools. For example, in 13/14, the number of DA schools in BCPS was 31. In 16/17 the number of DA schools was reduced to 8 across all K-12 schools. The Chief of the Office of School Performance and Accountability (OSPA) and Cadre Directors meet on a weekly basis to provide updates on upcoming events, the delivery of information from the Superintendent's Cabinet as well as any topics concerning school processes and procedures regarding OSPA. OSPA Cadre Directors meet weekly for the purpose of calibration and planning within and across all levels concerning performance of schools. District departments communicate and present the implementation of District initiatives and rollouts.

As previously stated, OSPA Cadre Directors serve as leaders of learning providing tailored content modules for interactive Sub-Cadre learning aligned to the Broward Assessment for School Administrators (BASA) indicators and surveyed schools' needs facilitated in small groups: half day with teams of teachers and principals led by the Office of Academics and the other half day, Cadre Directors facilitate principal's learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to governance (operations) and Board processes, setting expectations, acquiring the Council of Chief State School Officers Standards and content related to academic improvement within the schools they support.

Collaborative school visits, coordinated by the Cadre Directors will include classroom walkthroughs with the district staff from Academics, the site based principal, assistant principal, and instructional coach(es). The inclusion of the instructional coach(es) allows for the opportunity to provide real time feedback and corrective action on the spot. Additionally, the principal supervisor will be able to observe the principal "coach" the instructional coach during the walkthrough cycle. After the classroom walkthroughs, the principal supervisor will meet with the principal to provide coaching feedback on her coaching. Through this process the assistant principal is an observer and an active learner throughout the process.

In the cadres with highest percentage of fragile schools, in addition to the principals' monthly professional learning, cadre directors will lead an intense focus on three of the seven leadership levers of school improvement adopted from Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Brambrick-Santoyo will occur. The seven leadership levers are (1) data driven instruction, (2) observation and feedback, (3) instructional planning, (4) professional development, (5) student culture, (6) staff culture, and (7) managing school leadership teams. In order to dig deeper, only three levers will be the focus of study during the year-long professional learning. The three levers of study for the 2017-18 school year will be Data Driven Instruction, Staff Culture, and Student Culture.

Professional development for school leaders and staff is essential in sustaining continuous school improvement efforts. There are a plethora of District-based leadership professional learning opportunities available for new and veteran administrators to support and advance leadership skills. Some examples are: The Disciplined Leader-Prioritizing for Effective Leadership, iObservation Deliberate Practice, The Reflective Leader, The Change Leader, to name a few. These opportunities are essential in the growth of educational leaders.

As previously stated, The Chief Officer in the Division of Office of School Performance and Accountability (OSPA) is the turnaround lead and regularly reports directly to the Superintendent. The schools are divided into fifteen Cadres with a Director as the lead for each Cadre. The OSPA Chief regularly revisits the portfolio of schools contained in each Cadre to analyze the effectiveness of Cadre Directors as assigned. This regular review informs the Chief of changes that are necessary to ensure the most effective type of support and guidance needed within individual schools to maximize success.

In addition, Cadre Directors that supervise schools have teams of instructional facilitators that

specialize in literacy, mathematics and science to provide support as aligned to the specific needs of the schools. These instructional facilitators also provide professional learning opportunities, academic support and technical assistance for site-based instructional coaches and teachers based on the needs assessments, data review and ongoing progress monitoring results.

In order to continue to effectively address schools greatest areas of need across the domains, BCPS recognizes that the key components for success include:

#### Effective Leadership

- Increasing support for schools through strengthening Central Office structures and communication, particularly between the Office of School Performance and Accountability and the Office of Academics
- Reducing the ratio of supervisors to principals which increases consistent support through coaching and mentoring leadership
- Improving the quality of instruction by raising the quality of human capital in a building and by changing practice through new structures and supports
- Expanding instructional leadership capacity through coaching and mentoring

#### Public and Collaborative Teaching & Ambitious Instruction and Learning

- Refining student intervention/enrichment programs for student success by including a focus on effective Tier 1 instruction
- Incorporating professional development on Florida Standards to increase effective standards-based planning and instruction
- Implementing Professional Learning Communities to focus on discussions on standards and data analysis to improve overall instructional practices
- Integrating support for school-based coaches through Professional Learning Communities
- Providing coaching and modeling to teachers facilitated by school-based coaches

#### Safe and Supportive Environment

- Expanding “wraparound” services for students by providing social and emotional supports as needed
- Improving Response to Intervention (RtI) processes by targeting appropriate tiered resources and monitoring implementation

#### Family and Community Engagement

- All BCPS schools are required to complete an annual Family and Community Engagement Plan
- Increase parental involvement by providing parent academic nights, access to resources and improving communication
- Survey the community to identify needs that will assist with supporting the home-school connection
- A new district department, Strategic Partnership Development, will work with schools to expand the collaborative efforts between schools and the community

**d. Operational Flexibility**

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

Because there is a great need for operational flexibility in schools that have historically under-performed, BCPS intensifies the activities and strategies utilized in these schools. Efforts to increase school-level autonomy have as a foundation, leadership and staff development needs, as well as student and family needs. With respect to school ecology, there is a growing body of research that affirms the benefits of these intensified efforts toward personalized and effective family, school, and community partnerships. This research further affirms that disadvantaged students stand to gain the most from these strategies. Consequently, it will assist districts in closing achievement gaps.

Within BCPS, operational flexibility, at the most elemental level, is implemented by identifying the most appropriate school leadership. Secondly, resources are provided to schools to design master schedules to include common planning time to allow for data-based decision making within the problem-solving process, as well as participate in job-embedded professional development and Professional Learning Communities.

With regard to staffing, principals at schools that implement a District-managed turnaround model have additional latitude in hiring instructional personnel. The District annually works with the Broward Teachers Union to exempt these schools from a reduction in force or from receiving teachers that have been released from other schools, but remain on the District's placement list. This is accomplished through a Memorandum of Understanding with the Teachers Union, thereby waiving certain contractual agreements.

Additionally, the School Board of Broward County provides opportunities for schools to waive District policy or contractual agreements that the school's stakeholders perceive as a barrier to its school improvement goals.

**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 positioning itself to continue to transform and strengthen relationships between schools and Central Office leadership to support teaching, learning, and social emotional learning needs of students. Broward County Public Schools is committed to our plans in cultivating and fostering independence and sustainability. This collaborative culture will provide a strong foundation for continued implementation of our District's Strategic Plan Goals of High Quality Instruction, Effective Communication, and Continuous Improvement which is in direct alignment with the goals of TOPs 2 & 3. District resources both fiscal and human will be aligned for sustainability of the goals. Specifically, Title Grants and district general funds will be developed to sustain the priorities around the assurances as outlined in the TOPs 3 to support school leaders and principal supervisors positioned in establishing and sustaining a high performing learning culture in each and every school.

In Broward, we are committed to addressing challenges in the external environment and internal organization to ensure all students receive instruction that addresses not only their academic success, but also their social and emotional needs, and serves as a catalyst to student achievement beyond current expectations. In addition to our primary focus on high-quality instruction, continuous



improvement requires collaboration and alignment across financial capital (budgets), human capital (people) and operational efficiencies.

To ensure the success of our continuous improvement efforts, the District will constantly measure the effectiveness of our business services, operations and processes. The district will focus on for ongoing, incremental improvements that satisfy our customers and stakeholders and shift resources into our high-quality instructional initiatives.

BCPS 2017-2018 Strategic Plan Tactics:

- Implement a three-year budget performance template to document and monitor project and program progress
- Provide ongoing, job-embedded training to all principals in school budget management.
- Use data to accurately forecast school staffing levels
- Implement an Early Notification Incentive Award Program
- Annually track and monitor BCPS across prioritized key performance indicators (KPIs), as compared to other large urban districts
- Implement GPS enhancement designed to display bus locations and real time status updates
- Implement approved Disparity Study recommendations and policy revisions
- Implement a learning management system
- Partner with the New Teacher Center Corporation in developing and implementing teacher and principal leadership learning programs

## B. Stakeholder Involvement

### 1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

### 2. Family and Community Engagement

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

Broward County Public Schools (BCPS) believes informed and engaged families and communities are essential to the success of our students and schools. Nurturing and maintaining high levels of family and community engagement, from Pre-K through high school, is of critical importance and addressed strategically in our district.

It is for this reason that BCPS has specifically called out Family and Community Engagement as a special area of focus within the District Strategic Plan, and has invested in creating a department dedicated to support and coordinate the ongoing implementation of effective engagement strategies.

BCPS recognizes that there is an even greater need for support, program planning and family/community collaboration when students are low achieving. Consequently, subsequent efforts will serve as a foundation, focusing on the family needs and ecology - cultural and linguistic dynamics, surroundings and environment, and the interdependence of the people and institutions within the communities these schools serve.

According to SBBC POLICY 1403 SCHOOL ACCOUNTABILITY AND IMPROVEMENT, each school has a School Advisory Council (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds. In addition, SBBC POLICY 1.3 SCHOOL ADVISORY FORUM

outlines that every school shall have a School Advisory Forum (SAF) that shall foster and promote communication between its stakeholders, the school, and the Area Advisory Council. The goal and function of the SAF is to bring forth recommendations, concerns and interests to and from their Area Advisory Council. School Advisory Councils (SAC) sets up priorities and student performance standards that serve as guiding principles for schools.

A School Advisory Council looks at aspects of their school as suggested by the priorities and develops a written School Improvement Plan as part of the school and District's continuous growth model.

In order to increase family and community support, all schools will engage in some essential practices to create opportunities for partnerships at the school with families and communities:

- Develop a parent involvement plan that aligns with district goals and school needs
- Communicate the plan in parent-friendly terms in multiple methods and languages
- Provide information, training and school and community-based resources to support parent and family involvement
- Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies
- Utilize school, family and community partnership surveys, rubrics and tools to evaluate the school's continuous improvement goals and strategies
- Provide opportunities for staff to discuss effective practices and to problem solve parent involvement challenges during regularly scheduled staff meetings
- Provide teachers with support and resources for engaging families
- Translate communication with families in the primary language of the family
- Include parents in decision-making for school improvement, policy development and plans for engaging families and the community
- Inform families of student performance in their primary language

Targeted schools within the District will be part of Specialized Professionals Advancing Resources, Knowledge and Skills (SPARKS) which will provide a Community Liaison dedicated to working with the school and the community. SPARKS is dedicated to enhancing and strengthening the support for educators, families and communities to ensure all children reach their highest potential by increasing wrap-around support.

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

The District will continue to keep stakeholders informed about where we have been, where we are going and how we plan to educate all students to reach their highest potential. We value input as we work to enable BCPS students to make a positive impact on the future. We will collaborate, share information and listen to feedback to improve our practice. We will leverage the enormous talent and energy across the organization. We will utilize technology to enhance the communications loop. We will focus on three main areas: external communications; internal communications, and marketing our schools, programs

and initiatives.

**BCPS Strategic Plan Tactics:**

- Enhance communication and engagement with families and the community.
- Implement targeted, integrated marketing communications strategies to promote our schools and programs.
- Improve the user experience with the BCPS website and other District communication tools.
- Improve internal communications and proactively engage staff.
- Provide excellent customer service to all BCPS stakeholders.
- Maximize and grow external partnerships to support students, schools and programs.
- Launch a staff intranet to serve as the main communication and information hub. Year 1 objectives include launch date, features, and integration with other staff-facing technology resources. Years 2–3 will shift focus to the percentage of staff using the hub to look for information, staff surveys, etc

## C. Effective Leadership

### 1. District Turnaround Lead

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

Wanza, Valerie, valerie.wanza@browardschools.com

**b. Employee's Title**

Other

**c. Employee's Phone Number**

(754) 321-3827

**d. Employee's Phone Extension**

2009

**e. Supervisor's Name**

Robert W. Runcie

**f. Supervisor's Title**

Superintendent

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

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

### 2. District Leadership Team:

**Hudge, Veda, veda.hudge@browardschools.com**

<b>Title</b>	Director
<b>Phone</b>	(754) 321-3625
<b>Supervisor's Name</b>	Dr. Valerie Wanza
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Supervisor of School Improvement Grant, Accreditation, School Improvement Plans. Differentiated Accountability, School Advisory Councils, and District Waivers

**Wanza, Valerie, valerie.wanza@browardschools.com**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	754-321-3838
<b>Supervisor's Name</b>	Robert Runcie
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	In charge of the Office of School Performance and Accountability.

**Gohl, Daniel, daniel.gohl@browardschools.com**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	754-321-2618
<b>Supervisor's Name</b>	Robert Runcie
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	In charge of the Division of Academics.

**Hickman, Antoine, antoine.hickman@browardschools.com**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	
<b>Supervisor's Name</b>	Robert Runcie
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	In charge of ESE and Support Services Division.

**Nichols, Craig, craig.nichols@browardschools.com**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	
<b>Supervisor's Name</b>	Robert Runcie
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	In charge of Human Resources and Equity Attainment Division.

**Balasubramanain, Nathan, nathan.balasubramanian@browardschools.com****Title** Assistant Superintendent**Phone****Supervisor's Name** Robert Runcie**Supervisor's Title** Superintendent**Role and Responsibilities** In charge of Strategic Initiatives Office.**Brown, Leslie, leslie.brown@browardschools.com****Title** Assistant Superintendent**Phone** 754-321-2100**Supervisor's Name** Robert Runcie**Supervisor's Title** Superintendent**Role and Responsibilities** Responsible for Portfolio Services Division.**Canning, Lori, lori.canning@browardschools.com****Title** Assistant Superintendent**Phone** (754) 321-1953**Supervisor's Name** Robert Runcie**Supervisor's Title** Superintendent**Role and Responsibilities** Executive Director, Early Learning/Language Acquisition**Hunter, Tony, tony.hunter@browardschools.com****Title** Assistant Superintendent**Phone****Supervisor's Name** Robert Runcie**Supervisor's Title** Superintendent**Role and Responsibilities** Chief Information Officer**Valbrun-Pope, Mickey, michaelle.pope@browardschools.com****Title** Assistant Superintendent**Phone** 754.321.1660**Supervisor's Name** Robert Runcie**Supervisor's Title** Superintendent**Role and Responsibilities** Executive Director, Student Support Initiatives**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.

Broward's process for principal selection is initiated by The Office of School Performance and Accountability (OSPA). Desired experience and competencies include the following:

- Hold a master's degree or higher from an accredited institution
- Have five (5) years of public school experience
- Three (3) years of the five (5) years shall be successful experience as a principal or assistant principal, or district administrator
- Hold a Florida Department of Education Educator Certificate indicating Educational Leadership
- Be a participant in or have completed the Broward's Principal Preparation Program or a similar leadership training program in another district or state or serve as a current principal

When an opening occurs, the selection process begins when OSPA drafts a site-specific leadership profile. OSPA works in collaboration with School Board Members to hold a community conversation to announce the principal vacancy and explain the process going forward to select the next principal of the school. OSPA Cadre Directors facilitate meetings with school employees and community stakeholders to solicit feedback for the final leadership profile and recruit members for the Stakeholder panel that will be involved in the selection process. The Office of Talent Acquisition will then advertise the vacancy with the site-specific central themes. Internal and external applicants must submit applications to the Office of Talent Acquisition to be screened for eligibility. OSPA will select principal candidates to be considered for the vacancy. Selection shall be made through a District interview process based upon both the site-specific leadership profile, the employee meeting and the Community conversations. Candidates will be rated on all sections of the interview to move forward in the process. The highest scoring candidates will meet with the Stakeholder Panel individually. After the Stakeholder Panel Meeting, the facilitating Cadre Director will discuss the Stakeholder Panel Feedback with the Chief School Performance and Accountability Officer to recommend a candidate to the Superintendent. Once approved by the Superintendent, the OSPA Chief will notify the recommended candidate, Talent Acquisition and the School Board Members. The Superintendent will make the final recommendation to the Board. In unique circumstances, the Superintendent has the discretion to appoint a qualified individual without going through the selection process.

Instructional teachers who have an overall Effective or Highly Effective rating for the previous three years will have the opportunity to become a Peer Teacher, Lead Teacher or Master Teacher through BCPS' Teacher Leader Career Continuum program. According National Comprehensive Center for Teacher Quality, (2010)

Teacher leadership can:

- Improve teacher retention
- Build teacher capacity
- Facilitate school staffing innovations
- Strengthen the teaching profession
- Teacher leaders provide needed support and assistance for principals

**b. Instructional Staff**

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

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

For instructional placements, principals at schools implementing a District-managed turnaround model have the option to advertise and hire new teachers to the District or transfer teachers if no other vacancies exist. The District annually works with the Broward Teachers Union to exempt these schools from reduction in force or receiving surplus teachers through a Memorandum of Understanding. The BCPS provides opportunities to waive District policy or contract items that may impede progress of the School Improvement Plan activities, including but not limited to, Professional Study Days, changes in instructional schedule, and exam exemption.

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

A teacher candidate must provide at least two acceptable references, one being from their last principal. Broward teachers that receive less than effective evaluation are not eligible for rehire. Broward teachers' overall evaluation ratings are available for the hiring principal to review and the office of Talent Acquisition verifies references/evaluations upon recommendation. The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Instructional Practices Districtwide - Once a teacher earns 5 Beginning/Not Using Datamarks within the BrIDGES Evaluation System/iObservation, we communicate with the administrator to ensure the Performance Interventions are being provided. The following are the next steps:

- 5 Beginning/Not -Using Datamarks within the BrIDGES Evaluation System/iObservation, communication with the administrator is initiated to ensure the Performance Interventions are being provided
- 5-7 Beginning/Not Using Datamarks, administration is encouraged to have informal discussion with the educator to share recommended strategies for improvement
- 8 Beginning/Not Using Datamarks, an administrator meets with the educator to discuss the areas of concern, provide assistance, and explain possible consequences if the employee fails to improve
- 10 or more Beginning and/or Not Using Datamarks, an average IP Score of Needs Improvement or Unsatisfactory, and at least 2 formal and one additional observation, a Performance Development Plan (PDP) may be written. If a plan is developed it shall be done so by a credentialed administrator in collaboration with the educator

The District has Peer Reviewers that are deployed to assist teachers in improving their practices. Once receiving assistance (school/district support), teachers are on a Cycle of Assistance. If they improve, the support is gradually released to ensure success continues. If performance is not improved, the administrator may formalize assistance through a Professional Development Plan (PDP). Turnaround schools have priority in hiring. Hiring is the responsibility of the school principal.

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

## 2. Instructional Coaches

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

The District provides a Literacy Coach for all schools. These positions are funded by the State Reading allocation and the District's general fund. The assignment of a math and reading coach is tiered based on schools with the lowest student achievement. These positions are funded by the District's Title IIA and Title I grants. Once the available funds are exhausted, as with the Florida Department of Education Region Team, support for Math and Science occurs through the District and/or the FL DOE Region Team.

District and school-based Instructional Coaches and Instructional Facilitators are required to complete the two-year Coach Credentialing Professional Development within the first two years of holding the IC position. The Coaching Professional Development is deliberate in its design for analyzing student work and using formative assessment tools to tailor instruction to our students' needs. Instructional Coaches who have been fully credentialed can continue their professional growth with unique, continuous development and use of the online platforms for accountability.

Recruitment and hiring of coaches is conducted through the collaboration of the following district offices: Human Resources & Equity, School Performance & Accountability, and Academics. These district offices offer a wide range of opportunities for teachers to become reading endorsed and to gain literacy coach credentials. The District, in partnership with the New Teacher Center, has implemented a required two-year credentialing process for coaches. This process develops coaches' capacities to impact their schools through the guided process of incorporating research-based practices for effective coaching. Aspiring literacy coaches must apply for coaching positions through the BCPS Talent Acquisition and Operations (Instructional) Department. They must submit an online application, along with three (3) references, one being from their immediate supervisor, their principal. Once their application has been reviewed and approved by the Talent Acquisition and Operations (Instructional) Department in terms of the candidate meeting minimum job qualifications, their names are submitted into the electronic database from which principals can access and contact candidates directly for an interview.

The literacy/ instructional coaches through the coaching credentialing program are receiving, two-years of professional development courses, training in tools usage, and case study activities that deepens their knowledge and optimize their skills in instructional coaching. Literacy coaches, upon being assigned a coaching position, must participate in and complete courses leading to Coach Credentialing. This two-year program provides support and tools for new coaches to learn the coaching cycle, how to plan their coaching responsibilities and how best to assist teachers, and is conducted and monitored by the Office of School Performance & Accountability. Additionally, K-12 literacy coaches attend monthly Literacy Coach Forums, professional learning sessions that are developed and conducted by supervisors and



instructional specialists from the Literacy, Elementary Learning, and Secondary Learning Departments. During these monthly sessions, literacy coaches, network with each other to share best practices in coaching, learn about state and district literacy mandates and initiatives, and build their expertise as professional coaches. The content of the sessions provided to coaches are built upon the district's Literacy Field Guide that is a manual outlining district-wide literacy efforts and highlights research-based coaching and instructional best practices. Such topics include, but are not limited to, the following:

- Creating a standards-based literacy culture in classes and schools
- Incorporating a balanced approach to literacy through the Gradual Release Model
- Using formative data to drive instruction including Incorporating authentic Performance Tasks in instruction
- Using curricular programs and assessments with fidelity
- Understanding how to administering reading assessments, analyzing student reading behaviors, and monitoring student progress in reading
- Delivering whole group instruction, differentiating through small-group instruction, and conducting one-on-one conferring sessions
- Understanding and planning lessons to address text complexity and rigorous text-dependent questioning • Scaffolding instruction to build students' capacity to read and write in response to complex text
- Writing in response to text-based narrative, opinion, argumentative and informational prompts
- Leveraging the use of technology in classes

All BCPS schools receive coaching services. This provision of coaches district-wide reflects the district's belief that coaches are a vital role in mentoring teachers toward building greater knowledge about literacy development. They are key players in developing students' academic achievement. Based on available funding, schools in greater need may receive additional coaching support or reading interventionists as part of the district's commitment to equity and academic achievement of all students throughout the district.

Literacy/ instructional coaches work towards their School Improvement Goals at their individual schools by working in collaboration with their school leaders to develop and improve teacher's instructional practices. The instructional coaches conducts daily classroom visits, analyze student data, model lessons for teachers and provide continuous feedback to teachers and develop plans for improvement using an online tool (Administrative Collaborate Assessment Logs). In addition to strategic literacy or content-focused mentoring, coaches support teachers across disciplines to develop skills in analyzing student work, differentiating instruction, supporting students who are English Language learners and those with special needs. The expectation of the district-provided professional learning sessions is that coaches will not only disseminate information they learn at the meetings with their administrators and colleagues, but will also, in 'turn-key' fashion, put into practice the ideas and best practices shared with them. The coach not only conducts professional development and participates in Professional Learning Communities at their schools, but they also facilitate professional development based on analysis of students' data and needs. In schools in which coaches teach one period per day, that class becomes a model or demonstration classroom so that teachers may observe, co-teach, and/or participate in Lesson Study with the coach as guide and literacy/ instructional leader. Furthermore, K-12 literacy/ instructional coaches are critical to the success of each school's Multi-Tiered System of Supports (MTSS) Collaborative Problem-Solving Team (CPST) whose goal it is to correctly screen, diagnose, progress monitor, and place students in targeted literacy instruction and intervention that best meets students' needs.

Tools for collecting evidence of coach-provided professional development include calendars that literacy/ instructional coaches maintain to reflect their coaching activities and scheduled meetings. Additional evidence is in the form of professional learning follow-up requirements and/or agendas that show that coaches implement what they learn at their coach forums in their schools. District literacy/ instructional supervisors conduct follow up visits to schools to determine, through observation, the extent to which

effective coaching is occurring in schools. The instructional coaches monitors the effectiveness of their coaching by measuring the impact that their teachers' instructional practices have on students' academic growth. The instructional coaches work with individual teachers and collaborate teams of teachers through the analyses of student work, lesson design, modeling of instruction and providing professional development based on the school's needs. The coach credentialing program requires coaches to maintain an online log of their coaching activities and mentoring of their colleagues.

School-site administration's review of their coach's calendar and logs of coaching activities is one means of determining effectiveness of coach-provided professional development. District literacy supervisors also conduct support visits to schools and maintain logs documenting their observations and determining how effectively coaches are implementing district initiatives and to offer individual support to coaches when the need arises. Site visits to schools include conversations between district staff, coaches and teachers, to collaboratively determine next action steps, which will further promote effective literacy/ instructional practices throughout the school. Additionally, district literacy staff requires coaches to submit implementation plans after each monthly professional learning session. These action plans outline how coaches put into practice content of the district-provided professional learning. Coaches are asked to bring to their monthly forums evidence of their planning rigorous lessons with teachers and the student work that was produced from these lessons. Coaches are provided protocol tools that aid in their planning of lessons with teachers and evaluating student work to determine student mastery of state standards. District literacy staff also conducts online surveys for coaches to complete. These surveys ask coaches to reflect upon and highlight any strengths and/or weaknesses in their coaching and provides them the opportunity to relate to district staff their needs as a coach and what topics are of utmost concern to them that should be addressed in monthly literacy forums.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs

#### a. Reading

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

Yes

##### ***District Reading Plans***

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

#### b. Writing

##### **1. Description of Programs**

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

##### **Journeys**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Reading and writing embedded in program

##### **Buzz About It**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	

**Foundations**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	Elementary School
<b>Description</b>	Supported by ESE Department

**Phonics for Reading**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	Elementary School
<b>Description</b>	Supported by ESE Department

**Great Leaps**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	

**Super QAR**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	

**Accelerated Literacy Learning**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	

**Wilson Reading**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	Elementary School
<b>Description</b>	

**Intermediate Rewards**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	

**Soar to Success**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	

**PWImpact 6.1, 7.1, 8.1**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	Middle School
<b>Description</b>	

**Leveled Literacy Intervention (LLI)**

<b>Program Type</b>	Intensive Intervention
<b>School Type</b>	Elementary School
<b>Description</b>	

**Lucy Calkins Writing Units of Study**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School
<b>Description</b>	

**c. Mathematics****1. Description of Programs**

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

**Grades K - 5: HMH Go-Math Series Florida Standards Edition**

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

**Grade 6 - 8 (including advanced courses): HMH Go-Math Series Florida Standards Edition Grades 6-8**

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

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

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

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

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

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

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

**Defining The Core (Mathematics) - CCSS Monthly Math Focus****Program Type** Supplemental**School Type** Elementary School, Middle School, High School**Description** Supplemental mathematics activities aligned to the Florida Standards

**Elementary & Secondary Mathematics Wikis**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Elementary School, Middle School, High School
<b>Description</b>	Supplemental mathematics activities aligned to the Florida Standards

**Algebra Blueprint Power Standards - Activities and Investigations**

<b>Program Type</b>	Supplemental
<b>School Type</b>	Middle School, High School
<b>Description</b>	Activities and Investigations related to Algebra standards

**d. Science****1. Description of Programs**

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

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

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

**Houghton Mifflin Harcourt Florida Science Fusion**

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

**BCPS Launch Pad Science Lessons**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School
<b>Description</b>	Customized lesson plans integrating core instructional material and supplemental materials The Launch Pad provides single-sign-on access to BCPS Instructional and Digital Resources available based role in the School District.

**K-5 STEM Inquiry Guide****Program Type** Core**School Type** Elementary School**Description** Guide for K-5 inquiry investigations, including engineering design projects.**Engineering is Elementary****Program Type** Supplemental**School Type** Elementary School**Description** An inquiry-based STEM curriculum that teaches students thinking and reasoning skills and how to solve problems systematically. Lessons are built around the engineering design process and are project-based activities that integrate science.**Content Academic Vocabulary Systems (CAVS)****Program Type** Intensive Intervention**School Type** Elementary School**Description** Content Academic Vocabulary Systems (CAVS) (K-5) is comprehensive hands-on research-based science vocabulary system designed to build background for content academic vocabulary. Provides systematic instruction, practice, and reinforcement of vocabulary. (Can be used in Gen Ed, also)**Holt: Science Fusion and Technology****Program Type** Core**School Type** Middle School**Description**

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

### National Geographic Explorer Magazine

**Program Type** Supplemental

**School Type** Middle School

**Description**

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

### Smithsonian Education

**Program Type** Supplemental

**School Type** Middle School

**Description**

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

### iMACS Island

**Program Type** Supplemental

**School Type** Middle School

**Description**

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

### Gateway to Science

**Program Type** Intensive Intervention

**School Type** Middle School

**Description**

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



**ACCESS Science**

**Program Type** Intensive Intervention

**School Type** Middle School

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

**Holt Earth Science**

**Program Type** Core

**School Type** High School

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

**Holt Biology**

**Program Type** Core

**School Type** High School

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

**Holt Chemistry**

**Program Type** Core

**School Type** High School

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

**Holt Physics**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	Holt Physics

**Holt AP Biology**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	<ul style="list-style-type: none"> <li>- Adopted textbook student and teacher edition. Electronic version available via BEEP.</li> <li>- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)</li> </ul>

**Holt AP Chemistry**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	<ul style="list-style-type: none"> <li>- Adopted textbook student and teacher edition. Electronic version available via BEEP.</li> <li>- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)</li> </ul>

**Holt AP Physics**

<b>Program Type</b>	Core
<b>School Type</b>	High School
<b>Description</b>	<ul style="list-style-type: none"> <li>- Adopted textbook student and teacher edition. Electronic version available via BEEP.</li> <li>- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)</li> </ul>

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

**Description**

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

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

**Description**

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

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

**Description**

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

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

**Description**

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

**Discovery Education Techbook**

**Program Type** Supplemental

**School Type** Elementary School, Middle School

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

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

**Program Type** Supplemental

**School Type** Middle School, High School

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

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

**Program Type** Intensive Intervention

**School Type** Middle School, High School

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

**Utah Education Network**

**Program Type** Supplemental

**School Type** Middle School, High School

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

**PASCO Probeware with Laboratory Curriculum**

**Program Type** Supplemental

**School Type** Middle School, High School

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

**CPALMS**

<b>Program Type</b>	Core
<b>School Type</b>	Elementary School, Middle School, High School
<b>Description</b>	- an online toolbox of information, vetted resources, and interactive tools that help educators effectively implement teaching standards.

**Broward STEM Website**

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

**netTrekker Active Learning Resources**

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

**GIZMOS**

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

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

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

To establish clearly defined and measurable high academic and character standards, the Elementary Learning Department will work with schools to analyze multiple data sets and identify targeted areas of focus by aligned to the Florida and Next Generation Standards. Data will be analyzed to establish grade level outcomes aligned to the standards. Teachers will learn to use data to inform instruction,

including the selection of appropriate and relevant instructional materials. Schools will foster a culture of professional learning around high academic standards by focusing on discussion and analysis of standards-based, authentic student work, implementing deliberate instructional practices based on the Benchmark Assessment System (BAS) and other data sources, using the Math Guidance Documents and Fluency Resources when planning lessons, seeking out and/or providing guidance to assist teachers in choosing relevant strategies and materials for classroom instruction, and utilizing inquiry-based performance and additional assessment data to guide the integration of social studies and science into instruction.

The Elementary Learning Department generates a school profile report for schools and analyzed FSA data with the principal and cadre director.

The School Profile Report contains:

- English Language Arts, Math, and Science Achievement data,
- Overall Learnings Gains, Learning Gains for the Lowest 25%,
- Breakdown of Levels 1-5 overall for Math, ELA, and Science,
- Achievement percentage by reporting category for ELA, Math, and Science,
- Writing score distribution for 4th and 5th grades from Level 0 through Level 10.

In the primary grades, Benchmark Assessment System (BAS) data is illustrated and compared to District levels. Attendance rates, number of referrals/incidents by grade level, number of students in the RtI/MTSS process by grade level, and ACCESS for English Language Learners data were also discussed to ensure all students are receiving the necessary supports and services to achieve on grade level expectations and standards.

Additionally, there are school based systems in place, with support of district departments, to monitor the implementation of the District's core instructional and intervention programs. These include the following:

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

This 4-step process includes the following steps:

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

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

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

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

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

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

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

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

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

No

*a. Link to Student Progression Plan*

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

BCPS utilizes BASIS (Behavioral Academic Support System), comprehensive District electronic tool, that provides ALL the data needed to drive decision-making and instruction in schools. BASIS enhances our continuing efforts to standardize student achievement and Response to Intervention (RtI) district-wide, and the Florida Continuous Improvement Model. Student assessment, academic, behavior, and demographic information are centrally located. Data is continually updated and current; enabling school administrators, teachers and staff the opportunity to gain a full grasp of their school and their students. By tracking and monitoring school-wide and individual student performance data, BASIS ensures fully informed decision-making and promotes high quality instruction to help all students succeed.

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

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

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

Yes

## **II. Needs Assessment**

### **A. Problem Identification**

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

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

## 2. Problem Identification Summary

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

The 2016–19 Strategic Plan recalibration builds on the 2012–15 efforts that delivered improved services to schools, investment via the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program, and the building of a strong academic foundation. We must now improve our focus and align our resources on students as learners. High-quality instruction requires a standards-driven content, a commitment to teacher development, effective teaching practices, appropriate learning environments and experiences, appropriate monitoring of performance, and ongoing professional learning at all levels.

Our expectation is that all students will be independent readers by the end of third grade, in alignment with the national standard for that grade level. In order to progress toward meeting that goal, as stated in the 2016 2017 Strategic Plan Tactics, the District will:

- Implement Balanced Literacy through development of a Literacy Field Guide.
- Assign the most highly skilled teachers in literacy acquisition to early grades.
- Refine the use of running records to standardize tools, measures and implementation.
- Prioritize literacy acquisition by aligning organizational and instructional materials in the classroom and supporting resources.
- Work with private schools and childcare to encourage readiness for early literacy.
- Enhance the implementation of the District's Multi-Tiered System of Supports/Response to Intervention Framework to provide early support for students' academic, behavior, and social emotional needs.

The BCPS Strategic Plan focuses on a systemic, comprehensive approach that focuses on improving outcomes and learning environments for all young adolescents in the District. The combination of acceleration, remediation and extension that teachers need to orchestrate for students is best accomplished through project- and problem-based learning environments. In order to progress toward meeting that goal, as stated in the 2016 2017 Strategic Plan Tactics, the District will:

- Redesign middle grades experience to be organized around project- and problem-based interdisciplinary learning
- Embed Social-Emotional Learning (SEL) standards in core academic classes
- Connect MTSS/RtI with graduation readiness metrics.
- Improve academic and social transition between eighth and ninth grades.
- Extend literacy support to include applied learning as a form of expression in all content areas.

Beginning in the 2013-2014 school year, the District restructured schools into Cadre groups that have proven to be successful, and thus will continue during the 2017-2018 school year. This practice has resulted in a sharp reduction in the number of Differentiated Accountability (DA) schools. The Chief of the Office of School Performance and Accountability (OSPA) and Cadre Directors meet on a weekly basis to provide updates on upcoming events, the delivery of information from the Superintendent's Cabinet as well as any topics concerning school processes and procedures regarding OSPA. OSPA Cadre Directors meet weekly for the purpose of calibration and planning within and across all levels concerning performance of schools. District departments communicate and present the implementation of District initiatives and rollouts.

OSPA Cadre Directors serve as leaders of learning providing tailored content modules for interactive Sub-Cadre learning aligned to the Broward Assessment for School Administrators (BASA) indicators and surveyed schools' needs facilitated in small groups: half day with teams of teachers and principals led by the Office of Academics and the other half day, Cadre Directors facilitate principal's learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to governance (operations) and Board processes, setting expectations, acquiring the Council of Chief State School Officers Standards and content related to academic improvement within the schools



they support.

Collaborative school visits, coordinated by the Cadre Directors will include classroom walkthroughs with the district staff from academics, the site based principal, assistant principal, and instructional coach(es). The inclusion of the instructional coach allows for the opportunity to provide real time feedback and corrective action on the spot. Additionally, the principal supervisor will be able to observe the principal “coach” the instructional coach during the walkthrough cycle. After the classroom walkthroughs, the principal supervisor will meet with the principal to provide coaching feedback on her coaching. Through this process the assistant principal is an observer and an active learner throughout the process.

In the cadres with highest percentage of fragile schools an addition to the principals’ monthly professional learning, will be an intense focus on three of the seven leadership levers of school improvement adopted from Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Brambrich-Santoyo will occur. The seven leadership levers are (1) data driven instruction, (2) observation and feedback, (3) instructional planning, (4) professional development, (5) student culture, (6) staff culture, and (7) managing school leadership teams. In order to dig deeper, only three levers will be the focus of study during the year-long professional learning. The three levers of study for the 2017-18 school year will be Data Driven Instruction, Staff Culture, and Student Culture.

Professional development for school leaders and staff is essential in sustaining continuous school improvement efforts. There are a plethora of District-based leadership professional learning opportunities available for new and veteran administrators to support and advance leadership skills. Some examples are: The Disciplined Leader-Prioritizing for Effective Leadership, iObservation Deliberate Practice, The Reflective Leader, The Change Leader, to name a few. These opportunities are essential in the growth of educational leaders.

In order to continue to effectively address schools greatest areas of need across the domains, BCPS recognizes that the key components for success include:

#### Effective Leadership

- Increasing support for schools through strengthening Central Office structures and communication, particularly between the Office of School Performance and Accountability and the Office of Academics
- Reducing the ratio of supervisors to principals which increases consistent support through coaching and mentoring leadership
- Improving the quality of instruction by raising the quality of human capital in a building and by changing practice through new structures and supports
- Expanding instructional leadership capacity through coaching and mentoring

#### Public and Collaborative Teaching & Ambitious Instruction and Learning

- Refining student intervention/enrichment programs for student success by including a focus on effective Tier 1 instruction
- Incorporating professional development on Florida Standards to increase effective standards-based planning and instruction
- Implementing Professional Learning Communities to focus on discussions on standards and data analysis to improve overall instructional practices
- Integrating support for school-based coaches through Professional Learning Communities
- Providing coaching and modeling to teachers facilitated by school-based coaches

#### Safe and Supportive Environment

- Expanding “wraparound” services for students by providing social and emotional supports as needed

- Improving Response to Intervention (RtI) processes by targeting appropriate tiered resources and monitoring implementation

#### Family and Community Engagement

- All BCPS schools are required to complete an annual Family and Community Engagement Plan
- Increase parental involvement by providing parent academic nights, access to resources and improving communication
- Survey the community to identify needs that will assist with supporting the home-school connection
- A new district department, Strategic Partnership Development, will work with schools to expand the collaborative efforts between schools and the community

### **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.

As identified in the Problem Identification Summary, literacy acquisition to early grades is the primary focus for teaching and learning in alignment to the goals of the District's Strategic Plan, "Strengthening the Paths of Success". To further validate, feedback from stakeholders during various community conversations of the Strategic Planning Process called to action that students need to be independent readers early in their educational life so they can begin to demonstrate mastery of English Language Arts (ELA) standards.

We know that student learning begins at birth with parents, extended families, caregivers and the entire community. Students coming to kindergarten have a wide variety of backgrounds and abilities. We must work with students who are developmentally advanced and those who are delayed. We must support those who have learning challenges, such as vision difficulties, dyslexia and/or cognitive differences. We must work with private providers of childcare and early learning to ensure the environments and instruction are developmentally appropriate, rich in resources and grounded in purposeful play. We must support high-quality Head Start programs, maximize enrollment in Voluntary Pre-Kindergarten, and educate all parents and service providers about the BCPS standards for kindergarten.

Additionally, we need to continuously focus on high-quality instruction, beginning in the early years with literacy, continuing in middle school with knowledge application, and concluding in high school with college and career readiness. Our benchmarking of progress and readiness at these three levels will ensure all students' needs are met along their learning pathways. We must support the ways teachers engage students in learning at different ages in each unique classroom environment. By looking at the quality of student work and the usefulness of the feedback students receive, we will be able to better evaluate the quality of instruction.

Our expectation is that all students will be independent readers by the end of third grade, in alignment with the national standard for that grade level. Some students reach this point earlier; others struggle to meet this goal. Broward needs teachers in the early grades who are specialists in reading and early childhood development. As such, a review of professional development attended by teachers and coaches revealed greater numbers of primary teachers have completed District professional development than intermediate teachers. Similar to the RtI Model for supporting students, teachers need to be supported within a Tier I-Tier III cycle which promotes a growth mind set, building relations, as well as identifying on-site experts who will be empowered to continue building the capacity of teacher teams and coaches alike following the cycle of support. In past years, we have focused on providing support to our intermediate grades teachers and beyond to improve school grade. Our "Theory-of-Action is as follows, If we assign highly-skilled teachers to grades K-2, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system; Then, on grade level

literacy will increase and Florida Standards Assessments (FSA) in English Language Arts (FSA) level 1 scores will decrease in 3rd grade for ALL students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students)

In order to guide this work, a Literacy Field Guide for Educators was designed to establish an instructional balanced literacy framework that defines key instructional practices and strategies for all educators to plan and implement in their daily instruction. It will also address the diversity of all students, including exceptional student education, English language learners and gifted and talented population. To ensure support is provided to students early academically, behaviorally, and social emotionally an enhanced implementation of the District's Multi-Tiered System of Supports/Response to Intervention Framework will be used to identify personalized learning and individualized interventions and strategies. These interventions and strategies will be identified through the uses of running records (Benchmark Assessment System- BAS) to standardize tools, measures and implementation. The Benchmark Assessment System (BAS) will be a very informative tool to guide and monitor the District's action toward the desired outcomes. Effective use of data to identify, support, monitor and measure student needs is critical. Efforts for improvement must be aligned, provided with adequate resources and clearly communicated to all stakeholders.

While it is important to provide interventions and strategies for students academically, it is equally important to recognize the Social Emotionally impact to student achievement and to construct an environment where students who need help are comfortable asking. BCPS believes that addressing social and emotional skills with students will prepare them to be resilient and achieve individual success academically, interpersonally and throughout their lives. To address this, a comprehensive, coordinated, and systemic web of services by collaborating with schools, communities, and families to align resources so that students are academically successful and socially competent. Ensuring that every student develops the social and emotional competencies essential for lifelong success.

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## District Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

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

## Strategic Goals Detail

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

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

 G093283

### Targets Supported **1b**

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

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

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

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

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

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

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

**Person Responsible**

Valerie Wanza

**Schedule**

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

***Evidence of Completion***

Collaborative Visit Protocols

## District Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy


 = Problem Solving Step

 S123456 = Quick Key


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

 G093283

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

 B250301

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

 S263951

### **Strategy Rationale**

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

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

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

#### **Person Responsible**

Heilange Porcena

#### **Schedule**

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

#### **Evidence of Completion**

Teacher lesson plans



**Action Step 2** 5

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

**Person Responsible**

Philip Bullock

**Schedule**

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

***Evidence of Completion***

Teacher Lesson Plans

**Action Step 3** 5

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

**Person Responsible**

Sophia Myers

**Schedule**

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

***Evidence of Completion***

Progress monitoring of SchoolCity and iReady data

**Action Step 4** 5

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

**Person Responsible**

Rendolyn Amaker

**Schedule**

On 6/6/2018

***Evidence of Completion***

Classroom observations Lesson Plans

**Action Step 5** 5

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

**Person Responsible**

Mitshuca Moreau

**Schedule**

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

***Evidence of Completion***

K-5 Technology Infusion Plan

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

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

**Person Responsible**

Philip Bullock

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Heilange Porcena

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Rendolyn Amaker

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Mitshuca Moreau

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

David Hall

**Schedule**

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

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

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

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

**Person Responsible**

Mark Narkier

**Schedule**

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

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

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

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

**Person Responsible**

Mark Strauss

**Schedule**

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

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

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

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

**Person Responsible**

Angela Fulton


**Schedule**

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

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

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

 S263957

### Strategy Rationale

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

### Action Step 1 **5**

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

#### Person Responsible

Heilange Porcena

#### Schedule

On 6/7/2018

#### Evidence of Completion

The purchase order for the program.

### Action Step 2 **5**

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

#### Person Responsible

Sophia Myers

#### Schedule

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

#### Evidence of Completion

ELO will be progressed monitored utilizing SchoolCity.

**Action Step 3** 5

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

**Person Responsible**

Dana Rhodes

**Schedule**

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

***Evidence of Completion***

Progress monitoring reports

**Action Step 4** 5

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

**Person Responsible**

Dana Rhodes

**Schedule**

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

***Evidence of Completion***

Progress monitoring through CARE Cycle and BAS Assessments

**Action Step 5** 5

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

**Person Responsible**

Judith Pitter

**Schedule**

On 6/6/2018

***Evidence of Completion***

Progress monitoring of students' level growth using the LLI program



**Action Step 6** 5

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

**Person Responsible**

Mitshuca Moreau

**Schedule**

On 10/31/2017

***Evidence of Completion***

Support Schedule

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

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

**Person Responsible**

Heilange Porcena

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Judith Pitter

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Rendolyn Amaker

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Mitshuca Moreau

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

David Hall

**Schedule**

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

***Evidence of Completion***

Lesson plans and Disciplinary Referral Reports

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

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

**Person Responsible**

Mark Strauss

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

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

**Person Responsible**

Angela Fulton

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

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

**Person Responsible**

Estella Eckhardt

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

 S263975

### Strategy Rationale

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

### Action Step 1 **5**

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

#### Person Responsible

Tauri Eligon

#### Schedule

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

#### Evidence of Completion

Teacher Lesson Plans

### Action Step 2 **5**

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

#### Person Responsible

Shawana Smith

#### Schedule

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

#### Evidence of Completion

FSA Data

**Action Step 3** 5

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

**Person Responsible**

Rendolyn Amaker

**Schedule**

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

***Evidence of Completion***

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

**Action Step 4** 5

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

**Person Responsible**

Vetia Josephs

**Schedule**

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

***Evidence of Completion***

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

**Action Step 5** 5

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

**Person Responsible**

Mitshuca Moreau

**Schedule**

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

***Evidence of Completion***

Lesson Plans and Resource and materials distribution matrix

**Action Step 6** 5

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

**Person Responsible**

Mitshuca Moreau

**Schedule**

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

***Evidence of Completion***

ELO Schedule

**Action Step 7** 5

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

**Person Responsible**

Shedrick Dukes

**Schedule**

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

***Evidence of Completion***

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

**Action Step 8** 5

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

**Person Responsible**

Erica Levine

**Schedule**

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

***Evidence of Completion***

Support logs



**Action Step 9** 5

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

**Person Responsible**

Afiha Waite

**Schedule**

On 10/31/2017

**Evidence of Completion**

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

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

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

**Person Responsible**

Rendolyn Amaker

**Schedule**

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

**Evidence of Completion**

Data Reports, Classroom Walkthrough Observations

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

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

**Person Responsible**

Gretchen Atkins

**Schedule**

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

**Evidence of Completion**

Data Reports, Classroom Walkthrough Observations

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

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

**Person Responsible**

Mitshuca Moreau

**Schedule**

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

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

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

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

**Person Responsible**

Shedrick Dukes

**Schedule**

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

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

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

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

**Person Responsible**

Philip Bullock

**Schedule**

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

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

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

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

**Person Responsible**

David Hall

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

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

**Person Responsible**

Mark Strauss

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

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

**Person Responsible**

Philip Bullock

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

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

**Person Responsible**

Gretchen Atkins

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

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

**Person Responsible**

Angela Fulton

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

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

**Person Responsible**

Estella Eckhardt

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

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

**Person Responsible**

Irene Cejka

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

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

**Person Responsible**

Jacquelyn Haywood

**Schedule**

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

***Evidence of Completion***

Benchmark Assessment Data

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

 S263978

### **Strategy Rationale**

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

### **Action Step 1** 5

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

#### **Person Responsible**

Heilange Porcena

#### **Schedule**

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

#### **Evidence of Completion**

Parent Sign in Sheets and agendas.

### **Action Step 2** 5

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

#### **Person Responsible**

Carla Hart

#### **Schedule**

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

#### **Evidence of Completion**

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



**Action Step 3** 5

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

**Person Responsible**

Nicole Williams

**Schedule**

On 6/7/2018

***Evidence of Completion***

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

**Action Step 4** 5

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

**Person Responsible**

Carla Hart

**Schedule**

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

***Evidence of Completion***

Attendance and resource sign out sheets of parents

**Action Step 5** 5

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

**Person Responsible**

Shawana Smith

**Schedule**

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

***Evidence of Completion***

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

**Action Step 6** 5

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

**Person Responsible**

Dana Rhodes

**Schedule**

On 6/6/2018

***Evidence of Completion***

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

**Action Step 7** 5

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

**Person Responsible**

Alyssa Jean

**Schedule**

On 6/7/2018

***Evidence of Completion***

Flyers and sign in sheet

**Action Step 8** 5

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

**Person Responsible**

Marietta Williams

**Schedule**

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

***Evidence of Completion***

Parent sign-in sheets at the front office

**Action Step 9** 5

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

**Person Responsible**

Mitshuca Moreau

**Schedule**

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

***Evidence of Completion***

Parent Resource Center Plan

**Action Step 10** 5

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

**Person Responsible**

Alyssa Jean

**Schedule**

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

***Evidence of Completion***

Lesson Plans Weekly PLC Document

**Action Step 11** 5

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

**Person Responsible**

Gretchen Atkins

**Schedule**

On 9/8/2017

***Evidence of Completion***

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

**Action Step 12** 5

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

**Person Responsible**

Gretchen Atkins

**Schedule**

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

***Evidence of Completion***

Meeting Notes

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

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

**Person Responsible**

Heilange Porcena

**Schedule**

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

***Evidence of Completion***

Sign-in Sheets, Lesson plans

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

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

**Person Responsible**

Gretchen Atkins

**Schedule**

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

***Evidence of Completion***

Sign-in sheets

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

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

**Person Responsible**

Carla Hart

**Schedule**

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

***Evidence of Completion***

Sign-in Sheets

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

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

**Person Responsible**

Judith Pitter

**Schedule**

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

***Evidence of Completion***

Sign-in Sheets

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

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

**Person Responsible**

Rendolyn Amaker

**Schedule**

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

***Evidence of Completion***

Sign-in sheets

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

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

**Person Responsible**

Mitshuca Moreau

**Schedule**

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

***Evidence of Completion***

Sign-in Sheets

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

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

**Person Responsible**

Shedrick Dukes

**Schedule**

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

***Evidence of Completion***

Sign-in Sheets

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

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

**Person Responsible**

David Hall

**Schedule**

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

***Evidence of Completion***

Attendance, Suspension and Discipline Data

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

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

**Person Responsible**

Angela Fulton

**Schedule**

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

***Evidence of Completion***

Attendance, Suspension and Discipline Data



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

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

**Person Responsible**

Irene Cejka

**Schedule**

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

***Evidence of Completion***

Attendance, Suspension and Discipline Data

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

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

**Person Responsible**

Estella Eckhardt

**Schedule**

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

***Evidence of Completion***

Attendance, Suspension and Discipline Data

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

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

**Person Responsible**

Mark Strauss

**Schedule**

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

***Evidence of Completion***

Attendance, Suspension and Discipline Data

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

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

**Person Responsible**

Angela Fulton

**Schedule**

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

***Evidence of Completion***

Attendance, Suspension and Discipline Data

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

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

**Person Responsible**

Jacquelyn Haywood

**Schedule**

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

***Evidence of Completion***

Attendance, Suspension and Discipline Data

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

 S263991

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Heilange Porcena

#### Schedule

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

#### Evidence of Completion

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

### Action Step 2 5

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

#### Person Responsible

Robin Yassen

#### Schedule

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

#### Evidence of Completion

Teacher Inservice Report

**Action Step 3** 5

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

**Person Responsible**

Robin Yassen

**Schedule**

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

***Evidence of Completion***

Sign-In Sheets

**Action Step 4** 5

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

**Person Responsible**

Carla Hart

**Schedule**

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

***Evidence of Completion***

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

**Action Step 5** 5

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

**Person Responsible**

Carla Hart

**Schedule**

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

***Evidence of Completion***

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

**Action Step 6** 5

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

**Person Responsible**

Carla Hart

**Schedule**

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

***Evidence of Completion***

Centers, data reports and lesson plans

**Action Step 7** 5

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

**Person Responsible**

Carla Hart

**Schedule**

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

***Evidence of Completion***

Data report and lesson plans

**Action Step 8** 5

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

**Person Responsible**

Dana Rhodes

**Schedule**

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

***Evidence of Completion***

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

**Action Step 9** 5

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

**Person Responsible**

Dana Rhodes

**Schedule**

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

**Evidence of Completion**

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

**Action Step 10** 5

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

**Person Responsible**

Dana Rhodes

**Schedule**

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

**Evidence of Completion**

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

**Action Step 11** 5

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

**Person Responsible**

Sophia Myers

**Schedule**

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

**Evidence of Completion**

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

**Action Step 12** 5

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

**Person Responsible**

Afiha Waite

**Schedule**

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

***Evidence of Completion***

PLC Schedule, Topics, sign-in sheets, minutes

**Action Step 13** 5

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

**Person Responsible**

Marisa Dukes

**Schedule**

On 12/20/2017

***Evidence of Completion***

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

**Action Step 14** 5

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

**Person Responsible**

Afiha Waite

**Schedule**

On 1/1/2018

***Evidence of Completion***

Sign In Sheets, Lesson Plans



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

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

**Person Responsible**

Heilange Porcena

**Schedule**

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

***Evidence of Completion***

Professional Development Plan

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

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

**Person Responsible**

Carla Hart

**Schedule**

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

***Evidence of Completion***

Professional Development Plan

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

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

**Person Responsible**

Judith Pitter

**Schedule**

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

***Evidence of Completion***

Professional Development Plan

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

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

**Person Responsible**

Rendolyn Amaker

**Schedule**

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

***Evidence of Completion***

Professional Development Plan

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

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

**Person Responsible**

Gretchen Atkins

**Schedule**

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

***Evidence of Completion***

Professional Development Plan

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

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

**Person Responsible**

David Hall

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Irene Cejka

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Estella Eckhardt

**Schedule**

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

***Evidence of Completion***

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

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

**Person Responsible**

Mark Strauss

**Schedule**

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

**Evidence of Completion**

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

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

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

**Person Responsible**

Angela Fulton

**Schedule**

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

**Evidence of Completion**

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

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

 S264030

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Alicia McNabb

#### Schedule

On 6/7/2018

#### Evidence of Completion

Teacher lesson plans, science lab schedule

### Action Step 2 5

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

#### Person Responsible

Gina Kerkerian

#### Schedule

On 6/7/2018

#### Evidence of Completion

Support logs of support

**Action Step 3** 5

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

**Person Responsible**

Philip Bullock

**Schedule**

On 6/7/2018

***Evidence of Completion***

Support logs of support

**Action Step 4** 5

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

**Person Responsible**

Judith Pitter

**Schedule**

On 10/31/2017

***Evidence of Completion***

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

**Action Step 5** 5

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

**Person Responsible**

Rendolyn Amaker

**Schedule**

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

***Evidence of Completion***

Daily attendance check

**Action Step 6** 5

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

**Person Responsible**

Gretchen Atkins

**Schedule**

On 6/6/2018

***Evidence of Completion***

2 Paraprofessional staff members

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

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

**Person Responsible**

Philip Bullock

**Schedule**

On 11/30/2017

***Evidence of Completion***

Job advertisement

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

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

**Person Responsible**

Judith Pitter

**Schedule**

On 11/30/2017

***Evidence of Completion***

Job Advertisement



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

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

Administration @ 25%

Teachers @ 25%

50% teachers @ 15%

TA @ 10%

Clerical @ 10%

Custodial @ 5%

Cafeteria @ 5%

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

**Person Responsible**

Rendolyn Amaker

**Schedule**

On 8/31/2018

**Evidence of Completion**

Teacher Attendance Reports

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

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

**Person Responsible**

Gretchen Atkins

**Schedule**

On 11/30/2017

**Evidence of Completion**

Job Advertisement

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

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

**Person Responsible**

Mark Narkier

**Schedule**

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

***Evidence of Completion***

Student Progress Monitoring Data and Support logs

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

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

**Person Responsible**

Estella Eckhardt

**Schedule**

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

***Evidence of Completion***

Student progress monitoring data, discipline and suspension data

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

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

**Person Responsible**

Mark Strauss

**Schedule**

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

***Evidence of Completion***

Teacher Attendance Data and Student progress monitoring data

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

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

**Person Responsible**

Angela Fulton

**Schedule**



















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

***Evidence of Completion***

Student progress monitoring data



















## IV. Implementation Timeline





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

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





















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







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

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



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

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

## V. Professional Development Opportunities

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

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

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

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

### PD Opportunity 1

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

#### Facilitator

"The Leader in Me" Consultant

#### Participants

North Side Instructional Staff

#### Schedule

On 6/7/2018

### PD Opportunity 2

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

#### Facilitator

Dana Rhodes

#### Participants

Teachers and staff

#### Schedule

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

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

### **PD Opportunity 1**

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

#### **Facilitator**

Shawana Smith, Vetia Josephs, Stephanie Wallace, Gia Jeff

#### **Participants**

Instructional Personnel

#### **Schedule**

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

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

### **PD Opportunity 1**

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

#### **Facilitator**

Sharon Hepburn, District Instructional Specialist

#### **Participants**

Classroom Teachers

#### **Schedule**

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

## **PD Opportunity 2**

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

### **Facilitator**

Elementary Learning Department

### **Participants**

Teachers

### **Schedule**

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

## **PD Opportunity 3**

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

### **Facilitator**

Bridgette Howard

### **Participants**

Teachers

### **Schedule**

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

## **PD Opportunity 4**

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

### **Facilitator**

Carla Hart

### **Participants**

Teachers

### **Schedule**

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

### **PD Opportunity 5**

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

#### **Facilitator**

Carla Hart

#### **Participants**

Teachers

#### **Schedule**

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

### **PD Opportunity 6**

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

#### **Facilitator**

Deborah Brown

#### **Participants**

Teachers and staff

#### **Schedule**

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

### **PD Opportunity 7**

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

#### **Facilitator**

Dana Rhodes

#### **Participants**

Instructional Staff

#### **Schedule**

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

### **PD Opportunity 8**

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

#### **Facilitator**

Dana Rhodes

#### **Participants**

Teachers and Staff

#### **Schedule**

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

### **PD Opportunity 9**

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

#### **Facilitator**

Administration Instructional Coaches

#### **Participants**

Administration Instructional Coaches Teachers

#### **Schedule**

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

### **PD Opportunity 10**

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

#### **Facilitator**

School-based Instructional Coaches and TPLG

#### **Participants**

Teachers

#### **Schedule**

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

### **PD Opportunity 11**

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

#### **Facilitator**

Sharon Hepburn, District Instructional Facilitator

#### **Participants**

Teachers

#### **Schedule**

On 1/1/2018



## VI. Technical Assistance Items

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

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

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

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

### TA Opportunity 1

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

#### Facilitator

Promethan Support

#### Participants

Teachers, Academic Coaches

#### Schedule

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

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

### TA Opportunity 1

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

#### Facilitator

Elizabeth Edwards-SPARKS

#### Participants

Students, parents

#### Schedule

On 6/7/2018

## TA Opportunity 2

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

### Facilitator

Community Liaison

### Participants

Parents and community

### Schedule

On 9/8/2017

## TA Opportunity 3

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

### Facilitator

Administration/Support Staff

### Participants

Parents/Community

### Schedule

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

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

## TA Opportunity 1

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

### Facilitator

Administration

### Participants

Teachers

### Schedule

On 12/20/2017

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

### TA Opportunity 1

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

#### Facilitator

Administration

#### Participants

staff

#### Schedule

On 6/6/2018

## VII. Budget

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

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

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

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