



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

50 - Palm Beach

Michael Burke , Superintendent
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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

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

b. District Vision Statement

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

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

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

2. Supports for School Improvement

a. Alignment of Resources

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

Process for Identifying and Aligning District Resources:

The process through which the district identifies and aligns all district resources is The School District of Palm Beach County's 2016-21 Strategic Plan: Growing Strong.

Methodology for Coordinating and Supplementing Federal, State and Local Funds, Services and Programs:

The methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools is an ongoing process of continuous improvement implemented through an intentional system and structure - The Strategic Initiative Management (SIM) process. A detailed project plan, a blueprint, that includes work-plan projections, milestone deliverables, performance indicators, proposed budget, identified interdependencies, and a stakeholder engagement plan was created by the initiative teams. The work plan drives the conversations at regular initiative team meetings, facilitated by the initiative owner.

Evaluation of the effectiveness of each initiative in achieving the goals embedded in each Theme is based on the deliverables listed in the initiative blueprints. An evaluation process was established to ensure initiative success. SIM employs many industry best practices, driving stronger governance through focused, cross-functional oversight, providing greater accountability through clearly defined

ownership for results and increased transparency so all stakeholders understand the work, rationales, and expected outcomes. This process was implemented in July 2016 to ensure successful delivery of all 19 strategic plan initiatives throughout the duration of the plan's five-year time frame.

Person(s) Responsible:

The SIM council consists of the Superintendent's Executive Cabinet, Strategic Plan Coordinator, all active Strategic Initiative Executive Sponsors and Owners. Each Strategic Initiative has an Executive Sponsor and Owner. Each Executive Sponsor is a member of the Executive Cabinet. It is the primary responsibility of the Executive Sponsor and Owner to manage the initiative and ensure success.

The Executive Cabinet includes the Assistant Superintendents or Chief officers of the following departments: Academic Office, Human Resources, Strategic Communications, Financial Office, Operating Office, School Transformation, Student Services, Equity and Access, Performance Accountability, Teaching and Learning, Choice and Innovation, Community Outreach, Information Technology, Facilities Management, and School Police.

The District's schools are divided into four (4) regions: South, Central, North, and Glades. Each region is led by a Regional Superintendent who reports directly to the Deputy Superintendent/ Chief of Schools. The four Regional Superintendents also serve on the Executive Cabinet. The Regional Superintendents are responsible for supporting and supervising the principals of the Differentiated Accountability Focus and Priority Schools in their region and supporting the District's transformation efforts in alignment with the District's Strategic Plan. This Principal Supervisor Model is intentional and was built on a Theory of Action, allowing for direct ownership and accountability. The supervisor framework incorporates the Model Principal Supervisor Professional Standards adopted by the Council of Chief State School Officers (CCSSO) in 2015.

Transformation efforts are led by the Assistant Superintendent School Transformation who is considered the "turnaround lead" for the District. The Principals at the turnaround schools work directly with the Assistant Superintendent School Transformation as well as their Regional Superintendents allowing for more immediate access to the Superintendent.

Frequency of Meetings:

The SIM Council serves as an oversight committee to provide guidance during the Strategic Initiative's Action Team monthly reviews. The purpose of the SIM council is to conduct monitoring and initiative reviews to ensure initiative success and system coordination. The SIM council meeting is a mandatory two-hour meeting allowing for a review of the identified active initiatives. Additionally, quarterly updates are presented to the School Board.

The Executive Cabinet meets weekly to problem-solve the needs of the District's Differentiated Accountability schools and other schools of concern and works closely with the Regional Superintendents who provide ongoing support and supervision.

The Regional Superintendents (who, with their small numbers of about 6-8 schools each are in the best position to know their principals and schools well) provide weekly principal supervision and school support. Their support includes collaborative work with school leadership teams (not just the principal, but also assistant principals, instructional coaches, other support staff) to cultivate school leadership. The remaining schools in the District are monitored and supported by a team of Instructional Superintendents who report to the Regional Superintendent.

The Deputy Superintendent and District Leadership Team facilitate a monthly Principals' Leadership Academy to address District-wide professional development, collaboration, and problem-solving. The Regional Superintendents provide small group coaching, support, and problem solving during their

monthly Regional Principals' Professional Learning Communities (PLCs). The Regional Superintendents provide personalized coaching, mentoring, and support during their weekly site-visits.

Inventory of Resources:

Each division or department represented by the Executive Cabinet maintains inventory of the resources respective to their areas of focus. For example, the Academic Office monitors and supports the deployment of iReady Reading and Math Diagnostic to schools to ensure all students identified for the reading and/or math resource have the appropriate number of licenses assigned to meet to their specific needs. Each Regional Superintendent has a team of 7 highly qualified specialists who support the DA Focus and Priority Schools through ongoing visits and direct support to the schools. They ensure that each school's needs are met and that urgent resource needs and ongoing problem-solving is immediate and efficient.

Problem-Solving Activities for the Highest Impact:

In addition to monthly and weekly monitoring and support, the District utilizes several formal problem-solving structures especially for the DA schools. The Regional Superintendents lead two Instructional Reviews (IR's) for the Differentiated Accountability Focus and Priority Schools and SIG schools (even if they are not Focus or Priority) during the school year, one at the beginning of the year and another at mid-year. The purpose of the IR is to analyze the school's performance/trend data, conduct learning walks to monitor instructional practice, and engage in planning and problem solving to identify barriers, strategies, action steps, and monitoring processes for improving student learning outcomes. Representatives from multiple district departments including Title I, Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL)/Multicultural, Safe Schools/Multi-Tiered Systems of Support (MTSS), and Curriculum support the Instructional Review in collaboration with the Bureau of School Improvement (BSI) Regional team.

The Superintendent and Deputy Superintendent in collaboration with the Executive Cabinet lead two Data Reviews for the Differentiated Accountability Focus and Priority Schools, SIG Schools and other Schools of Concern each year. These Data Reviews are driven by state and district assessments and by data associated with various risk factors including student attendance, student discipline events, and teacher attendance. The Principal and Principal Supervisor's Dashboard is a critical component of this model. These data reviews are in addition to the Instructional Reviews (IR), weekly Regional Superintendent site-visits, and other systems of support for these schools.

The alignment of these processes are managed at the school implementation level through the School Improvement Plan (SIP). All Differentiated Accountability Focus and Priority Schools must create at least one goal for their School Improvement Plan (SIP) aligned to the Long Term Outcomes, Strategic Themes, and Strategic Objectives of the District's Strategic Plan. The Regional Superintendents guide and monitor the effective implementation of the School Improvement Plan (SIP) in alignment with the District's Strategic Plan at their schools.

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.

District Allocation of Resources to Schools:

It is the policy of the The School District of Palm Beach County to deploy resources directly to schools. For example, the District does not withhold Title I resources off-the-top for district-led

interventions, but rather allocates all available funds to Title I schools to maximize school-based decision making. Last year, the Superintendent reallocated the District's Title I funding formula, making more Title I funding available to the Differentiated Accountability Focus and Priority Schools to increase their ability to adopt practices and identify resources and personnel that might otherwise be beyond the school's budget. As another example, the District purchased and managed the professional development, deployment, and monitoring of iReady Reading and Math Diagnostics to maximize purchasing power. However, the District has established a process for local control and management by identifying and training an iReady "Superuser" at each school to ensure that all identified students have access to the resource and that teachers have the support they need to use the data provided by iReady for informing and differentiating instruction to meet students' learning needs.

While school needs are addressed annually during each's school's budget conference with its Regional Superintendent, urgent needs are addressed on an ongoing/as needed basis. The District's Executive Cabinet meets weekly to problem-solve the needs of the District's highest need schools, including the Differentiated Accountability Focus and Priority Schools and other Schools of Concern. The team works closely with the Regional Superintendents, who provide ongoing support and supervision, for their recommendations and updates regarding each school's urgent and ongoing needs. Data collected by the Regional Superintendents is shared with the Deputy Superintendent and the Executive Cabinet at these meetings. The team analyzes the data, determines resources and supports needed, and develops an action plan. The Regional Superintendents then work with principals and school leadership teams to ensure the deployment of the resources and monitor the implementation of the plan for fidelity and achieving successful outcomes.

Person(s) Responsible, Frequency of Data Review and Decision Making and Process Used to Differentiate and Monitor Resource Supports:

The Director of School Transformation and Federal/State Programs is a new position created by the Superintendent at the beginning of the 2017-18 school year. The Director of School Transformation and Federal/State Programs provides operational flexibility in budgeting resources to achieve school turnaround goals. The Director ensures that all of the District's funds, from all sources, are aligned to best support schools with the highest needs and where these efforts can achieve the greatest impact.

The Division of Performance Accountability, Department of Research, Evaluation and Assessment (which includes the Department of School Improvement), engages in an ongoing process of collecting, disaggregating, analyzing, interpreting, developing and posting in the District's Data Warehouse (EDW) system user friendly data reports for district leaders, school leaders and other stakeholders. The Principal and Principal Supervisor Dashboard, a report in the District's EDW system, provides up-to-date analysis of student performance across all assessed curriculum areas, school and student profile data, teacher and student attendance, discipline events, gap analyses data, and early warning systems data by demographic groups. Data from the District's performance assessments, including the Palm Beach Performance Assessments, Florida Standards Questions (FSQs) and Unit Standards Assessments (USAs) provide frequent and ongoing data for monitoring students' progress towards mastery of the Florida Standards and to inform and problem-solve classroom and school needs. The Division of Performance Accountability also oversees the development, deployment, evaluation, and analysis of the District's annual School Effectiveness Questionnaire (SEQ) to survey all stakeholders (district/school staff, students, and parents) for providing feedback relative to all departments and divisions. The responses to the SEQ by stakeholder help to inform the District, Regions, and Schools in their decision-making for resource needs.

The Assistant Superintendent and the Deputy Superintendent meet with the Regional Executive Director (RED) for the Southeast Region monthly to review the progress of the DA Focus and Priority

Schools and to monitor the process of School Turnaround. Instructional Reviews (IR) are facilitated by the Regional Superintendent and Instructional Superintendent and include the school leadership teams, representatives from District departments including Title I, Exceptional Student Education (ESE), English Speakers of Other Languages (ESOL)/Multicultural, and Safe Schools/Multi-Tiered Systems of Support (MTSS) who bring their particular lens and frame of reference to the problem-solving process. When possible, a representative from the Bureau of School Improvement (BSI) serving on behalf of the RED also participates in the IR. During the IR, the team analyzes the school's performance/trend data, participates in Learning Walks to monitor instructional practice, and engages in planning and problem solving to prioritize and recommend resources to meet urgent and ongoing needs.

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.

PRACTICES the district has or may change in order to establish or strengthen systems that support school-based leadership teams to implement interventions:

Regional Principal Support and Supervision Model:

The Superintendent revised the District's organizational structure and leadership team to provide more personalized support for schools. Under this organizational structure, schools are divided into four regions: South, Central, North, and Glades. Each region is led by a Regional Superintendent who reports directly to the Deputy Superintendent/Chief of Schools who in turn reports to the Superintendent. The Regional Superintendents have direct responsibility for supporting and supervising the DA schools and they support the District's Transformation efforts. The Instructional Superintendents report to the Regional Superintendents and they support and supervise the remaining schools in their Regions. This model allows for each Regional Superintendent to manage a smaller portfolio of schools and for direct Superintendent ownership and accountability. Each Regional Superintendent has been given a staff of seven highly qualified Instructional Specialists to provide personalized support for DA schools within their region. These specialists serve as Elementary or Secondary Team Leaders, or as content specialists for Literacy, Mathematics, Exception Student Education (ESE), English Speakers of Other Languages (ESOL), and Multi-Tiered Systems of Support (MTSS). This allows for the highest needs schools to develop relationships and build cultures of support with the District and Regional Instructional Specialists who are able to provide frequent and personalized support due to the small number (6-8) of schools they serve.

Strategic Initiative Management (SIM) process:

The goals and objectives of the District's Strategic Plan is an ongoing process of continuous improvement implemented through the intentional system and structure of SIM. SIM employs many industry best practices, such as driving stronger governance through focused, cross-functional oversight, greater accountability through clearly defined ownership for results, and increased transparency so all stakeholders understand the work, rationales, and expected outcomes. This process was implemented July 2016 to ensure successful delivery of all 19 strategic plan initiatives throughout the duration of the plan's five-year time frame.

New Positions to Support District School Transformation.

As previously mentioned, the Assistant Superintendent of School Transformation and the Director of School Transformation and Federal/State Programs are new positions created by the Superintendent at the beginning of the 2017-18 school year to support and coordinate the District's efforts in school turnaround.

Redistribution of \$5.5M Title I to Schools:

The Superintendent reallocated the District's Title I budget, making more Title I funding available to the DA schools to increase their ability to adopt practices and identify resources and personnel that might otherwise be beyond the school's budget.

64 Single School Culture Coordinators:

The District increase of staffing ratios at DA Schools and provided 64 Single School Culture Coordinator (SSCC) positions to serve and support the DA schools year round. With this year round position, the District gave schools flexibility in making staffing decisions around literacy, math, and science coaching needs and instructional support so that principals have more autonomy in filling positions based on the school's unique needs.

Master Schedule Review:

The District implemented a new process of Master Board Review and Analysis. The master board is to a school as grading policies are to teachers and classrooms. It reveals the true beliefs, attitudes, values, and priorities of the school. The Master Schedule Review process helped school teams see gaps in meeting the needs of specific curriculum and/or demographic groups. For example, certain gaps were revealed in the number of students enrolled in advanced courses.

Professional Learning Communities and Common Planning:

Master Schedule Review also helps school teams identify protected time for Professional Learning Communities (PLCs) and Common Planning as systems for focusing on continuous improvement. This helps the District achieve the Objectives of the Strategic Initiative, "Creating a High Performance Culture," and ensures continuous improvement throughout the District.

K-5 iReady Implementation:

The District expanded a pilot of iReady Reading and Math Diagnostics to all DA schools, K-5.

Core Knowledge Language Arts (CKLA) Pilot:

The School District of Palm Beach County started a pilot utilizing Core Knowledge Language Arts (CKLA) during the 2016-17 school year. From January through June of 2017, the materials were utilized in 42 Grade 2 classrooms in 5 schools. The work was supported by a staff developer that worked with teachers in PLCs and during modeling to ensure fidelity of implementation. For the 2017-2018 school year, the CKLA pilot has been expanded to 10 additional schools in Grades K-2 and in Grades K-3 for the five original pilot schools. Improvement around the three core actions (use of complex text, standards-based tasks, and engagement) were documented in the pilot. A 16th school will be brought into the CKLA Pilot through the UniSIG Project Application.

POLICIES the district has or may change in order to establish or strengthen systems that support school-based leadership teams to implement interventions:

Implementation of a reliable system to reassign or replace staff:

The Department of Research and Evaluation, along with Regional Offices and Human Resources departments, have implemented a reliable system that includes a review of components from the Teacher Evaluation System (Student Performance data, Classroom Observations, and Principal input) to reassign or replace instructional staff that have been assigned to a school for one or more year whose students demonstrate a failure to improve that can be attributed to the faculty.

The District is working on a plan to ensure that the percentage of temporarily certified teachers, teachers rated Unsatisfactory (U) or in Need of Improvement (NI), and out-of-field teachers at DA Schools does not exceed the District average. Further, the District is exploring the implementation of a process for the involuntary transfer of teachers out of DA schools as well as to preserve teachers who are still "emergent."

Incentives to attract highly qualified teachers to DA schools:

The District is exploring the option of implementing strategies to attract new teachers to meet the needs of DA schools specifically through compensation and expanded professional development and leadership growth opportunities. If approved, the District will complete a Memorandum of Understanding (MOU) with the Certified Teachers Association (CTA) to provide complexity pay as well as pay for performance at these schools to mitigate the turnover rate.

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.

The state system of school improvement and education accountability provides uniform accountability standards (including the Florida Standards, the Florida Standards Assessments, and the Florida A+ Grading System) for improving and sustaining performance of schools and ensuring that all students achieve at their highest potential. The District provides direct assistance to schools and implements systems of support of increasing intensity to schools not meeting these accountability standards.

District Definition of Operational Flexibility:

Operational flexibility is given to principal supervisors and principals in making decisions regarding staffing and budgeting to implement a comprehensive plan to substantially improve student achievement and achieve the goals of the District's Strategic Plan which is outlined in the school's School Improvement Plan (SIP).

Staffing:

The Regional Superintendents work with the principals of the DA schools to develop plans for optimal human resource allocation at those schools. The Regional Superintendent coordinates data driven monitoring meetings including Instructional Reviews, learning walks, and classroom visits on a regular basis to ensure that the school's staffing and resource needs are met. Vacancies are monitored via the Principal and Principal Supervisor Dashboard, which is updated daily. The range of teacher years of total experience is also monitored to ensure that the ratio of new teachers assigned to students with the highest needs does not exceed the District's average.

Scheduling:

The Superintendent has also initiated a policy of protected time for principals and school leadership teams by limiting meetings, mandates, and other actions that impact leadership focus on teaching and learning at the schools. The Regional Superintendent, as the principal supervisor, provides operational flexibility to Principals in building their master schedules, providing extended learning time for students, and time for teachers to engage in on site professional development, collaboration, and collegial planning. Further, schools have flexibility in developing their school calendars to include when to implement school-based assessments, professional development, in-school and out-of-school enrichment activities, school events, parent engagement initiatives, and the use of instructional time flexibly within state parameters.

Budgeting:

The Director of School Transformation and Federal/State Programs provides operational flexibility in budgeting resources to achieve school turnaround goals. The Director of School Transformation and Federal/State Programs supervises the Director of Federal and State Programs ensuring that all of the District's funds, from all sources, are aligned to best support schools with the highest needs and where these efforts can achieve the greatest impact. Urgent needs are addressed on an ongoing/as needed basis during the Regional Superintendent's weekly site visits. Data collected by the Regional

Superintendents is shared with the Deputy Superintendent and the Executive Cabinet. The Cabinet analyzes the data, determines resources and supports needed, and develops an action plan. The Regional Superintendents then work with principals and school leadership teams to ensure the deployment of the resources and monitor the implementation of the plan for fidelity and achieving successful outcomes.

3. Sustainability of Improvement

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

The district is committed to sustaining improvements after a school's DA designation and/or a School Improvement Grant (SIG) program ends. Schools that remain Title I, even if they are no longer DA or SIG designated, are eligible for Title I funding including free and reduced lunch. These schools are situated in poverty-dense communities, where risk factors such as health disparities and digital divides are rampant. The commitment to provide continued service to these schools is strong and is reflected in the District's annual budgeting processes. The funding methodology uses weighted criteria to highlight needy schools. Additionally, the district scaffolds their support through the Regional Superintendents and the Regional support teams.

Reorganization of Personnel:

The Department of Research and Evaluation, along with Regional Offices and Human Resources departments, have implemented a reliable system that includes a review of components from the Teacher Evaluation System (Student Performance data, Classroom Observations, and Principal input) to reassign or replace instructional staff that have been assigned to a school for one or more year whose students demonstrate a failure to improve that can be attributed to the faculty. The District uses strategies to attract new teachers to meet the high needs of DA schools. These include Region-specific Teacher Job Fairs for hiring at the schools in communities that are harder to staff due to their geographic location. The District also employs a hiring processes that allows principals to fill vacancies at the DA schools first, before vacancies at the District's other schools are filled. Currently, a "Glades Supplement" provides an incentive for teachers teaching in the Glades region to offset the increased costs for commuting to and from schools in the region. The District is also exploring the use of compensation and expanded professional development and leadership growth opportunities to attract new and highly qualified teachers to serve at DA schools.

Distribution of Resources:

As previously mentioned in this document, the Superintendent reallocated the District's Title I budget making more Title I funding available to DA schools. This increased their ability to adopt practices and identify resources and personnel that might otherwise be beyond the school's budget. With this allocation change, the District increased the staffing ratios at DA schools and created the Single School Culture Coordinator (SSCC) position to serve and support DA schools year round. With this year round position, the District gave schools flexibility in making staffing decisions around literacy, math, and science coaching needs and instructional support so that principals have more autonomy in filling positions based on the school's unique needs

Unions:

The District is working on a plan to ensure that the percentage of temporarily certified teachers, teachers rated Unsatisfactory (U) or in Need of Improvement (NI), and out-of-field teachers at DA Schools does not exceed the District average. The District is exploring the implementation of a process for the involuntary transfer of teachers out of DA schools as well as to preserve teachers who

are still “emergent.” If approved, the District will develop a Memorandum of Understanding (MOU) with the Certified Teachers Association (CTA) using existing contractual language related to involuntary transfers to relocate the identified teachers.

Partnerships:

The coordination and integration of Federal, State, and Local services including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training, are driven by Federal, State and School Board policies. Representatives from Title I, Part A, Title II, Part A, Title I, Part C, Title IV, Homeless, Title I, Part D Delinquent/Neglected, Migrant Education Program, Title III, IDEA and others collaborate to identify needs, support with action planning, and evaluate the effectiveness of programming. The District collaborates with community-based agencies to support student needs, utilize services and agencies to promote business and community involvement, coordinate with services and outside agencies to increase student programs, and provide resources to students and families to promote academic achievement. Most schools have partnerships with multiple community agencies, and they are committed to continuing to work with their existing partners as well as forging new partnerships with organizations that are able to support their schools and transformation plans. Together, the schools and partner organizations are able to provide additional high-quality resources and services to students and families and comprehensively focus on young people’s health and wellness, the total child, as well as academic achievement.

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

- Urban Policy Development (UPD) has worked as the thought partner for the Core Knowledge Language Arts (CKLA) pilot in a Gates grant. UPD is partnering with the District to manage the implementation of CKLA including organizing consultants for professional development, conducting walk-throughs with principal supervisors, principals, and curriculum personnel to coach and provide feedback around instructional leadership. This process is to build the capacity of leadership personnel not only in these schools but in all district schools.
- The Riviera Beach Literacy Project, a partnership with the Lost Tree Foundation, is now entering its fifth full year of implementation at DA elementary schools in the Riviera Beach area. Literacy experts from Columbia Teachers College train and work with teachers and reading coaches to improve teaching and learning in kindergarten through third grades.
- The Glades Tri-Cities Coalition partners with schools in Belle Glade, Pahokee, and South Bay in support of teaching and learning for the purpose of developing fair and equitable economic opportunities for all people of the Glades region.
- The Wallace Foundation is partnering with the District in implementing systems for social-emotional support as stipulated by the Strategic Theme, “Positive and Supportive School Climate” in the District’s Strategic Plan.
- A partnership with The University of Washington’s Center for Educational Leadership (CEL) supports the District in implementing the Council of Chief State School Officers (CCSSO) Model Principal Supervisors Professional Standards.
- Curriculum Associates’ partnered with the District to implement iReady, an adaptive technology to support Reading and Mathematics learning in K-5 classrooms.

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.

Ongoing Mechanisms for Engaging Families and the Community in School Improvement Efforts:

The District's 2016-21 Strategic Plan is the driving force for engaging families and communities in school improvement efforts. The Superintendent makes it a priority to include all stakeholders in his communications and does so through multiple forms of media and networking including email, Twitter, Facebook, phone calls, video, news media, the District's website, and more. Thousands of community members, parents, students, teachers, staff, and administrators participated in the School District of Palm Beach County's Strategic Plan process. Parents and community leaders continue to have their voices heard through an advisory capacity or by providing input to one or more of the District's Strategic Initiative Action Teams through the Strategic Initiative Management (SIM) process. These multiple engagement strategies have provided the means by which parents and community support the District's Strategic Plan and contribute to the work.

District policies and procedures ensure that all communications and informational materials are sensitive to needs of students and families, and are developed in multi-lingual formats, including Spanish, Haitian-Creole, Q'anjobal'al, and Portuguese, and as appropriate, to reach non-English speaking families. The Superintendent and the District publish all news and events on the District's website in multiple languages, including featured videos. All District events are publicized with announcements, automated calls, and letters translated in Spanish and Haitian Creole to build stakeholder engagement and support. The Department of Communications and Engagement, led by the Chief Communications Officer, provides up-to-date information about the School District of Palm Beach County for the purpose of building stronger links between employees, parents, families and the community.

Every school within the School District of Palm Beach County completes annually a School Improvement Plan (SIP). At least one goal of the School Improvement Plan (SIP) is aligned to the Long Term Outcomes, Strategic Themes, Leading Indicators and Strategic Objectives of the District's Strategic Plan. Parents and the community are encouraged to participate in each school's School Advisory Council (SAC) and contribute to the decision making of their schools through the development of the SIP. Parent input is documented in the SAC minutes. School Advisory Councils review and approve School Improvement Plans (SIPs) and the annual budget for implementing the SIP. Schools work on the development and alignment of the Strategic Plan and School Improvement with SAC input and approval throughout the process, until School Board approval of SIPs, generally at the first School Board Meeting in November.

Each of the four Regional Offices engages parents, community/business partners, local government and community activists in activities at the school and community level within each Region. The Regional Offices work with Community Partnerships and stakeholder groups to support within and across school efforts.

The District administers the School Effectiveness Questionnaire (SEQ) each year. The SEQ measures perceptions regarding the effectiveness of our District schools, and provides important information to schools and the District to develop and sustain a High Performance Culture, which is a central theme in the Strategic Plan. In addition, the results inform the Strategic Initiative of Single School Culture 2.0 on systems for academics, behavior and climate within schools. The categories for the SEQ were

developed from using factor analysis and a review of national school climate surveys. The categories in the parent version of the SEQ are: School Climate (16 items), Diverse Community (4 items), High Expectations (4 items), Individual Concerns (4 items), and Parental Involvement (9 items). The percent of parents District-wide responding positively to the SEQ overall has increased by six percentage points from FY16 to FY17.

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

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

Academic Parent Teacher Teams (APTT) are in place at some District elementary schools. APTT is a research-based parent engagement initiative that builds the capacity for teachers to work with parents to support grade-level foundation skills at home. The APTT model, developed by Maria Paredes, consists of three (3) Team Meetings and one (1) Individual Parent-Teacher-Student Conference annually and is aligned with the National Dual Capacity Building Framework from US DOE.

The District provides parents with access to the web pages from their children's school and teacher and other resources to support learning through Edline. Every school in Palm Beach County has an Edline page where parents can find school announcements, resources provided by the school, a calendar of events, and where reports on their academic progress. Parents and students can access online versions of their textbooks through Edline. In addition, the District uses the District website and social media resources such as Vodcasts, Twitter and Facebook to share information and resources, such as the Student and Family Handbook, with parents and in at least three languages other than English: Haitian Creole, Spanish, and Portuguese.

The School District of Palm Beach County is engaged in the Advanced Accreditation Process during the 2017-18 school year. AdvancedEd Accreditation provides a clear and comprehensive program of evaluation and external review, supported by research-based standards, and dedicated to helping schools, districts and education providers continuously improve. Parent and community stakeholders are a critical component of the District's Advanced Accreditation.

As part of the District's School Improvement Grant (SIG) 1003 (g) Cohort 4 award, the District will implement the 5 Essentials Survey at Dr. Mary McLeod Bethune Elementary School. Based on the extensive research by the University of Chicago Consortium on School Research on the conditions needed for dramatic and sustainable school improvement. The 5Essentials system measures schools' strengths and weaknesses and predicts schools' success through diagnostic analysis in five essential domains: Effective Leaders, Collaborative Teachers, Ambitious Instruction, Involved Families, and Supportive Environments. Although the implementation of the 5Es Survey is only at one school this year, the District plans to analyze the results of the 5Es with the District's own SEQ survey. The results of both surveys will help the District identify and prioritize high-impact needs for strategic planning and problem solving and support the implementation of the District's school improvement efforts.

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 Strategic Initiative Management (SIM) process that drives the work of implementing the District's 2016-21 Strategic Plan incorporates input across all of the District's stakeholder groups. In some cases, groups that are not represented on an Initiative Action Team are a part of the implementation of the initiative. Due to other their responsibilities, scheduling constraints or logistics, it may not be realistic for representatives of such groups, (such as principals or teachers) to participate in Action Team meetings. In these cases, an Advisory Committee is formed to provide input. It may consist of staff and/or external stakeholders. For example, initiatives that directly impact schools, such as "Define pillars of effective instruction to increase the academic achievement of all students," had direct stakeholder input from principals and teachers through their participation in an advisory capacity on the Action Team's Advisory Committee. The Advisory Committee reviews the Action Team's plans for implementing the strategic initiative and makes recommendations prior to finalization.

The Deputy Superintendent facilitates a monthly Principal Leadership Academy to engage principals as leaders and learners in the District's efforts to achieve the long term outcomes of the Strategic Plan. Principal input is a key component of the Principal Leadership Academy during the large group sessions as well as deeper discussions and problem-solving during PLCs, small cohorts of 8-10 school principals who meet with their Regional Superintendent or Instructional Superintendent.

Principals regularly have scheduled site-based support meetings with their supervisor, a Regional or Instructional Superintendent, for support in implementing and sustaining their school improvement efforts and to solicit and provide input around District, Regional and site-specific issues. These support meetings help the Regional Superintendent monitor the effective implementation of the strategies and actions of the School Improvement Plan in alignment with the District's Strategic Plan and allow them to customize support for overcoming barriers and implementing strategies and action steps to improve school outcomes and increase student learning and achievement. In addition, instructional reviews, data chats, and onsite support ensures that any systemic barriers that arise can be addressed swiftly to ensure that the school has the District-level support it needs to be successful.

The Instructional Review, the Mid-Year Review, and the Superintendent's twice-yearly Data Reviews are principal-led structures for overcoming barriers to school improvement through a collaborative problem-solving discussion process between Principals, as the school leaders, the Regional and Instructional Superintendents; and District Leadership.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Terembes, Barbara, barbara.terembes@palmbeachschools.org

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(561) 434-7346

d. Employee's Phone Extension

e. Supervisor's Name

Dr. David Christiansen

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

The Assistant Superintendent School Transformation

School Transformation efforts are led by the Assistant Superintendent of School Transformation. Principals at TOP/Turnaround Schools work directly with the Assistant Superintendent, as well as his or her Regional Superintendent allowing for more immediate access to the Superintendent. The Assistant Superintendent School Transformation is considered the "turnaround lead" for the District. She meets with the Regional Executive Director (RED) for the Southeast Region monthly to review the progress of the DA schools and monitor the process of School Turnaround efforts in the District.

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

Role and Responsibilities

Superintendent of Schools:
As the District's Chief Executive Officer and educational leader, the Superintendent provides the educational and executive leadership necessary for the School District of Palm Beach County to achieve its mission and the goals of the School District of Palm Beach County's 2016-21 Strategic Plan.

Christiansen, David, Deputy Superintendent, david.christiansen@palmbeachschools.org**Title** Other**Phone****Supervisor's Name** Dr. Robert Avossa**Supervisor's Title** Superintendent

Role and Responsibilities

Deputy Superintendent/Chief of Schools:
The Deputy Superintendent reports directly to the Superintendent of Schools and supports the Superintendent in the executive leadership of the District to accomplish its Vision and Mission and the goals of the District's 2016-21 Strategic Plan.
The Deputy Superintendent/Chief of Schools leads the District's Academic Cabinet and Leadership Team which consists of the Superintendent of Schools, the Deputy Superintendent/Chief of Schools, Chief Performance Accountability, Chief Academic Office, Chief Human Resources, Chief Strategic Communications, Chief Financial Office, Chief Operating Office, Associate Superintendent of School Transformation, Associate Superintendent of Student Services, Equity and Access, and the Regional Superintendents for the South, Central, North and Glades Regions.

Howard, Mark, mark.howard.1@palmbeachschools.org**Title** Other**Phone** (561) 434-8781**Supervisor's Name** Dr. David Christiansen**Supervisor's Title** Other**Role and Responsibilities**

Chief, Performance Accountability:

The Chief, Performance Accountability, provides the executive leadership for the Division of Performance Accountability consisting of the Departments of Research and Evaluation and The Department of Assessment (which includes the Department of School Improvement). The Division is engaged in the ongoing process of collecting, disaggregating, analyzing, interpreting, developing and posting in the District's Data Warehouse system user friendly data reports for district leadership, school leaders and other school stakeholders. The Division engages in internal research and evaluation as well as supports external researchers to determine the best practices for increasing the achievement of all students in the District. The Department of Assessment leads the District in the implementation of the Florida State Assessments, national assessments such as the SAT, ACT, and NAEP, and creates, deploys, analyzes and supports the District's own standards-aligned diagnostic, progress monitoring, and performance assessments throughout the year.

Oswald, Keith, Chief Academic Officer, keith.oswald@palmbeachschools.org**Title** Other**Phone** (561) 649-6805**Supervisor's Name** Dr. David Christiansen**Supervisor's Title** Other**Role and Responsibilities**

Chief Academic Officer:

The Chief Academic Office ensures that quality academic programming is offered to all students as part of a mission to increase reading on grade level by 3rd grade, ensure high school readiness, increase the high school graduation rate, and foster post-graduate success.

Chandler, Amity, Chief of Strategic Communications, amity.chandler@palmbeachschools.org**Title** Other**Phone** (561) 357-7679**Supervisor's Name** Dr. David Christiansen**Supervisor's Title** Other

Role and Responsibilities

Chief of Communications and Engagement:
The Department of Communications and Engagement is charged with engaging all of the district's diverse communities and informing the public of district policies, programs, services, successes, challenges and opportunities to help schools and departments inform and engage their communities.

LaCava, Gonzalo, Chief of Human Resources, gonzalo.lacava@palmbeachschools.org**Title** Other**Phone** (561) 434-8747**Supervisor's Name** Dr. Robert Avossa**Supervisor's Title** Superintendent

Role and Responsibilities

Gonzalo S. La Cava, Ed.D.
Chief of Human Resources:
The Chief Human Resources supports School District operations through people, process and technology. The Division's focus is on the recruitment and retention of talent, processing efficiency, and exemplary customer service.

Burke, Mike, mike.burke@palmbeachschools.org**Title** Other**Phone** (561) 434-8584**Supervisor's Name** Dr. Robert Avossa**Supervisor's Title** Superintendent

Role and Responsibilities

Chief Financial Officer:
The Chief Financial Officer oversees the Division of Financial Management and Information Technology.
The mission of the Office of the Chief Financial Officer is to provide quality support services and assistance to students, schools, parents and employees through the effective management of resources in the areas of Financial Management and Information Technology.

Agarwal, Deepak, Chief Information Officer, deepak.agarwal@palmbeachschools.org**Title** Other**Phone****Supervisor's Name** Dr. David Christiansen**Supervisor's Title** Other**Role and Responsibilities**

Chief Information Technology:

The Chief Information Technology division provides enterprise wide innovative technology environments and information access that empowers teachers, students, administrators, and community to make well informed decisions, to share knowledge and collaborate, and to drive business processes efficiently. This vision will enable SDPBC students, employees and the community to become life long independent, productive learners and caring contributors to their communities.

Fennoy, Donald, donald.fennoy@palmbeachschools.org**Title** Other**Phone****Supervisor's Name** Dr. David Christiansen**Supervisor's Title** Other**Role and Responsibilities**

Chief Operating Officer:

The Chief Operating Officer is responsible for administrative oversight of School Support Operations and ensuring alignment with the School District's mission, goals and strategic plan. The mission of the Operations Division is to safely transport students to and from school, provide nutritional meals, ensure a safe environment and create building environments conducive to learning.

Coleman, Camille, camille.coleman@palmbeachschools.org**Title** Assistant Superintendent**Phone** 561-494-1505**Supervisor's Name** Dr. David Christiansen**Supervisor's Title** Other**Role and Responsibilities**

Regional Superintendent, North Region:

The Regional Superintendent supports the District in implementing the District Strategic Plan and achieving the District's Mission of educating students to achieve their full potential. The Regional Superintendent, with the assistance of the Instructional Superintendents, supervises, monitors, and supports the principals and schools in the Region, especially those in Differentiated Accountability (Focus and Priority schools) and, as appropriate, those that are in Turnaround.

Rodriguez, Frank, frank.rodriguez@palmbeachschools.org**Title** Assistant Superintendent**Phone** 561-804-3246**Supervisor's Name** Dr. David Christiansen**Supervisor's Title** Other**Role and Responsibilities**

Regional Superintendent, Central Region:
 The Regional Superintendent supports the District in implementing the District Strategic Plan and achieving the District's Mission of educating students to achieve their full potential. The Regional Superintendent, with the assistance of the Instructional Superintendents, supervises, monitors, and supports the principals and schools in the Region, especially those in Differentiated Accountability (Focus and Priority schools) and, as appropriate, those that are in Turnaround.

Saltzman, Ian, ian.saltzman@palmbeachschools.org**Title** Assistant Superintendent**Phone** 561-982-0919**Supervisor's Name** Dr. David Christiansen**Supervisor's Title** Other**Role and Responsibilities**

Regional Superintendent, South Region:
 The Regional Superintendent supports the District in implementing the District Strategic Plan and achieving the District's Mission of educating students to achieve their full potential. The Regional Superintendent, with the assistance of the Instructional Superintendents, supervises, monitors, and supports the principals and schools in the Region, especially those in Differentiated Accountability (Focus and Priority schools) and, as appropriate, those that are in Turnaround.

Millen, Carlene, carlene.millen@palmbeachschools.org**Title** Assistant Superintendent**Phone** 561-996-4900**Supervisor's Name** Dr. David Christiansen**Supervisor's Title** Other**Role and Responsibilities**

Regional Superintendent, Glades Region:
 The Regional Superintendent supports the District in implementing the District Strategic Plan and achieving the District's Mission of educating students to achieve their full potential. The Regional Superintendent, with the assistance of the Instructional Superintendents, supervises, monitors, and supports the principals and schools in the Region, especially those in Differentiated Accountability (Focus and Priority schools) and, as appropriate, those that are in Turnaround.

Ruiz, Eddie, eddie.ruiz@palmbeachschools.org**Title** Assistant Superintendent**Phone** (561) 649-6855**Supervisor's Name** Dr. David Christiansen**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Assistant Superintendent of Student Services, Equity & Access (SSEA):
 The Division of Student Services, Equity, and Access endeavors to provide:

- Educational programs that will ensure students learn and are able to effectively apply basic and advanced skills and processes in all academic areas;
- An environment where students will develop the skills needed to communicate their thoughts logically and effectively, as well as to express their individuality and creativity;
- Opportunities for students to utilize the skills and abilities needed to meet the challenges of an information society and to utilize its rapidly changing technologies;
- Students with opportunities to demonstrate a basic understanding of our democratic process and the responsibility for citizenship in an international society;
- An understanding and respect for the diversity of cultures and a recognition of the uniqueness of others in a pluralistic community;

Fedderman, Diana, diana.fedderman@palmbeachschools.org**Title** Assistant Superintendent**Phone** (561) 357-5989**Supervisor's Name** Dr. Keith Oswald**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Assistant Superintendent of Teaching and Learning:
 The Assistant Superintendent of Teaching and Learning ensures that quality academic programming is offered to all students as part of a mission to increase reading on grade level by 3rd grade, ensure high school readiness, increase the high school graduation rate, and foster post-graduate success. The Assistant Superintendent of Teaching and Learning guides the District's adoption and implementation of curriculum and instruction.

Licata, Peter, peter.licata@palmbeachschools.org**Title** Assistant Superintendent**Phone** 561-969-5820**Supervisor's Name** Dr. Keith Oswald**Supervisor's Title** Other**Role and Responsibilities** Assistant Superintendent of Choice and Innovation:

Pinkos, Margarita, margarita.pinkos@palmbeachschools.org**Title** Assistant Superintendent**Phone****Supervisor's Name** Amity Schuler (Chandler)**Supervisor's Title** Other**Role and Responsibilities** Assistant Superintendent, Global Education and Community Outreach:

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.

Processes and Criteria for Ensuring DA Schools have a School Leadership Team of High Quality:

The Superintendent of Schools determines and ensures that the DA Schools have 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. Working in collaboration with the Deputy Superintendent and the Regional Superintendents as the Principal's Supervisor, the Superintendent makes final decisions regarding principal placement, including reassignments. The Regional Superintendents work with the Principal in placing, retaining, or reassigning Assistant Principals at schools. This process is informed by a robust principal supervision model implemented during the 2016-17 school year with the first full year implementation of the District Strategic Plan.

The Principal Supervisor Model is intentional and built on a Theory of Action, allowing for direct ownership and accountability. All of the District's schools have been assigned to one of four Region led by a Regional Superintendent and multiple Instructional Superintendents. The DA Focus and Priority Schools are assigned under the direct supervision of the Regional Superintendent. Under this structure, the Regional Superintendent has between 6 and 8 schools in total under their supervision. The remaining schools are supervised by the Region's Instructional Superintendents. This supervisor framework incorporates the Model Principal Supervisor Professional Standards adopted by the Council of Chief State School Officers (CCSSO) in 2015.

The Regional Superintendents (who, with their small number of schools, are in the best position to know their principals and schools well) provide weekly principal supervision and school support to the Differentiated Accountability Focus and Priority Schools. They monitor the effective implementation of the School Improvement Plan (SIP) and provide support for overcoming barriers and implementing strategies and action steps to achieve the school's goals. This principal supervision and support model focuses on collaborative work with school leadership teams, (not just the Principal, but also Assistant Principals, instructional coaches, and support staff) to cultivate school leadership and grow instructional leaders into Assistant Principals and Principals. Through this process of developing the principal and instructional leadership team, the Regional Superintendents monitor instructional planning, observe classroom instruction, align professional development, support the growth of talent and best practices, calibrate the results of learning walks and evaluations to provide meaningful feedback, and bring the principal and school leadership team fully into the process of sharing the Vision of the District's Strategic Plan.

The assignment and replacement of school leadership teams is based on student achievement data,

school growth and improvement, and progress towards achieving the goals of the District Strategic Plan as reflected in the school's own School Improvement Plan. All Differentiated Accountability Focus and Priority Schools create at least one goal for their School Improvement Plan (SIP) aligned to the Long Term Outcomes, Strategic Themes, and Strategic Objectives of the District Strategic Plan. The Regional Superintendents guide and monitor the effective implementation of the School Improvement Plan (SIP) in alignment with the District's 2016-2021 Strategic Plan at their schools.

The Superintendent and Deputy Superintendent, in collaboration with the District Leadership Team/ Academic Cabinet, lead two Data Reviews for the Differentiated Accountability Focus and Priority Schools each year. The purpose of these Fall and Winter Data Reviews is to use structured protocols for reviewing school data and problem-solving school needs. The Data Reviews are driven by state and district assessments and by data associated with various risk factors including student attendance, student discipline events, and teacher attendance. The Principal and Principal Supervisor's Dashboard is a critical component of this model. These data reviews are in addition to the Instructional Reviews (IR), weekly Regional Superintendent site-visits, monthly Regional Principals' PLCs and district-wide Principals' Leadership Academy sessions, and other systems of support for these schools.

At the end of the year, the Division of Performance Accountability completes an extensive analysis of student and school achievement data which informs the Superintendent's principal placement decisions for the forthcoming year.

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.

With the guidance of the Regional Superintendent, Principals at the DA schools have some autonomy to reassign teachers from one grade to another, or one subject area to another to best meet the learning needs of students at their schools. Principals conduct a comprehensive analysis of student data and teacher strengths to plan for reorganization that will ensure student success.

The District is working on a plan to ensure that the percentage of temporarily certified teachers, teachers rated Unsatisfactory (U) or in Need of Improvement (NI), and out-of-field teachers at DA Schools does not exceed the District average. The District is exploring the implementation of a process for the involuntary transfer of teachers out of DA schools as well as to preserve teachers who are still "emergent." In addition, the District is exploring the option of implementing strategies to attract new teachers to meet the high needs of DA schools specifically through compensation and expanded professional development and leadership growth opportunities.

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.

The District's Master Board (Master Schedule) Analysis Protocol helps school teams identify school strengths and priorities as well as gaps and needs for demographic groups that might be under served. The review also helps school teams identify time for Professional Learning Communities (PLCs) and Common Planning as defined in Rule 6A-1.099811(2)(e), F.A.C. as systems for focusing on continuous improvement.

A protected block of time for Professional Learning Communities (PLCs) and Common Planning is

required for the DA schools. The Common Planning sessions and PLCs are teacher-led and supported as needed by Regional and school leadership team members. During these sessions, teachers and instructional support staff analyze data from the classroom and district-based formative assessments so that teachers will have critical feedback on students' progress towards the mastery of the Florida standards.

Common Planning and PLCs may also be times for reviewing and selecting resources for instruction from the District's Curriculum portal, Blender; for developing instructional resources, such as grade level aligned text sets with standards-based question stems; reviewing data from iReady and developing personalized instructional plans to meet the differentiated needs of students; and/or unpacking standards for developing goals and scales and other instructional planning and professional development needs. Common Planning and PLCs may also be used for analyzing data and identifying or developing resources to meet the student learning needs of students in tutoring, enrichment, and/or extended day learning opportunities.

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

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 Superintendent increased staffing ratios for DA schools and provided 64 Single School Culture Coordinators (SSCC) to serve and support these schools year round. The Single School Culture Coordinator (SSCC) supports the implementation of the District's strategic plan directly as the work relates to three of the four strategic themes: Effective and relevant instruction to meet the needs of all students; Positive and supportive school climate; and Talent development.

The SSCC supports teachers in planning effective and relevant instruction with equity and access and in using the Florida Standards and formative assessment data. The SSCC provides job embedded coaching and professional learning to teachers, helps school teams apply the principles and practices of a Multi-Tier System of Supports (MTSS) in behavior and academic intervention in the Response to Intervention (RtI) process, and guides teachers in using data to make adjustments to instruction. They work closely with the principal and school leadership team to develop and sustain a positive and supportive Single School Culture.

The reallocation of Title I funding provides principals with flexibility in their staffing decisions so that a principal may hire coaching staff - whether that be a dedicated literacy coach, math, or science coach or multiple coaches -to meet the school's individual needs.

Each Regional Superintendent has a staff of seven highly qualified Instructional Specialists to support the schools in their Region. These include two instructional support team leaders, two transformation specialists (literacy and math instructional experts), an ESE Coordinator, an ESOL Instructional Coordinator, and an MTSS Specialist. These specialists support schools in developing and implementing their School Improvement Plans (SIPs) and help to build school capacity in literacy, science, and mathematics. District specialists, though reduced in number to provide more dedicated support at the school level, are deployed to provided personalized support for the highest needs schools.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

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

Yes

District Reading Plans

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

b. Writing

1. Description of Programs

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

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

Program Type Core, Supplemental

School Type Elementary School

Description

The current K-5 district-adopted, core curriculum is the Units of Study in Opinion, Information, and Narrative Writing series by Lucy Calkins and her colleagues from the Reading and Writing Project. It offers grade level specific lessons and support for teaching writing workshops that help students meet and exceed the Florida Standards. The series comes with four units per grade level. The Elementary Literacy team has written additional units of study based on the "If...Then...Curriculum" suggested units.

Grade Specific Units of Study:

- Organized around the three types of writing mandated by the Language Arts Florida Standards—opinion, information/explanatory, and narrative writing
- Include teaching points, minilessons, conferences, and small-group work needed to teach a comprehensive workshop
- Organized around a K–5 continuum of writing progressions across opinion, information/explanatory, and narrative writing
- Includes student texts, exemplar texts, writing checklists, learning progressions, and rubrics

Ways to Collect Evidence and Monitor Progress:

- On-Demand Writing Assessments (Grades K-5)
- Palm Beach Performance Assessments (Grades 1-5) or
- Document Based Questions (DBQs) for the CKLA Pilot Schools (Grades 1-3)
- Writing Booklets (K-2)
- Writing Notebooks (3-5)
- Writing Folders
- Observations
- Conferring Notes

Units of Study Trade Book Packs:

- Include two to four age-appropriate trade books referenced in the units of study

Middle School: Core Writing

| | |
|---------------------|--------------------|
| Program Type | Core, Supplemental |
| School Type | Middle School |

For secondary reading and writing, scientifically-based research strategies designed to improve academic achievement in reading and writing must be used by all teachers for all students. These strategies include:

WRITING

- Explicit instruction of writing strategies (Modeling, Guided Practice, and Independent Practice)
- Differentiated instruction based on data (e.g., classroom and district assessments - such as Palm Beach Performance Assessments) identifying mastery of benchmarks and/or instructional needs of students
- Consistent modeling of quality writing through mentor texts, as well as selected “proficient” and “above proficient” student writing samples
- Review and practice of focused, organized writing
- Repeated practice using ample, elaborated text-based support
- Explicit instruction of grammar and mechanics

- Description**
- Common understanding and practice of conventions (i.e., spelling, punctuation, capitalization, subject-verb agreement, etc.) using a “single school culture” for consistency in editing
 - Explicit instruction to support the writing process through the use of graphic organizers, summarizing, writing in response to reading, Think Alouds, etc.
 - Selection of engaging materials from reliable sources (i.e., Blender, educational websites, etc.) to build rigorous, Florida Standards-focused lesson plans
 - Writing opportunities provided every day across the curriculum
 - Practice with timed writing activities of various lengths utilizing an interactive stop-watch tool

Targeted Groups for differentiation include students scoring at Level 1 and 2, Bubble, and Level 3+. Reading department instructional leaders, ELA department instructional leaders, Literacy Coaches, Reading Coaches, ESE Coordinators, and ESOL Coordinators will be responsible for identifying students and providing differentiated support as appropriate.

Middle School: Core Reading

Program Type Core, Supplemental

School Type Middle School

For secondary reading and writing, scientifically-based research strategies designed to improve academic achievement in reading and writing must be used by all teachers for all students. These strategies include:

READING

- Explicit instruction of reading strategies (Modeling, Guided Practice, and Independent Practice)
- Differentiated instruction based on data (e.g., classroom and district assessments - such as Reading Plus Benchmark Assessments, Scholastic Phonics Inventory, Diagnostic tests, and Florida Standards Quizzes (FSQs) and Unit Standards Assessments (USAs) identifying mastery of benchmarks and/or instructional needs of students)
- Engagement with reading texts per state guidelines
- Consistent models of proficient reading through Think Alouds/Read Alouds with complex text
- Numerous opportunities for close reading of text and use of academic language in discussion
- Practice with answering text-dependent questions which require students to cite textual evidence
- Explicit instruction to support vocabulary, comprehension, and the acquisition of academic language through the use of graphic organizers, summarizing, writing in response to reading, Think Alouds, marginal notes, etc.
- Selection of engaging materials from reliable sources (i.e., Blender, educational websites, etc.) to build rigorous, Florida Standards-focused lesson plans
- Use of high-interest, complex texts, “stretching” students’ beyond reading level
- Implementation with fidelity of the core curriculum and the District’s K-12 Comprehensive Research based Plan

Description

Targeted Groups for differentiation include students scoring at Level 1 and 2, Bubble, and Level 3+. Reading department instructional leaders, ELA department instructional leaders, Literacy Coaches, Reading Coaches, ESE Coordinators, and ESOL Coordinators will be responsible for identifying students and providing differentiated support as appropriate.

High School: Core Writing

| | |
|---------------------|--------------------|
| Program Type | Core, Supplemental |
| School Type | High School |

For secondary reading and writing, scientifically-based research strategies designed to improve academic achievement in reading and writing must be used by all teachers for all students. These strategies include:

WRITING

- Explicit instruction of writing strategies (Modeling, Guided Practice, and Independent Practice)
- Differentiated instruction based on data (e.g., classroom and district assessments - such as Palm Beach Performance Assessments) identifying mastery of benchmarks and/or instructional needs of students
- Consistent modeling of quality writing through mentor texts, as well as selected “proficient” and “above proficient” student writing samples
- Review and practice of focused, organized writing
- Repeated practice using ample, elaborated text-based support
- Explicit instruction of grammar and mechanics

- Description**
- Common understanding and practice of conventions (i.e., spelling, punctuation, capitalization, subject-verb agreement, etc.) using a “single school culture” for consistency in editing
 - Explicit instruction to support the writing process through the use of graphic organizers, summarizing, writing in response to reading, Think Alouds, etc.
 - Selection of engaging materials from reliable sources (i.e., Blender, educational websites, etc.) to build rigorous, Florida Standards-focused lesson plans
 - Writing opportunities provided every day across the curriculum
 - Practice with timed writing activities of various lengths utilizing an interactive stop-watch tool

Targeted Groups for differentiation include students scoring at Level 1 and 2, Bubble, and Level 3+. Reading department instructional leaders, ELA department instructional leaders, Literacy Coaches, Reading Coaches, ESE Coordinators, and ESOL Coordinators will be responsible for identifying students and providing differentiated support as appropriate.

High School: Core Reading

Program Type Core, Supplemental

School Type High School

For secondary reading and writing, scientifically-based research strategies designed to improve academic achievement in reading and writing must be used by all teachers for all students. These strategies include:

READING

- Explicit instruction of reading strategies (Modeling, Guided Practice, and Independent Practice)
- Differentiated instruction based on data (e.g., classroom and district assessments - such as Reading Plus Benchmark Assessments, Scholastic Phonics Inventory, Diagnostic tests, and Florida Standards Quizzes (FSQs) and Unit Standards Assessments (USAs) identifying mastery of benchmarks and/or instructional needs of students)
- Engagement with reading texts per state guidelines
- Consistent models of proficient reading through Think Alouds/Read Alouds with complex text

Description

- Numerous opportunities for close reading of text and use of academic language in discussion
- Practice with answering text-dependent questions which require students to cite textual evidence
- Explicit instruction to support vocabulary, comprehension, and the acquisition of academic language through the use of graphic organizers, summarizing, writing in response to reading, Think Alouds, marginal notes, etc.
- Selection of engaging materials from reliable sources (i.e., Blender, educational websites, etc.) to build rigorous, Florida Standards-focused lesson plans
- Use of high-interest, complex texts, “stretching” students’ beyond reading level
- Implementation with fidelity of the core curriculum and the District’s K-12 Comprehensive Research-based Plan

Targeted Groups for differentiation include students scoring at Level 1 and 2, Bubble, and Level 3+. Reading department instructional leaders, ELA department instructional leaders, Literacy Coaches, Reading Coaches, ESE Coordinators, and ESOL Coordinators will be responsible for identifying students and providing differentiated support as appropriate.

K-12 Comprehensive Researched-Based Reading Plan Link

Program Type Core, Supplemental, Intensive Intervention

School Type Elementary School, Middle School, High School

Description Link to the District's K-12 Comprehensive Researched-Based Reading Plan:
https://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1617.aspx?DID=50

Elementary Core Reading - Reading Block for DA Schools 2017-18

| | |
|---------------------|------------------------------|
| Program Type | Core, Intensive Intervention |
| School Type | Elementary School |

Based on the analysis of District trend data, the District revised the implementation of instruction within the 90-minute reading block, requiring all DA Focus, Priority and TOP schools to implement a literacy instruction model used at one of the district's highest poverty and - at the same time, highest performing - elementary schools. Since the 2002-03 school year, Wynnebrook Elementary School has earned a school grade of A and has outperformed the District and the State every year since then. This has been the result, even as the number of students on Free and Reduced Lunch (FRL) steadily increased from 81% in 2002 to 93% in 2014 and the minority rate increased from 74% in 2002 to 91% in 2014.

The instructional model for the 90-minute reading block at Wynnebrook Elementary is aligned to the Florida State Standards and includes regular practice with complex texts, academic language, text-based writing, and building knowledge through content-rich non-fiction texts. Reading, writing, listening, and speaking are grounded in evidence from texts, both literary and informational.

The block begins with a standards-based lesson and a close reading of a grade level text. Students then rotate between teacher-led small group instruction utilizing varying strategies based on student needs as identified by data, adaptive, computer based learning using iReady, and independent practice and learning in purposeful learning centers.

Description The model uses an innovative scheduling process so that two teachers are available at all times for small group, teacher-led instruction to ensure that all students' needs are being met. Teachers plan collaboratively in 90-minute Common Planning/ Professional Learning Communities (CP/PLCs) using evidenced-based considerations around text selection, learning purpose, student engagement, vocabulary development, monitoring for learning, support for ESE and ELL students, and rotation protocols. Because the texts include content-rich informational texts, the model will provide students additional, aligned instruction around themes in the science and mathematics instructional blocks. Included in the redesign of the 90-minute reading block, the District has purchased Curriculum Associates' iReady Diagnostic and Assessments for all district elementary schools to provide tools for effective, personalized instruction, differentiated practice, and ongoing progress monitoring and formative assessment at the level of rigor required to raise student achievement on the Florida Standards. The iReady adaptive technology will be implemented over a 3-year period to support both Reading and Mathematics in K-5 classrooms. We are in our second year of this implementation.

Core Knowledge Language Arts (CKLA) Listening & Learning Pilot:
After a successful pilot with second grade teachers in five schools last year, we have expanded our CKLA Listening & Learning pilot to 15 elementary schools for grades K-2 and grade 3 for five of those 15 schools.
CKLA Listening and Learning integrates more coherent and complex content into

literacy instruction. The

curriculum is grounded in the three shifts of the standards:

- Regular practice with complex text and their academic language.
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational.
- Building knowledge through content-rich nonfiction.

- Whole group instruction is standards-based and consists of a daily read aloud which focuses on text complexity, building knowledge, vocabulary, speaking and listening.
- Other components of the ELA block include differentiated small group instruction, independent practice, shared reading, iReady, writing, and word work.

Foundational Skills Core Instruction for All Schools:

- All elementary schools had to commit to one of the following foundational skills programs to teach phonological awareness and phonics instruction that is aligned to the Florida Standards within core instruction:
- Fountas and Pinnell's Phonics Lessons or Word Study Lessons
- Foundations
- Core Knowledge Language Arts (CKLA) Skills
- Words Their Way

Supplemental and Intensive Intervention Instruction for All Elementary Schools:

The district provides each school with a K-5 Intervention Manual which supports schools with the problem-solving process to ensure that students are matched to the appropriate intervention based upon their identified area of need. The manual includes intervention decision trees by grade level. It also lists evidence-based intervention strategies or programs broken down by area of reading: oral language, phonological awareness, phonics, text processing (fluency and vocabulary), and comprehension

c. Mathematics

1. Description of Programs

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

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

Program Type

Core

School Type

Elementary School

Description

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

Elementary: Supplemental Math

Program Type Supplemental

School Type Elementary School

Elementary: Supplemental Math

The supplemental research-based programs for Elementary mathematics are:

- Description**
- iReady will be used as an adaptive technology over 3 years to support Reading and Mathematics in K-5 classrooms.
 - Number Talks will be used in classrooms 3-5 times per week to build fact fluency and flexibility. Support resources for Number Talks are available on Blender.
 - FASTT Math will be used in Title 1 elementary schools to develop fluency with mathematical operations.
 - Soar to Success is a software program that is used in conjunction with the adopted textbook. The program is utilized as an intervention for students having specific difficulties with math concepts. The program utilizes a tutorial for instruction of the concept then monitors progress of student mastery of the concept.
 - Other remediation resources available on the Think Central the online textbook portal.
 - Curriculum support resources on the district webpage for families.
 - Blender Lessons and support resources for teachers such as: sample lesson PowerPoints; sample anchor charts; and formative assessments for monitoring student progress.

Middle School: Core

Program Type Core

School Type Middle School

The core mathematics and scientifically research-based program for Middle School is the Houghton Mifflin-Harcourt Publishing Go Math! Textbook series. This adopted series is research-based and aligned to the Mathematics Florida Standards (MAFS).

- Description** The currently adopted textbooks are:
- Go Math - Mathematics 1 Advanced (Grade 6 and 6 Adv)
 - Go Math - Mathematics 2 (Grade 7)
 - Go Math – Mathematics 2 Advanced (Grade 7 Adv)
 - Go Math - PreAlgebra (Grade 8 PreAlgebra)

Middle School: Supplemental Math

Program Type Supplemental

School Type Middle School

Description Additional supplemental support and resources for Middle Schools are available through Unit Plans on Blender. Resources Include:

- Discovery Education
- LearnZillion
- Mathematics Assessment Project
- SunBay
- Engage NY
- Illustrative Mathematics
- Mathematics Formative Assessment System
- Khan Academy

High School: Core

Program Type Core

School Type High School

Description The core mathematics and scientifically research-based programs for High School are research-based, state adopted, and aligned to the Mathematics Florida Standards (MAFS). The currently adopted textbooks include:

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

High School: Supplemental Math

| | |
|--------------|---|
| Program Type | Supplemental |
| School Type | High School |
| Description | <p>Additional supplemental support and resources for Middle Schools are available through Unit Plans on Blender. Resources Include:</p> <ul style="list-style-type: none">• Discovery Education• LearnZillion• Mathematics Assessment Project• Engage NY• Illustrative Mathematics• Mathematics Formative Assessment System• Khan Academy |

d. Science

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

Elementary Science: Houghton Mifflin Harcourt – Florida Science Fusion Core and Supplemental

Program Type Core, Supplemental

School Type Elementary School

Elementary Science: Houghton Mifflin Harcourt – Florida Science Fusion
Core and Supplemental

The Next Generation Sunshine State Standards (NGSSS) for Science serve as the core of science instruction throughout the School District of Palm Beach County. Houghton Mifflin Harcourt – Florida Science Fusion is the current adopted consumable textbook series. The series is research-based, state adopted, aligned to the Next Generation Sunshine State Standards, and was chosen by district teachers and committees. The Science Fusion textbook series consists of a consumable workbook that supports a core instructional resource, Think Central, an interactive digital platform which drives science instruction through accessible digital lessons, assessments, content enriched videos, and hands-on labs and digital versions of the workbook and its resources.

The School District of Palm Beach County offers a plethora of scientifically research based programs designed to supplement science curriculum and support STEM initiatives. Discovery Education is an electronic resource available to all schools. It is aligned to Florida Science standards and designed to supplement curriculum through full length videos, video clips, online quizzes, and print resources.

Description Furthermore, the school district offers a variety of professional development activities to support these various programs and other research-based instructional strategies. Florida Science Standards Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All schools have the opportunity to send their 3-5th grade teachers to Science Leadership Academies that are professional development opportunities facilitated throughout the year to ensure effective implementation of instructional best practices and the hands-on activities required for student mastery of the science standards. All teachers are provided with a Science Curriculum Framework accessible through Blender. This framework includes, but is not limited to, a scope & sequence, model calendar, and lesson plans that infuse the 5-E Model of instruction and the Marzano instructional framework. Periodic comprehension checks and diagnostics are used to monitor student achievement and inform instructional decisions. Needs-based customized professional development is offered to schools to assist teachers with instructional implementation of district provided resources. Additional training is offered annually and throughout the school year to promote Think Central Science Fusion resources and the use of science notebooks to support the implementation of the Science Florida Standards. Professional development can be offered by the Department of Educational Technology for schools that need assistance with Discovery Education.

Lastly, to support elementary science instruction, the School District also offers Edmodo groups to improve communication within the larger learning community and provides a number of support and enrichment activities within this interactive supplemental resource.

*purchased by the district for Title I schools only

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

Program Type Core, Supplemental

School Type Middle School

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

The Next Generation Sunshine State Standards (NGSSS) serve as the core of science instruction throughout the School District of Palm Beach County. Pearson Interactive Science 1, 2, and 3 is the currently adopted textbook series. The series is research-based, state adopted, aligned to the Next Generation Sunshine State Standards, and was chosen by district teachers and committees. The Interactive Science textbook series is supported by a technology component, Pearson SuccessNet, which provides digital access to Interactive Science textbooks, lessons, assessments (formative and summative), and teacher planning resources to further support science content and instruction.

The School District of Palm Beach County offers a plethora of scientifically research based programs designed to supplement science curriculum and support STEM initiatives. Discovery Education is an electronic resource available to all schools. It is aligned to NGSSS benchmarks and designed to supplement curriculum through full length videos, video clips, online quizzes, and print resources.

Description

Furthermore, the school district offers a variety of professional development activities to support these various programs and other research-based instructional strategies. NGSSS Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All teachers are provided with a Science Curriculum Framework accessible through Blender. This framework includes, but is not limited to a scope & sequence, breakdown of standards, unit pages, a resource chart, and lesson plans with bellringers. Periodic Unit Standards Assessments (USAs), Next Generation Standards Quizzes (NGSQs), and diagnostics are used to monitor student achievement and inform instructional decisions. Professional development can be offered at schools to assist teachers with lesson planning, unpacking standards, developing scales geared for their students, incorporating the 5E model of instruction, the engineering design process, and project-based learning in the classroom. Additional training is offered annually including throughout the school year to promote Pearson SuccessNet plus other technology tools, standards-based instructional planning by unit, and the use of science notebooks to support the implementation of the Florida Standards for Literacy in Science. Professional development is offered by the Department of Educational Technology for schools that need assistance with Discovery Education.

High School Science

| | |
|---------------------|--------------------|
| Program Type | Core, Supplemental |
| School Type | High School |

High School Science Core and Supplemental

The Next Generation Sunshine State Standards (NGSSS) serve as the core of science instruction throughout the School District of Palm Beach County. Holt McDougal Earth Science (Earth/Space Science Regular), Pearson Earth Science (Earth/Space Science Honors), Holt McDougal Biology (Biology 1 Regular), Pearson Biology (Biology 1 Honors), Pearson Chemistry (Chemistry 1 Regular), Holt McDougal Modern Chemistry (Chemistry 1 Honors), and Holt McDougal Physics (Physics 1 Honors) are the currently adopted textbook series for core science courses. These series are research-based, state adopted, aligned to the Next Generation Sunshine State Standards, and were chosen by district teachers and committees. The textbook series by Pearson is supported by technology components, Pearson SuccessNet and Pearson SuccessNet Plus, which provide digital access to textbooks, lessons, assessments, and teacher planning resources to further support science content and instruction. The textbook series by Holt McDougal is supported by MyHMH and Classzone, which also provide digital access to textbooks and other teacher planning resources.

Description

The School District of Palm Beach County offers a plethora of scientifically research based programs designed to supplement science curriculum and support STEM initiatives. Discovery Education is an electronic resource available to all schools. It is aligned to NGSSS benchmarks and designed to supplement curriculum through full length videos, video clips, online quizzes, and print resources.

Furthermore, the school district offers a variety of professional development activities to support these various programs and other research-based instructional strategies. NGSSS Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All teachers are provided with a Science Curriculum Framework accessible through Blender. This framework includes, but is not limited to a scope & sequence, breakdown of standards, unit pages, a resource chart for Biology 1, and lesson plans with bellringers. Periodic Unit Standards Assessments (USAs), Next Generation Standards Quizzes (NGSQs), and a midterm exam for Biology 1 are used to monitor student achievement and inform instructional decisions. Professional development can be offered at schools to assist teachers with lesson planning, unpacking standards, developing scales geared for their students, incorporating the 5E model of instruction, the engineering design process, and project-based learning in the classroom. Additional training is offered annually including throughout the school year to promote Pearson SuccessNet plus other technology tools, standards-based instructional planning by unit, and the use of science notebooks to support the implementation of the Florida Standards for Literacy in Science. Professional development is offered by the Department of Educational Technology for schools that need assistance with Discovery Education.

2. Instructional Alignment and Pacing

a. Program Monitoring

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

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

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

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

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

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

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

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

b. Supports for Student Transitions

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

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

No

a. Link to Student Progression Plan

<http://palmbeachschools.org/studentprogression/>

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

The DIAP addresses the transition of all DA and the PPP addresses general pupil progression plan.

The School District of Palm Beach County Public Progression Plan:

<https://www.palmbeachschools.org/studentprogression/wp-content/uploads/sites/18/2015/11/FY17-K-12-Student-Progression-Plan-Final-9.29.16.pdf>

Currently, there are no pages in the student progression plan that address transition for Focus and Priority schools specifically. Such additions have been added to the agenda at the next meeting for revisions to the FY18 student progression plan.

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.

From our analysis, a critical problem identified by the data mentioned below indicates a problem in teacher retention at key eligible schools. The needs assessment process and methodology includes a review of achievement data and results of the 2017 Florida Standards Assessments and End of Course Assessment; the School District Of Palm Beach County Annual Report for 2017; the FDOE List of 2016-17 Persistently Low-Performing Schools; 2017 School Grades data for the UniSIG eligible schools and gap analysis with District schools; District and school-specific Step Zero Documentation; eligible school's School Improvement Plans; eligible schools' District's Principal and Principal Supervisor Dashboard (a comprehensive District system providing a profile of school, teacher, and student demographic and academic data); eligible school's Title I Needs Assessments, and District's data of the percent of Level 1 and 2 students at the eligible schools assigned to a teacher with 0-3 years of experience and HR data trends over time for these schools.

B. Problem Analysis Summary

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

District at a Glance:

The School District of Palm Beach County (SDPBC) is the 11th largest in the nation, serving 193,000 students in 180 schools. In the District operated schools, the graduation rate is 88.3% with the Black graduation rate improving 4.6% and the Hispanic graduation rate improving 3.2%. Sixty-one (61) percent of the District's schools are A and B rated, and there are no "F" rated traditional schools.

Areas of Need:

Despite all of the SDPBC successes, there is still a gap to be overcome before the District can say that it has achieved its Vision that "all learners reach their highest potential and succeed in the global economy." The School District of Palm Beach County's 2016-2021 Strategic Plan: Growing Strong outlines the plan the District is working toward to achieve equity and excellence for all students. The gap between the current reality and the desired state for 2021 is:

Long-Term Outcome Current Data Proposed Goal for 2021 Gap to Goal

Reading on Grade Level by Grade 3 54% 75% 21%

High School Readiness 60% 75% 15%

Graduation Rate 88.3% 90% 1.7%

Post-Graduate Readiness 66.7% 75% 8.3%

What are the underlying causes of underperformance?

Baseline student data indicates an inequity among student subgroups (English Language Learners, White, Black, Hispanic, Male and Female students) with regard to reading on grade level by Grade 3. Students in high-poverty, Title I communities enter the school system lacking the early childhood experiences that are the foundation for children's long-term success. Further, the results of an NYU Educational Equity Audit

(March 2016) demonstrate a lack of teacher self-efficacy beliefs impacting academic achievement, student behavior, and school climate.

Specifically, the NYU Educational Equity Audit (March 2016) audit found:

- Only 46.4% agree or strongly agree that students' grades improve because the teacher found more effective teaching approaches.
- Only 46.5% agree or strongly agree that they (the teachers) knew the necessary steps in teaching a concept if a student masters a new concept quickly.
- Only 51.1% agree or strongly agree that they (the teacher) can get through to even the most difficult or unmotivated students.
- Only 76.6% agree or strongly agree that they (the teachers) know some techniques to redirect him/her quickly.

Successful Strategies Identified within the District

- Double-Down Instruction with the use of Academic Tutors

Washington Elementary Magnet School, a Title I Elementary School in Riviera Beach, the same community as some of the UniSIG eligible schools, improved three letter grades in 2017, from an F to a B. The implementation of "double-down instruction," using Academic Tutors to provide additional support by working with small groups of students side-by-side with the teacher in the classroom, has been credited with helping Washington Elementary Magnet School achieve this success. The use of academic tutors and double-down instruction is a practice that has been in place at the Title I Wynnebrook Elementary School which has been an A since 2003.

- Achieve 3000

The K-5 implementation of iReady Diagnostic Reading and Math addressed some needs in meeting the District's strategic objective of establishing personalized learning opportunities for all students through digital and blended learning with technology. But there is a gap at the secondary level with adaptive, technology-delivered instruction. The implementation of Achieve 3000 at the UniSIG schools would allow the District to expand this opportunity to secondary students. Achieve 3000 provides online, differentiated, standards-aligned instruction for the purpose of improving reading comprehension, a critical skill for academic success across all content areas at the secondary level. It can provide adaptive academic content at varying Lexile or readability levels targeted to meet students' unique needs.

- Teacher Recruitment and Retention:

Currently, the District is struggling to fill teaching positions, especially in high-needs schools. The current vacancy rate is 2% with multiple positions remaining unfilled or filled with substitutes at the high-need schools. Recruitment is further exacerbated by bargaining agreements in which experienced teachers hired outside of the District have six years deducted from their salary schedule and are treated as first-year teachers in the evaluation and reappointment system. Employees who transfer from other Florida districts receive half of their sick leave initially and earn 1 day back for each month employed. While the District's compensation for teachers is in the top quartile of Florida districts, much of this benefit is lost when comparing housing prices in Palm Beach with other districts. There is limited support (financial and tutoring) for potential teachers that need to pass certification exams in order to apply for positions.

The percentage of Level 1 and Level 2 students assigned to teachers with 0-3 teaching experience is higher at the UniSIG eligible schools than the District average. For School Year 2017, at the traditional schools on the list, the percentage of teachers with less than 3 years of experience assigned to the most needy (Level 1 and 2) students averaged nearly 60% at the elementary level, more than 90% at the middle level, and 85% at the high schools.

A recruitment and retention package in the form of Complexity Pay at the UniSIG Eligible Schools will help recruit and retain high-performing teachers at difficult to staff locations.

District Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all learners, then we will increase reading on grade level, ensure high school readiness, and increase the high school graduation rate.
- G4.** Students in all subgroups will increase their proficiency in mathematics.
- G5.** Students in all subgroups will increase their proficiency in reading.
- G6.** The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline.

Strategic Goals Detail

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

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

 G093396

Targets Supported **1b**

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

Targeted Barriers to Achieving the Goal **3**

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

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

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

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

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

Evidence of Completion

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

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

G030292

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Instructional staff have limited knowledge and training on providing rigorous and relevant, well planned math instruction carefully aligned to current standards and based on student data.
- Students have inadequate learning time for students to receive data driven differentiated instruction in mathematics for remediation or enrichment.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 8

Formative Assessments, Classroom walk-through data, FCAT 2.0, and Diagnostics will be used to monitor progress towards meeting the goal. Data sources:

- Educational Data Warehouse reports, including students' prior year data
- Fall Diagnostics
- Formative and Benchmark Assessments
- Common assessments
- PYG
- Intensive math reports and progress monitoring results
- Tutoring records

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

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

Evidence of Completion

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

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

G030293

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned literacy instruction carefully aligned to current standards
- Lack of adequate learning time for students to receive data driven differentiated instruction in reading for remediation or enrichment.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G5. 8

Formative Assessments, Classroom walk-through data, FCAT 2.0, and Diagnostics will be used to monitor progress towards meeting the goal. More specifically:

- Educational Data Warehouse reports, including prior year data
- Fair 1,2,3,
- Diagnostics,
- Reading Running Records
- Instructional Focus Calendar
- Formative Assessment
- Palm Beach Writes
- Benchmark Assessments,
- Common assessments
- PYG,
- Intensive reading reports and progress monitoring
- Tutoring reports

Person Responsible

Vivian Green

Schedule

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

Evidence of Completion

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

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

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

Evidence of Completion

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

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

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

Evidence of Completion

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

G6. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline. 1a

G034978

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G6. 8

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

Person Responsible

Vivian Green

Schedule

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

Evidence of Completion

Pre/post comparison data on the selected assessments

Plan to Monitor Progress Toward G6. 8

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

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

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

Evidence of Completion

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

District Action Plan for Improvement


Problem Solving Key

G = Goal


B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key


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

 G093396

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

 B251922

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

 S265793

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 **5**

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

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

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

Evidence of Completion

Payroll summary reports

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

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

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

Evidence of Completion

Payroll progress as shared with Executive Cabinet

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

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

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

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

Evidence of Completion

Teacher vacancy and retention data as evidenced by Principal Dashboard.

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

 B251972

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

 S265809

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

Action Step 2 **5**

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

Person Responsible

. Principal

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

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

Evidence of Completion

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

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

Conduct school visits to monitor use of Academic Tutors

Person Responsible

. Regional Superintendent

Schedule

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

Evidence of Completion

Schedule of school visits

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

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

Person Responsible

. Regional Superintendent


Schedule

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


Evidence of Completion

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

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

 B251973

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

 S265867

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 2/2/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 **5**

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

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 12/1/2017

Evidence of Completion

Achieve 3000 Professional Development Plan and PD records

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

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

Person Responsible

Diana Fedderman

Schedule

On 12/22/2017

Evidence of Completion

Purchase and distribution records

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

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

Person Responsible

. Regional Superintendent

Schedule

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

Evidence of Completion

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

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

 B252113

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

 S265962

Strategy Rationale

The Palm Beach Model of Instruction is a research-based approach to teaching and learning focused on three core practices (Reading Between the Lines: What the ACT reveals about college readiness in reading 2006):

- * Focus each lesson on high-quality, complex text(s).
- * Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by standards.
- * Provide all students with opportunities to engage in the work of the lesson.

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

Action Step 1 **5**

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

Person Responsible

Diana Fedderman

Schedule

On 7/27/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 5

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

Person Responsible

Diana Fedderman

Schedule

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

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Diana Fedderman

Schedule

On 7/27/2018

Evidence of Completion

Purchase and distribution records

Action Step 4 5

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

Person Responsible

Diana Fedderman

Schedule

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

Evidence of Completion

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

Action Step 5

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

Person Responsible

. Principal

Schedule

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

Evidence of Completion

PD records and sign in sheets, Substitute records

Action Step 6

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

Person Responsible

Diana Fedderman

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

. Regional Superintendent

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

. Regional Superintendent

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

. Regional Superintendent


Schedule

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


Evidence of Completion

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


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

 G030292

G4.B1 Instructional staff have limited knowledge and training on providing rigorous and relevant, well planned math instruction carefully aligned to current standards and based on student data. 2

 B070554

G4.B1.S1 Provide professional development opportunities for teachers to improve their mathematics content knowledge and pedagogy. 4

 S093377

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Sign in sheets, agendas, implementation and progress monitoring reports

Action Step 2 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

G4.B1.S2 The school leadership will create individual master schedules to reflect collegial planning and monthly professional development to address mathematics as well as reading and all other subject areas. 4

S093378

Strategy Rationale

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

Action Step 1 5

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

Monthly PD meetings include Learning Team Meetings, a research-based process called Single School Culture for Academics that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF conducts the meetings, which include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

Action Step 2 5

School leaders will attend the DA Summer Academy ANNUALLY

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Sign in sheets, agendas

Action Step 3 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Teacher and student schedules, substitute records

Action Step 4 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

Action Step 5 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier


Schedule

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

Evidence of Completion

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

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

 S194300

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Diana Fedderman

Schedule

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

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

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

Evidence of Completion

List of Regional Support Team Members, Schedules of Support

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

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

Person Responsible

Regional & Instructional Superintendents

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

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

Person Responsible

Regional & Instructional Superintendents

Schedule

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

Evidence of Completion

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

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

 S215669

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Diana Fedderman

Schedule

On 9/30/2016

Evidence of Completion

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

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

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

Person Responsible

Diana Fedderman

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Mark Howard

Schedule

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

Evidence of Completion

Data Review Reports

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

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

Person Responsible

Diana Fedderman

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Eddie Ruiz


Schedule

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


Evidence of Completion

Superintendent Data Reviews, Survey Results Data

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

 B083203

G4.B4.S1 Students will stay one extra hour per day every day of school (total 180 hours) to increase their learning time for data driven and differentiated instruction in core academic subjects and in other subjects. **4**

 S093963

Strategy Rationale

Increased learning time will improve achievement

Action Step 1 **5**

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

School master schedule

Action Step 2 **5**

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

Person Responsible

Vivian Green

Schedule

On 6/30/2015

Evidence of Completion

Signed MOU

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

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

Person Responsible

Vivian Green

Schedule

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

Evidence of Completion

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

G4.B4.S3 Using the MTSS framework, mathematics instruction in core, supplemental, and intensive classes will be differentiated to the needs of each individual student based upon individual student data.

4

S094379

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

School Based Team referrals, agendas, progress monitoring data reports

Plan to Monitor Fidelity of Implementation of G4.B4.S3 6

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

SBT/RtI agendas, reports, progress monitoring results

Plan to Monitor Effectiveness of Implementation of G4.B4.S3 7

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

 S216043

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Mark Howard

Schedule

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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B4.S4 6**Person Responsible****Schedule*****Evidence of Completion*****Plan to Monitor Effectiveness of Implementation of G4.B4.S4** 7

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

Person Responsible

Regional & Instructional Superintendents

Schedule

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

Evidence of Completion

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

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

G030293

G5.B1 Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned literacy instruction carefully aligned to current standards 2

B070557

G5.B1.S2 Build teacher capacity through using extended learning time for teacher collaboration, planning and professional development within and across grades and subjects 4

S093914

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Dionne Napier

Schedule

On 8/12/2014

Evidence of Completion

RtI Reading teachers have been hired, trained and oriented

Action Step 2 5

The school leadership will create individual master schedules to reflect collegial planning and monthly professional development. Collegial planning include collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on student data (US DOE 2012). Monthly PD meetings include Learning Team Meetings, a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF will conduct (0.5 from this grant proposal) the meetings, which include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

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

Person Responsible

Dionne Napier

Schedule

On 6/30/2017

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Vivian Green

Schedule

On 10/1/2015

Evidence of Completion

MOU signed by all parties and approved by School Board discussions, iObservations

Action Step 4 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Vivian Green

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier


Schedule

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

Evidence of Completion

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

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

 S194309

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Diana Fedderman

Schedule

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

Evidence of Completion

Staff Developers Support Schedules, Meeting Sign In Sheets

Action Step 2 5

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

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

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

Evidence of Completion

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

Action Step 3 **5**

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

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

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

Evidence of Completion

List of Regional Support Team Members, Schedules of Support

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

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

Person Responsible

Regional & Instructional Superintendents

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

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

Person Responsible

Regional & Instructional Superintendents


Schedule

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

Evidence of Completion

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

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

 S214773

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Diana Fedderman

Schedule

On 9/30/2016

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Diana Fedderman

Schedule

On 9/30/2016

Evidence of Completion

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

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

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

Person Responsible

Mark Howard

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Mark Howard


Schedule

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

Evidence of Completion

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

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

 B083259

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

 S221362

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

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

Evidence of Completion

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

Action Step 2 **5**

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Mark Howard

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Regional & Instructional Superintendents

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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


Evidence of Completion

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


G6. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline. **1**

 G034978

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

 B083207

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

 S215687

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

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

Evidence of Completion

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

Action Step 2 **5**

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

Person Responsible

David, Deputy Superintendent Christiansen

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Rose Backhus

Schedule

On 6/2/2017

Evidence of Completion

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

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

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

Person Responsible



David, Deputy Superintendent Christiansen

Schedule

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

Evidence of Completion

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

G6.B2 Low family involvement percentages and high percentage of out of school suspension and discipline referrals **2** B083208**G6.B2.S1** Provide teachers and staff with evidence-based instruction and practice in Developing and Maintaining Effective Relationships with Students (Marzano Design Question 8) including teaching teachers and students conflict resolution skills. **4** S093975**Strategy Rationale**

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

Action Step 1 **5**

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Sign in sheets, agendas, documentation of webinar completion

Plan to Monitor Fidelity of Implementation of G6.B2.S1 **6**

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Artifacts from PD sessions, iObservations data, student discipline data

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

School leadership will participate in planning and PD.

Person Responsible

Vivian Green

Schedule










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

Evidence of Completion


















iObservation data, student discipline data, student artifacts

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|--|-------------------------------|---|-----------------------|
| 2018 | | | | | |
| G4.B4.S4.MA3 M336646 | [no content entered] | | No Start Date | | No End Date one-time |
| G5.B1.S2.MA1 M001531 | Administrator participation in common and collegial planning time, administrative walk through... | Napier, Dionne | 7/1/2014 | Artifacts from common planning sessions, iObservations data, student achievement data | 7/1/2014 monthly |
| G5.B1.S2.A1 A099792 | The principal will select, hire, and orient two Response to Intervention Reading "Interventionist"... | Napier, Dionne | 7/1/2014 | Rtl Reading teachers have been hired, trained and oriented | 8/12/2014 one-time |
| G4.B4.S1.A2 A100962 | District, school, and CTA school and district leadership will complete a required MOU to include... | Green, Vivian | 6/1/2014 | Signed MOU | 6/30/2015 one-time |
| G5.B1.S2.A3 A100996 | District and CTA will commence good faith bargaining to generate an MOU with CTA to extend teacher... | Green, Vivian | 6/1/2014 | MOU signed by all parties and approved by School Board discussions, iObservations | 10/1/2015 one-time |
| G4.B1.S2.A3 A100960 | School leadership will create school schedule for students' Hands on Interactive Learning though... | Napier, Dionne | 8/12/2014 | Teacher and student schedules, substitute records | 8/10/2016 annually |
| G5.B1.S4.A1 A279868 | Define the pillars of effective instruction to increase the academic achievement of all students.... | Fedderman, Diana | 9/15/2016 | Professional development will be deployed by the district for implementation in the school setting. | 9/30/2016 one-time |
| G5.B1.S4.A2 A279869 | Define the pillars of effective instruction to increase the academic achievement of all students.... | Fedderman, Diana | 9/15/2016 | Professional development will be deployed by the district for implementation in the school setting. | 9/30/2016 one-time |
| G4.B1.S4.A1 A270137 | Define the pillars of effective instruction to increase the academic achievement of all students. | Fedderman, Diana | 9/15/2016 | Professional development will be deployed by the district for implementation in the school setting. | 9/30/2016 one-time |
| G4.B1.S3.A2 A237712 | Curriculum team members will provide DA Schools with four Standards Based Trainings (Math Cadres)... | Fedderman, Diana | 9/5/2016 | Calendar of Math Cadre Dates for each Grade Level, Sign in Sheets | 2/10/2017 quarterly |
| G5.MA2 M276106 | Superintendent Data Review where DA principals present their data (EWS, Academic, GAP, etc.) | Christiansen, David, Deputy Superintendent | 11/17/2016 | Principal Dashboard, Data Review Reports, Student Performance Data, Action plans with steps schools & district will take to ensure forward-moving progress towards meeting goals | 5/26/2017 triannually |
| G4.B1.S3.MA1 M218371 | DA Schools will have 2 Instructional Reviews, complete SIP Mid Year Reflection and present their... | Superintendents , Regional & Instructional | 9/1/2016 | Instructional Review Monitoring and Feedback, Feedback from Data Presentation, SIP Implementation Documetation | 5/26/2017 triannually |
| G5.B1.S3.MA1 M218372 | DA Schools will have Instructional Reviews, complete SIP Mid Year Reflection and present their... | Superintendents , Regional & Instructional | 9/1/2016 | Instructional Review Monitoring and Feedback, Feedback from Data Presentation, SIP Implementation Documetation | 5/26/2017 triannually |
| G6.B1.S2.MA1 M265164 | The SSCC will support the Strategic Initiative to embed cultural competence, equity, and access... | Christiansen, David, Deputy Superintendent | 8/22/2016 | Data from Classroom Walk Throughs (CWTs) and Learning Walks; Instructional (lesson) plans and classroom observations that reflect evidence of teachers' shared commitment and collective responsibility for the academic success of every student; evidence of teachers adjusting instruction to meet the differentiated needs of students; reduction in the number of student referrals for School-Wide Positive Behavior Support (SwPBS). | 6/2/2017 daily |









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

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

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

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

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

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

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

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

V. Professional Development Opportunities

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

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

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

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

PD Opportunity 1

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

Facilitator

Department of Teaching and Learning

Participants

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

Schedule

On 12/1/2017

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

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

PD Opportunity 1

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

Facilitator

The Department of Teaching and Learning

Participants

Teachers at Barton Elementary implementing the CKLA curriculum

Schedule

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

PD Opportunity 2

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

Facilitator

The Department of Teaching and Learning

Participants

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

Schedule

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

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

G4.B1 Instructional staff have limited knowledge and training on providing rigorous and relevant, well planned math instruction carefully aligned to current standards and based on student data.

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

PD Opportunity 1

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

Facilitator

Single School Culture Coordinators, Instructional Coaches

Participants

Instructional Staff

Schedule

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

PD Opportunity 2

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

Facilitator

Math Curriculum Team

Participants

Math Teachers & Coaches/Contacts in DA Schools

Schedule

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

PD Opportunity 3

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

Facilitator

Regional and Instructional Superintendents and their Instructional Specialists/Support Teams

Participants

Instructional Staff Members in DA Schools

Schedule

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

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

PD Opportunity 1

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

Facilitator

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

Participants

All district and school leaders, and all instructional staff,

Schedule

On 9/30/2016

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

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

PD Opportunity 1

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

Facilitator

Curriculum Department

Participants

District and school based leaders and all elementary instructional staff.

Schedule

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

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

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

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

PD Opportunity 1

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

Facilitator

Literacy Staff Developers, Single School Culture Coordinators

Participants

Literacy Teachers & Coaches/Contacts in DA Schools

Schedule

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

PD Opportunity 2

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

Facilitator

Single School Culture Coordinators, Instructional Coaches

Participants

Instructional Staff

Schedule

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

PD Opportunity 3

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

Facilitator

Regional and Instructional Superintendents and their Instructional Specialists

Participants

Instructional Staff Members in DA Schools

Schedule

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

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

PD Opportunity 1

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

Facilitator

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

Participants

All district and school leaders, and all instructional staff,

Schedule

On 9/30/2016

PD Opportunity 2

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

Facilitator

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

Participants

All district and school leaders, and all instructional staff,

Schedule

On 9/30/2016

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

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

PD Opportunity 1

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

Facilitator

Curriculum Department

Participants

District and school based leaders and all elementary instructional staff.

Schedule

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

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

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

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

PD Opportunity 1

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

Facilitator

Rose Baccus

Participants

Single School Culture Coordinators

Schedule

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

PD Opportunity 2

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

Facilitator

Rose Baccus

Participants

Single School Culture Coordinators

Schedule

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

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

G6.B2.S1 Provide teachers and staff with evidence-based instruction and practice in Developing and Maintaining Effective Relationships with Students (Marzano Design Question 8) including teaching teachers and students conflict resolution skills.

PD Opportunity 1

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

Facilitator

Rick Lewis, Kim Mazauskas

Participants

All teachers, instructional personnel

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

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

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| | | support and learn from one another in planning effective, standards-based instruction that increases student learning and achievement. | |
| 16 | G4.B1.S1.A4 | Teachers participate in professional learning with Educational Consultants, who as experts in their field, will support teachers on how best to provide students with rich, multi-disciplined learning experiences that reinforce and enhance student achievement. | \$0.00 |
| 17 | G4.B1.S2.A1 | A master schedule will be created to reflect more than 90 hours of collegial planning, professional development, and professional learning community through Learning Team Meetings. Collegial planning include collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on student data (US DOE 2012). Collaborative Planning provides and supports sustained learning opportunities for educators to promote research based education for all students. During planning sessions teachers are able to share best practices with the guidance of instructional coaches, Learning Team Facilitators and district staff developers, as well as learn from one another. Through collegial discussions and reflective practices, teams of teachers are able to discover and plan for the integration of researched based strategies to increase effective teaching which in turn, will increase learning for all students. Monthly PD meetings include Learning Team Meetings, a research-based process called Single School Culture for Academics that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF conducts the meetings, which include the following procedures: • Articulation of academic targets – unpacking of standards • Development of a data stream • Analysis of student data (strengths and weaknesses) and student work (rigor and relevance) • Alignment of curriculum/ instruction/assessment to standards • Sharing strategies for corrective instruction Teachers will meet for job embedded professional development 11 total days throughout the year (approximately every other week) while students are participating in Hands on Interactive Learning through Technology and Project Based Learning activities conducted by fine arts teachers, technology personnel and substitutes. In addition to the Learning Team Meetings noted above, teachers will devote additional time every two weeks for collegial/collaborative planning and professional development. | \$0.00 |
| 18 | G4.B1.S2.A2 | School leaders will attend the DA Summer Academy ANNUALLY | \$0.00 |
| 19 | G4.B1.S2.A3 | School leadership will create school schedule for students' Hands on Interactive Learning through Technology and Project Based Learning activities through by using fine arts teachers, technology personnel and selecting substitutes. | \$0.00 |
| 20 | G4.B1.S2.A4 | Teachers will engage in professional development and Professional Learning Communities (PLCs) before the start of the new school year, beyond the regular school day during the school year, and after the end of the school year to reflect on progress towards meeting school goals and learning targets, to engage in professional learning and collegial planning to increase teachers' skills and provide support for disaggregating data, unpacking standards and planning effective, standards-based instruction that increases student achievement. | \$0.00 |
| 21 | G4.B1.S2.A5 | Teachers will continue their professional learning in the Glades Region's LSI Initiative or other research-based professional learning initiative under review, by engaging teachers in professional development and job-embedded coaching to improve their knowledge and skills in planning, implementing, monitoring, assessing, and adjusting instruction to meet learning targets and student achievement goals. | \$0.00 |
| 22 | G4.B1.S3.A1 | Single School Culture Coordinators (SSCC) provide implementation support of the concepts/strategies they acquire in their PLOs. | \$0.00 |
| 23 | G4.B1.S3.A2 | Curriculum team members will provide DA Schools with four Standards Based Trainings (Math Cadres) for each grade level to unpack the standards, unpack each unit of study and develop instructional plans that are aligned to the standards. | \$0.00 |

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| 24 | G4.B1.S3.A3 | Regional Support Team Members (Content Specific, ELL, ESE, MTSS Instructional Specialists) will support instructional coaches and classroom teachers in planning and delivering standards based instruction. | \$0.00 |
| 25 | G4.B1.S4.A1 | Define the pillars of effective instruction to increase the academic achievement of all students. | \$0.00 |
| 26 | G4.B4.S1.A1 | One hour a day will be added to the master schedule of the school so every student receives additional learning time. | \$0.00 |
| 27 | G4.B4.S1.A2 | District, school, and CTA school and district leadership will complete a required MOU to include all extended teacher time (total up to 300 hours) | \$0.00 |
| 28 | G4.B4.S3.A1 | Students who do not respond to core instruction will be referred to the School Based Team/Response to Intervention (SBT/Rtl). SBT follows a structured problem solving process, promotes the use of a diverse representation of instructional support staff, identifies effective interventions, monitors progress, and provides support and follow up to students and families in need. | \$0.00 |
| 29 | G4.B4.S4.A1 | All elementary schools will implement personalized instruction using iReady Mathematics, an adaptive diagnostic and instruction digital learning tool. | \$0.00 |
| 30 | G5.B1.S2.A1 | The principal will select, hire, and orient two Response to Intervention Reading "Interventionist" resource teachers who will be certified in reading. They will conduct Tier II and II reading interventions with students. In addition, they will attend School Based Team meetings, the mechanism for assessing the need for Rtl and selecting interventions and provide professional development, coaching, and technical assistance to teachers. They will encourage teachers to seek reading certification. This professional learning will address the foundations of reading as well as reading interventions so that teachers of all subjects improve their reading instruction and differentiate instruction. The proposed reading interventionist teachers will help support and conduct lesson studies, as will available district/turnaround office reading coaches. Lesson studies are inherent in the district literacy roll out. In lesson studies, teachers work collaboratively on a study lesson. The process includes planning, teaching, observing, and critiquing. Teachers create a plan for the lesson, and one teacher conducts it while the others observe the lesson. The group then comes together to provide observations and feedback (Teachers College, 2014). | \$0.00 |
| 31 | G5.B1.S2.A2 | The school leadership will create individual master schedules to reflect collegial planning and monthly professional development. Collegial planning include collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on student data (US DOE 2012). Monthly PD meetings include Learning Team Meetings, a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF will conduct (0.5 from this grant proposal) the meetings, which include the following procedures: • Articulation of academic targets – unpacking of standards • Development of a data stream • Analysis of student data (strengths and weaknesses) and student work (rigor and relevance) • Alignment of curriculum/instruction/assessment to standards • Sharing strategies for corrective instruction Teachers will meet for job embedded collegial planning and coaching daily within the schedule, adding up to 90 hours of extended learning time for teachers. They will meet for job embedded professional development 11 total days throughout the year (approximately every other week) while students are participating in Hand on Interactive Learning though Technology and Project Based Learning activities conducted by fine arts teachers, technology personnel and substitutes. In addition to the LTM noted above, teachers will devote additional time every two weeks for collegial/ collaborative planning and professional development. Collaborative Planning provides and supports sustained learning opportunities for educators to promote research based education for all students. During planning sessions teachers are able to share best | \$0.00 |

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| | | practices with the guidance of instructional coaches, Learning Team Facilitators and district staff developers, as well as learn from one another. Through collegial discussions and reflective practices, teams of teachers are able to discover and plan for the integration of researched based strategies to increase effective teaching which in turn, will increase learning for all students. | |
| 32 | G5.B1.S2.A3 | District and CTA will commence good faith bargaining to generate an MOU with CTA to extend teacher contract time by up to 300 hours | \$0.00 |
| 33 | G5.B1.S2.A4 | Two Reading Intervention Resource teachers will provide push-in or pull out Tier II and Tier III reading interventions and support for students. They will participate on the School Based Team (RtI) and support teachers with professional development, coaching, and technical assistance. | \$0.00 |
| 34 | G5.B1.S3.A1 | Curriculum team members (Literacy Staff Developers) will provide DA Schools with Standards Based Trainings (Literacy Cohorts) for each grade level to unpack the standards, unpack each unit of study and develop instructional plans that are aligned to the standards. | \$0.00 |
| 35 | G5.B1.S3.A2 | Single School Culture Coordinators (SSCC) provide implementation support of the concepts/strategies they acquire in their PLOs. | \$0.00 |
| 36 | G5.B1.S3.A3 | Regional Support Team Members (Content Specific, ELL, ESE, MTSS Instructional Specialists) will support instructional coaches and classroom teachers in planning and delivering standards based instruction. | \$0.00 |
| 37 | G5.B1.S4.A1 | Define the pillars of effective instruction to increase the academic achievement of all students. [copy] | \$0.00 |
| 38 | G5.B1.S4.A2 | Define the pillars of effective instruction to increase the academic achievement of all students. [copy] | \$0.00 |
| 39 | G5.B3.S3.A1 | All elementary schools will implement personalized instruction using iReady Reading, an adaptive diagnostic and instruction digital learning tool. | \$0.00 |
| 40 | G5.B3.S3.A2 | The school will provide personalized instruction using iReady Reading, an adaptive diagnostic and instruction digital learning tool. | \$0.00 |
| 41 | G6.B1.S2.A1 | Ensure a comprehensive "Single School Culture" in every school through the deployment of a Single School Culture Coordinator. | \$0.00 |
| 42 | G6.B1.S2.A2 | Support the Strategic Initiative to embed cultural competence, equity, and access within instructional practices. | \$0.00 |
| 43 | G6.B2.S1.A1 | The school will implement professional development focused on Establishing and Maintaining Effective Relationships with Students (Marzano Teacher Observation System) Design Question 8). Single School Culture Initiatives will provide the training on site and through webinars. (LEA provided). | \$0.00 |
| Total: | | | \$0.00 |