



Manny Diaz, Jr., Commissioner of Education

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

13 - Dade

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

We provide a world class education for every student.

b. District Vision Statement

To be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens. M-DCPS Values ? Excellence: We pursue the highest standards in academic achievement and organizational performance. ? Equity: We foster an environment that serves all students and aspires to eliminate the achievement gap. ? Student Focus: We foster an environment that serves all students and aspires to eliminate the achievement gap. ? Innovation: We encourage creativity and adaptability to new ideas and methods that will support and improve student learning. ? Accountability: We accept responsibility for our successes and challenges and seek to transparently share our work in an ethical manner, as we strive towards continuous improvement.

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

<http://strategicplan.dadeschools.net/>

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 of Identifying and Aligning Resources

The process through which Miami-Dade County Public Schools (M-DCPS) identifies and aligns all district resources in order to meet the needs of all students is directly linked to the Education Transformation Office (ETO). The Education Transformation Office (ETO) aligns the support from multiple district offices and provides direct instructional school-site support to ensure the needs of the District's most fragile schools are being met. Additionally, the Education Transformation Office (ETO) utilizes a Tiered Support Model by which the allocation of school support is determined based on student performance data and school need. The support provided is fluid and consistent to effectively maximize support and increase student achievement of the District's most fragile schools. Each year, all of the schools in the District are categorized into tiers based on their performance on previous year Florida Standards Assessments (FSA) in reading and math as well as End-of-Course (EOC) Assessments. Schools are designated as Tier 1, Tier 2, or Tier 3 and receive individualized support based on their distinctive tier. Schools that are identified as Focus or Priority are categorized as Tier 3 schools thus receive the highest level of support.

The Education Transformation Office has led the District's transformation efforts in M-DCPS for the last six years. During this time, ETO has become a national model in turnaround efforts. ETO provides direct, ongoing support to all Focus and Priority schools. An Assistant Superintendent, Dr. David K. Moore, who has an extensive history in improving fragile schools across the District, leads the office. The ETO Administrative Team is composed of two administrative directors, Mr. John D. Pace, who oversees curriculum and instruction in the elementary/K-8 schools and Mr. Yaset

Fernandez, who oversees curriculum and instruction in secondary schools. Both Mr. Pace and Mr. Fernandez have been successful in improving low-performing schools within the district. They each have direct contact with school-site administrative teams in order to maximize desired student outcomes. Additionally, there are Instructional Supervisors and Curriculum Support Specialists who provide content-specific support to transformation coaches and teachers at the school sites.

Funding

The Education Transformation Office utilizes District Title I funds to provide additional support to fragile schools. These funds are used to fulfill the school improvement responsibilities for schools classified as Focus and Priority, as required by the FDOE.

M-DCPS also uses the reserved funds to purchase supplemental materials and technology, provide incentive pay, provide for intervention and enrichment activities, provide job-embedded professional development to build the capacity of teachers, coaches, and administrators, and provide targeted interventions and/or enrichment opportunities through an extended learning day. Title I funding is also utilized to acquire content-specific school site transformation coaches who have a history of positive student outcomes as classroom teachers. An additional stipend will be paid to transformation coaches in an effort to recruit and retain highly qualified individuals. The District's lowest-performing schools also receive additional teaching positions in efforts to reduce class size, provide additional remediation/enrichment courses, and address the needs of students. Furthermore, each school receives additional funds to conduct push in and/or pull out interventions to further support student achievement. Schools are also provided interventionist funds which are used during the day, before and/or after school, on Saturdays, and during Spring Break.

Meetings

The Education Transformation Office is heavily involved in ongoing problem-solving and strategic planning in order to determine how to efficiently apply resources for the highest impact. A Rapid Response Support Model is implemented to facilitate ongoing dialogue and problem solving within all levels of the district to ensure tiered supported schools receive the appropriate support to reduce/eliminate barriers. In order to provide the highest level of support, M-DCPS is very strategic in the coordination of meetings.

A Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is conducted three times per year at the district level to gain a deeper understanding of the progress in fragile schools and make informed decisions that will improve student outcomes on District and State assessments. DATA/COM is conducted three times per year at the district level to gain a deeper understanding of overall school data and progress made towards intended student performance in fragile schools. The Superintendent, state, district, region, and ETO personnel collaborate to problem solve and align resources in order to appropriately support schools in reducing or eliminating identified barriers.

Strategic Planning Meetings are held three times per year in order for the Education Transformation Office (ETO), Region personnel, and school-site leadership teams to reflect on the implementation of the defined structures and systems that have been established to ensure student success. Through these meetings, various topics that have significant influence on student outcomes are addressed. Topics include effectively planning interventions, identifying professional development needs, supporting and monitoring the Transformation Coaches' work, master schedule review, and data disaggregation. ETO and region personnel analyze qualitative data and the implementation of the school's action plan in order to maximize student outcomes. Principals are provided with timely data from interim assessments, topic assessments, i-Ready usage reports, and coaches' logs to review the level of implementation at their school-site. The ETO works with each school to develop a comprehensive process to continuously evaluate the impact of instructional practices. This includes data chats with teachers, data talks during common planning, and student data chats. As a result of the Strategic Planning Meetings, ETO and region personnel are able to collaborate with the schools

to ensure that all resources are being maximized.

Instructional Reviews are conducted three times per year at all Focus and Priority schools with an emphasis on identifying instructional needs. The school-site leadership team, along with ETO, will observe the overall implementation of the instructional practices within each content area. Following the walkthrough, a content-specific debrief of observations occurs. The Education Transformation Office in collaboration with Region, State, and school-site leadership teams will identify barriers, strategies, and action steps to develop an individualized school-site action plan. This action plan is a live document that will serve as a roadmap for continuous improvement throughout the school year. The ETO provides job-embedded professional development by highly trained educators and administrators that are experts in school improvement. The team supports administrators, teachers, transformational coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to overcome the identified barriers.

The Focus/Priority District Leadership Team is comprised of the Superintendent, Deputy Superintendent, Chief Human Capital Officer, Chief Academic Officer, the Assistant Superintendent of The Education Transformation Office, and Region Superintendents. Members of this team meet on a weekly basis to analyze and monitor overall progress and align resources for tiered schools.

Principal Instructional Academies (iCADs) are held once per month and provide an opportunity for school principals to share best practices, analyze data, reflect, and collaborate with their colleagues. The purpose of this professional development is to build every principal's capacity as an instructional leader. During principal iCADs, instructional rounds are conducted. Through instructional rounds, school site leaders have the opportunity to visit schools with similar challenges in order to observe successes and acquire innovative strategies from colleagues who have overcome these barriers. The instructional rounds and classroom observations support principals in analyzing classroom instruction and defining structures of support based on classroom observations.

End-of-Year Meetings are held with school-site administrators in order to reflect on successes, areas of growth, and identify action steps in order to address needs. During End-of-Year Meetings, the ETO staff and region personnel evaluate the impact of the Assistant Principals on the content area that they directly oversee and the impact of the transformation coach to determine appropriate placement for the following school year. Similarly, current teacher assignments are reviewed to determine level of impact and make recommendations regarding the most meaningful placement for the following school year.

Community Assessment Team (CAT) meetings play an integral role in the transformation process. The Community Assessment Team is composed of representatives from FDOE, district personnel, feeder pattern representatives, parents, business partners, community members, and school-site teams. CAT meetings will be held three times a year prior to October 31, 2016, February 28, 2017 and May 31, 2017 to engage stakeholders in the review of school performance data, progress, and projected outcomes. Teams collaborate to determine the root cause(s) for low performance of schools, make recommendations and identify next steps. Teams make decisions as to resources that can be appropriately leveraged to ensure the school's improvement. A report with concerns, actions, and/or recommendations is presented to the Superintendent.

Community Assessment Team (CAT) meetings provide District and Region Staff, feeder pattern representatives, parents and school site teams the opportunity to involve stakeholders in the turnaround option selection process. During CAT meetings Differentiated Accountability (DA) is defined, school performance data is reviewed, and turnaround options are presented to make informed decisions regarding the best option for each school.

Educational Excellence School Advisory Committee (EESAC) members consist of school-site teams, teachers, community members, and parents. During EESAC meetings, the principal of each DA

school provides an academic update to the members of the committee. EESAC provides an additional opportunity for committee members and parents to review and assess school improvement initiatives and provide feedback on reform initiatives. Furthermore, principals of DA schools along with the Education Transformation Office (ETO) work collaboratively to develop a comprehensive plan that addresses each individual school's goals, barriers, and action steps to reduce or eliminate the barriers for overall school improvement.

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.

A District Support Formula (DSF) is used to determine the level of support needed for each school within the District. This data-driven approach is fluid and uses the sum of all academic components to determine school grade. Each grade level configuration is ranked separately. Schools are then ranked based on their DSF score from lowest to highest. The Education Transformation Office provides maximum levels of support within each grade configuration to Tier 3 schools that are below the 15 percentile rank using the DSF, the Lowest 300 Elementary Schools as identified by the State, as well as Focus and Priority Schools under Differentiated Accountability as identified by the State. Tier 2 supported schools are those who are ranked between the 16th and 30th percentile using the DSF and schools that were Tier 3 the previous year that currently do not meet the Tier 3 criteria. The purpose of Tier 2 support is to ensure that the school principal can sustain the rate of improvement with less oversight from the Education Transformation Office (ETO). The remaining schools, Tier 1, are supported by geographical Region and District offices.

The District designates additional funding to hire transformation coaches to provide ongoing support to teachers and interventionists in fragile schools. These transformation coaches are fully released and play an integral role in implementing school-wide interventions. Additionally, the Education Transformation Office (ETO) funds additional teaching positions that allow principals to offer additional courses, reduce class size, and provide remediation and/or enrichment. At the beginning of the school year, ETO and Regional centers work with principals to develop intervention plans. Schools are provided hourly interventionists funds based on their intervention plans. These interventionists provide daily small group instruction in reading and mathematics to students based on need. Funds are also provided for before and after school interventions, Saturday School Academy, and Spring Break Academy inclusive of transportation to ensure maximum participation. The Education Transformation Office provides data-driven recommendations to assist schools with placement of students in intervention programs to best meet their instructional needs. The Assistant Superintendent, in collaboration with various district offices, regional centers, and school-site leadership teams oversees the implementation and follow-up of policies and practices as they relate to interventions. During Principals iCADS, intervention plans are reviewed and principals are given the opportunity to problem-solve, collaborate with their colleagues, and strengthen interventions at their schools-site. The District is also involved in partnerships with organizations such as City Year, Communities in Schools, and other community agencies which provide additional personnel to school-sites in order to maximize interventions during the school day, before and/or after school.

Job-embedded professional development is provided to all transformation coaches, teachers, and interventionists who are assigned to remediate struggling students on the supplemental intervention programs. An Instructional Coaching Academy (iCADS) are held on a monthly basis for all Transformation Coaches and are designed to continuously build and develop the skills necessary to successful support classroom teachers in the areas of planning, delivery of instruction, differentiated instruction, data analysis, and digital fluency. The iCAD creates an opportunity to network and collaborate with colleagues to problem solve around similar barriers. Additional job-embedded professional development and support will be provided from the ETO content curriculum support

specialists to teachers and interventionists during district professional development days to build capacity in delivering effective instruction.

A District-wide Data Disaggregation Team has been created to rapidly provide District, Region, and school-site leadership teams with individualized, easily accessible data tools such as Power BI and dashboards. These dashboards reflect data at the school, class, and student level. As a result of the data team, school-sites can focus on instruction as opposed to processing data. Therefore, modifications to curriculum, resources, and/or personnel can occur in a timely manner in order to meet the needs of students.

Through the M-DCPS Jumpstart CONNECT@HOME program, all third, fourth, and fifth grade students in the targeted DA schools will receive a computer device and free Internet access to use at home. This allows students the opportunity to access technology and practice their reading and mathematics skills at home through myON Reader and Reflex Math, as well as other educational supplemental software programs.

The Division of Student Services of M-DCPS provides social/emotional interventions to high-risk students. Student Success Coaches are allocated in all Differentiated Accountability (DA) schools to provide ongoing support to students who have met multiple Early Warning Systems Indicators, such as failure in reading or mathematics, poor attendance, and/or multiple suspensions. The coaches are instrumental in coordinating support services from community agencies to meet the needs of the whole child. Additionally, they provide workshops on effective parenting strategies. They serve as the advocate for the student and work with families to solve barriers that hinder good attendance and school success. The Student Success Coach plays a crucial role in reducing negative factors that hinder at risk students.

Region Superintendents and the Assistant Superintendent of the Education Transformation Office meet weekly to discuss the progress and effectiveness of the intervention plan of fragile schools in order to allocate additional support as needed. Progress updates are provided by the school principal at subsequent DATA/COM meetings and the effectiveness of interventions is reviewed. The implementation of the interventions and alignment with the goals are closely monitored by ETO and adjustments are made when necessary to ensure student achievement. Additionally, through the Instructional Review process, the ETO Team in collaboration with the Regional team, observe the overall implementation of instructional practices at the school site. Team members then meet to review findings based on the walkthrough and make adjustments to support based on observations. The District team, in collaboration with region, state, and school-site leadership team identify barriers, strategies, and action steps to develop an individualized school-site action plan. This action plan is a live document that serves as a roadmap for continuous improvement throughout the school year.

In order to strengthen the systems that support school-based leadership teams in the implementation of interventions, the Office of Academics and Transformation holds annual Student Impact Meetings. Student Impact Meetings are conducted with vendors who provide programs or services to students in M-DCPS. The meetings provide an opportunity for district staff to reflect on student impact of the program/service and determine overall value of the program. A rubric is utilized to identify the overall impact in order to determine if M-DCPS will continue to utilize the product or service.

Strategic Planning Meetings are held three times per year in order for the Education Transformation Office (ETO), Region personnel, and school-site leadership teams to reflect on the implementation of the defined structures and systems that have been established to ensure student success. Through these meetings, various topics that have significant influence on student outcomes are addressed. Topics include effectively planning interventions, identifying professional development needs, supporting and monitoring the Transformation Coaches' work, master schedule review, and data disaggregation. ETO and region personnel analyze qualitative data and the implementation of the

school's action plan in order to maximize student outcomes. Principals are provided with timely data from interim assessments, topic assessments, i-Ready usage reports, and coaches' logs to review the level of implementation at their school-site. The ETO works with each school to develop a comprehensive process to continuously evaluate the impact of instructional practices. This includes data chats with teachers, data talks during common planning, and student data chats. As a result of the Strategic Planning Meetings, ETO and region personnel are able to collaborate with the schools to ensure that all resources are being maximized.

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.

M-DCPS is a national leader in school reform, continually developing innovative practices to support schools with the implementation of effective interventions to struggling students in fragile schools. The District designates additional funding to hire transformation coaches to provide ongoing support to teachers and interventionists in fragile schools. These transformation coaches are fully released and play an integral role in implementing school-wide interventions. Additionally, the Education Transformation Office (ETO) funds additional teaching positions that allow principals to offer additional courses, reduce class size, and provide remediation and/or enrichment. At the beginning of the school year, ETO and Regional centers work with principals to develop intervention plans. Schools are provided hourly interventionists funds based on their intervention plans. These interventionists provide daily small group instruction in reading and math to students based on need. Funds are also provided for before and after school interventions, Saturday School Academy, and Spring Break Academy inclusive of transportation to ensure maximum participation.

The district will expand the partnership with City Year and provide services in all Differentiated Accountability (DA) schools. The corps members, project and team leaders will work with school leadership, transformation coaches and teachers including TFA corps' members to advance the school culture. In addition, City Year will provide tiered intervention support for identified students before, during and after school and track progress of students based on early warning indicator data (attendance, behavior, and course performance in literacy/ELA and math). Corps members, teachers, and student support staff will meet regularly to discuss data and identify students in need of intensive intervention. An additional layer of support is provided to students who do not demonstrate adequate progress and will be considered for additional services. City Year will support family engagement through a program that recognizes and engages parents as important partners in their child's education and welcomes them into the school. Corps members will add capacity to existing school efforts and initiate additional engagement opportunities, with specific attention to the families of students on the focus intervention list. City Year will support extended learning time for students before school, after school, and/or during the school day.

The district's City Year partnership will be expanded to the targeted DA two elementary schools and K-8 center to engage students in enrichment activities, tutoring, or other structured learning programs.

Job-embedded professional development is provided to all transformation coaches, teachers, and interventionists who are assigned to remediate struggling students on the supplemental intervention programs. An Instructional Coaching Academy (iCADS) are held on a monthly basis for all Transformation Coaches and are designed to continuously build and develop the skills necessary to successful support classroom teachers in the areas of planning, delivery of instruction, differentiated instruction, data analysis, and digital fluency. The iCAD creates an opportunity to network and collaborate with colleagues to problem solve around similar barriers. Additional job-embedded professional development and support will be provided from the ETO content curriculum support

specialists to teachers and interventionists during district professional development days to build capacity in delivering effective instruction.

A District-wide Data Disaggregation Team has been created to rapidly provide District, Region, and school-site leadership teams with individualized, easily accessible data tools such as Power BI and dashboards. These dashboards reflect student and/or school progress. As a result of the data team, school-sites can focus on instruction as opposed to processing data. Therefore, modifications to curriculum, resources, and/or personnel can occur in a timely manner in order to meet the needs of students.

Administrative Directors from the Education Transformation Office (ETO) will visit each Differentiated Accountability (DA) school on a weekly basis to serve as mentor and further develop instructional leadership skills to improve student outcomes. The directors will provide guidance and support to school leaders in data analysis, problem solving around identified barriers and providing support in strategic planning. Instructional walkthroughs are conducted with the principal to assess progress and identify areas of growth based on the school's individualized action plan. The administrative directors provide an additional layer of service to school leadership to assist with the unique challenges faced in leading a low performing school.

Though the M-DCPS Jumpstart CONNECT@HOME program, all third, fourth, and fifth grade students receive a computer device and free Internet access to use in his/her home. This allows students the opportunity to access technology and practice their reading and math skills at home through myON Reader and Reflex Math, as well as other educational supplemental software programs.

The Division of Student Services of M-DCPS provides social/emotional interventions to high-risk students. Student Success Coaches are allocated in all Differentiated Accountability schools to provide ongoing support to students who have met multiple Early Warning Systems Indicators, such as failure in reading or mathematics, poor attendance, and/or multiple suspensions. The coaches are instrumental in coordinating support services from community agencies to meet the needs of the whole child. Additionally, they provide workshops on effective parenting strategies. They serve as the advocate for the student and work with families to solve barriers that hinder good attendance and school success. The Student Success Coach plays a crucial role in reducing negative factors that hinder at risk students.

In an effort to build community and foster a safe and supportive learning environment. M-DCPS has launched the Rethinking Discipline initiative by which schools utilize alternative methods of discipline to increase positive behavior and maximize instruction and eliminating school suspensions. M-DCPS has also launched the Values Matter campaign. Values Matter is a district-wide initiative highlighting the nine adopted core values identified in the Code of Student Conduct (Respect, Responsibility, Integrity, Honesty, Kindness, Cooperation, Citizenship, Fairness, Pursuit of Excellence.) Supporting and encouraging the demonstration of these core values is the foundation of the behavioral expectations for students and for maintaining a safe learning environment. Through the Values Matter initiative, each month students in grades K-12 are introduced the core value of the month. To assist teachers with incorporating the core values, each core reading selection has been aligned to a core value. In turn, students make connections by identifying examples of core values in literature and provide learning opportunities for students to replicate similar behaviors/qualities in their daily life. Each month, school teams nominate individual students that exemplify the core value of the month and one student and his/her family is recognized at the subsequent School Board Meeting. Additionally, one school per month is also recognized at the subsequent School Board Meeting for outstanding work in incorporating the value into their school culture. Additionally, every school has appointed a homeless liaison to provide support and coordinate services for homeless students. The liaison will serve as a student advocate to ensure a successful educational experience for homeless

youth. The liaison will collaborate with parents and community agencies to eliminate barriers and promote a healthy sense of self.

Region Superintendents and the Assistant Superintendent of the Education Transformation Office meet weekly to discuss the progress and effectiveness of the intervention plan of fragile schools in order to allocate additional support as needed. Progress updates are provided by the school principal at subsequent DATA/COM meetings and the effectiveness of interventions is reviewed. The implementation of the interventions and alignment with the goals are closely monitored by ETO and adjustments are made when necessary to ensure student achievement. Additionally, through the Instructional Review process, the ETO Team in collaboration with the Regional team, observe the overall implementation of instructional practices at the school site. Team members then meet to review findings based on the walkthrough and make adjustments to support based on observations. The District team, in collaboration with region, state, and school-site leadership team identify barriers, strategies, and action steps to develop and individualized school-site action plan. This action plan is a live document that serves as a roadmap for continuous improvement throughout the school year.

In addition, ETO has partnered with several external agencies that have a proven track record in positively impacting school improvement. The district is committed to strengthening partnerships with Teach for America (TFA) to recruit and enhance teacher quality in the DA schools that are traditionally difficult to staff. Teach For America provides a national corps of highly motivated recent college graduates who commit to teach for two years in urban to expand educational opportunity for all students.

In order to strengthen the systems that support school-based leadership teams in the implementation of interventions, the Office of Academics and Transformation holds annual Student Impact Meetings. Student Impact Meetings are conducted with vendors who provide programs or services to students in M-DCPS. The meetings provide an opportunity for district staff to reflect on student impact of the program/service and determine overall value of the program. A rubric is utilized to identify the overall impact in order to determine if M-DCPS will continue to utilize the product or service.

d. Operational Flexibility

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

Schools implementing a District-Managed Turnaround in conjunction with an external operator are provided with sufficient operational flexibility (such as staffing, scheduling, and budgeting) to fully implement a comprehensive approach that substantially improves student achievement outcomes and increases high school graduation rates. Principals have the flexibility to hire a community involvement specialist, a positive behavior coach, and transformation coaches (reading, mathematics, and/or science), with recommendations from ETO. Principals also have flexibility as it applies to school site budget, to purchase additional programs, materials, partner with specific organizations, and/or hire interventionists/hourly staff for enrichment, as well as, provide Saturday School and/or Spring Break Academy. With regards to scheduling, principals have autonomy to schedule the school day in order to best meet the needs of students. This includes scheduling of common planning, lesson study, job-embedded professional development, and increased learning time added to the school day through adjustments to the master schedule which provide students additional courses in lieu of non-academic electives.

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 goal of the Education Transformation Office is to develop autonomous instructional leaders, transformation coaches, and teachers through direct, ongoing, job-embedded support. The Education Transformation Office is committed to providing support to schools through the transformation process and assists them in sustaining school improvement beyond one year. In a proactive effort to provide support to Tier II schools, the Education Transformation Office provides content support based on the needs identified on the school's action plan. Additionally, Tier II schools participate in three annual Instructional Reviews and Strategic Planning Meetings to assist the school-site in determining action steps as they relate to overall school improvement. Tier II transformation coaches also take part in monthly ICAD's in order to facilitate continuous improvement. Over the last year, through the tiered approach, the district's Tier II schools have demonstrated that they have been able to maintain their level of progress through the consistent support of the Education Transformation Office (ETO).

M-DCPS is also committed to developing principals as instructional leaders and leverages opportunities to strengthen their organizational leadership skills. A district-wide professional learning platform, Scaled Leadership Development, provides a layered system of support for school leaders to develop on all areas of school leadership, including instruction, operations, and school improvement.

Scaled Leadership Development establishes a culture of support and coherence that makes it possible for principals and assistant principals to be effective instructional leaders. This results in explicit actions that assist with problem-solving and fosters the development of an ongoing culture that includes defining effective instruction and coherent professional learning, while recognizing and respecting the individuality of schools.

Professional development provides a systematic process designed to increase the competencies needed by instructional and non-instructional personnel to perform their assigned duties and in the case of instructional personnel to improve the academic performance of students. Twice per year, teachers must attend mandatory professional development specific to teacher needs in the areas of academics, intervention, and technology.

In addition, best practices and successful school support strategies are expanded district-wide through Synergy, a summer professional development for all school-site leadership teams. Synergy is an annual, innovative and meaningful professional development on the Florida Standards, strategic planning, and the integration of technology. This world class institute assists school leadership teams to develop their professional development blueprint that identifies the expectation of the school, the barrier(s), and prioritize how the school will reduce or eliminate the barrier to achieve expected outcomes using specific and manageable action steps. The school's individual blueprint also delineates the individuals responsible for each task, the expected completion date for each action step, and the evidence of completion.

The Division of Academic Support provides monthly, content specific job embedded professional development by Region to build the instructional capacity of coaches and teacher leaders. The sessions are developed to enhance the instructional skills of these individuals by modeling instructional best practices, conducting live coaching scenarios, participate in classroom walkthroughs and roundtable research based discussions. These academies assist the educators to drive the work at the school to support teachers in improving instructional quality in the classrooms to increase student achievement across the curriculum.

M-DCPS also implements a variety of initiatives aimed at providing staff members with mentoring and the support needed to excel within their current roles. Great emphasis is placed on identifying candidates for talent pipelines in school and district leadership, ensuring that the best employees have the opportunity to continue expanding their skillset to increase their impact on M-DCPS.

The Mentoring and Induction for New Teachers (MINT) program is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities. Each new teacher will be assigned a veteran teacher to provide mentoring, coaching, and guidance throughout their first three (3) years of teaching. The program provides opportunities for the new teachers to observe exemplary teachers during classroom instruction. In turn, veteran teachers observe their mentees and provide meaningful feedback to improve the instructional practice. The MINT program is aligned with the Florida Educators Accomplished Practices (FEAP) and provides compensation to MINT mentors at the conclusion of the mentoring process and verification of the MINT Mentor E-Log.

The New Educator Support Team (NEST) Program provides an additional layer of support at school sites with 6 or more new teachers. Sessions are delivered on site by MINT trainers on topics that include: Classroom Management, Goal-Setting, and Differentiated Instruction while at the same time providing teachers the opportunity to engage in conversations reflecting on best practices and strategies to improve instruction.

Professional Learning Communities assist schools in sustaining improvements as they foster a collaborative school culture to achieve goals that align with individual, school, and district goals for student achievement. All schools participate in Professional Learning Communities, which provide an ongoing process where educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361899>

2. Family and Community Engagement

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

Parents and the community play a vital role in supporting successful learning outcomes for students. M-DCPS recognizes the impact of a strong connection between the home, school, and the community. Over eighty-five (85) rigorous research studies conducted over forty years show that students perform better when families are involved in the education of their children.

The Parent Academy is a free, year-round, parent engagement initiative of Miami-Dade County Public Schools (M-DCPS), helping parents become full partners in their children's education. The Parent Academy of M-DCPS has implemented multiple ongoing mechanisms for engaging families and the community in school improvement efforts through a comprehensive and multi-faceted approach. In 2015-2016, the M-DCPS Parent Academy created an infrastructure strategically aligning services provided by the district and throughout the community, increased number of partnerships with community-based organizations in order to create opportunities for parents to utilize community resources, and opened a Neighborhood Resource Center and Internet Café. The center conducts ongoing parent workshops, computer literacy courses and provides free citizenship and KidCare application services along with continuing education/career counseling services. Parent Summits were also developed and implemented to educate and inform parents on high interest requested topics. In collaboration with district offices and external partners, summits included question and answer sessions

with field experts.

The Parent Academy also provided a six-week online course for parents to gain a deeper understanding of best practices for preventing youth and community violence. Each week emphasized a different module to include: Parenting for Violence Prevention, Parenting to Prevent Bullying, and Positive Discipline with Encouragement, Consequences, Honor and Respect (ENCHOR), Resolving Family Conflict, Your Child's Emotional Health, and Technology and the Modern Family. The Parent Academy empowers parents with information, resources, and services available through the school, the district and community-based agencies in order to encourage a family environment that promotes learning. The Parent Academy has also initiated the Family Empowerment Program to work with parents in combating the factors hindering the progress of at-risk students, and getting them back on track toward academic success. The Newly Arrived Parent Program (NAIPP) was developed as part of the efforts to educate immigrant parents new to the district on literacy and M-DCPS policies and procedures.

The Dade Partners Program is a cooperative agreement between a school and a business, professional or civic group, or governmental agency, to contribute time, awards, funds, products, or services to improve student achievement and enhance educational programs in the schools. Since its inception, Dade Partners has grown to more than 4,500 entities that have formed thousands of partnerships between their organization and our schools. Through various types of partnerships, Dade Partners is to mobilize and channel resources into the school system, based on targeted strategic goals, engage stakeholders by serving as the vehicle to foster a greater understanding of the school system and its programs, provide role models for students and enhance communication between Miami-Dade County Schools and the community. Dade Partners include but are not limited to The American Heart Association, Sun-Sentinel, AMC Theatres, and Publix Supermarkets. The Title I Parental Involvement Program is designed to help parents become more involved with their children's education.

Community Involvement Specialists (CIS) work closely with schools and parents by calling parents, making home visits, and conducting workshops to strengthen the relationship between the home and the school. Workshops include but are not limited to academic strategies, parenting workshops, and social awareness (such as HIV and CPR). CIS also works closely with school site administrators to provide interesting and informative activities for parents at schools and in the community. Schools may select one or more groups of students as Target Intensive Families (TIF). These students' achievement test scores indicate performances at critically low levels in mathematics and/or reading. The CIS make homes visits to the TIF as needed. On these visits, the CIS provides the TIF with additional educational materials and support as necessary. Every month, the CIS hosts the "Second Cup of Coffee" event to provide parents with school updates, testing information and services provided by outside agencies to support families in need. Additionally, the CIS works closely with Dade Partners and The Parent Academy to establish relationships and provide resources to students and families.

The Parent Teacher Student Association (PTSA) is composed of 56,000 PTSA members, within 350 local units, serving 380,000 students and their families. The purpose of the PTSA is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children. The PTSA works in partnership with a wide array of individuals and organizations to broaden and enhance the ability to promote the welfare of children and youth in home, school and throughout the community. Most PTSA's are run by parent volunteers, in which each local unit chooses their individualized programs and activities in order to best advocate for all children.

M-DCPS will partner with Florida International University (FIU) through Achieving Community Collaboration in Education and Student Success (ACCESS) to provide additional support services to the DA targeted schools. ACCESS is a seamless partnership with M-DCPS focused on student achievement. The goals of ACCESS are to improve student success in public schools, increase high

school graduation and promote student transition into higher education. The program is made up of 18 strategic workgroups, each with its own unique vision and goals, which are overseen by top leadership from M-DCPS and FIU. The partnership with ACCESS enables the district to leverage and align combined instructional, research and creative talents to improve the academic success of K-12 students, provide new learning opportunities and improve teacher, staff and parental efficacy, especially in the DA targeted schools. Additionally, FIU's Center for Children & Families will expand teacher professional development in implementing a new positive behavior system in the DA targeted schools to contribute to positive school culture, assist teachers in supporting constructive behaviors in students to minimize classroom disruptions, increase instructional time and remove barriers that impede academic success. FIU's School of Social Work will place clinical interns in the DA targeted schools to support the district's efforts in providing a safe and supportive learning environment for all students.

M-DCPS is a national leader in school reform, continually developing innovative practices to support schools with the implementation of effective interventions to struggling students in fragile schools. The DA District Leadership Team is comprised of the Superintendent, Deputy Superintendent, Chief Human Capital Officer, Chief Academic Officer, the Assistant Superintendent of The Education Transformation Office, and Region Superintendents. Members of this team meet on a weekly basis to analyze and monitor overall progress and align resources for low-performing schools.

The District designates additional funding to hire transformation coaches to provide ongoing support to teachers and interventionists in fragile schools. These transformation coaches are fully released and play an integral role in implementing school-wide interventions. Additionally, the Education Transformation Office (ETO) funds additional teaching positions that allow principals to offer additional courses, reduce class size, and provide remediation and/or enrichment. At the beginning of the school year, ETO and Regional centers work with principals to develop intervention plans. Schools are provided hourly interventionists funds based on their intervention plans. These interventionists provide daily small group instruction in reading and mathematics to students based on need. Funds are also provided for before and after school interventions, Saturday School Academy, and Spring Break Academy inclusive of transportation to ensure maximum participation. The Education Transformation Office provides data-driven recommendations to assist schools with placement of students in intervention programs to best meet their instructional needs. The Assistant Superintendent, in collaboration with various district offices, regional centers, and school-site leadership teams oversees the implementation and follow-up of policies and practices as they relate to interventions. During Principals iCADS, intervention plans are reviewed and principals are given the opportunity to problem-solve, collaborate with their colleagues, and strengthen interventions at their schools-site. The District is also involved in partnerships with organizations such as City Year, Communities in Schools, and other community agencies which provide additional personnel to school-sites in order to maximize interventions during the school day, before and/or after school.

Job-embedded professional development is provided to all transformation coaches, teachers, and interventionists who are assigned to remediate struggling students on the supplemental intervention programs. An Instructional Coaching Academy (iCADS) are held on a monthly basis for all Transformation Coaches and are designed to continuously build and develop the skills necessary to successful support classroom teachers in the areas of planning, delivery of instruction, differentiated instruction, data analysis, and digital fluency. The iCAD creates an opportunity to network and collaborate with colleagues to problem solve around similar barriers. Additional job-embedded professional development and support will be provided from the ETO content curriculum support specialists to teachers and interventionists during district professional development days to build capacity in delivering effective instruction.

A District-wide Data Disaggregation Team has been created to rapidly provide District, Region, and school-site leadership teams with individualized, easily accessible data tools such as Power BI and dashboards. These dashboards reflect data at the school, class, and student level. As a result of the

data team, school-sites can focus on instruction as opposed to processing data. Therefore, modifications to curriculum, resources, and/or personnel can occur in a timely manner in order to meet the needs of students.

Through the M-DCPS Jumpstart CONNECT@HOME program, all third, fourth, and fifth grade students in the targeted DA schools will receive a computer device and free Internet access to use at home. This allows students the opportunity to access technology and practice their reading and mathematics skills at home through myON Reader and Reflex Math, as well as other educational supplemental software programs.

Identifying and supporting at-risk students have a significant impact on the academic achievement of individual students and schools. Through the Division of Student Services, M-DCPS provides social/emotional interventions to high-risk students. Student Success Coaches are allocated in all Differentiated Accountability schools to provide ongoing support to students who have met multiple Early Warning Systems Indicators, such as failure in reading or mathematics, poor attendance, and/or multiple suspensions. Student Success Coaches provide ongoing social/emotional interventions throughout the school year.

Region Superintendents and the Assistant Superintendent of the Education Transformation Office meet weekly to discuss the progress and effectiveness of the intervention plan of fragile schools in order to allocate additional support as needed. Progress updates are provided by the school principal at subsequent DATA/COM meetings and the effectiveness of interventions is reviewed. The implementation of the interventions and alignment with the goals are closely monitored by ETO and adjustments are made when necessary to ensure student achievement. Additionally, through the Instructional Review process, the ETO Team in collaboration with the Regional team, observe the overall implementation of instructional practices at the school site. Team members then meet to review findings based on the walkthrough and make adjustments to support based on observations. The District team, in collaboration with region, state, and school-site leadership team identify barriers, strategies, and action steps to develop an individualized school-site action plan. This action plan is a live document that serves as a roadmap for continuous improvement throughout the school year.

In order to strengthen the systems that support school-based leadership teams in the implementation of interventions, the Office of Academics and Transformation holds annual Student Impact Meetings. Student Impact Meetings are conducted with vendors who provide programs or services to students in M-DCPS. The meetings provide an opportunity for district staff to reflect on student impact of the program/service and determine overall value of the program. A rubric is utilized to identify the overall impact in order to determine if M-DCPS will continue to utilize the product or service.

Schools identified as targeted DA report to Dr. David K. Moore, Assistant Superintendent of the Education Transformation Office who directly reports to the Superintendent of Schools.

3. Engagement of School Leadership

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

Miami-Dade County Public Schools is dedicated in involving school leadership teams in developing and implementing their individualized turnaround plans. The District through the ETO has established a process with school leadership teams in order to develop cohesive and educationally sound turnaround option plans which will ensure student success. The District team in conjunction with the school site leadership team review each school's performance data and qualitative information to identify and develop a plan to address the areas of need. Throughout the school year, the District meets with school-site leadership teams in various forums to support and/or modify the implementation of procedures that guide the intervention models.

Through Instructional Reviews, school leadership teams are involved in the walk-through/observation process alongside staff from the Educational Transformation Office in order to identify instructional needs. At the conclusion of the walk-through, school-site leadership teams and ETO staff collaborate in order to develop an action plan that delineates specific action steps that should be taken in order to reduce/eliminate the barrier(s).

For schools with a Turnaround Option Plan (TOP), the leadership team collaborates with staff from ETO to develop the TOP, ensure that the plan is strategic, and addresses the individual needs of the school. Additionally, ETO personnel, region staff, and all DA school leadership teams meet on a monthly basis to assess each school's implementation plan, provide guidance to school-based leadership teams, and provide additional direct support systems as needed.

Community Assessment Team (CAT) meetings provide another forum to support schools with the implementation of the TOP. During CAT meetings, ETO staff, feeder pattern representatives, FDOE, parents, community members, and school-site teams meet to review the implementation of the TOP, student assessment data, and progress toward meeting each area of focus.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Moore, David, dmoore@dadeschools.net

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(305) 995-1405

d. Employee's Phone Extension

1405

e. Supervisor's Name

Marie Izquierdo

f. Supervisor's Title

Other

g. Employee's Role and Responsibilities

Two curriculum and instruction Administrative Directors along with the Director, Instructional Supervisors (IS) and Curriculum Support Specialists (CSS) provide daily onsite support and job-embedded professional development to the schools in the areas of reading, mathematics, science, English Language Learners (ELL), Special Education (SPED), and writing. Additionally, assisting leadership development to recruit and train the next generation of school leaders from a dedicated and successful pool of Assistant Principals and Instructional Coaches in an effort to ensure sustainable school reform while building instructional capacity.

ETO provides ongoing technical and clinical support to schools in an effort to improve student achievement. Both current year and longitudinal student achievement data are reviewed when selecting intervention models that are designed to meet the individual needs of students. This includes Annual Measurable Objectives (AMO), and interim assessment data. Other factors that are

considered include recent principal changes, the extent of faculty changes, attendance and school climate data, and the schools current and prior Differentiated Accountability (DA) status. Furthermore, ETO analyzes the percentage of students that made learning gains by teacher, student performance over a three-year period in reading, mathematics, science, and writing are reviewed to select the appropriate intervention model. The Superintendent, Assistant Superintendent of ETO, Cabinet, Regional Superintendents, Principals, Florida Department of Education (FDOE), and stakeholders analyze the criteria for each model and select the intervention that can be appropriately leveraged to ensure the school's improvement.

The ETO team conducts three initial Instructional Reviews (IR) of each school to identify areas of need and to create an action plan with strategies to address those needs. Instructional Supervisors pair up with state representatives from the FDOE, as well as, school site representatives to create subject area teams for the review. Each school will receive a full day visit with the content area team that will support that school. Upon arrival, an initial meeting will take place in which the principal will provide an overview of the data for the visiting team and connect the School Improvement Plan to the work, strategies, and support systems at the school. Then the principal, assistant principal and content area coach walk with the IS, FDOE representative, and CSS to observe the overall implementation of the instructional practices within the content area using the state-created Differentiated Accountability Instructional Review Elements and Indicators document as a guide. Team members look for evidence of the ten elements during their walkthroughs: Positive Classroom Culture and Environment, Use of Instructional Tools and Materials, Effective Lesson Planning and Delivery, Higher Order Questioning and Discourse, Student Engagement, Use of Rigorous Tasks and Assessments, Differentiated Instruction, Cross Content Reading and Writing Instruction, Implementation of Florida's Continuous Improvement Model, and Evidence of School and District Leadership. This walkthrough process takes approximately 2 hours.

Each team conducts classroom walkthroughs of all teachers in their designated subject area. A one hour debrief is conducted by all parties led by the IS to review findings (commendations and concerns) based on the walkthrough, as well as, discuss the strategies and recommended changes to the SIP. Additionally, the team will discuss recommendations and suggestions with the school site team to begin the process of collaboratively completing the Strategic Implementation Plan. Following the debrief session the CSS remains at the school site to support the assistant principal and instructional coaches with changes to the SIP and the development of the Strategic Implementation Plan. Each identified strategy is broken down into smaller, easy-to-implement steps for teachers, instructional coaches, administrators and ETO members to follow with a timeline to meet the goal. This process is inclusive of all stakeholders in the creation of the plan. These Strategic Implementation Plans will be presented and approved during the identified Strategic Planning Meetings.

Interventions recommended by ETO are designed around the areas of data analysis, student-specific academic and social-emotional supports, family and community engagement, and instructional leadership/effective monitoring of instruction. Interventions are consistent with the DA structure for school improvement and the requirements of the School Improvement Grant, which are based on the four pillars of reform: Lesson Study, Response to Intervention (RtI), Deep Teaching and Training of the standards, and use of the Continuous Improvement Model to reform and improve instruction. In addition, a special emphasis is placed on building the capacity of current and future administrators and instructional coaches to ensure sustainable implementation of reforms after support is modified. ETO staff and school leadership teams work to identify the instructional strengths and weaknesses of each school, design intervention and enrichment programs that support the individual learner, determine any necessary adjustments to interventions, and monitor the implementation of the action plan strategies. Instructional Supervisors and Curriculum Support Specialists provide sustained and extensive training, as well as, support to schools by providing daily on-site coaching, assistance in lesson planning, and modeling in the classroom. At ETO supported schools, extended learning

opportunities are offered to all students' before-school, after-school, and during Saturday school sessions that are designed to focus on the instruction of specific benchmarks in each subject area to pinpoint the needs of identified students based on performance data. Additionally, extended learning opportunities include increased learning time incorporated into student schedules via additional courses and increased instructional time. In middle schools, schedules were shifted to reflect an eight period bell schedule thus increasing course offerings. In lieu of a non-academic elective, students in sixth grade may take a sixth grade foundations course which incorporates literacy, study skills, and test taking skills. This extended learning time affords students in grade 7 the opportunity to take an algebra readiness course or intensive math, in addition to their math course, to prepare them for algebra in eighth grade. Similarly, students in eighth grade can register for a creative writing course that will provide additional opportunities to prepare students for the new writing assessment based on Florida Standards. The extended learning opportunities mentioned above are provided to students in addition to before and after school tutoring and Saturday school.

Mid-Year instructional reviews are conducted to ensure the Implementation Plan strategies are being implemented with fidelity and an End-of-Year Review is conducted to evaluate the overall effectiveness of the plan and begin the development of the School Improvement Plan for the following school year. Throughout the course of the year, the Assistant Superintendent and Administrative Directors of ETO monitor schools through regular reviews and unannounced visits in addition to the daily visits conducted by ETO Instructional Supervisors and Curriculum Support Specialists.

Monthly and interim assessment data is monitored, discussed, and reviewed to make revisions to the instructional program. School improvement interventions are adjusted if the data indicates a need for more intensive or additional approaches to improving student achievement.

Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is a statistics-based management process used by the Superintendent and his staff to monitor schools' immediate instructional and operational needs in order to deploy resources to deal with critical issues in a timely manner. Areas of concern are flagged and interventions are designed and implemented based on the data presented. Specific emphasis is placed on the Benchmark Monthly and Interim Assessment results. Data from these assessments are used to identify areas that need improvement and design interventions for the core content areas (reading, mathematics, science, and writing). Progress updates are provided at subsequent DATA/COM meetings and the effectiveness of interventions is reviewed. The implementation of the interventions and alignment with the goals are closely monitored on a monthly basis by ETO and adjustments are made when necessary to ensure student achievement. Data from interim assessments drive the data chat process between the Superintendent and Assistant Superintendent; the Assistant Superintendent and ETO Supervisors and Principals; Principals and Instructional Coaches and teachers; and finally between teachers and students. ETO works closely with the Office of Research, Evaluation, and Planning to conduct evaluations of the implementation and impact of the chosen interventions and to report such information to schools, parents, and the community.

Additionally, ETO Instructional Supervisors and Curriculum Support Specialists lead The Instructional Coaches Academy (ICAD). All coaches and assistant principals are required to participate in their content specific ICAD. Through ICADs, ETO provides job embedded professional development that builds the instructional capacity of coaches and assistant principals. The sessions are developed to enhance the instructional skills of these individuals by modeling instructional best practices, conducting live coaching scenarios, participating in classroom walkthroughs and roundtable research based discussions. These academies assist educators to drive the work at the school that supports teachers in improving the instructional quality in the classroom to ultimately increase student achievement across the curriculum. The creation of a quality instructional coaching professional development program with the ultimate goal of improving student achievement requires leadership that is focused on meeting the needs of both the individual schools and teachers. One day a month,

instructional coaches receive professional development through the Coaching Academy in addition to the ICADs. Sessions are designed, planned, and delivered by teams of MDCPS district coaches. These interactive sessions include but are not limited to: content, pedagogy, case studies, processing, assessments, application and documentation, and resources. These sessions are anchored on the principles of Cognitive Coaching and Norms of Collaboration. An evaluation of each session is tabulated, debriefed and used for planning subsequent monthly sessions.

MDCPS has a long standing commitment to providing schools with instructional coaching support, both in the schools and on the district level. The purpose of the Coaching Academy is to learn collegially, implement inquiry based learning, engage in dialogue based on student work, model, observe, and provide feedback around educational best practices, and receive professional development support and follow through. Participants of the Coaching Academy for District Coaches/ Trainers will explore Adult Learning Theory (andragogy) and how to utilize this knowledge for effective teaching and learning, model professional learning communities through protocols, update technology skills to integrate technology into classroom learning as a tool and resource, and learn cognitive coaching skills to use while coaching school instructional coaches. The goal of the Coaching Academy is to help trainers understand adult learning theory. The utilization of this knowledge assists trainers with enhancing their presentation skills and integrating technology into their training. Clarify and support roles and responsibilities of school coaches, adopt a theory of action in support of the coaching process, receive information and skills necessary to perform coaching duties, and facilitate the coaching process so coaches can effectively assist teachers to utilize best practices to increase student achievement.

2. District Leadership Team:

Moore, David, dmoore@dadeschools.net	
Title	Assistant Superintendent
Phone	305-995-1405
Supervisor's Name	Marie Izquierdo
Supervisor's Title	Other
Role and Responsibilities	<p>DAVID K. MOORE – Assistant Superintendent</p> <p>As the Assistant Superintendent of the Education Transformation Office, Dr. David K. Moore oversees curriculum and instruction in tiered schools, as well as professional development, instructional leadership and sustainability for the ETO supported schools. Additionally, he oversees the Division of Student Services and School Improvement. He ensures the provision of assistance and support services to fragile schools based on levels of student achievement. Dr. Moore also leads the team of practitioners, including Administrative Directors, Instructional Supervisors, and Curriculum Support Specialists whose primary function is to provide ongoing, on-site, job-embedded support in the areas of reading, mathematics, science, writing, and interventions to the district's most fragile schools. As a proactive leader, Dr. David K. Moore utilizes a Rapid Response Support Model to effectively problem solve within all levels of the district and ensure supported schools receive the support and resources needed to reduce and/or eliminate barriers.</p>

Dotres, Jose, jdotres@dadeschools.net**Title** Other**Phone** (305) 995-1239**Supervisor's Name** Alberto Carvalho**Supervisor's Title** Superintendent**Role and Responsibilities**

The Chief Officer of Human Capital ensures the integrity and effectiveness of human capital functions and provides direction for the areas of talent management, employment law, regulatory compliance, employee rights, workforce diversity, benefits, pension and compensation. Mr. Dotres ensures that M-DCPS recruits, maintains, develops, recognizes and rewards a high quality workforce that can manage ongoing change successfully while meeting the diverse needs of students, parents and the community. The Chief Human Capital Officer is also responsible for interpreting existing personnel ordinances, policies and procedures, and addressing employee complaints or concerns. Additionally, he works with other cabinet members and outside agencies to determine the most effective and equitable means of meeting the District's personnel administrative needs and services.

Carvalho, Alberto, acarvalho@dadeschools.net**Title** Superintendent**Phone** (305) 995-1429**Supervisor's Name** School Board of Miami-Dade**Supervisor's Title** Board Member**Role and Responsibilities**

ALBERTO CARVALHO – Superintendent of Schools
 Alberto M. Carvalho has served as Superintendent of Miami-Dade County Public Schools, the nation's fourth largest school system, since September 2008. He is a nationally recognized expert on education transformation, finance, and leadership development. During his tenure, M-DCPS has become one of the nation's highest-performing urban school systems receiving system-wide accreditation from AdvancEd in 2014. The District has also been named as the 2014 College Board Advanced Placement Equity and Excellence District of the Year. As a staunch believer in school choice, he has expanded choice options in Miami-Dade to include over 500 offerings including programs in fine and performing arts, biotechnology, engineering, robotics, aviation, forensic sciences, and many others. The Superintendent, as secretary and executive officer of the School Board, is responsible for the administration and management of the District's schools and for the supervision of instruction. The Superintendent enforces the rules of the State Board of Education, rules of the Florida Department of Education, and the policies of the School Board of Miami-Dade County Public Schools while providing educational direction for the instructional staff and supervision for the support staff. Mr. Carvalho also oversees the District to determine problems and needs, and recommends improvements necessary for more efficient operation of the District.

Brown, Valtena, vgbrown@dadeschools.net**Title** Assistant Superintendent**Phone** (305) 995-2938**Supervisor's Name** Alberto M. Carvalho**Supervisor's Title** Superintendent**Role and Responsibilities**

VALTENA G. BROWN - Deputy Superintendent/Chief Operating Officer
The Deputy Superintendent holds a cabinet level position and is responsible for direct administrative supervision of the departments of School Operations. She assists the Superintendent substantially and effectively in the task of providing leadership in developing, achieving, and maintaining the best possible services for students and their families. She reviews and interprets all laws, regulations, statutes, rules and policies affecting the school division.

Izquierdo, Marie, izquierdo@dadeschools.net**Title** Other**Phone****Supervisor's Name** Alberto Carvalho**Supervisor's Title** Superintendent**Role and Responsibilities**

MARIE IZQUIERDO – Chief Academic Officer
As the Chief Academic Officer (CAO), Ms. Marie Izquierdo ensures the provision of systemic innovative curricula characterized by standards and research-based educational programs that deliver effective and differentiated instruction in partnership with parents, business, and our diverse community. She leads the Office of Academics and Transformation and provides guidance and support at the district/region/school level relative to curriculum, delivery of support services, interpretation of compliance/policy requirements, and best practices. Ms. Izquierdo works to increase awareness at the national and state level in order to strengthen workforce capacity and foster high yield results. She is dedicated to monitoring the fidelity of implementation and compliance with local/state/federal requirements to maximize return on investment. Furthermore, the CAO fosters communication lines between and among district divisions.

Payne, Jr., Albert, apayne@dadeschools.net**Title** Other**Phone** 305-499-5050**Supervisor's Name** Alberto M. Carvalho**Supervisor's Title** Superintendent**Role and Responsibilities**

ALBERT PAYNE, JR. – Region Superintendent, Central Region

The Region Superintendent is responsible for providing curricular and operational support in schools to ensure that initiatives are student-focused, result-oriented, and aligned with the District's mission, beliefs, and strategic goals. Regional superintendents play an integral role in district-wide planning to support school improvement initiatives. They align the use of financial and human resources to the District's goals and priorities. Region Superintendents serve with other educational leaders on work groups, committees, and project action teams that directly support schools. As members of the Superintendent's Senior Staff, the Region Superintendent works closely with the Deputy Superintendent and other members of the executive staff to ensure that each school is equipped with highly qualified school leaders. They are ultimately responsible for the selection, evaluation, and overall development of school-based leaders and work closely with professional development staff to coordinate the professional growth opportunities of school-based administrators. They consistently build synergistic partnerships among principals, parents, businesses, and other community stakeholders in the educational process, and establish relationships with community leadership and stakeholders to build support for M-DCPS programs.

Santiestebanpardo, Vivian, vspardo@dadeschools.net**Title** Other**Phone** (305) 572-2800**Supervisor's Name** Alberto M. Carvalho**Supervisor's Title** Superintendent**Role and Responsibilities**

JOSE BUeno – Region Superintendent, North Region

The Region Superintendent is responsible for providing curricular and operational support in schools to ensure that initiatives are student-focused, result-oriented, and aligned with the District's mission, beliefs, and strategic goals. Regional superintendents play an integral role in district-wide planning to support school improvement initiatives. They align the use of financial and human resources to the District's goals and priorities. Region Superintendents serve with other educational leaders on work groups, committees, and project action teams that directly support schools. As members of the Superintendent's Senior Staff, the Region Superintendent works closely with the Deputy Superintendent and other members of the executive staff to ensure that each school is equipped with highly qualified school leaders. They are ultimately responsible for the selection, evaluation, and overall development of school-based leaders and work closely with professional development staff to coordinate the professional growth opportunities of school-based administrators. They consistently build synergistic partnerships among principals, parents, businesses, and other community stakeholders in the educational process, and establish relationships with community leadership and stakeholders to build support for M-DCPS programs.

Mendizabal, Barbara, bmendizabal@dadeschools.net**Title** Other**Phone** 305-252-3041**Supervisor's Name** Alberto M. Carvalho**Supervisor's Title** Superintendent**Role and Responsibilities**

BARBARA MENDIZABAL – Region Superintendent, South Region

The Region Superintendent is responsible for providing curricular and operational support in schools to ensure that initiatives are student-focused, result-oriented, and aligned with the District's mission, beliefs, and strategic goals. Regional superintendents play an integral role in district-wide planning to support school improvement initiatives. They align the use of financial and human resources to the District's goals and priorities. Region Superintendents serve with other educational leaders on work groups, committees, and project action teams that directly support schools. As members of the Superintendent's Senior Staff, the Region Superintendent works closely with the Deputy Superintendent and other members of the executive staff to ensure that each school is equipped with highly qualified school leaders. They are ultimately responsible for the selection, evaluation, and overall development of school-based leaders and work closely with professional development staff to coordinate the professional growth opportunities of school-based administrators. They consistently build synergistic partnerships among principals, parents, businesses, and other community stakeholders in the educational process, and establish relationships with community leadership and stakeholders to build support for M-DCPS programs.

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.

Miami-Dade County Public Schools recognizes that effective school leadership is directly correlated to school improvement. M-DCPS is dedicated to recruiting and retaining the highest qualified administrators to lead our school improvement efforts. Furthermore, it is of highest priority to fully support school leaders throughout the transformation process. The district is strategic in the coordination of meetings and professional development in order to provide multiple layers of ongoing support for continuous improvement. The District closely monitors the academic progress of all Focus and Priority schools to determine the effectiveness of school administrative teams.

Through Scaled Leadership Development, school site administrators are given the opportunities to conduct instructional rounds, learning institutes, and leadership conferences. Specific guidelines are established to determine if principals and/or members of school leadership teams should be replaced. Each year, the Region Center administrative team in conjunction with ETO assesses the effectiveness of school-site administrators in the areas of instructional leadership, organizational culture, moral/ethical leadership, and overall school operations.

School administrators and/or member(s) of the leadership team that are not making adequate

progress towards moving out of the Focus/Priority designation are closely monitored. Principals and/or members of the leadership team whose school demonstrates consistent failure (D or F) under the same leadership for two (2) consecutive years are considered for reassignment.

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.

M-DCPS values the efforts of effective teachers as they are estimated to have two to three times the impact of any other school factor. Our district is committed to retaining high-performing teachers, specifically in Focus and Priority schools. School administrators observe classroom teachers various times throughout the school year, using the Instructional Performance Evaluation and Growth System (IPEGS). This evaluation system assesses instructional staff on seven (7) performance indicators: Learner Progress, Knowledge of Learners, Program Management, Program Delivery, Assessment, Communication, and Professionalism. Appropriate opportunities for improvement are afforded throughout the year to professionals who demonstrate a need in any of the indicators.

At the end of the school year, each school principal, region staff, and ETO collaborate to analyze student achievement data at the teacher level. This process facilitates decision-making regarding teaching assignments and/or the need for replacement and ensure that students are strategically assigned to high-performing teachers. Teachers who have not significantly contributed to improved student outcomes are considered for Involuntary Transfers.

Start Sharp is a unique opportunity for the teachers of the DA schools to obtain additional planning time for four days prior to the beginning of school. Start Sharp will be conducted by the ETO staff. Topics will include systems and structures for effective planning for core instruction and interventions. In addition, the initiative will provide development to teachers in promoting a positive school culture. Start Sharp is designed to prepare teachers for a successful opening of school.

D. Professional Capacity

1. Common Planning Time

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

Common planning has been a long standing priority in M-DCPS. Funding for additional positions allows for a master schedule that is conducive to common planning. School-site administrators are responsible for developing and implementing a master schedule that is conducive to effective common planning. During the summer months, all schools participate in Master Schedule Reviews along with Region personnel and/or staff from ETO. Each school presents their master schedule to ensure that common planning time is aligned amongst teachers of the same grade level/content area. This allows teachers of the same grade/content areas to analyze data, problem-solve, engage in professional development, plan for instruction, and share best practices while building a culture of collaboration and teamwork. The City Year and other interventionists attend common planning to ensure streamlined interventions are occurring with the support of the teacher. Assistant principals also attend common planning to monitor the alignment between planning and classroom instruction and provide resources as needed. In addition, all transformation coaches receive professional development on how to effectively conduct common planning for maximum effectiveness, including appropriate use of instructional materials, planning frameworks, and facilitating meaningful dialogue among teachers.

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.

In order to effectively provide Focus and Priority schools with a reading, mathematics, and/or science coach, the District utilizes the District Support Formula (DSF) to rank schools. The DSF is unbiased and ensures that schools, regardless of their geographical location, receive support based on student performance data and school need. In order to ensure that the district has a comprehensive and sustainable plan to address the lowest performing schools, services provided to schools are revisited on an ongoing basis based on data.

Transformation Coaches provide direct instructional services related to improving and supporting classroom instruction in schools that receive support from the District's Turnaround Office. The coaching model (pre-planning, modeling, observing, and debriefing) is used to support teachers in effective evidenced-based instructional strategies that will improve students' academic performance. The transformation coach assists and provides support to teachers in the development of rigorous standard-based lessons via Professional Learning Communities.

Transformation coaches also receive on-site job embedded professional learning opportunities aligned to Florida's standards to meet the needs of students based upon student assessment data and then turnkey with school-site personnel. They also lead and participate in Lesson Study, a joint effort to between teachers of the same discipline in order to improve lessons and student learning by defining shared best practices and strategies to build capacity.

Furthermore, transformation coaches assist the administration and teachers in analyzing and interpreting student assessment data. Through this support, administration and teachers are able to coordinate the development of appropriate lessons that support the academic needs of students including intervention services.

Weekly meetings are conducted with school-site administration and District Turnaround staff to develop weekly coaching calendars, reflect on the impact of coaching support provided, and prioritize future support as evidenced through the coaching log. The tasks of transformation coaches are monitored through the use of daily coaching logs that document the support provided inclusive of specific teachers that have been targeted for coaching support. These logs are reviewed by school site administrators and ETO support staff in order to provide feedback on next steps.

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/dade?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:

McGraw Hill Wonders

Program Type Core, Supplemental

School Type Elementary School

Core:

McGraw Hill Wonders provides comprehensive writing instruction for students in grades first through fifth. It assists teachers in helping students meet the Language Arts Florida Standards for Writing by developing students' abilities to write analytically as well as help build their skills in genre writing in response to reading.

McGraw Hill Wonders provides students multiple opportunities to demonstrate their understanding of readings through students completing performance tasks by writing in response to what they read. In addition to the response to reading, students are able to master the three modes of genre writing (opinion/argument, explanatory/informative, and narrative) through the writing lessons infused in McGraw Hill that also encompasses the six traits of writing.

Description**Supplemental:**

Mentor Text are used as a supplemental resource in order for students to read, analyze, and emulate opinion/argumentative writing, interesting explanatory pieces, and captivating narratives. Mentor texts are used as examples of good writing for students. Students use the writings in mentor texts to improve their own writing. Ready Writing Toolbox will be used as a supplemental resource for explicit and differentiated writing instruction. Students will be provided opportunities during small group instruction to write from sources in all writing types—opinion, informative/explanatory, and narrative. The gradual-release model will be used to guide students through every step of the writing and research process so that students have the ability and confidence to write a finished piece.

McDougal Littlel Literature Series

Program Type	Core, Supplemental
School Type	Middle School, High School

Core:

The McDougal Littlel Literature Series used in grades 6-12, incorporates writing instruction in all unit lessons. Students are asked to write to literary and nonfiction genres that include argumentative, informative/explanatory and narrative writing tasks. In Grades 9 and 10, students' optional core program Houghton-Mifflin Collections also provides intensive instruction in writing tasks that were aligned to the Language Arts Florida Standards (LAFS). Writing is incorporated across the curriculum through the utilization of the Creating Independence Through Student-owned Strategies (CRISS) framework and principles, as well as, the utilization of the practices presented in the district-wide professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).

These writing strategies include reader response, journal writing, and essay writing and response to text. Student writing includes quick-writes, content mapping, objective summaries, essential questions and/or journal entries.

Writing is incorporated across the curriculum during content area classes to monitor students' learning. Before and During Reading writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, anticipation guides and other active reading strategies. Students writing after reading in the content areas includes evidence based-writing with citations, summaries, learning log entries, peer responses, or composing a research paper or lab report. All writing strategies enhance teaching and learning in the content area classrooms. Professional development in writing is provided to teachers and coaches monthly. The training focuses on effective learning strategies for writing in English classes as well as across the curriculum.

Description**Supplemental:**

Secondary students who do not score proficient on the Florida Standards Assessment in Reading, which also measures writing proficiency, are placed in an additional reading class. The focus of the class encompasses all strands of the LAFS which provides scaffolded instruction in reading and writing. The District created intensive writing instruction in these classes as evidenced in the District Pacing Guide. Digital resources that support writing instruction are available and are part of the District Pacing Guides. These resources include but are not limited to NBC Learn, Discovery Education, CPALMS, and exemplar lessons.

Intervention:

Secondary schools do not have a specific course that is a writing intervention. However, students who are in a reading intervention course receive targeted, scaffolded instruction in writing. All digital resources are available for these students to further differentiate instruction.

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:

Houghton Mifflin Harcourt Go Math! Florida Series

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School

The Houghton Mifflin Harcourt Go Math! Florida Series provides a comprehensive math program developed and aligned to the Mathematics Florida State Standards (MAFS). The resources emphasizes the critical areas and depth of understanding through interactive lessons, researched based instructional approaches, best practices, and differentiated instructional materials for students in grades kindergarten through fifth.

The Go Math series provides students with the opportunity to write and explain their answers through a variety of response mechanisms, for the math concepts learned. Teachers will be able to incorporate the eight mathematical practices which are embedded throughout this resource coupled with the 5 E's instructional model (Engage, Explore, Explain, Elaborate, and Evaluate). The assessments include performance tasks that develop students' critical thinking skills which are available online and in student textbooks. Each assessment gives students the opportunity to receive assistance through an online personal math trainer upon completion.

Supplemental:

Thinkcentral is an online resource that supplements the Houghton Mifflin Harcourt Go Math! curricula in grades kindergarten through fifth. The online resources include GO Math! Florida Animated Math Models, GO Math! Florida Destination Math, and GO Math! Florida HMH Mega Math which can be utilized during small group instruction as well as during home learning. Using this resource provides students access to digital materials associated with the HMH series.

Description The iReady program is used during DI as a technology center rotation, scheduled computer lab time, and/or before/after school. Students use online component in 15-20 minute sessions depending on their current math level. Students on/above grade level use online component for at least 30 minutes. Students 1 year below grade level use online component for at least 45-60 minutes. Students 2 or more years below grade level use online component for at least 60-75 minutes. Also, i-Ready is utilized as a growth monitoring tool.

Reflex Math is an online program that builds number fluency in the operations of mathematics (+, -, x, /)

CPALMS.org is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards.

Gizmos is a library of interactive online simulations for math and science, usually used as an enrichment. It contains fun and easy to use interactive simulations which help students develop a deep understanding of challenging concepts through inquiry and exploration.

Discovery Education provides engaging rich media across all curriculum areas, designed to support multiple learning modalities. The collection of dynamic videos, rich content, and variety of resources spark student curiosity, support educators through the transition to Mathematics Florida Standards and ultimately drive achievement.

NBC Learn, the educational arm of NBC News, has digitized over 12,000 stories from the NBC archives and makes them available, on-demand, to teachers, students, and

parents. Digital content, comprised of historic stories, images, primary source documents, and suggested lesson plans has been aligned to the district pacing guides.

Curriculum and Associates Ready Online Teacher Toolbox are utilized by teachers in Tier 2/3, which includes 100 schools district-wide. The online Teacher Toolbox provides teachers with valuable, easy-to-use resources to differentiate instruction and reteach prerequisite skills that students may not have mastered in earlier grade levels. These materials may be used for differentiated instruction as well as math interventions.

Intervention:

GO Math! Florida Strategic Intervention Skills targets students who are performing 1-2 years below grade level. By focusing on essential prerequisites and concepts for each chapter, the tiered intervention skills prescribe instruction to prepare students to work successfully on grade-level content. This resource helps the teacher accommodate the diverse skill levels of the students. Student performance on the Show What You Know page will allow to diagnose weaknesses and prescribe appropriate intervention. The Strategic Intervention is tied to each skill after the first skill.

McGraw-Hill Florida Math series

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School, High School

Core:

For grades 6-8, the core curriculum utilized is the McGraw-Hill Florida Math series, Courses 1-3. This Florida Math program is aligned to the Mathematics Florida Standards (MAFS) and provides a consistent and structured approach to mathematics instruction built upon a curriculum developed to offer comprehensive and rigorous support of the MAFS. McGraw-Hill Florida Math offers complete print and digital support, universal access for all learners, and the flexibility to make the program and its resources match the unique needs of each teacher and student. This is accomplished with a researched-based model moving students through a consistent instructional path utilizing whole group and small group methods based on the latest research and best practices. The instruction not only encourages student engagement but it provides for differentiation with scaffolded instructional strategies to help all students achieve success with the mathematical practices. McGraw-Hill Florida Math reflects the expectations of the Standards by providing opportunities for conceptual development of key mathematical concepts, fluency, and engaging applications. Materials connect the content standards to the practice standards, particularly in the inquiry labs, problem-solving investigations, and higher-order thinking (H.O.T.) problems. Florida Math integrates technology throughout the program where students engage in the Mathematical Practices through the use of such tools as virtual manipulatives, animations, videos, and personal tutors, and premade Geometer's Sketchpad activities.

Description Supplemental:

- **i-Ready:** By adapting across grades K–12, the i-Ready Diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for providing differentiated instruction and for identifying gaps spanning back multiple years, or for determining where students are ready for further challenge. Based on the results of the i-Ready Diagnostic, students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.
- **Edgenuity:** With an instructional model grounded in research, Edgenuity's middle school courses combine rigorous content with direct-instruction videos from expert, on-screen teachers, multimedia, and interactive learning tools and resources to engage and motivate students. Edgenuity features online activities and highly qualified teachers delivering content rich lessons. Content is aligned to the Mathematics Florida Standards (MAFS) and the District's pacing guides. Edgenuity is used as a supplemental/course recovery resource for middle school courses. It can also be used for whole group instruction and as a tool to reinforce student understanding during small group instruction.
- **Explorelearning Reflex:** Reflex helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Reflex continuously monitors each student's performance to create the optimal experience for every child. Students can build fluency with Reflex anywhere there is an Internet connection.

- Gizmos: Gizmos is a library of interactive online simulations for math and science. It contains fun and easy to use interactive simulations which help students develop a deep understanding of challenging concepts through inquiry and exploration. Gizmos utilize research-based instructional strategies and assist the teacher in the use of visual imagery and interactive manipulatives.
 - Discovery Education: Discovery Education provides engaging rich media across all curriculum areas, designed to support multiple learning modalities. The collection of dynamic videos, rich content, and variety of resources spark student curiosity, support educators through the transition to Mathematics Florida Standards and ultimately drive achievement.
 - NBC Learn: NBC Learn, the educational arm of NBC News, has digitized over 12,000 stories from the NBC archives and makes them available, on-demand, to teachers, students, and parents. Digital content, comprised of historic stories, images, primary source documents, and suggested lesson plans has been aligned to the district pacing guides.
 - CPALMS: CPALMS.org is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. The Mathematics Formative Assessments, Modeling Eliciting Activities, and STEM-Activities may also be found on this website.
- i-Ready: By adapting across grades K–12, the i-Ready Diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for providing differentiated instruction and for identifying gaps spanning back multiple years, or for determining where students are ready for further challenge. Based on the results of the i-Ready Diagnostic, students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.
- McGraw-Hill Response to Intervention Resources: McGraw-Hill Florida Math includes diagnostic, formative, and summative assessments in multiple formats—available in both print and online. The Diagnostic Test and Are You Ready? assessments identify foundational skills needed to successfully learn the new skills and concepts being presented in the upcoming chapters while the Got It? exercises allow the teacher and student to evaluate the learning in small increments throughout the lesson. Resources to differentiate instruction for approaching level (AL), on level (OL), beyond level (BL), and English learner (EL) students include narrated lesson animations, Personal Teaching Tutors, Vocabulary Support strategies, chapter videos, homework help, and downloadable apps. Teachers are provided an intervention chart at the start of each chapter with resources to address the individual needs of students before beginning the chapter as well as within each lesson of the chapter.
- Edgenuity: The Edgenuity MAFS Review Modules allow teachers to provide targeted instruction by standard to students struggling with math content. The instruction is systematic and explicit, designed to help students acquire, practice, and apply skills and knowledge. The software incorporates multiple means of representation, expression, and engagement to meet all students' individual needs.

For Middle and High School Grades (6-12):

CPALMS: CPALMS.org is an online toolbox of information, vetted resources, and

interactive tools that helps educators effectively implement teaching standards. The Mathematics Formative Assessments, Modeling Eliciting Activities, and STEM-Activities may also be found on this website.

Edgenuity: Edgenuity features online activities and highly qualified teachers delivering content rich lessons. Content is aligned to the Mathematics Florida Standards (MAFS) and the District's pacing guides. Edgenuity is used as a supplemental/course recovery resource for high school courses/credits. It can also be used for whole group instruction and a diagnostic tool to create a personalized learning path.

Gizmos: Gizmos is a library of interactive online simulations for math and science. It contains fun and easy to use interactive simulations which help students develop a deep understanding of challenging concepts through inquiry and exploration.

Discovery Education: Discovery Education provides engaging rich media across all curriculum areas, designed to support multiple learning modalities. The collection of dynamic videos, rich content, and variety of resources spark student curiosity, support educators through the transition to Mathematics Florida Standards and ultimately drive achievement.

NBC Learn: NBC Learn, the educational arm of NBC News, has digitized over 12,000 stories from the NBC archives and makes them available, on-demand, to teachers, students, and parents. Digital content, comprised of historic stories, images, primary source documents, and suggested lesson plans has been aligned to the district pacing guides.

For High School Grades (9-12):

Math Nation: This is a powerful computer-based Algebra 1, Geometry, and Algebra 2 FSA/EOC Test Prep Tool. The resources are aligned to MAFS and can be used for meaning development during whole class instruct and/or small group differentiated instruction. In addition, Math Nation supports learning 24 hours a day, 7 days a week and builds 21st century study skills.

Intensive Intervention:

For Middle Grades (6-8):

i-Ready: By adapting across grades K–12, the i-Ready Diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for providing differentiated instruction and for identifying gaps spanning back multiple years, or for determining where students are ready for further challenge. Based on the results of the i-Ready Diagnostic, students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.

McGraw-Hill Response to Intervention Resources: McGraw-Hill Florida Math includes diagnostic, formative, and summative assessments in multiple formats—available in both print and online. The Diagnostic Test and Are You Ready? identify foundational skills needed to successfully learn the new skills and concepts being presented in the upcoming chapters while the Got It? exercises allow the teacher and student to evaluate the learning in small increments throughout the lesson. Resources to differentiate instruction for approaching level (AL), on level (OL), beyond level (BL), and English learner (EL) students include narrated lesson animations, Personal

Teaching Tutors, Vocabulary Support strategies, chapter videos, homework help, and downloadable apps. Teachers are provided an intervention chart at the start of each chapter with resources to address the individual needs of students before beginning the chapter as well as within each lesson of the chapter.

For Middle and High School Grades (6-12):

Edgenuity: Edgenuity Virtual Tutor is an online intervention program, which uses data to pinpoint where students are struggling with the math content and provides them with targeted instruction. The instruction is systematic and explicit, designed to help students acquire, practice, and apply skills and knowledge. The software incorporates multiple means of representation, expression, and engagement to meet all students' individual needs. The Edgenuity MAFS Review Modules allow teachers to provide targeted instruction by standard to students struggling with math content. The instruction is systematic and explicit, designed to help students acquire, practice, and apply skills and knowledge. The software incorporates multiple means of representation, expression, and engagement to meet all students' individual needs.

For High School Grades (9-12):

HMH AGA Response to Intervention Resources (RTIR): This intervention provides in-depth support for struggling or advance students, including pre-requisite test, skills fluency worksheets, and formative assessments. Teachers are provided with strategies pages with information on identifying and preventing misconceptions, as well as information on when and how to utilize the Personal Math Trainer.

Personal Math Trainer: It's an adaptive assessment and personalized learning system for students, with an automatic reporting and intervention system for the teacher. It contains a diagnostic, prescriptive, and adaptive tool used to develop a personal learning path for every student. Educators have access to real-time data for each student's needs, challenges, and learning style. Students have access to videos, tutorials, examples and step-by-step solutions to each problem. This adaptive learning tool delivers limitless dynamic practice, adaptive remediation, extensions, and enrichment.

Algebra 1, Geometry, and Algebra 2

Core:

For Algebra 1, Geometry, and Algebra 2 the core curriculum is Houghton Mifflin Harcourt AGA (Algebra 1, Geometry, Algebra 2) program is aligned to the Common Core Standards. The program provides a digital and print option often adaptive, on-the-go instruction, and assessment that promotes blended learning. The adaptive Personal Math Trainer provides personalized instruction to assist in building students ability to apply critical thinking skills when elaborating their answers on rigorous problems.

Supplemental:

- **CPALMS:** CPALMS.org is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. The Mathematics Formative Assessments, Modeling Eliciting Activities, and STEM-Activities may also be found on this website.
- **Edgenuity:** Edgenuity features online activities and highly qualified teachers

delivering content rich lessons. Content is aligned to the Mathematics Florida Standards (MAFS) and the District's pacing guides. Edgenuity is used as a supplemental/course recovery resource for high school courses/credits. It can also be used for whole group instruction and a diagnostic tool to create a personalized learning path.

- Math Nation: This is a powerful computer-based Algebra 1, Geometry, and Algebra 2 FSA/EOC Test Prep Tool. The resources are aligned to MAFS and can be used for meaning development during whole class instruct and/or small group differentiated instruction. In addition, Math Nation supports learning 24 hours a day, 7 days a week and builds 21st century study skills.
- Gizmos: Gizmos is a library of interactive online simulations for math and science. It contains fun and easy to use interactive simulations which help students develop a deep understanding of challenging concepts through inquiry and exploration.
- Discovery Education: Discovery Education provides engaging rich media across all curriculum areas, designed to support multiple learning modalities. The collection of dynamic videos, rich content, and variety of resources spark student curiosity, support educators through the transition to Mathematics Florida Standards and ultimately drive achievement.
- NBC Learn: NBC Learn, the educational arm of NBC News, has digitized over 12,000 stories from the NBC archives and makes them available, on-demand, to teachers, students, and parents. Digital content, comprised of historic stories, images, primary source documents, and suggested lesson plans has been aligned to the district pacing guides.

Intervention:

- HMH AGA Response to Intervention Resources (RTIR): This intervention provides in-depth support for struggling or advance students, including pre-requisite test, skills fluency worksheets, and formative assessments. Teachers are provided with strategies pages with information on identifying and preventing misconceptions, as well as information on when and how to utilize the Personal Math Trainer.
- Personal Math Trainer: It's an adaptive assessment and personalized learning system for students, with an automatic reporting and intervention system for the teacher. It contains a diagnostic, prescriptive, and adaptive tool used to develop a personal learning path for every student. Educators have access to real-time data for each student's needs, challenges, and learning style. Students have access to videos, tutorials, examples and step-by-step solutions to each problem. This adaptive learning tool delivers limitless dynamic practice, adaptive remediation, extensions, and enrichment.
- Edgenuity: Edgenuity Virtual Tutor is an online intervention program, which uses data to pinpoint where students are struggling with the math content and provides them with targeted instruction. The instruction is systematic and explicit, designed to help students acquire, practice, and apply skills and knowledge. The software incorporates multiple means of representation, expression, and engagement to meet all students' individual needs.

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:

Core textbooks and ancillary materials aligned to Next Generation Sunshine State Standards (NGSSS)

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School, Middle School, High School
Description	<p>Elementary</p> <p>Core:</p> <p>Science Scott Foresman addresses the core curriculum that adheres to the Florida Next Generation Sunshine State Standards (NGSSS), teachers use the district adopted Science Scott Foresman textbook.</p> <p>The Science Curriculum addresses the four Bodies of Knowledge (BOK) in science: the Nature of Science, Earth and Space Science, Life Science, and Physical Science. Each BOK meets the specified grade level and annually assessed benchmark found as delineated in the Florida Next Generation Sunshine State Standards (NGSSS). The benchmarks have been grouped in nine-week clusters so that teachers may plan science instruction that meets the standards.</p> <p>Supplemental:</p> <p>ExploreLearning Gizmos web-based simulations are used to foster inquiry and further understanding. Most simulations are in the forms of science inquiry labs that can be used in a whole group setting, small group, or independently.</p> <p>Discovery Education resources are aligned through the District Pacing Guide, and include videos, reading passages, e-Books, and whiteboard interactive Fundamentals and Explorations.</p> <p>J&J Educational Bootcamp Speedbag Booklet is used to increase the use of focused informational text and scaffold content knowledge by Tier 2/3 schools.</p> <p>AIMS Science Modules are also utilized as a resource to promote hands-on using inquiry-based activities.</p> <p>Intervention:</p> <p>N/A</p> <p>Middle:</p> <p>For Middle Grades 6-8 (M/J Comprehensive Science I, II, and III):</p> <p>Course = Comprehensive Science I – Regular and Advanced: Pearson Interactive Science, Florida Edition, Course 1, Pearson Education, Inc., publishing as Prentice Hall, Padilla, et al, 2012/1st ed.</p> <p>Course = Comprehensive Science II – Regular and Advanced: Pearson Interactive Science, Florida Edition, Course 2, Pearson Education, Inc., publishing as Prentice Hall, Padilla, et al, 2012/1st ed.</p> <p>Course = Comprehensive Science III – Regular and Advanced: Pearson Interactive Science, Florida Edition, Course 3, Pearson Education, Inc., publishing as Prentice Hall, Padilla, et al, 2012/1st ed.</p>

For High School Grades (9-12):

Course = Advanced Placement Biology Pearson Education, Inc., publishing as Prentice Hall, Biology, AP, Florida Edition, Campbell et al, 2011/9th ed.

Course = Advanced Placement Chemistry Pearson Education, Inc., publishing as Prentice Hall, Chemistry: The Central Science, AP Edition, Brown et al, 2009/11th ed.

Course = Advanced Placement Environmental Science Holt McDougal, Living in the Environment, Miller et al, 2012/17th ed.

Course = Advanced Placement Physics B John Wiley & Sons, Inc., c/o Peoples Education, Inc., Physics Advanced Edition for High Schools, John D. Cutnell, Kenneth W. Johnson, 2010/8th ed.

Course = Advanced Placement Physics C John Wiley & Sons, Inc., c/o Peoples Education, Inc., Fundamentals of Physics: Regular Edition, David Halliday, Robert Resnick, Jearl Walker, 2011/9th ed.

Course = Anatomy & Physiology School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., Florida Hole's Essentials of Human Anatomy & Physiology, NASTA Edition, Shier, Butler, Lewis, 2011/10th ed.

Course = Anatomy & Physiology Honors Pearson Education, Inc., publishing as Prentice Hall, Human Anatomy & Physiology, Florida Edition, Marieb, Hoehn, 2012/8th ed.

Course = Biology I Regular & Honors Pearson Education, Inc., publishing as Prentice Hall, Miller Levine Biology, Florida Edition, Miller, Levine, 2012/1st ed.

Course = Chemistry I Regular & Honors Pearson Education, Inc., publishing as Prentice Hall, Pearson Chemistry, Florida Edition, Wilbraham et al, 2012/1st ed.

Course = Earth Space Science Regular & Honors School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., Florida Earth Science: Geology, the Environment and the Universe, Glencoe, 2012/1st ed.

Course = Environmental Science Pearson Education, Inc., publishing as Prentice Hall, Environmental Science: Your World, Your Turn, Florida Edition, Withgott, 2012/1st ed.

Course = Integrated Science I- III, Series Pearson Education, Inc., publishing as Prentice Hall, Conceptual Integrated Science, Florida Edition, Hewitt, 2012/1st ed.

Course = Marine Science Regular & Honors Current Publishing Corp., Life on an Ocean Planet, Alexander, et al, 2011/1st ed.

Course = Physical Science Regular & Honors CPO Science, Foundations of Physical Sciences, Tom Hsu, 2010, Florida ed.

Course = Physics I Regular Pearson Education, Inc., publishing as Prentice Hall, Prentice Hall Conceptual Physics, Florida Edition, Hewitt, 2012/4th ed.

Course = Physics I Honors Pearson Education, Inc., publishing as Prentice Hall, Physics: Principles with Applications, Updated AP Edition, Giancoli, 2009/6th ed.

Course = Zoology School Education Group (SEG), a division of The McGraw-Hill Companies, Inc., Zoology 8e, Florida Edition, Miller, Harley, 2010/8th ed.

Supplemental:

Discovery Education, Explore Learning Gizmos, NBC Learn, PhET, Progressive Science Initiative, Khan Academy, Bozeman Podcasts, PowerMyLearning, are digital resources that provide students opportunities to explore content through virtual labs, videos, articles, simulations, etc. and collaborate with other students.

Intervention:

Edgenuity intervention courses (Grades 6 – 8 and Biology) are online, self-paced and standards-based learning modules that provide content remediation and progress monitoring.

Intervention Resources located in Science website including:

Biology Monitoring Tool and Middle School Science Progress Monitoring Tool, including resources addressing specific course benchmarks, and Assessment resources in Biology

Florida Students Educational Resources for learning <http://floridastudents.org/#> provides standards-aligned digital tutorials and resources for students.

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.

The implementation of the interventions and alignment with the goals are closely monitored on a monthly basis by ETO and adjustments are made when necessary to ensure student achievement. Data from interim assessments drive the data chat process between the Superintendent and Assistant Superintendent; the Assistant Superintendent and ETO Supervisors and Principals; Principals and Instructional Coaches and teachers; and finally between teachers and students. ETO works closely with the Office of Research, Evaluation, and Planning to conduct evaluations of the implementation and impact of the chosen interventions and to report such information to schools, parents, and the community. Also, the ETO team conducts three Instructional Reviews (IR) of each school to identify areas of need and to create an action plan with strategies to address those needs. Instructional Supervisors pair up with state support teams from the FDOE, as well as, school site representatives to create subject area teams for the review.

Each team conducts classroom walkthroughs of all teachers in their designated subject area. A one hour debrief is conducted by all parties led by the IS to review findings (commendations and concerns) based on the walkthrough, as well as, discuss the strategies and recommended changes to the SIP. Additionally, the team will discuss recommendations and suggestions with the school site team to begin the process of collaboratively completing the Strategic Implementation Plan. Following the debrief session the CSS will remain at the school site to support the assistant principal and

instructional coaches with changes to the SIP and the development of the Strategic Implementation Plan. Each identified strategy is broken down into smaller, easy-to-implement steps for teachers, instructional coaches, administrators and ETO members to follow with a timeline to meet the goal. This process is unique in that it involves all stakeholders in the creation of the plan. These Strategic Implementation Plans will be presented and approved during the identified Strategic Planning Meetings.

b. Supports for Student Transitions

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

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

Yes

a. Link to Student Progression Plan

<http://ehandbooks.dadeschools.net/policies/93.pdf>

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

2-25

c. Alignment of Pacing Guides to Florida Standards

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

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

District Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** If core instruction and intervention in the core areas of literacy, mathematics, social studies and science is effectively implemented and consistently monitored, then student achievement will improve.

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 core instruction and intervention in the core areas of literacy, mathematics, social studies and science is effectively implemented and consistently monitored, then student achievement will improve. **1a**

 G048785

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	U.S. History EOC Pass	2017-18	3.0
District-Wide	Civics EOC Pass	2017-18	3.0
All DA Schools	U.S. History EOC Pass	2017-18	4.0
All DA Schools	Civics EOC Pass	2017-18	4.0
All DA Schools	FSA ELA Achievement	2017-18	4.0
All DA Schools	ELA/Reading Gains	2017-18	4.0
All DA Schools	ELA/Reading Lowest 25% Gains	2017-18	4.0
All DA Schools	FSA Mathematics Achievement	2017-18	4.0
All DA Schools	Math Gains	2017-18	4.0
All DA Schools	Math Lowest 25% Gains	2017-18	4.0
All DA Schools	Statewide Science Assessment Achievement	2017-18	4.0
District-Wide	FSA ELA Achievement	2017-18	3.0
District-Wide	ELA/Reading Gains	2017-18	3.0
District-Wide	ELA/Reading Lowest 25% Gains	2017-18	3.0
District-Wide	FSA Mathematics Achievement	2017-18	3.0
District-Wide	Math Gains	2017-18	3.0
District-Wide	Math Lowest 25% Gains	2017-18	3.0
District-Wide	Statewide Science Assessment Achievement	2017-18	3.0

Targeted Barriers to Achieving the Goal **3**

- Ineffective core instruction

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

- Elementary: Literacy: McGraw Hill Reading Wonders, (K-5), My On Reader (K-5), Imagine Learning Reading, iReady(K-5), NBC Learn (K-5), Discovery Education (K-5), District Designed Pacing Guides and Topic Assessments, test item specifications and CPALMS lessons. Go Math, iReady, Reflex
- K-8: Literacy: McGraw Hill Reading Wonders(K-5), My On Reader (K-8), Imagine Learning Reading, HMH Collections (6-8), System 44/READ 180, Achieve 3000, iReady (K-8), NBC Learn (K-8), Discovery Education (K-8), District Designed Pacing Guides and Topic Assessments, test item specifications and CPALMS lessons, Go Math, iReady, Reflex, Glencoe/McGraw-Hill Textbook Civic, Economics, and Geography, 2013/1st Florida Edition (Remy et al) Teacher and Student Editions
- Middle: HMH Collections (6-8), My On Reader (6-8), System 44/READ 180, Imagine Learning, Achieve 3000, iReady (6-8), Carnegie Learning, Mathia, Ambitious Science Teaching model, Glencoe/McGraw-Hill Textbook Civic, Economics, and Geography, 2013/1st Florida Edition (Remy et al) Teacher and Student Editions
- High: HMH Collections (9-12), Reading Plus (9-12), System 44/READ 180, (9-10) Imagine Learning, Achieve 3000, (9-12) Edgenuity. Khan Academy (11-12) Houghton-Mifflin Harcourt Mathematics Series, Personal Math Trainer, Edgenuity and Math Nation Miller-Levine Biology

and Higher Order Thinking Laboratories, 9th grade World History: Pearson Florida World History
11th grade U.S. History: Pearson Florida United States History, 12th grade Economics with
Financial Literacy: Pearson Florida Economics, 12th grade U.S. Government: Pearson Florida
McGruder's American Government

Plan to Monitor Progress Toward G1. 8

Strategic Planning:

Assess ability to effectively implement the action plan cycles that support the School Improvement Plans and demonstrate responsiveness to evolving school needs based on current and relevant data.

Person Responsible

David Moore

Schedule

Triannually, from 8/14/2017 to 4/13/2018

Evidence of Completion

Power BI Data, Leadership Evaluation Rubric.


District Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

G1. If core instruction and intervention in the core areas of literacy, mathematics, social studies and science is effectively implemented and consistently monitored, then student achievement will improve. **1**

 G048785

G1.B1 Ineffective core instruction **2**

 B121799

G1.B1.S1 Support for the schools in improving academic outcomes, through quality professional development, interventions, extended learning opportunities, reduced class size, effective curriculum materials and enhanced technology to improve student performance in the core academic areas. **4**

 S133756

Strategy Rationale

The implementation of these strategies will enhance the Comprehensive Support and Improvement schools' student performance in core instruction and intervention in the areas of Literacy, Mathematics, Social Studies and Science.

Action Step 1 **5**

Leadership team meetings:

Conduct weekly leadership meetings that are calendared and attended by district representative.

Person Responsible

David Moore

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Review documentation of meeting minutes, attendance rosters, electronic reflection logs, action plan cycles, external support document and calendar for all school-site leadership meetings.

Action Step 2 5

Instructional Staff Professional Development:

Lorah Park Elementary School, Toussaint L' Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School, Miami Carol City Senior and 1st time D schools.

Provide professional development to address data disaggregation, proper placement, and monitoring of students into appropriate intervention programs.

Provide Start-Sharp 4-day professional development for teachers and staff to ensure organizational systems for intervention are in place.

Person Responsible

David Moore

Schedule

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

Evidence of Completion

Collect professional development session agendas, attendance rosters and MyLearning Plan support documentation forms. Conduct Classroom Walkthroughs and Instructional Reviews. Review of ongoing progress monitoring data and coaching logs.

Action Step 3 5

Opportunity for the Transformation Coach to work side-by-side with the Curriculum Support Specialist through on-site and Transformation Coaches Cohort (TCC).

Provide continuous support to the Transformation Coaches through implementation of the action plan cycles, coaching cycles, modeling of Teach Like a Champion techniques, collaborative planning, professional development, and side-by-side coaching.

Person Responsible

David Moore

Schedule

Quarterly, from 8/21/2017 to 6/6/2018

Evidence of Completion

Review of CSS and Coaching Logs.

Action Step 4 5

Professional Development will be provided to teachers and interventionists in understanding the depth of the standards, planning standard-based lessons, developing high impact teaching techniques and utilizing data to maximize student outcomes.

Person Responsible

David Moore

Schedule

Monthly, from 10/2/2017 to 8/27/2018

Evidence of Completion

IPEGS Teacher Evaluations, Walkthrough Logs, Lesson Plans, Student Data Reports

Action Step 5 5

Select schools will be allocated additional funds to be used to hire teachers in the core academic areas.

Person Responsible

David Moore

Schedule

On 6/8/2018

Evidence of Completion

Position Control List, Budget allocation

Action Step 6 5

Schools will be given additional funds to provide extended learning opportunities for students through hourly teachers providing interventions during the school day, before/after-school and Saturday, Spring Break and Summer Academy to improve student achievement outcomes in literacy, mathematics and science.

Person Responsible

David Moore

Schedule

On 8/24/2018

Evidence of Completion

Student Attendance Rosters, Lesson Plans, Student Data Reports

Action Step 7 5

Select schools will be given additional funds to enhance technology tools and software to improve student achievement outcomes in literacy, mathematics, social studies, and science.

Person Responsible

David Moore

Schedule

On 6/8/2018

Evidence of Completion

Purchase Orders, On-site school inspection, lesson plans, walkthrough logs, technology usage reports

Action Step 8 5

Schools will be given additional funds to provide extended learning opportunities for students through hourly teachers providing interventions during the school day, before/after-school and Saturday, Spring Break and Summer Academy to improve student achievement outcomes in literacy, mathematics and science.

Person Responsible

David Moore

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

Instructional Review

Person Responsible

David Moore

Schedule

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

Evidence of Completion

Review of action plans cycles, instructional strategies, lesson plans, collaborative planning, data disaggregation, and ETO support logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**DATA/COM:**

DATA/COM is a statistics-based management process used by the Superintendent and his staff to monitor schools' immediate instructional and operational needs in order to deploy resources to deal with critical issues in a timely manner.

Person Responsible

David Moore












Schedule

Triannually, from 8/21/2017 to 3/2/2018

Evidence of Completion

DATA/COM dashboard and sign in sheets. School reports from the office of Assessment, Research, and Data Analysis.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A8  A381336	Schools will be given additional funds to provide extended learning opportunities for students...	Moore, David	No Start Date		No End Date one-time
G1.B1.S1.MA1  M086466	DATA/COM: DATA/COM is a statistics-based management process used by the Superintendent and his...	Moore, David	8/21/2017	DATA/COM dashboard and sign in sheets. School reports from the office of Assessment, Research, and Data Analysis.	3/2/2018 triannually
G1.MA1  M086467	Strategic Planning: Assess ability to effectively implement the action plan cycles that support...	Moore, David	8/14/2017	Power BI Data, Leadership Evaluation Rubric.	4/13/2018 triannually
G1.B1.S1.MA1  M086465	Instructional Review	Moore, David	8/21/2017	Review of action plans cycles, instructional strategies, lesson plans, collaborative planning, data disaggregation, and ETO support logs.	6/6/2018 monthly
G1.B1.S1.A2  A149531	Instructional Staff Professional Development: Lorah Park Elementary School, Toussaint L' Ouverture...	Moore, David	8/21/2017	Collect professional development session agendas, attendance rosters and MyLearning Plan support documentation forms. Conduct Classroom Walkthroughs and Instructional Reviews. Review of ongoing progress monitoring data and coaching logs.	6/6/2018 monthly
G1.B1.S1.A3  A149550	Opportunity for the Transformation Coach to work side-by-side with the Curriculum Support...	Moore, David	8/21/2017	Review of CSS and Coaching Logs.	6/6/2018 quarterly
G1.B1.S1.A1  A147986	Leadership team meetings: Conduct weekly leadership meetings that are calendared and attended by...	Moore, David	8/21/2017	Review documentation of meeting minutes, attendance rosters, electronic reflection logs, action plan cycles, external support document and calendar for all school-site leadership meetings.	6/8/2018 weekly
G1.B1.S1.A5  A350491	Select schools will be allocated additional funds to be used to hire teachers in the core academic...	Moore, David	8/28/2017	Position Control List, Budget allocation	6/8/2018 one-time
G1.B1.S1.A7  A350506	Select schools will be given additional funds to enhance technology tools and software to improve...	Moore, David	10/2/2017	Purchase Orders, On-site school inspection, lesson plans, walkthrough logs, technology usage reports	6/8/2018 one-time
G1.B1.S1.A6  A350492	Schools will be given additional funds to provide extended learning opportunities for students...	Moore, David	10/2/2017	Student Attendance Rosters, Lesson Plans, Student Data Reports	8/24/2018 one-time
G1.B1.S1.A4  A350476	Professional Development will be provided to teachers and interventionists in understanding the...	Moore, David	10/2/2017	IPEGS Teacher Evaluations, Walkthrough Logs, Lesson Plans, Student Data Reports	8/27/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction and intervention in the core areas of literacy, mathematics, social studies and science is effectively implemented and consistently monitored, then student achievement will improve.

G1.B1 Ineffective core instruction

G1.B1.S1 Support for the schools in improving academic outcomes, through quality professional development, interventions, extended learning opportunities, reduced class size, effective curriculum materials and enhanced technology to improve student performance in the core academic areas.

PD Opportunity 1

Leadership team meetings: Conduct weekly leadership meetings that are calendared and attended by district representative.

Facilitator

ETO Administrative Directors

Participants

All Comprehensive Support and Improvement School Principals and Assistant Principals

Schedule

Weekly, from 8/21/2017 to 6/8/2018

PD Opportunity 2

Instructional Staff Professional Development: Lorah Park Elementary School, Toussaint L' Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School, Miami Carol City Senior and 1st time D schools. Provide professional development to address data disaggregation, proper placement, and monitoring of students into appropriate intervention programs. Provide Start-Sharp 4-day professional development for teachers and staff to ensure organizational systems for intervention are in place.

Facilitator

ETO Curriculum Support Specialists and School-site Transformation Coaches

Participants

Instructional Staff and Administration

Schedule

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

PD Opportunity 3

Professional Development will be provided to teachers and interventionists in understanding the depth of the standards, planning standard-based lessons, developing high impact teaching techniques and utilizing data to maximize student outcomes.

Facilitator

Transformation Coaches, ETO Instructional Supervisors & Curriculum Support Specialists

Participants

Teachers and Interventionists

Schedule

Monthly, from 10/2/2017 to 8/27/2018

VI. Technical Assistance Items

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

G1. If core instruction and intervention in the core areas of literacy, mathematics, social studies and science is effectively implemented and consistently monitored, then student achievement will improve.

G1.B1 Ineffective core instruction

G1.B1.S1 Support for the schools in improving academic outcomes, through quality professional development, interventions, extended learning opportunities, reduced class size, effective curriculum materials and enhanced technology to improve student performance in the core academic areas.

TA Opportunity 1

Opportunity for the Transformation Coach to work side-by-side with the Curriculum Support Specialist through on-site and Transformation Coaches Cohort (TCC). Provide continuous support to the Transformation Coaches through implementation of the action plan cycles, coaching cycles, modeling of Teach Like a Champion techniques, collaborative planning, professional development, and side-by-side coaching.

Facilitator

ETO Instructional Supervisors & Curriculum Support Specialists

Participants

Transformation Coaches

Schedule

Quarterly, from 8/21/2017 to 6/6/2018

VII. Budget

1	G1.B1.S1.A1	Leadership team meetings: Conduct weekly leadership meetings that are calendared and attended by district representative.	\$0.00
2	G1.B1.S1.A2	Instructional Staff Professional Development: Lorah Park Elementary School, Toussaint L' Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School, Miami Carol City Senior and 1st time D schools. Provide professional development to address data disaggregation, proper placement, and monitoring of students into appropriate intervention programs. Provide Start-Sharp 4-day professional development for teachers and staff to ensure organizational systems for intervention are in place.	\$0.00
3	G1.B1.S1.A3	Opportunity for the Transformation Coach to work side-by-side with the Curriculum Support Specialist through on-site and Transformation Coaches Cohort (TCC). Provide continuous support to the Transformation Coaches through implementation of the action plan cycles, coaching cycles, modeling of Teach Like a Champion techniques, collaborative planning, professional development, and side-by-side coaching.	\$0.00
4	G1.B1.S1.A4	Professional Development will be provided to teachers and interventionists in understanding the depth of the standards, planning standard-based lessons, developing high impact teaching techniques and utilizing data to maximize student outcomes.	\$0.00

5	G1.B1.S1.A5	Select schools will be allocated additional funds to be used to hire teachers in the core academic areas.	\$0.00
6	G1.B1.S1.A6	Schools will be given additional funds to provide extended learning opportunities for students through hourly teachers providing interventions during the school day, before/ after-school and Saturday, Spring Break and Summer Academy to improve student achievement outcomes in literacy, mathematics and science.	\$0.00
7	G1.B1.S1.A7	Select schools will be given additional funds to enhance technology tools and software to improve student achievement outcomes in literacy, mathematics, social studies, and science.	\$0.00
8	G1.B1.S1.A8	Schools will be given additional funds to provide extended learning opportunities for students through hourly teachers providing interventions during the school day, before/ after-school and Saturday, Spring Break and Summer Academy to improve student achievement outcomes in literacy, mathematics and science.	\$0.00
Total:			\$0.00