



Manny Diaz, Jr., Commissioner of Education

2017-2018 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 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 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 1 Watch, Tier 2, or Tier 3 and receive individualized support based on their distinctive tier. Schools that are identified as Comprehensive Support and Improvement are categorized as Tier 3 schools and receive the highest level of support.

A District Support Formula (DSF) is used to determine the level of support needed for each school within the District. This data-driven approach utilizes the sum of all academic components to determine the school tier. Each grade level configuration is ranked separately. Schools are then ranked based on their DSF score from lowest to highest. Reading proficiency is rated double to ensure students demonstrating the lowest literacy skills receive the maximum support to accelerate

closing the achievement gap.

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 Comprehensive Support and Improvement 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 were Tier 3 the previous year and currently do not meet the Tier 3 criteria. The purpose of Tier 2 support is to build autonomous leaders with less oversight from the district's turnaround office, while still maintaining a significant layer of support. Schools designated as Tier 1 Watch do not meet the criteria for Tier 2. However, these schools are also provided with support to avoid regression. The remaining schools, Tier 1, are supported by geographical region and district offices.

The Education Transformation Office (ETO) has led the District's transformation efforts in M-DCPS for the last seven years. During this time, ETO has become a national model in turnaround efforts as noted by many accomplishments during the 2016-2017 school year. 66% of all schools earned an "A" or a "B" grade and for the first time ever, there were no "F" schools as reported by the Florida Department of Education. Additionally, the 2015-2016 graduation rate reached an all-time high of 80.4 percent, exceeding the average of other large Florida school districts.

ETO provides direct, ongoing support to all Comprehensive Support and Improvement schools as well as other lower performing schools within the district. Dr. David K. Moore, Assistant Superintendent, leads the ETO office and has an extensive history in improving fragile schools across the District. The ETO Administrative Team is composed of three administrative directors, who oversee curriculum and instruction at the tiered schools. Ms. Tracie Abner, Tier 2-3, elementary/K-8 schools, Ms. Trynegwa Diggs, Tier 2-3 secondary schools and Mr. Yaset Fernandez, Tier 1 watch schools. Ms. Cecelia Magrath, Executive Director provides additional support to administrators in developing and enhancing the skills of an instructional leader. The directors have extensive experience and success in improving low-performing schools within the district. They each have direct contact with school-site administrative teams to maximize desired student outcomes. Additionally, there are 14 Instructional Supervisors and 48 Curriculum Support Specialists who provide on-site job-embedded content-specific support to transformation coaches and teachers at the school sites.

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.

Allocation of Resources

The Education Transformation Office utilizes funds to provide additional support to fragile schools. Additional funding is used to fulfill the school improvement responsibilities for schools classified as Comprehensive Support and Improvement, as required by the Florida Department of Education (FLDOE).

Additionally, M-DCPS uses the reserved funds to purchase supplemental materials and technology, to provide incentive pay, intervention/enrichment activities, job-embedded professional development to build the capacity of teachers, coaches, and administrators, and 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 is paid to transformation coaches to recruit and retain highly qualified individuals. The District's lowest-performing schools receive additional teaching positions to reduce class size and provide additional remediation/enrichment courses, to adequately address the needs of all students. Furthermore, each school receives supplemental funds to conduct

push in and/or pull out interventions to accelerate 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 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 that impede student achievement. M-DCPS is extremely strategic in the coordination of meetings to provide the highest level of support.

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 allows the principal to have direct access to the Superintendent, cabinet members, district, region and ETO personnel for them to gain a deeper understanding of the school data and progress made towards intended student performance in the fragile schools. The principal, Superintendent, state, district, region, and ETO personnel collaborate to problem solve and align resources to appropriately support schools in reducing or eliminating identified barriers.

Strategic Planning Meetings are held three times per year 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 cycles 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 the 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 to accelerate student outcomes.

Instructional Reviews are conducted three times per year at all Comprehensive Support and Improvement 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. The ETO office utilizes an Action Plan Guide rubric to evaluate instructional delivery, resource utilization, data informed decision making and interventions, to identify instructional priorities at the school. The Instructional Review process includes an artifact review of teacher lesson plans, student work folders and grade books as well as classroom observations. Following the artifact review and walkthrough, a content-specific debrief 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 cycles. The action plan cycles are live documents 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, transformation coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to overcome the identified barriers.

The Comprehensive Support and Improvement 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, learning walks are conducted. Through learning walks, school site leaders are afforded the opportunity to visit schools with similar challenges to observe successes and acquire innovative strategies from colleagues who have overcome these barriers. The learning walks 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 to reflect on successes, areas of growth, and identify action steps to address the identified 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 the level of successful outcomes 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. A CAT meeting was conducted on August 7, 2017 to update the CAT members on the status of the school. Additional CAT meetings will be held in October, February and May 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 school provides an academic update to the members of the committee. EESAC provides an additional opportunity for committee members, community and parent partners to review and assess school improvement initiatives and provide feedback on reform initiatives. Furthermore, principals of Comprehensive Support and Improvement schools and other tiered 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.

c. Modifications to System Policies and Practices

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

The district has developed a strong system to support school-based leadership teams to implement interventions. This year all tiered schools participated in two master schedule reviews prior to the start of the school year. The PowerBi data tool is utilized to identify all students who need to be placed in intervention courses. During the review, the master schedule and student placement is analyzed to ensure correct placement. A tracker has been developed this year to collect all data points on targeted students and provide an early warning system to identify students not progressing with in the interventions and core instruction. This system allows schools to make timely adjustments to ensure academic progress. In addition, tiered schools are allocated additional intervention dollars to provide an extra level of support to identified students through extended days in the L300 schools, push-in small group instruction, Saturday School and Spring Break Academy. This plan is developed at the school site, reviewed and approved by the ETO office and region directors. The intervention plan implementation is consistently monitored during on-site visits and Instructional Reviews. Feedback and support is provided by the curriculum support specialist to ensure a maximum return on investment.

Furthermore, twenty schools, including Homestead Middle and Carol City Senior, the Comprehensive Support and Improvement secondary schools, participate in the AmeriCorps, City year program. The program places 7-8 corps members to provide support with attendance monitoring and incentive programs. AmeriCorps members tutor students one-on-one and in small groups, implementing intervention strategies in foundational skills that supplement the schools' curricula to increase student academic performance. AmeriCorps members also support whole class instruction and lead out-of-class activities that complement classroom learning and help put students on a path towards High School graduation. AmeriCorps members work closely with students to monitor and improve attendance through attendance initiatives, direct student coaching, and communication to parents and guardians. In addition, City Year provides behavioral support as AmeriCorps members coach students in developing various lifelong social, emotional and leadership skills through instruction in social emotional learning, and near-peer coaching and goal setting. Adjustments have been modified in the contract this year to include quarterly and yearly goals for academic interventions. A new Services Impact report has been developed to track interventions during and after school interventions. The report will be reviewed with the school site administrators, ETO and City Year personnel to ensure fidelity and return on investment. The executive director has been assigned to oversee the fidelity of the implementation of the City Year program.

d. Operational Flexibility

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

Schools implementing a District-Managed Turnaround 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 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.

On-going financial support for interventions, transformation coaches, professional development and consultation support to the Tier 1 watch and Tier 2 schools allows sustainability of academic improvement to occur. The District designates additional funding to hire transformation coaches to provide ongoing support to teachers and interventionists in Tier 2 and 3 schools. Tier 1 watch schools are given the flexibility to hire transformation coaches to sustain improvement. These transformation coaches are fully released and play an integral role in designing and supporting school-wide interventions. The content-specific school site transformation coaches are provided with an additional stipend of \$4,500 to recruit and retain the brightest in the field. They provide direct instructional services related to improving and supporting classroom instruction in schools that receive support from the District's ETO. Additionally, the Education Transformation Office (ETO) funds additional teaching positions in the Tier 2 and 3 schools 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. Tier 1 watch, Tier 2 and 3 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. 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. 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.

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 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 artifact review, walkthrough and adjust support based on the findings. The District team, in collaboration with region, state, and school-site leadership team identify barriers, instructional priorities, and action steps to develop an individualized school-site action plan that consists of 3-4 week action plan cycles that will allow schools to meet the overarching school improvement goals. This action plan cycles are live documents that serve as a road map for continuous improvement throughout the school year.

During Principal iCADS, intervention plans are reviewed and principals are given the opportunity to problem-solve, collaborate with their colleagues, and strengthen interventions at the 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 to maximize interventions during the school day, before and/or after school.

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 and return on investment to determine if M-DCPS will continue to utilize the product or service.

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 to meet the needs of students.

Tier 1 watch, tier 2 and 3 schools participate in Strategic Planning Meetings three times per year. This allows 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 cycles to maximize student outcomes for all schools to accelerate and sustain improvement. 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.

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.

Additionally, an Instructional Coaching Academy (iCADS) are held monthly 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. This year the iCAD will include Transformation Coach Cohorts (TCC) to allow differentiated job-embedded professional development conducted by the curriculum support specialist assigned to the coaches' school. The TCC will allow the CSS to assist the coaches in developing professional growth targets and support the coach in professional development activities to accomplish these goals.

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 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.

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.

To fully support school administrators through the transformation process, 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. Principals also have the guidance and support of Administrative and Executive Directors who serve as mentors to further develop their

instructional leadership skills.

Through the M-DCPS Jumpstart CONNECT@HOME program, all third, fourth, and fifth grade students in the targeted 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 based on a prescribed metric system that accounts for multiple risk indicators. Student Success Coaches 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.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

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

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. By providing meaningful participation, collaboration and dialogue, the Office of Community Engagement assists schools in building relationships with the community that lead to positive action and ultimately, lead to change. Many of the Office's programs serve as the vehicle to foster a greater understanding of the school system, provide role models and resources for students and families, and enhance communication between Miami-Dade County Schools and the community. The education of our students is a shared responsibility, and by working together, we can benefit the quality of life in Miami-Dade County.

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. To support family engagement, the Office of Community Engagement developed a Family and Community Engagement Practices Framework that provides best practices and initiatives that principals and their staff may implement and include in their School Improvement Plan (SIP) or Title I Parent and Family Engagement Plan (PFEP) to increase family and community engagement. The Framework is researched-based on the six standards below, identified by Joyce Epstein, Karen L. Mapp, and Anne T. Henderson, from the Center on School, Family and Community Partnerships.

Standard 1 – Welcoming All Families into the School Community

Standard 2 – Communicating Effectively

Standard 3 – Supporting Student Success

Standard 3 – Speaking Up for Every Child

Standard 5 – Sharing Power

Standard 6 – Collaborating with the Community

Through the Dade Partners Program businesses, professional or civic groups, governmental agencies,

and the community are linked with schools to provide direct monetary or in-kind resources 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 to meet strategic goals.

Finally, the School Volunteer Program matches the resources of members of the community with the needs of our schools to support the District's goal of student achievement. School Volunteers bring with them many diverse skills and talents that are tailored to the needs of the students and the community. Each year, more than 40,000 volunteers share their time and talents enriching the lives of students in our schools.

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. 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 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.

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 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 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

Three curriculum and instruction Administrative Directors and Executive 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, the Assistant Superintendent designs leadership development to recruit and train the next generation of school leaders from a dedicated and successful pool of Assistant Principals and Transformation 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.

Instructional Reviews are conducted three times per year at all Comprehensive Support and Improvement 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. The ETO office utilizes an Action Plan Guide to evaluate instructional delivery, resource utilization, data informed decision making and interventions, to identify instructional priorities at the school. The Instructional Review process includes an artifact review of teacher lesson plans, student work folders and grade books as well as classroom observations. Following the artifact review and walkthrough, a content-specific debrief 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 cycles, as well as making recommendations for adjustments to the School Improvement Plan (SIP). This action plan cycles are 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, transformation coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to overcome the identified barriers.

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 state's structure for school improvement. 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 standards 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, test taking skills and socio-emotional 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. 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.

M-DCPS 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

DAVID K. MOORE – Assistant Superintendent
 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.

Dotres, Jose, jdotres@dadeschools.net

Title	Other
Phone	(305) 995-1239
Supervisor's Name	Alberto M. 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 and earning the Broad Award for excellence in Urban Education in 2012. Under his leadership, the district experienced historical student achievement gains and recorded no F graded schools in the 2016-2017 school year. 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, statues, rules and policies affecting the school division.

Izquierdo, Marie, izquierdo@dadeschools.net

Title Other

Phone (305) 995-1451

Supervisor's Name Alberto M. 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. As the CAO, leading the Office of Academic and Transformation, M-DCPS recorded outstanding student achievement gains and had no F graded schools in the 2016-2017 school year. Ms. Izquierdo works to increase awareness at the national and state level 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.

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.

Pace, John, jdpace@dadeschools.net

Title Other

Phone 305-499-5050

Supervisor's Name Alberto M. Carvalho

Supervisor's Title Superintendent

Role and Responsibilities John Pace– 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.

Bueno, Jose, jbueno@dadeschools.net	
Title	Other
Phone	305-572-2800
Supervisor's Name	Alberto M. Carvalho
Supervisor's Title	Superintendent
Role and Responsibilities	<p>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.</p>

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 (M-DCPS) recognizes that the school principal is one of the most essential success factors in a school environment. It is essential for the District to attract and retain high performing principals in the most difficult to staff schools. M-DCPS has developed a compensation model for principals that is differentiated by school type. The Principal Differentiated Compensation Model (PDCM) incorporates several indicators to differentiate principals’ compensation based on each school’s complexity. The model provides each school principal with a standard PDCM base salary. Supplements are assigned to each school site based on the following factors, as applicable:

- Full-Time Equivalent
- Percent of Economically Disadvantaged Students Receiving Free and Reduced Lunch
- Percent of Students Reading at Levels 1 and 2
- School Configuration
- Percent of Students Participating in Exceptional Student Education Programs
- Persistently low achieving schools as identified by the District and/or State

The supplement amounts designated for each school is recalculated every two years apart from the persistently low achieving schools supplement which is adjusted annually.

The School-site MEP (Managerial Exempt Personnel) Evaluation System is utilized to evaluate the performance, duties, and responsibilities of all administrative and supervisory personnel. The system is based on contemporary research that indicates educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development. It is also fully aligned with the Florida Principal Leadership Standards. Each year, the performance of each school administrator is evaluated in three domains: 1. Student Growth Measures 2. Leadership Practice 3. Deliberate Practice, to ensure continuous improvement.

A school leader who receives a rating of “Unsatisfactory” is issued a Performance Intervention Plan (PIP) to appropriately support the leader in specified areas of need. In addition to performance results, district and region staff will also evaluate school need and school grade to make informed decisions regarding retention or replacement of school administrators.

Through Scaled Leadership Development, school site administrators are given the opportunities meet with ETO staff to gain a deeper understanding of the standards, instructional best practices on how to provide appropriate feedback and support to teachers based on the identified needs. In addition, administrators are given opportunities to participate in District and educational organization sponsored learning institutes and leadership conferences.

To fully support school administrators through the transformation process, 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 are afforded 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. Principals also have the guidance and support of Administrative and Executive Directors who serve as mentors to further develop their instructional leadership skills.

Principals work in conjunction with the ETO, Human Capital Management and Region offices to select members of the leadership team, to include transformation coaches, community involvement specialists, and behavior coaches. Principals work with the district offices to hire candidates that best meet the needs of the school.

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, especially in the TOP schools. D graded schools and designated as educational emergencies will implement the following actions to ensure a highly-qualified staff is in place. All Instructional staff (including hourly and part-time teachers who have assigned courses and issue grades) must hold a valid Florida Professional Educators Certificate or Florida Educator Certificate or Statement of Status of Eligibility. All reading, language arts, and mathematics teachers will have a demonstrated record of contributing to increase learning gains higher than the district average for the grade configuration. Teachers assigned to courses with an End Of Course (EOC) exam will demonstrate a higher percentage passing rate than the district average. Teachers demonstrating Needs Improvement and/ or Unsatisfactory ratings in any component of their 2016-2017 IPEGs Summative Evaluation would be subject to involuntary transfers to an alternate location as referenced is the in Article XII, Section 8 of the United Teachers of Dade employee contract. Transformation Coaches in the areas of Reading, Mathematics and Science with Highly Effective/Effective ratings and demonstrating favorable survey results from the Transformation Coach Letter of Understanding (LOU) will be assigned to the identified “D” schools to provide direct support to teachers in instructional delivery.

School administrators observe classroom teachers at 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.

Start Sharp is a unique opportunity for the teachers of the Targeted Support & Improvement and Comprehensive Support & Improvement schools to obtain additional planning time (four days) prior to the beginning of school. This allows the teachers to effectively plan and prepare for a successful opening of school.

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.

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. 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. The CSS's are tasked with modeling the facilitation of effective common planning sessions for transformation coaches. This is done through the gradual release model by empowering the coaches with a strong skill set in facilitation of effective common planning.

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.

To effectively provide Comprehensive Support and Improvement 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. 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. The coaches facilitate and participate in Lesson Study, a joint effort to between teachers of the same discipline to improve lessons by analyzing student learning, 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 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 coaching cycle log is designed in conjunction with the administration and supported teachers. The cycle is focused on a specific instructional goal and agreed upon technique to improve teacher practice. The cycle allows for reflection from the coach and administration in the effectiveness of the coaching cycle. The tasks of transformation coaches are monitored using daily coaching calendars and 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 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:

Houghton Mifflin Harcourt Collections

Program Type Core

School Type Middle School, High School

Description English Language Arts 6-12 classes utilize the Houghton Mifflin Harcourt Collections program. (HMH) The Collections program is aligned to the Florida Standards and provides students with complex texts, which requires them to think critically, and effectively communicate both orally and in writing. Exposure to complex texts and a rigorous curriculum provides them with challenging opportunities to be able to compete in a global society. There is a robust writing curriculum embedded within the Collections program and students are required to analyze text and complete writing tasks aligned to the Florida Standards. The HMH 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.

McGraw Hill Wonders

Program Type Core

School Type Elementary School

Description In Elementary Literacy, the implementation of the core instructional program, McGraw-Hill Wonders, has been revised to address the demands of the Language Arts Florida Standards to meet the needs of all students. The pacing guides have been revised to include formative writing assignments and essay topics that are correlated with the text sets from each unit. Teachers have been trained in a writing blueprint and the state assessment rubric. The rubric is utilized by the teachers and through peer editing to grade the writing assignments and provide meaningful feedback to students.

Creating Independence Through Student-owned Strategies (CRISS) framework and principles

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description 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.

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 emphasize 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.

Carnegie

Program Type

Core

School Type

Middle School

Description

This year middle school mathematics will use the researched-based Carnegie program as the core curriculum. The program has shown to prove successful with lower performing students and are closely aligned to the Mathematic Florida Standards. Students in the core mathematics class are given additional support in the standards through the Carnegie Mathia software. Additionally, teachers provide instruction on the secondary standards based on data outcomes in the core course built into the daily instructional framework. Daily formative assessments are conducted through exit tickets and utilize to provide an additional progress monitoring.

Curriculum and Associates i-Ready

Program Type	Intensive Intervention
School Type	Middle School

Description In Middle School Mathematics students scoring below proficiency are scheduled into an Intensive Mathematics course in addition to the Core mathematics class. This year middle school mathematics will use the researched-based Curriculum Associates iReady, Florida standard printed materials and software in the Intensive classes. The program has shown to prove successful with lower performing students and are closely aligned to the Mathematic Florida Standards.. Students are given support in foundational mathematics skills through the iReady software as well as small group interventions through the iReady tool kit. Additionally, teachers provide instruction on the secondary standards based on data outcomes in the core course built into the daily instructional framework. Daily formative assessments are conducted through exit tickets and utilize to provide an additional progress monitoring.

Houghton Mifflin Harcourt

Program Type	Core, Intensive Intervention
School Type	High School

Description In High School mathematics, Houghton-Mifflin Harcourt materials are used for the core mathematics course and is closely aligned to the Mathematics Florida Standards. The curriculum materials provide a computer based program to supplement the interactive textbook. Edgenuity and Math Nation is an assessment preparation tool for students to utilize during their preparation for the End of Course Exam (EOC.) In High School mathematics, the Master Schedule requirements for turnaround High Schools includes a requirement to concurrently enroll Level 1 and Level 2 incoming ninth graders into an Algebra 1 A-B course, which will allow students to receive additional support within the two courses. Furthermore, all students enrolled in a Geometry class that received a Level 1 or Level 2 in the prior year's EOC, will be enrolled in the core Geometry class along with a mathematics intensive class that will provide students the building skills needed to be successful in the core subject. Teachers provide differentiated instruction during small group rotations within the instructional block and built-in RTI days utilizing various data points such as EOC/FSA scores, topic assessment scores, the Personal Math Trainer progression, and formal and informal classroom assessment data.

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: 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. 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. The science toolbox has been developed to assist teachers in planning and developing lessons that provide students with meaningful opportunities to apply science content and skills. Research based reading, writing, and ESOL strategies are incorporated to enhance weekly science instruction.</p> <p>Supplemental: 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. Discovery Education resources are aligned through the District Pacing Guide, and include videos, reading passages, e-Books, and whiteboard interactive Fundamentals and Explorations. 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. AIMS Science Modules are also utilized as a resource to promote hands-on using inquiry-based activities.</p> <p>Intervention: N/A</p> <p>Middle:</p> <p>Middle School Science utilizes the Ambitious Science Teaching model in the 8th grade research classes. Ambitious science teaching is a method of teaching that focuses each unit on having the students explain an engaging natural anchoring phenomenon using the scientific knowledge that the students learn throughout the unit. Each unit starts out with a day where the teacher presents the students with an engaging and puzzling scientific topic and then elicits students' explanations and ideas about the event through a variety of instructional tools. On the following days, the teacher will lead students through a curriculum that scaffolds learning to assist students in providing a coherent explanation for the science concept they witnessed on day 1. On the final day, students are asked to revise their initial model to explain</p>

the phenomenon with the new knowledge that they acquired throughout the unit. This style of teaching differs from the previous methods of science teaching because it seeks to hook the students into each unit by centering it around an engaging phenomenon that they have a stake in explaining. The Ambitious Science Teaching Framework is split into 4 core instructional strategies: selecting big ideas, eliciting students' hypotheses, supporting on going changes in student thinking, making sense of activity and pressing for evidence-based information. Based on extensive research, the Science Learning Framework is known to enhance science teaching quality. In Middle School Science student unit exam, baseline and mid-year scores data are analyzed and "high-needs" and students on the verge of mastery are identified. Individual data chats and intervention plans are crafted based on item analysis as well as benchmark strengths and weaknesses for each student. During the next class following the unit test, a data /investment day is implemented where teachers meet individually with students to discuss their goals, performance on exams, as well as, strengths, weaknesses and solutions to help them meet their goals. Pull-out and push-in interventions are conducted for high need students, as well as students on the verge of mastery. The intervention method and content is individualized for each student. The interventionists used a variety of instructional materials including lab activities, J and J Bootcamp materials and Edgenuity. The interventions focus on students individually weak benchmarks.

For Middle Grades 6-8 (M/J Comprehensive Science I, II, and III):

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.

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.

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.

For High School Grades (9-12):

High School Science utilizes the Miller-Levine Biology text-book from Pearson and the Next Generation Sunshine State Standards. Higher Order Thinking Laboratories are used every week to provide students with a hands-on learning experience which serves the dual purpose of reinforcing concepts while activating student's mental engagement and processing of concepts taught. Research has shown that struggling learners are more interested in laboratory work than other classroom activities, and there is evidence to suggest that this may correlate with improved student performance. Differentiated Instruction in high-school science takes place after data-chats have been conducted with each teacher and student. Students are grouped by performance on benchmarks to conduct remediation activities for each of these benchmarks. Webb's Cognitive Thinking Scale is utilized to create activities that matches' the students' academic ability. The groups are fluid and reconfigured after each data-chat, which allows students' individualized needs to be met.

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 monthly by ETO personnel 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 Transformation Coaches and teachers; and 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. 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 and return on investment to determine if M-DCPS will continue to utilize the product or service.

Additionally, Instructional Reviews are conducted three times per year at all Comprehensive Support and Improvement 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. The ETO office utilizes an Action Plan Guide to evaluate instructional delivery, resource utilization, data informed decision making and interventions, to identify instructional priorities at the school. The Instructional Review process includes an artifact review of teacher lesson plans, student work folders and grade books as well as classroom observations. Following the artifact review and walkthrough, a content-specific debrief 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 cycles and discuss changes needed in the School Improvement Plan. This action plan cycles are 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, transformation coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to overcome the identified barriers. This process is unique in that it involves all stakeholders in the creation of the plan. This action plan is a living document that will serve as a roadmap for continuous improvement throughout the school year. In addition, three times a year M-DCPS conducts DATA/COM meetings which allow The Education Transformation Office, district staff, region personnel, and principals to analyze the previous year's Florida State Assessment (FSA) data, topic assessment results, Mid-Year Assessments, End-of-Course Assessment data, i-Ready data and make strategic decisions regarding support and resources. Furthermore, during Strategic Planning Meetings, the ETO and Region personnel collaborate with each school to evaluate the impact of identified structures and systems as well as the available resources and modify as needed.

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.

4-50

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.

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. M-DCPS is committed to continued school improvement by funding and supporting systematic structures that improve school achievement. The district experienced historical student achievement gains and recorded no F graded schools in the 2016-2017 school year. The district is striving to eliminate all low performing schools. Upon careful evaluation of the district's academic performance of the low performing schools, there is a need to improve the proficiency level in the core areas. Additionally, students in the lowest 25% quartile in reading and mathematics are not making sufficient progress.

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.

There is a need to enhance the core instruction in English Language Arts (ELA), Mathematics, and Science to ensure improved student understanding of the depth of the standards to meet proficiency. Teachers need further development in planning in-depth lessons that scaffold learning to allow students to reach the highest level of the standards. Teachers need support in planning with a clear learning objective and choosing instructional strategies and resources that will allow students to demonstrate a clear understanding of the learning targets aligned to the higher levels of the standards. In addressing the progress of the students in the lowest quartile, there is a need to strengthen interventions and improve differentiated instruction for students to accelerate student progress. The teachers and school leadership need development and support in closely tracking the progress of the lowest quartile students. The schools need support in implementing interventions with fidelity, and improve the implementation of explicit instruction and ESOL strategies to ensure these students are getting ample and strategic support to close the existing achievement gap.

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) Edegnuity. 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

1 = 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
2018					
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