



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

50 - Palm Beach

Robert M. Avossa, Ed.D., Superintendent
Gayle Sitter, Region 5 Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	0
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	28
Appendix 1: Professional Development Plan to Support Goals	51
Appendix 2: Technical Assistance Plan to Support Goals	58
Appendix 2: Budget to Support Goals	0

Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the district's vision statement

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Supports for School Improvement

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

- 1) The district's Academic Leadership Team meets weekly to discuss the progress and needs of the DA schools. The District Monitoring Menu contains a table of those items monitored on a monthly basis by the Department of Compliance. Items are reported to the Academic Leadership Team and strategies for support are created and applied. The meeting is led by Keith Oswald, Chief Academic Officer. He also holds monthly leadership meetings with all principals. The latest academic initiatives are presented and discussed.
- 2) The Budget Advisory Committee is established by policy to make recommendations to the School Board about the budget and related policies; members are appointed by Board Members.
- 3) MTSS is the framework to address the academic and behavioral needs of every student. Problem solving methodology is used for effective decision making at all levels within the system. The district as a whole and each school uses an integrated data collection system to make meaningful instructional changes for students and establishes and manages increasingly intensive tiers of support using formative assessment systems to inform decisions at each tier.
- 4) The Transformation Directors, Vivian Green and Dr. Anthony Hamlet, conduct two Instructional Reviews at each DA school per school year which results in an Action Plan focuses on improving student outcomes. The purpose of the instructional review or "IR" is to review a school's historical performance data, conduct observations of instructional delivery, and develop a school improvement action plan which aligns with the SIP and addresses instructional concerns. The instructional review process is facilitated by the School Transformation Office and includes school leadership, Area, Curriculum, and the DA Region V Team. The DA schools also have bi-weekly/monthly monitoring meetings with School Transformation leadership, RED, and school leaders. The purpose of the monitoring meeting is to monitor the effective implementation of the School Improvement Plan (SIP). The SIP should serve as a guiding document used by the leadership team to move the school towards success. The SIP needs to be referred to regularly to ensure implementation and effectiveness. It may be adjusted and revised as needed throughout the school year in order to meet

the needs of the school. The monitoring meetings are designed to allow leadership to use the SIP as a working document that guides the direction of the school. In addition, the meetings are designed to support the Marzano School Leader Evaluation Model. During these meetings progress monitoring takes place; the implementation of the SIP, most current data review, barriers and strategies to overcome the barriers are various agenda items reviewed at the monitoring meetings.

5) Three Academic Specialists in the School Transformation Office ensure fidelity of implementation of new initiatives and monitoring of goals. They will assist schools in coordinating the use of new resources and any required training.

6) The District has protocols regarding inventory of resources. These include tagging of equipment, required training regarding use of equipment, receipt of materials and resources; equipment purchasing, etc. These will be followed at each school and monitored by the principals. The School Transformation Director will monitor grant expenditures to ensure that they are used for the purpose described.

7) Each Area Superintendent has an Area Director to help coordinate with the School Transformation Office to lead this effort. Area Teams include: Academic Specialists and Data Analysts to monitor student progress, provide professional development and improve classroom instruction. Focus and Priority schools will receive weekly support from Area Teams that will report specific needs to the Transformation Office and Area Office to address.

8) Coordination and integration of Federal, State, and local services including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training, is assured. Strategies for coordination include collaborating with community based agencies to assist with student needs; utilizing services and agencies to promote business and community involvement; coordinating with services and outside agencies to increase student programs; and providing resources to students and families to promote academic achievement.

9) (1) LEA staff has been trained in school transformation and coaching. Area Support Teams are skilled with the coaching continuum, descriptive feedback, data use and lesson design, restructuring, cultural efficacy, and standards-based education.

10) Qualified staff at the schools is critical. Staffing allocations are reviewed yearly for effectiveness of role and performance. Staff are coached, moved or removed if appropriate. The district supports this activity.

The ability to provide sustained support to the lowest performing schools has been a priority for the district for the past 10 years. The structure of support has varied, but the resources and commitment has been consistent. As new data become regularly available they reveal new patterns, trends, areas for support, professional development, modeling, or technical assistance. Coordination of funds from all sources in the district is essential to sustaining improvements. Representatives from Title IA, Title IIA, Title IID, Homeless, Delinquent/Neglected, Migrant Education Program, Title III, IDEA and others collaborate to identify needs, support with action planning, and evaluate effectiveness of programming.

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

The District's Academic Leadership Team meets weekly to discuss the progress and needs of Focus & Priority schools. Each Area Superintendent has an Area Director to lead this effort. Area Teams include: Academic Specialists and Data Analysts to monitor student progress, provide professional development and improve classroom instruction. Focus and Priority schools will receive weekly support from Area Teams that will report specific needs to the Area Superintendent to address. There is also a Transformation Director that will assist administrators with monitoring data and classroom walkthroughs. Three additional Academic Specialists will be in our Focus and Priority schools to ensure fidelity of implementation of new initiatives and monitor SIP goals.

District Policies and Practices

The School District of Palm Beach County has implemented two cohorts of SIG grants. Policies and procedures that needed to be modified for implementation of the models were included in the Memoranda of Understanding between the district and the Palm Beach Classroom Teachers Association from previous cohorts. These MOUs supersede district policies, including, but not limited to: 3.302 Performance Pay for School Administrator and Instructional Personnel . A new MOU for this cohort will be developed, as required. The MOU is expected to cover items similar to the current MOUs, which address:

- Unit Adjustment Transfers
- involuntary and voluntary transfers
- tutorial rates
- supplemental complexity pay (financial incentive)
- additional instructional duty hours to be worked at the regular hourly rate of pay.

The persons responsible for the MOU implementation and follow up include the CTA President ; CTA Executive Director, Lynn Cavall; Van Ludy, Director Labor Relations; Mark Mitchell, Director of Compensation and Employee Information Services Planning; Vivian Green, Director of School Transformation, Anthony Hamelet, Director of School Transformation, the school principal and school CTA leadership; and the Area Superintendent, Dr. Matthew Shoemaker. These groups have begun meeting to develop the MOU for the current grant. District leadership and labor relations have met to commence good faith bargaining, as have district leadership, CTA The district's existing policies and procedures already align to the SIG's areas of focus for MTSS, a Florida standard based instructional program, continuous use of data to inform and differentiate instruction, and professional development.

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

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time/calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district will provide flexibility to schools in staffing decisions by allowing priority hiring. It will provide flexibility to schools in building master schedules, including extended learning time for students and teachers (professional development and collaborative and collegial planning). The schools will have flexibility in developing their school calendars to include school-based assessments, professional development, in school and out of school enrichment activities, school events, parent engagement initiatives, and the ability to use instructional time flexibly. Schools will be afforded flexibility in budgeting to achieve their goals.

Sustainability of Improvement

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

The district will sustain the improvements after the school's Differentiated Accountability (DA) designation is removed and/or the SIG program ends. The schools will remain Title I, high need schools even if they are no longer DA designated: 98% of each schools' students are eligible for free and reduced lunch. They are located in a community with multiple risk factors that impact student achievement (DOE 2014): high crime and extremely high percentages of risk factors for children, not least of which are low birth weight, multiple teen births, verified child maltreatment cases, and witness to crime (CSC, 2010).

The commitment to continued service for these schools is strong and is reflected in the annual budget process. The funding methodology developed using 13 weighted criteria will continue to highlight

needy schools. Additionally, the district has a commitment to supporting schools in a scaffolded manner with Area Support Teams. Differentiated support is applied as schools become better at improving student performance. Trained content and process specialists are assigned to schools as their data demonstrate the need. School Wide Positive Behavior support staff are assigned to high needs schools. Resources (people, time, money) are allocated and re-allocated to school regularly to support needs and staff are deployed to assist at critical times and in critical needs schools.

The Department of School Transformation is charged with raising student achievement in targeted Differentiated Accountability (DA) Schools through Capacity Building, Professional Development and Monitoring. The Instructional Specialists within the various District Departments (Curriculum, Area, Transformation) and instructional coaches will continue to assist the schools to ensure that programs are implemented with fidelity. Teacher capacity will have increased as a result of the extensive professional development proposed. Title II funding for continued professional development will be considered to sustain the programs. Extensive teacher development programs through Professional Development, including the Educator Support Program, will also help support existing teachers as well as new teachers who go to the school. The increase in trained teachers and staff will allow new faculty to observe and practice skills with the support of the faculty at their schools. Numerous elements of the proposal will sustain the program through building capacity. These include, but are not limited to the use of the reading interventionists to not only conduct Tier II and III interventions for the children but also provide job-embedded professional development to the teachers so that they will increase their capacity to differentiate instruction, thereby strengthening Tier I and reducing need for Tier II and III interventions. The project provides an opportunity to change the culture at the schools to one of success and achievement, another factor in sustainability. Because the project affords time and resources for teacher learning, it will develop three kinds of capital to sustain the program. It develops human capital- the knowledge, skills, and commitment of the teachers to help them improve their pedagogy and content knowledge. The model increases social capital- the trust and interconnected relationships developed through the professional development and collegial planning (Hadfield, M., Chapman, C., Curryer, I., & Barrett, P. (2001). Building capacity: Developing your school. Nottingham: National College for School Leadership).

The program also adds to school resources and instructional materials that will remain after the funding ends, such as Safe School Ambassadors, AVID libraries and Math Reflex licenses. Community support and local foundations will be enlisted to help sustain elements of the project that require continued funds. New resources will be sought from all areas including private foundations, state and federal sources to build upon the successes expected in this project at these schools. This funding will be continuously sought through the district's Resource Development office to help sustain the project.

Focus and direction are essential in sustainability. The district and school's existing infrastructure for school improvement, evident in MTSS and school improvement planning efforts, will be the framework for sustaining the program. Commitment, energy, diverse representation of stakeholders, collaboration and communication are all essential in sustaining the programs. District, area, and school leadership will convey the essential nature of the new initiative to all stakeholders so it is seen as fundamental to obtaining results. A group of supporters will be enlisted from the SAC, school, community that will remain to sustain support and teach others about the program even if some key players leave the schools. Communication is an essential element of sustainability. All events will be publicized with announcements, automated calls, and letters translated in Spanish and Haitian Creole. To sustain the program, stakeholders must have power and influence. The principals have power and influence in the community, as does the School Board member, for that area area, Marcia Andrews, as well as leaders at the other Glades area schools (Anderson-Butcher, D., Lawson, H., Bean, J., Boone, B., Kwiatkoski, A., et al. (2004). Implementation guide: The Ohio Community Collaboration Model for school improvement).

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131406>

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

In the completion of the District Improvement and Assistance Plan (DIAP), the expertise of several Divisions including Teaching & Learning, Educational Alternatives & Intervention and Educational Services were solicited. Information provided assisted with current resources, materials, MTSS, monitoring and data. Focus & Priority schools also provide parents information regarding School Improvement during curriculum nights and other school meetings.

Parents and the community are encouraged to be a part of the School Advisory Council and decision making of their school. School Advisory Councils (SAC) review and approve Title I expenditures and participate in reviewing SIP and provide feedback to assist schools in revising their Plans to meet the needs of their students and to improve the school. Parent input is documented in the SAC minutes. A Title I Family Involvement Survey is developed collaboratively in January with the District Title I Staff and the District Parent Advisory Council (DPAC). It will include questions associated with the compliance of Title I laws as in relation to family involvement. Once the survey is translated in English, Spanish, Creole and Portuguese and by February, it is distributed by the Department of Federal and State Programs to all parents in Title I schools. The results will be compiled in a district-wide report and individual school report by the Title I staff. In order for schools to effectively plan family involvement activities within their School Improvement Plan and Parent Involvement Plan, the reports will be sent to each school to be shared in May during their SAC meeting with parents. Parents will have an opportunity to address individual barriers on the school level, and through their input, plan effective strategies that are carried out in their respective plans.

The LEA, through the Department of Federal and State Programs, provides support and guidance to all Title I schools in the planning and implementation of quality family involvement initiatives. The Department of Federal and State Programs regularly posts samples of family involvement activities, strategies, brochures, links to parent involvement websites, and parent training ideas on the district website. These important resources address the barriers to effective parent engagement to help the schools plan and execute meaningful school-based parent involvement activities. Information is posted in multiple languages. The Title I District Parent Advisory Council (DPAC) was organized to facilitate parent and guardian participation in decisions impacting family involvement, student programs, activities, and district procedures. All parents and guardians of students in Title I schools are eligible to attend the meetings. The DPAC meets quarterly per school year. Aligned with the LEA's goal to provide full opportunities for all parents to be involved in their children's education, the following initiatives are implemented and monitored:

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

The Turnaround Leads conduct school site meetings to explain the Turnaround process to school and community stakeholders. Participants are afforded an opportunity to provide input regarding the Turnaround Option selection.

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

Green, Vivian, vivian.green@palmbeachschools.org

Employee's Title

Director

Employee's Phone Number

(561) 904-9333

Employee's Phone Extension

Supervisor's Name

Keith Oswald

Supervisor's Title

Assistant Superintendent

Employee's Role and Responsibilities

The District's turnaround leads are responsible for supervising, overseeing, and monitoring all Differentiated Accountability schools and is a liaison between the district and the Florida Department of Education Region V team. Other responsibilities include building capacity of administrators, monitoring school data, coaching and mentoring, and promoting elements of change. The SIG-targeted school principal will be supervised by a turnaround lead and report to her. Mrs. Green and Dr. Hamlet work alongside the area superintendents, who evaluate the principals. They work as a collaborating teams to serve the schools and observe planned, frequent, and consistent meeting schedules to include weekly Academic Leadership Team (ALT) meetings; Administrators and Supervisors meetings; Area Principal Meetings; Directors Meetings; and instructional review meetings.

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Oswald, Keith, keith.oswald@palmbeachschools.org	
Title	Assistant Superintendent
Phone	(561) 649-6848
Supervisor's Name	Wayne Gent
Supervisor's Title	Superintendent
Role and Responsibilities	The Chief Academic Officer communicates with the Superintendent, Area Offices, District Administrators, Principals, teachers, parents, advisory boards, and the community to make certain all stakeholders are included in decision-making processes needed to provide Palm Beach County students a world-class education.

Saltzman, Ian, ian.saltzman@palmbeachschools.org

Title Assistant Superintendent
Phone 561-989-7562
Supervisor's Name Keith Oswald
Supervisor's Title Assistant Superintendent
Role and Responsibilities Area 1 Superintendent
 Supervises Principals, Area Directors and monitors the progress of Differentiated Accountability Schools.

Montgomery, Rod, rod.montgomery@palmbeachschools.org

Title Assistant Superintendent
Phone 561-804-3246
Supervisor's Name Keith Oswald
Supervisor's Title Assistant Superintendent
Role and Responsibilities Area 2 Superintendent
 Supervises Principals, Area Directors and monitors the progress of Differentiated Accountability Schools.

Shoemaker, Matthew, matthew.shoemaker@palmbeachschools.org

Title Assistant Superintendent
Phone 561-996-4900
Supervisor's Name Keith Oswald
Supervisor's Title Assistant Superintendent
Role and Responsibilities Area 3 Superintendent
 Supervises Principals, Area Directors and monitors the progress of Differentiated Accountability Schools.

Coleman, Camille, camille.coleman@palmbeachschools.org

Title Assistant Superintendent
Phone 561-494-1505
Supervisor's Name Keith Oswald
Supervisor's Title Assistant Superintendent
Role and Responsibilities Area 4 Superintendent
 Supervises Principals, Area Directors and monitors the progress of Differentiated Accountability Schools.

Alfonso, David, david.alfonso@palmbeachschools.org

Title Director
Phone (561) 494-1505
Supervisor's Name Camille Coleman
Supervisor's Title Assistant Superintendent
Role and Responsibilities Area 4 Director
 Supervises Instructional Specialists and monitors academic progress of Priority and Focus schools.

Rodriguez, Frank, frank.rodriguez@palmbeachschools.org

Title Assistant Superintendent
Phone 561-681-3762
Supervisor's Name Keith Oswald
Supervisor's Title Assistant Superintendent
Role and Responsibilities Area 5 Superintendent
 Supervises Principals, Area Directors and monitors the progress of Differentiated Accountability Schools.

Zuloaga-Haines, Valerie, valerie.zuloaga-haines@palmbeachschools.org

Title Director
Phone 561-868-5322
Supervisor's Name Rod Montgomery
Supervisor's Title Assistant Superintendent
Role and Responsibilities Area 2 Director
 Supervises Instructional Specialists and monitors academic progress of Priority and Focus schools.

Moore-Ross, Dwan, dwan.moore-ross@palmbeachschools.org

Title Director
Phone (561) 996-4900
Supervisor's Name Matthew Shoemaker
Supervisor's Title Assistant Superintendent
Role and Responsibilities Area 3 Director
 Supervises Instructional Specialists and monitors academic progress of Priority and Focus schools.

Baldanza, Marcia, marcia.baldanza@palmbeachschools.org

Title Director

Phone 561-9897574

Supervisor's Name Ian Saltzman

Supervisor's Title Assistant Superintendent

Role and Responsibilities Area 1 Director
Supervises Instructional Specialists and monitors academic progress of Priority and Focus schools.

Terembes, Barbara, barbara.terembes@palmbeachschools.org

Title Director

Phone 561-434-7346

Supervisor's Name Keith Oswald

Supervisor's Title Assistant Superintendent

Role and Responsibilities Reports directly to the Chief Academic Officer and monitors compliance throughout the District.

Depasquale, Joe, joe.depasquale@palmbeachschools.org

Title Director

Phone (561) 681-3762

Supervisor's Name Frank Rodriguez

Supervisor's Title Assistant Superintendent

Role and Responsibilities Area 5 Director
Supervises Instructional Specialists and monitors academic progress of Priority and Focus schools.

Gent, Wayne, ewayne.gent@palmbeachschools.org

Title Superintendent

Phone 561-649-6833

Supervisor's Name Board Members

Supervisor's Title Board Member

Role and Responsibilities As the District's Chief Executive Officer and educational leader, the Superintendent shall provide the educational and personal leadership necessary for the School District of Palm Beach County to achieve its mission in the service of our students.

Hamlet, Anthony, anthony.hamlet@palmbeachschools.org	
Title	Director
Phone	561-494-1480
Supervisor's Name	Keith Oswald
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	The District's turnaround lead is responsible for supervising, overseeing, and monitoring all Differentiated Accountability schools and is a liaison between the district and the Florida Department of Education Region V Team. Other responsibilities include building capacity of administrators, monitoring school data, coaching and mentoring, and promoting elements of change. Dr. Hamlet works alongside Area Superintendents who evaluates principals.

Educator Quality

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

The District's Academic Leadership Team meets weekly to discuss the progress and needs of Focus & Priority schools. Each Area Superintendent has an Area Director to lead this effort. Area Teams include: Academic Specialists and Data Analysts to monitor student progress, provide professional development and improve classroom instruction. Focus and Priority schools will receive weekly support from Area Teams that will report specific needs to the Area Superintendent to address. There is a Transformation Director that assists administrators with monitoring data and classroom walk-throughs. Three additional Academic Specialists will be in our Focus and Priority schools to ensure fidelity of implementation of new initiatives and monitor SIP goals.

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

The Department of Research and Evaluation along with Area Offices designed a reliable system to reassign or replace teachers that have been assigned to a school for one or more years based on classroom performance data.

Public and Collaborative Teaching

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

Focus and Priority School Principals will submit their master schedules to School Transformation and the Area Office for review to ensure common planning time has been established.

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

All Title I expenditures are approved by the Area Superintendent or Director. Focus and Priority Schools will use Title I funds to purchase reading, math and science coaches. Priority Schools that do not have enough funds to purchase science coaches will receive an allocation from the Transformation Office or District support.

Coaches are required to spend three-fourths of their time modeling and planning effective lessons with their teachers. They are required to complete a coaching log and schedule.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Yes

Writing

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

Program Type

Core

School Type

Middle School, High School

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

READING

- Explicit instruction of reading strategies (Modeling, Guided Practice, and Independent Practice)
- Differentiated instruction based on data (e.g., classroom and district assessments - such as FAIR, fall and winter diagnostic tests, and Performance Matters identifying mastery of benchmarks and/or instructional needs of students

• Engagement with reading texts per state guidelines (i.e., Middle School - 40% Literary Text, 60%

Informational Text; High School - 30% Literary Text, 70% Informational Text)

- Consistent models of proficient reading through Think Alouds/Read Alouds with complex text
- Numerous opportunities for close reading of text and use of academic language in discussion
- Practice with answering text-dependent questions which require students to cite textual evidence
- Explicit instruction to support vocabulary, comprehension, and the acquisition of academic language through the use of graphic organizers, summarizing, writing in response to reading,

Description

Think Alouds, marginal notes, etc.

- Selection of engaging materials from reliable sources (i.e., Learning Village, educational websites, etc.)

to build rigorous, Florida Standards-focused lesson plans

- Use of high-interest, complex texts, “stretching” students’ beyond reading level
- Implementation with fidelity of the core curriculum and the District’s K-12

Comprehensive Research-based Plan

WRITING

- Explicit instruction of writing strategies (Modeling, Guided Practice, and Independent Practice)

• Differentiated instruction based on data (e.g., classroom and district assessments - such as the Palm Beach Writes and Palm Beach Performance Assessments) identifying mastery of benchmarks and/or instructional needs of students

- Consistent modeling of quality writing through mentor texts, as well as selected “proficient” and “above proficient” student writing samples

- Review and practice of focused, organized writing
- Repeated practice using ample, elaborated support
- Explicit instruction of grammar and mechanics

- Common understanding and practice of conventions (i.e., spelling, punctuation, capitalization, subject-verb agreement, etc.) using a “single school culture” for consistency in editing
 - Explicit instruction to support the writing process through the use of graphic organizers, summarizing, writing in response to reading, Think Alouds, etc.
 - Selection of engaging materials from reliable sources (i.e., Learning Village, educational websites, etc.)
to build rigorous, Florida Standards-focused lesson plans
 - Writing opportunities provided every day across the curriculum
 - Practice with timed writing activities of various lengths utilizing an interactive stop-watch tool
- Targeted Groups for differentiation include students scoring at Level 1 and 2, Bubble, and Level 3+. Reading Program Planners, Reading Coaches, ESOL Coordinators will be responsible for identifying students and providing differentiated support as appropriate.

Units of Study: Opinion, Information and Narrative Writing

Program Type

Core

School Type

Elementary School

Description

Units of Study in Opinion, Information and Narrative Writing
 The current K-5 district-adopted, core curriculum is the Units of Study in Opinion, Information, and Narrative Writing series by Lucy Calkins and her colleagues from the Reading and Writing Project. It offers grade level plans for teaching writing workshops that help students meet and exceed the Florida Standards. Palm Beach County has created a Common Core & Florida Standards alignment chart to facilitate the planning process. The Elementary Curriculum team has supplemented the Units of Study curriculum for all of the "If...then" Units. These lessons are printed and provided to all writing teachers which could be organized as followed:

Units of Study Per Level

- Organized around the three types of writing mandated by the Common Core—opinion, information, and narrative writing
- Include all of the teaching points, minilessons, conferences, and small-group work needed to teach a comprehensive workshop curriculum

Assessment

- Organized around a K–5 continuum of writing progressions across opinion, information, and narrative writing
- Includes benchmark student texts, writing checklists, learning progressions, and rubrics

Additional Assessments and Progress Monitoring

- On-Demands
- Palm Beach Performance Assessments
- Writing Booklets (K-2)
- Writing Notebooks (3-5)
- Writing Folders
- Observations
- Conferring Notes

Units of Study Trade Book Packs

- Include two to four age-appropriate trade books referenced in the units of study
- Model effective writing techniques, encourage students to read as writers, and provide background knowledge

K-5 teachers will implement a 45-60 minute writing block, consisting of balanced literacy components:

10 Minutes: Whole Group Minilesson

30 – 45 Minutes: Independent Writing, Small Group Instruction, Conferring, Mid-Workshop Share

5 Minute: End-of-Workshop Share

Supplemental Instruction: Teachers utilize various teaching methods and components of balanced literacy to scaffold instruction and support the gradual release of responsibility. Rtl charts may be used to provide additional support for students not meeting grade level standards. The charts include recommended interventions that are scientifically, research-based.

Mathematics

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

Elementary & Middle: Harcourt Publishing Go Math!

High School:

Program Type

Core

School Type

Elementary School, Middle School, High School

Description

The core mathematics and scientifically research-based program for elementary is the Houghton Mifflin-Harcourt Publishing Go Math! Textbook series. This newly adopted series is research-based and aligned to the Common Core State Standards (CCSS) for Mathematics.

The core mathematics and scientifically research-based programs for High School are research-based, state adopted, and aligned to the Next Generation Sunshine State Standards/Common Core State Standards.

The currently adopted textbooks are:

Go Math - Mathematics 1 (Grade 6 and 6 Adv)

Go Math - Mathematics 2 (Grade 7 and 7 Adv)

Go Math - PreAlgebra (Grade 8 PreAlgebra)

Larson Algebra 1 (Alg 1 and Alg 1 Hon)

Larson Geometry (Geo and Geo Hon)

Larson Algebra 2 (Alg 2 and Alg 2 Hon)

Cengage Learning – South Western, Financial Algebra, 2011

Prentice Hall Liberal Arts Mathematics: A Florida Course, 2011

Glencoe Mathematics for Business and Personal Finance, 2010

Cengage Learning Intermediate Algebra with Applications, 2010

Prentice Hall Algebra and Trigonometry, 2010

Teachers will also utilize the district created materials to support the blended lessons Algebra 1, Geometry, and Algebra 2.

The supplemental research-based programs for Elementary mathematics are:

- FASTT Math will be used in Title 1 elementary schools to develop fluency with mathematical operations.
- Destination Math features sequenced, prescriptive, step-by-step instructions to help students learn mathematical concepts and strategies in addition to procedural fluency.
- Soar to Success is a software program that is used in conjunction with the adopted textbook. The program is utilized as an intervention for students having difficulties with specific difficulties with math concepts. The program utilizes a tutorial for instruction of the concept then monitors progress of student mastery of the concept.
- Other remediation resources available on the Think Central the online textbook portal.
- Curriculum support resources on the district webpage for families.
- Learning Village Lessons and support resources for teachers.

The supplemental research based programs for Middle school mathematics are:

- Destination Math features sequenced, prescriptive, step-by-step instructions to help students develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills.
- TransMath, provided to Title I middle schools, is a math intervention program that meets students at their specific level to fill in critical learning gaps using a balanced, systematic approach that must be followed with fidelity to create independent learners.
- Glencoe Math Triumphs is available for intensive middle school mathematics at all non-Title I middle schools.

- Grades 6 – 8, Algebra & Geometry Readiness Packets for all students prior to enrollment.
 - Curriculum support resources on the district webpage for families.
 - Learning Village Lessons and support resources for teachers.
 - Online support resources are available for all mathematics courses from Grade 6 up through Algebra 2 through the online textbook sites.
 - Online access to the Grades 6 – 8 Mathematics textbook, Algebra 1, Geometry, and Algebra 2 are available through Edline.
- The supplemental research based programs for High school mathematics are:
- Destination Math features sequenced, prescriptive, step-by-step instructions to help students develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills.
 - Inside Algebra, provided to select Title I High Schools, is an Algebra 1 intervention/preparation program using a systematic, balanced approach to provide Algebra support.
 - Algebra & Geometry Readiness Packets for all students prior to enrollment.
 - Curriculum support resources on the district webpage for families.

Science

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

Elementary: Houghton Mifflin Harcourt – Florida Science Fusion
Middle School: Pearson Interactive Science 1, 2, and 3
High School: Holt McDougal Earth Science (Earth/Space Science Regular), Pearson Earth Science (Earth/Space Science Honors), Holt McDougal Biology (Biology 1 Regular), Pearson Biology (Biology 1 Honors), Pearson Chemistry (Chemistry 1 Regular), Holt McDougal Modern Chemistry (Chemistry 1 Honors), and Holt McDougal Physics (Physics 1 Honors)

Program Type

Core

School Type

Elementary School, Middle School, High School

Description

Elementary Science

The Next Generation Sunshine State Standards (NGSSS) serve as the core of science instruction throughout the School District of Palm Beach County. Houghton Mifflin Harcourt – Florida Science Fusion is the currently adopted textbook series. The series is research-based, state adopted, aligned to the Next Generation Sunshine State Standards, and was chosen by district teachers and committees. The Science Fusion textbook series is supported by a technology component, Think Central, which provides digital access to Science Fusion textbooks, lessons, assessments, content-enriched videos, and hands-on activities to further support science content and instruction.

The School District of Palm Beach County offers a plethora of scientifically research-based programs designed to supplement science curriculum and support STEM initiatives. FCAT Explorer is an online education program for Florida’s students that reinforces science concepts and benchmarks outlined in the Next Generation Sunshine State Standards. FCAT Focus offers online mini-assessments for Florida’s fifth grade students. Discovery Education is an electronic resource available to all schools. It is aligned to NGSSS benchmarks and designed to supplement curriculum through full length videos, video clips, online quizzes, and print resources.

Furthermore, the school district offers a variety of professional development activities to support these various programs and other research-based instructional strategies. NGSSS Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All teachers are provided with a Science Curriculum Framework accessible through Learning Village. This framework includes, but is not limited to a scope & sequence, calendar, and lesson plans with bellringers. Periodic comprehension checks and diagnostics are used to monitor student achievement and inform instructional decisions. Professional development can be offered at schools to assist teachers with FCAT Explorer and FCAT Focus implementation in the classroom. Additional training is offered annually and throughout the school year to promote Think Central Science Fusion resources and the use of science notebooks to support the implementation of the Common Core State Standards. Professional development can be offered by the Department of Educational Technology for schools that need assistance with Discovery Education.

*purchased by the district for Title I schools only

Middle School Science

The Next Generation Sunshine State Standards (NGSSS) serve as the core of science instruction throughout the School District of Palm Beach County. Pearson Interactive Science 1, 2, and 3 is the currently adopted textbook series. The series is research-based, state adopted, aligned to the Next Generation Sunshine State Standards, and was chosen by district teachers and committees. The Interactive Science textbook series is supported by a technology component, Pearson

SuccessNet, which provides digital access to Interactive Science textbooks, lessons, assessments (formative and summative), and teacher planning resources to further support science content and instruction.

The School District of Palm Beach County offers a plethora of scientifically research-based programs designed to supplement science curriculum and support STEM initiatives. FCAT Explorer is an online education program for Florida's students that reinforces science concepts and benchmarks outlined in the Next Generation Sunshine State Standards. FCAT Focus offers online mini-assessments for Florida's seventh and eighth grade students. Discovery Education is an electronic resource available to all schools. It is aligned to NGSSS benchmarks and designed to supplement curriculum through full length videos, video clips, online quizzes, and print resources.

Furthermore, the school district offers a variety of professional development activities to support these various programs and other research-based instructional strategies. NGSSS Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All teachers are provided with a Science Curriculum Framework accessible through Learning Village. This framework includes, but is not limited to a scope & sequence, calendar, unit pages, and lesson plans with bellringers. Periodic comprehension checks and diagnostics are used to monitor student achievement and inform instructional decisions. Professional development can be offered at schools to assist teachers with FCAT Explorer and FCAT Focus implementation in the classroom. Additional training is offered annually including throughout the school year to promote Pearson SuccessNet plus other technology tools, instructional planning by unit, and the use of science notebooks to support the implementation of the Common Core State Standards for Literacy in Science. Professional development is offered by the Department of Educational Technology for schools that need assistance with Discovery Education.

*purchased by the district for Title I schools only

High School Science

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

The School District of Palm Beach County offers a plethora of scientifically research-based programs designed to supplement science curriculum and support STEM initiatives. FCAT Explorer is an online education program for Florida's biology students that reinforces science concepts and benchmarks outlined in the Next Generation Sunshine State Standards. FCAT Focus offers online mini-assessments for Florida's biology students. Discovery Education is an electronic resource available to all schools. It is aligned to NGSSS benchmarks and designed to supplement curriculum through full length videos, video clips, online quizzes, and print resources. Furthermore, the school district offers a variety of professional development activities

to support these various programs and other research-based instructional strategies. NGSSS Professional Development is offered to facilitate the implementation of the district-wide core curriculum. All teachers are provided with a Science Curriculum Framework accessible through Learning Village. This framework includes, but is not limited to a scope & sequence, calendar, unit pages, and lesson plans with bellringers. Periodic comprehension checks and diagnostics are used to monitor student achievement and inform instructional decisions. Professional development can be offered at schools to assist teachers with FCAT Explorer and FCAT Focus implementation in the classroom. Additional training is offered annually including throughout the school year to promote Pearson SuccessNet plus other technology tools, instructional planning by unit, and the use of science notebooks to support the implementation of the Common Core State Standards for Literacy in Science. Professional development is offered by the Department of Educational Technology for schools that need assistance with Discovery Education.
 *purchased by the district for Title I schools only

Instructional Alignment and Pacing

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 District monitors the implementation of core instructional and intervention programs through EDW, Performance Matters, Learning Team Meetings, Observation, Instructional Reviews and monitoring meetings.

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

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

Yes

Provide the hyperlink to the plan

<http://www.palmbeachschools.org/studentprogression/documents/FY15%20K-12%20SPP%20FINAL%201.12.15.pdf>

Provide the page numbers of the plan that addresses this question

Page 67-Page 83

Description

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

Yes

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	69%	59%	No	72%
American Indian	63%	51%	No	67%
Asian	84%	80%	No	86%
Black/African American	53%	39%	No	58%
Hispanic	65%	54%	No	69%
White	82%	77%	No	84%
English language learners	46%	29%	No	52%
Students with disabilities	48%	31%	No	54%
Economically disadvantaged	57%	47%	No	62%

Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	69%	63%	No	72%
American Indian	66%	59%	No	69%
Asian	88%	87%	No	89%
Black/African American	54%	45%	No	59%
Hispanic	66%	59%	No	70%
White	81%	79%	No	83%
English language learners	52%	40%	No	57%
Students with disabilities	52%	36%	No	57%
Economically disadvantaged	60%	53%	No	64%

Step Zero

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.** Students in all subgroups will increase their proficiency in mathematics.
- G2.** Students in all subgroups will increase their proficiency in reading.
- G3.** The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Students in all subgroups will increase their proficiency in mathematics. 1a

G030292

Targets Supported 1b

Focus	Indicator	Year	Target
1321 - Rosenwald Elementary School	FSA - Mathematics - Proficiency Rate		47.0
1321 - Rosenwald Elementary School	Students in fifth grade exhibiting two or more EWS indicators	2015-16	26.0
1321 - Rosenwald Elementary School	Students in fourth grade exhibiting two or more EWS indicators	2015-16	15.0
1321 - Rosenwald Elementary School	Students in third grade exhibiting two or more EWS indicators	2015-16	13.0
All DA Schools	FSA - Mathematics - Proficiency Rate	2016-17	37.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

G2. Students in all subgroups will increase their proficiency in reading. 1a

G030293

Targets Supported 1b

Focus	Indicator	Year	Target
1321 - Rosenwald Elementary School	FSA - English Language Arts - Proficiency Rate		17.0
1321 - Rosenwald Elementary School	ELA/Reading Gains	2015-16	35.0
1321 - Rosenwald Elementary School	ELA/Reading Lowest 25% Gains	2015-16	40.0
All DA Schools	FSA - English Language Arts - Proficiency Rate	2016-17	30.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

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

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

Person Responsible

Vivian Green

Schedule

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

Evidence of Completion

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

G3. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline. **1a**

G034978

Targets Supported **1b**

Focus	Indicator	Year	Target
All DA Schools	School Climate Survey - Parent	2015-16	20.0
All DA Schools	FSA - Mathematics - Proficiency Rate	2015-16	37.0
1321 - Rosenwald Elementary School	FSA - Mathematics - Proficiency Rate	2015-16	47.0
1321 - Rosenwald Elementary School	Discipline incidents		23.0
1321 - Rosenwald Elementary School	FSA - English Language Arts - Proficiency Rate	2015-16	17.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

- Low family involvement percentages and high percentage of out of school suspension and discipline referrals

Plan to Monitor Progress Toward G3. **8**

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

Person Responsible

Vivian Green

Schedule

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

Evidence of Completion

Pre/post comparison data on the selected assessments

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Students in all subgroups will increase their proficiency in mathematics. **1**

 G030292

G1.B1 Instructional staff have limited knowledge and training on providing rigorous and relevant, well planned math instruction carefully aligned to current standards and based on student data. **2**

 B070554

G1.B1.S1 Provide professional development opportunities for teachers to improve their mathematics content knowledge and pedagogy. **4**

 S093377

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Sign in sheets, agendas, implementation and progress monitoring reports

Action Step 2 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

G1.B1.S2 The school leadership will create individual master schedules to reflect collegial planning and monthly professional development to address mathematics as well as reading and all other subject areas. **4**

 S093378

Strategy Rationale

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

Action Step 1 **5**

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

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

Action Step 2 5

School leaders will attend the DA Summer Academy ANNUALLY

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Sign in sheets, agendas

Action Step 3 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Teacher and student schedules, substitute records

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

G1.B1.S3 District will provide additional job embedded professional learning opportunities (PLOs) and implementation support to assist teachers in using the Florida Standards to develop rigorous learning environments. 4

 S194300
Strategy Rationale

Through the PLOs and implementation support teachers will have an increased knowledge in using data and the standards to plan and deliver rigorous instruction.

Action Step 1 5

Learning Team Facilitators will be provided to All DA Schools to facilitate Learning Team Meetings.

Person Responsible

Rose Backhus

Schedule

On 6/10/2016

Evidence of Completion

List of schools with assigned LTFs, LTM Agendas & Sign In Sheets

Action Step 2 5

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

Person Responsible

Diana Fedderman

Schedule

Quarterly, from 9/8/2015 to 2/8/2016

Evidence of Completion

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

Action Step 3 5

Data will be analyzed, standards will be unpacked and Learning Goal Scales will be created in Learning Team Meetings.

Person Responsible

Rose Backhus

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Learning Goal Scales, LTM Sign In Sheets & Agendas

Action Step 4 5

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Person Responsible

(1-5) All Area Directors

Schedule

Daily, from 8/3/2015 to 6/30/2016

Evidence of Completion

List of Area Directors and Team Members, List of DA Schools Team Members Support, Schedules of Support

Action Step 5

School Transformation Team Members (Directors & Instructional Specialists) will support principals and instructional staff in all DA school as well as work collaboratively with all district departments (area teams, curriculum teams, Multicultural, Federal & State Programs, ESE, etc.) and the FLDOE's Region V team.

Person Responsible

Directors School Transformation

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

List of School Transformation Team Members & Schools they support, Schedules of Support

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

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

Person Responsible

Directors School Transformation

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

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

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

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

Person Responsible

Directors School Transformation

Schedule

Evidence of Completion

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

G1.B4 Students have inadequate learning time for students to receive data driven differentiated instruction in mathematics for remediation or enrichment. 2

 B083203

G1.B4.S1 Students will stay one extra hour per day every day of school (total 180 hours) to increase their learning time for data driven and differentiated instruction in core academic subjects and in other subjects. 4

 S093963

Strategy Rationale

Increased learning time will improve achievement

Action Step 1 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

School master schedule

Action Step 2 5

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

Person Responsible

Vivian Green

Schedule

On 6/30/2015

Evidence of Completion

Signed MOU

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

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Vivian Green

Schedule


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

Evidence of Completion

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

G1.B4.S3 Using the MTSS framework, mathematics instruction in core, supplemental, and intensive classes will be differentiated to the needs of each individual student based upon individual student data.

4

 S094379

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

School Based Team referrals, agendas, progress monitoring data reports

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

SBT/RtI agendas, reports, progress monitoring results

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

G2. Students in all subgroups will increase their proficiency in reading. 1

G030293

G2.B1 Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned literacy instruction carefully aligned to current standards 2

B070557

G2.B1.S2 Build teacher capacity through using extended learning time for teacher collaboration, planning and professional development within and across grades and subjects 4

S093914

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Dionne Napier

Schedule

On 8/12/2014

Evidence of Completion

Rtl Reading teachers have been hired, trained and oriented

Action Step 2 5

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

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

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

Person Responsible

Dionne Napier

Schedule

On 6/30/2017

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Vivian Green

Schedule

On 10/1/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

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

Person Responsible

Vivian Green

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

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

Person Responsible

Dionne Napier


Schedule

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

Evidence of Completion

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

G2.B1.S3 District will provide additional job embedded professional learning opportunities (PLOs) and implementation support to assist teachers in using the Florida Standards to develop rigorous learning environments. 4

 S194309

Strategy Rationale

Through the PLOs and implementation support teachers will have an increased knowledge in using data and the standards to plan and deliver rigorous instruction.

Action Step 1 5

Learning Team Facilitators will be provided to All DA Schools to facilitate Learning Team Meetings.

Person Responsible

Rose Backhus

Schedule

On 6/10/2016

Evidence of Completion

List of schools with assigned LTFs, LTM Agendas & Sign In Sheets

Action Step 2 5

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

Person Responsible

Debbie Battles

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Staff Developers Support Schedules, Meeting Sign In Sheets

Action Step 3 5

Data will be analyzed, standards will be unpacked and Learning Goal Scales will be created in Learning Team Meetings.

Person Responsible

Rose Backhus

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Learning Goal Scales, LTM Sign In Sheets & Agendas

Action Step 4 5

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Person Responsible

(1-5) All Area Directors

Schedule

Daily, from 8/3/2015 to 6/30/2016

Evidence of Completion

List of Area Directors and Team Members, List of DA Schools Team Members Support, Schedules of Support

Action Step 5

School Transformation Team Members (Directors & Instructional Specialists) will support principals and instructional staff in all DA school as well as work collaboratively with all district departments (area teams, curriculum teams, Multicultural, Federal & State Programs, ESE, etc.) and the FLDOE's Region V team.

Person Responsible

Directors School Transformation

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

List of School Transformation Team Members & Schools they support, Schedules of Support

Plan to Monitor Fidelity of Implementation of G2.B1.S3

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

Person Responsible

Directors School Transformation

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

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

Person Responsible

Directors School Transformation

Schedule

Quarterly, from 9/7/2015 to 6/3/2016


Evidence of Completion

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


G3. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline. **1**

 G034978

G3.B2 Low family involvement percentages and high percentage of out of school suspension and discipline referrals **2**

 B083208

G3.B2.S1 Provide teachers and staff with evidence-based instruction and practice in Developing and Maintaining Effective Relationships with Students (Marzano Design Question 8) including teaching teachers and students conflict resolution skills. **4**

 S093975

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Sign in sheets, agendas, documentation of webinar completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

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

Person Responsible

Dionne Napier

Schedule

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

Evidence of Completion

Artifacts from PD sessions, iObservations data, student discipline data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

School leadership will participate in planning and PD.

Person Responsible

Vivian Green

Schedule

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

Evidence of Completion

iObservation data, student discipline data, student artifacts

Implementation Timeline

Professional Development

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

G1. Students in all subgroups will increase their proficiency in mathematics.

G1.B1 Instructional staff have limited knowledge and training on providing rigorous and relevant, well planned math instruction carefully aligned to current standards and based on student data.

G1.B1.S2 The school leadership will create individual master schedules to reflect collegial planning and monthly professional development to address mathematics as well as reading and all other subject areas.

PD Opportunity 1

A master schedule will be created to reflect more than 90 hours of collegial planning, professional development, and professional learning community through Learning Team Meetings. Collegial planning include collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on student data (US DOE 2012). Collaborative Planning provides and supports sustained learning opportunities for educators to promote research based education for all students. During planning sessions teachers are able to share best practices with the guidance of instructional coaches, Learning Team Facilitators and district staff developers, as well as learn from one another. Through collegial discussions and reflective practices, teams of teachers are able to discover and plan for the integration of researched based strategies to increase effective teaching which in turn, will increase learning for all students. Monthly PD meetings include Learning Team Meetings, a research-based process called Single School Culture for Academics that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Richard Stiggins model. A full time LTF conducts the meetings, which include the following procedures: • Articulation of academic targets – unpacking of standards • Development of a data stream • Analysis of student data (strengths and weaknesses) and student work (rigor and relevance) • Alignment of curriculum/instruction/assessment to standards • Sharing strategies for corrective instruction Teachers will meet for job embedded professional development 11 total days throughout the year (approximately every other week) while students are participating in Hands on Interactive Learning through Technology and Project Based Learning activities conducted by fine arts teachers, technology personnel and substitutes. In addition to the Learning Team Meetings noted above, teachers will devote additional time every two weeks for collegial/collaborative planning and professional development.

Facilitator

Rose Backhus, Nancy Kinard, Vivian Green

Participants

All teachers and instructional leaders

Schedule

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

PD Opportunity 2

School leaders will attend the DA Summer Academy ANNUALLY

Facilitator

FL DOE SIG leadership

Participants

School leadership team

Schedule

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

G1.B1.S3 District will provide additional job embedded professional learning opportunities (PLOs) and implementation support to assist teachers in using the Florida Standards to develop rigorous learning environments.

PD Opportunity 1

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

Facilitator

Math Curriculum Team

Participants

Math Teachers & Coaches in DA Schools

Schedule

Quarterly, from 9/8/2015 to 2/8/2016

PD Opportunity 2

Data will be analyzed, standards will be unpacked and Learning Goal Scales will be created in Learning Team Meetings.

Facilitator

Learning Team Facilitators

Participants

Instructional Staff members in DA Schools

Schedule

Weekly, from 8/24/2015 to 5/27/2016

PD Opportunity 3

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Facilitator

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers)

Participants

Instructional Staff Members in DA Schools

Schedule

Daily, from 8/3/2015 to 6/30/2016

PD Opportunity 4

School Transformation Team Members (Directors & Instructional Specialists) will support principals and instructional staff in all DA school as well as work collaboratively with all district departments (area teams, curriculum teams, Multicultural, Federal & State Programs, ESE, etc.) and the FLDOE's Region V team.

Facilitator

School Transformation Team Members

Participants

Principals and Instructional Staff Members in DA Schools

Schedule

Daily, from 7/1/2015 to 6/30/2016

G2. Students in all subgroups will increase their proficiency in reading.**G2.B1** Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned literacy instruction carefully aligned to current standards**G2.B1.S2** Build teacher capacity through using extended learning time for teacher collaboration, planning and professional development within and across grades and subjects**PD Opportunity 1**

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

Facilitator

Rose Backhus, Vivian Green, Dionne Napier, Mary Ann Colbert

Participants

All teachers and instructional leaders

Schedule

On 8/12/2014

PD Opportunity 2

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

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

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

Facilitator

Rose Backhus, Vlvian Green, Dionne Napier

Participants

All teachers and instructional leaders

Schedule

On 6/30/2017

G2.B1.S3 District will provide additional job embedded professional learning opportunities (PLOs) and implementation support to assist teachers in using the Florida Standards to develop rigorous learning environments.

PD Opportunity 1

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

Facilitator

Literacy Staff Developers

Participants

Literacy Teachers & Coaches in DA Schools

Schedule

Monthly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

Data will be analyzed, standards will be unpacked and Learning Goal Scales will be created in Learning Team Meetings.

Facilitator

Learning Team Facilitators

Participants

Instructional Staff members in DA Schools

Schedule

Weekly, from 8/24/2015 to 5/27/2016

PD Opportunity 3

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers) will support instructional coaches and classroom teachers in planning and delivering standards based instruction.

Facilitator

Area Support Team Members (Content Specific Instructional Specialists & Resource Teachers)

Participants

Instructional Staff Members in DA Schools

Schedule

Daily, from 8/3/2015 to 6/30/2016

PD Opportunity 4

School Transformation Team Members (Directors & Instructional Specialists) will support principals and instructional staff in all DA school as well as work collaboratively with all district departments (area teams, curriculum teams, Multicultural, Federal & State Programs, ESE, etc.) and the FLDOE's Region V team.

Facilitator

School Transformation Team Members

Participants

Principals and Instructional Staff Members in DA Schools

Schedule

Daily, from 7/1/2015 to 6/30/2016

G3. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline.

G3.B2 Low family involvement percentages and high percentage of out of school suspension and discipline referrals

G3.B2.S1 Provide teachers and staff with evidence-based instruction and practice in Developing and Maintaining Effective Relationships with Students (Marzano Design Question 8) including teaching teachers and students conflict resolution skills.

PD Opportunity 1

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

Facilitator

Rick Lewis, Kim Mazauskas

Participants

All teachers, instructional personnel

Schedule

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

Technical Assistance

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

Budget Rollup

Summary	
Description	Total
Goal 1: Students in all subgroups will increase their proficiency in mathematics.	117,606
Goal 2: Students in all subgroups will increase their proficiency in reading.	461,386
Grand Total	578,992

Goal 1: Students in all subgroups will increase their proficiency in mathematics.		
Description	Source	Total
B1.S1.A1 - Computer software for school to provide math and reading resources	SIG 1003(g)	300
B1.S1.A1 - On line subscription/license including professional development webinars	SIG 1003(g)	9,900
B1.S1.A2 - Lead teachers grades K-5, principal or instructional leader designee, and math coach will attend the National Conference of Teachers of Mathematics each year. Registration x 8: \$4416; transportation x 8: \$2228; hotel \$1213; per deum \$888 to improve pedagogy and content knowledge and present to the remaining staff.	SIG 1003(g)	27,396
B1.S2.A1 - Substitute teachers @ \$16.65/hour (with Glades supplement) x 17 teachers x for 11 days during which students participate in specialized " Hands on Learning through Technology and Project Based Learning" activities while the teachers participate in collegial planning, professional deelopment	SIG 1003(g)	68,910
B1.S2.A1 - Professional development supplies: books, consumable training materials, manipulatives, anchor charts	SIG 1003(g)	6,000
B1.S2.A1 - Professional/technical services for content area professional development	SIG 1003(g)	5,100
Total Goal 1		117,606

Goal 2: Students in all subgroups will increase their proficiency in reading.		
Description	Source	Total
B1.S2.A1 - Laptops for two Reading Interventionists @ \$900 each and Laptops for mobile lab for on line Mathematics Reflex program @ \$640 x 20 laptops	SIG 1003(g)	14,600
B1.S2.A1 - Office supplies and materials for two Reading Interventionists to provide Tier II and III reading interventions	SIG 1003(g)	3,120
B1.S2.A1 - Salaries for two Reading Interventionists Resource Teachers who are certified or endorsed in reading with Master's Degrees and approximately 10 years of experience @\$54,860 with 3% annual raise included .	SIG 1003(g)	339,132
B1.S2.A1 - Retirement at 8.1% for two Reading Interventionists	SIG 1003(g)	27,470
B1.S2.A1 - Social Security and Medicare @ 7.65% for two Reading Interventionists	SIG 1003(g)	25,944
B1.S2.A1 - Health insurance for two Reading Interventionists @ \$7500 each	SIG 1003(g)	45,000
B1.S2.A1 - Workers compensation for two Reading Interventionists @ 1.5%	SIG 1003(g)	6,120

Goal 2: Students in all subgroups will increase their proficiency in reading.		
Description	Source	Total
Total Goal 2		461,386