

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district’s turnaround plan.

SCHOOL NAME	MSID
Liberty City Elementary School	132981
Poinciana Park Elementary School	134501
Carol City Middle School	136051

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

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

B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

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Community Assessment Team (CAT) meetings provide District and Region Staff, feeder pattern representatives, parents and school site teams the opportunity to involve stakeholders in the turnaround option selection process. During CAT meetings Differentiated Accountability (DA) is defined, school performance data is reviewed, and turnaround options are presented to make informed decisions regarding the best option for each school. Additionally, during Educational Excellence School Advisory Committee (EESAC) meetings, which consist of school-site teams, community members, and parents, the principal of each DA school provides an academic update to the members of the committee. EESAC provides an additional opportunity for committee members and parents to review and assess school improvement initiatives. Furthermore, Principals of DA schools along with the Education Transformation Office (ETO) work collaboratively to develop a comprehensive plan that addresses each individual school's goals, barriers, and action steps to reduce or eliminate the barriers for overall school improvement. See attached sign-in sheets for CAT meeting and EESAC meeting minutes.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

Miami-Dade County Public Schools (M-DCPS), through the Education Transformation Office (ETO) analyzes multiple data points such as: State and District Assessments, Early Warning Indicators (EWI), as well as performance trend data to determine the greatest areas of need. Additionally, through the Instructional Review process, qualitative information is gathered. The school-site leadership team, along with ETO will observe the overall implementation of the instructional practices within each content area. Following the walkthrough, a content specific debrief of observations occurs. The Education Transformation Office in collaboration with Region, State, and school-site leadership teams will identify barriers, strategies, and action steps to develop an individualized school-site action plan. This action plan is a live document that will serve as a roadmap for continuous improvement throughout the school year. The ETO provides job-embedded professional development by highly trained educators and administrators that are experts in school improvement. The team supports administrators, teachers, transformational coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to overcome the identified barriers.

In addition, three times a year M-DCPS has DATA/COM meetings which allow The Education Transformation Office, district staff, region personnel, and principals to analyze previous year FSA data, Mid-Year Assessments, End-of-Course Assessment data, i-Ready data and evaluate professional development to make strategic decisions regarding support and resources. Furthermore, during Strategic Planning Meetings, the ETO and Region personnel collaborate with each school to evaluate the impact of identified structures and systems as well as available resources and modify as needed. Miami-Dade County Public Schools recognizes the importance of effective school leadership and its correlation to school improvement.

District Support for Effective Leadership:

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

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

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

Through **Scaled Leadership Development**, school site administrators are given the opportunities meet with ETO content Instructional Supervisors to gain a deeper understanding of the standards, instructional best practices and establish look-fors in each curriculum area to monitor classroom instruction and provide appropriate feedback and support to teachers based on the identified needs. In addition, administrators are given opportunities to participate in District and education organization sponsored learning institutes as well as leadership conferences.

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

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

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administrative directors provide an additional layer of service to school leadership to assist with the unique challenges faced in leading a low performing school.

Liberty City Elementary School

Effective Leadership:

The principal, Dr. Orna Campbell, has been an educator in the Miami-Dade County Public School System for the past twenty-three years, serving in predominately low performing, Title I schools. Dr. Campbell has an elementary education certification, ESOL endorsement and Educational Leadership certification. The past three years she has served as the principal at Liberty City Elementary. Between the 2013-14 and 2015-16 school year the school improved in overall mathematics proficiency from 31 % to 42 %. Dr. Campbell served as an assistant principal at Charles Drew Elementary School. While serving as the assistant principal in 2012 the school grade improved from an F to a B. Dr. Campbell has prior experience as reading coach. This experience has assisted her in supporting and monitoring effective literacy instruction.

The assistant principal, Jodye Scavella is a proactive administrator with over 9 years of educational leadership experience. Ms. Scavella holds a Master's Degree in Mathematics Education and is working towards completing a Doctoral Degree in Leadership specializing in Educational Computing Technology. As a well-rounded administrator, Jodye Scavella has three years of experience as an elementary assistant principal, 6 years as a middle school assistant principal, and one year of experience as a Teacher Trainer. While serving as an administrator at Madison Middle School, the school grade improved from an "F" to "C". Also, while at North Dade Middle School the school grade improved from a letter grade of "D" to "C".

A second assistant principal will be appointed for the 2016-2017 school year to accelerate the school's improvement efforts. The assistant principal is a former curriculum support specialist in the Education Transformation Office and has significant experience supporting low-performing schools across the district. The individual is highly skilled in curriculum, instruction, professional development, and data analysis. The assistant principal has extensive experience as a successful instructional coach. The assistant principal is skilled in guiding the work of instructional coaches and supporting instructional leadership teams to improve overall student achievement.

A new literacy Transformation Coach, will be appointed for the 2016-16 school year who has a proven track record of improving student proficiency in literacy. The coach is highly skilled as a literacy content expert. The coach is well-versed in the Language Arts Florida Standards (LAFS) and has a deep understanding of the skills and knowledge students need in order to master the content. The coach is successful in planning and supporting teachers in delivering high quality standard-based lessons in the classroom through the coaching cycle.

A new mathematics Transformation Coach, will be appointed for the 2016-17 school year who has a proven track record of improving student proficiency in mathematics. The coach is very knowledgeable in the Mathematics Florida Standards (MAFS) and plans effectively with teachers in developing lessons that reach the highest level of the standards. The coach will support teachers in executing the lessons to improve instructional outcomes for all students.

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In addition, Liberty City Elementary will be allocated a new Science Transformation Coach to support the school's science program. The coach is a former teacher who has had positive results in raising students' science proficiency levels. The science coach will work to improve science instruction through planning and coaching cycles to increase science proficiency.

Poinciana Park Elementary School

Effective Leadership:

The principal, Dr. Amrita J. Prakash is a proactive administrator with 8 years of educational leadership experience. Dr. Prakash holds a Doctoral Degree in Leadership. As a well-rounded administrator, Dr. Prakash has 2 years of experience as an elementary principal, 2 years as a middle school assistant principal, 2 years as a senior high Assistant Principal of Curriculum and 4 years as a Curriculum Support Specialist. Dr. Prakash currently works for the Florida Department of Education as a state developer of curriculum and professional development. Additionally, Dr. Prakash is an adjunct professor in a Teacher Leadership program at Florida International University. In 2014-2015, Dr. Prakash led Poinciana Park Elementary School to increase the school grade from a "F" to a "D". While serving as an administrator at Miami Senior High School in 2012-13, the school grade improved 78 points. While at Zelda Glazer Middle School, Dr. Prakash won the prestigious Race to the Top administrator award two years in a row.

A new assistant principal will be appointed for the 2016-2017 school year to accelerate the school's improvement efforts. The assistant principal is a former curriculum support specialist in the Education Transformation Office and has significant experience supporting low-performing schools across the district. The individual is highly skilled in curriculum, instruction, professional development, and data analysis. The assistant principal has extensive experience as a successful instructional coach. The assistant principal is skilled in guiding the work of instructional coaches and supporting instructional leadership teams to improve overall student achievement.

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A new mathematics Transformation Coach, will be appointed for the 2016-17 school year who has a proven track record of improving student proficiency in mathematics. The coach is very knowledgeable in the Mathematics Florida Standards (MAFS) and plans effectively with teachers in developing lessons that reach the highest level of the standards. The coach will support teachers in executing the lessons to improve instructional outcomes for all students.

Carol City Middle School

Effective Leadership:

The principal is newly appointed for the 2016-2017 school year. The principal has an extensive background as a school principal and has a proven track record of improving similar schools. The principal has consistently demonstrated a high degree of proficiency in transforming instruction for all students. The individual is highly skilled in curriculum, instruction, professional development, and data analysis. Furthermore, the newly appointed

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principal has significant experience in guiding the work of instructional coaches and supporting instructional leadership teams improve overall student achievement.

The Assistant principal, Rhonda Gaines is a proactive administrator with over eight years of educational leadership experience. Ms. Gaines holds a Specialist Degree in both Educational Leadership and Curriculum and Instruction, Management and Administration and is working towards completing a Doctoral Degree in Special Education. Ms. Gaines has had multiple instructional leadership roles as an educator. Ms. Gaines has two years of experience as a middle school Assistant principal, five years as an Instructional Reading Coach and one year of experience as a Curriculum Support Specialist. While serving as a Reading Coach at Miami Northwestern Senior High School in 2011-12, the school grade improved from a “D” to a “B”. In addition, while at Miami Northwestern as an Instructional Reading Coach, Ms. Gaines led the writing department in achieving the highest percentage of passing writing scores in the district and exceeded the state average. While at Madison Middle School, as a Reading Coach in 2012-2013, Ms. Gaines provided support to the writing department and again achieved aided in achieving the highest percentage of passing writing scores. Under the leadership of Ms. Gaines who serves as an assistant principal at Carol City Middle School, there was a 35% proficiency rate in Civics 2014-2015.

A second assistant principal will be appointed for the 2016-2017 school year to accelerate the school’s improvement efforts. The assistant principal is a former curriculum support specialist in the Education Transformation Office and has significant experience supporting low-performing schools across the district. The individual is highly skilled in curriculum, instruction, professional development, and data analysis. The assistant principal has extensive experience as a successful instructional coach. The assistant principal is skilled in guiding the work of instructional coaches and supporting instructional leadership teams to improve overall student achievement.

A new literacy Transformation Coach, will be appointed for the 2016-17 school year who has a proven track record of improving student proficiency in literacy. The coach is highly skilled as a literacy content expert. The coach is well-versed in the Language Arts Florida Standards (LAFS) and has a deep understanding of the skills and knowledge students need in order to master the content. The coach is successful in planning and supporting teachers in delivering high quality standard-based lessons in the classroom through the coaching cycle.

A new mathematics Transformation Coach, will be appointed for the 2016-17 school year who has a proven track record of improving student proficiency in mathematics. The coach is very knowledgeable in the Mathematics Florida Standards (MAFS) and plans effectively with teachers in developing lessons that reach the highest level of the standards. The coach will support teachers in executing the lessons to improve instructional outcomes for all students.

District Support for Public and Collaborative Teaching:

The ETO Professional Development Team will support schools in refining instructional strategies and delivery, evaluate results and provide consultation as appropriate. In addition, the team will serve as facilitators of the Lesson Study process, which assists schools in improving teaching and learning. Teachers will jointly plan, observe, analyze, debrief and refine classroom lessons to improve student outcomes. In addition, the team will develop effective professional development for principal, teachers, coaches and interventionists.

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The district is committed to supporting public and collaborative teaching. A new job description for Transformation Coaches has been developed to provide specific and targeted support to the fragile schools in the district. In order to recruit the highest qualified candidates to serve in the lowest performing schools, a unique opportunity was provided to eligible teachers to participate in a comprehensive Instructional Support Academy (ISA.) Applications were screened and a select group of applicants were observed in the classroom. Based on the application screening and observation some candidates were selected to interview.

After a successful interview eligible candidates were invited to attend the ISA. The topics of the academy included coaching essentials, effective communication, planning, facilitating common planning and coaching in action. At the conclusion of the ISA participants received a \$400 stipend and master plan points. In addition, the Transformation Coach will continually develop the skills necessary to successfully transform classroom instruction. An Instructional Coaching Academy (iCADS) are held on a monthly basis for all Transformation Coaches and are designed to continuously build and develop the skills necessary to successful support classroom teachers in the areas of planning, delivery of instruction, differentiated instruction, data analysis, and digital fluency. The iCAD creates an opportunity to network and collaborate with colleagues to problem solve around similar barriers. Additional job-embedded professional development and support will be provided from the ETO content curriculum support specialists (CSS.) The CSS's will model effective planning and coaching cycles to provide development of the Transformation Coaches.

Transformation coaches provide direct instructional services related to improving and supporting classroom instruction in schools that receive support from the District's ETO. The coaching model (pre-planning, modeling, observing, and debriefing) is used to support teachers in effective evidenced-based instructional strategies that improve students' academic performance. The transformation coach assists and provides support to teachers in the development of rigorous standard-based lessons via Professional Learning Communities, the Lesson Study process and common planning. Title I funding is utilized to acquire content-specific school site transformation coaches who have a history of positive student outcomes as classroom teachers. An additional stipend of \$4,500.00 will be paid to transformation coaches in an effort to recruit and retain highly qualified individuals. Transformation coaches also receive on-site job embedded professional learning opportunities aligned to Florida standards to meet the needs of students based upon student assessment data and then turnkey with school-site personnel. They will be trained and supported in facilitating Lesson Studies and common planning. Through the process, teachers of the same discipline collaborate in order to improve lessons and student learning by defining shared best practices and strategies to improve students' outcomes.

In addition, the ETO provides job-embedded professional development by highly trained educators and administrators that are experts in school improvement. The team supports administrators, teachers, transformational coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to improve student achievement.

Liberty City Elementary School Public and Collaborative Teaching:

As the instructional leader, Dr. Campbell's primary responsibility is to promote the learning and success of all students. This is accomplished by encouraging collaboration, analyzing results, providing support, and aligning curriculum, instruction, and assessment with all key stakeholders. Dr. Campbell's priority is to ensure that all students are educated to the highest level while supporting the staff in reaching each students' fullest potential.

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Common planning is conducted in reading twice a week with each grade level alternating planning for whole group instruction and planning for differentiated instruction. The literacy coach provides support to teachers during each common planning session. Additionally, the literacy coach serves as a facilitator guiding conversations in order to plan comprehensive lessons to address individual student needs.

In efforts to close the achievement gap in reading, interventions are provided daily to struggling readers. Based on the i-Ready diagnostic data, the decision tree is used to make decisions for intervention. From the data, students are profiled and placed in the appropriate intervention. In grades K-2, students utilize Saxon Phonics. In grades 3-5, students utilize the McGraw-Hill WonderWorks program. The students' progress is closely monitored and adjustments are made to the interventions as needed to ensure on-going progress and acceleration.

Similarly in mathematics, common planning occurs every week by grade level. During common planning Mathematics Florida Standards (MAFS) are unpacked and lessons are planned using the item specifications and achievement level descriptors. Teachers, with the support of the mathematics coach, collaborate to plan effective mathematics lessons that scaffold instruction to ensure the standards are taught at the highest level. Data from i-Ready, topic and interim assessments are consistently used to group students to remediate and provide enrichment based on students' individual needs.

The principal and assistant principal conduct daily classroom walkthroughs to provide support and to ensure that lessons plans are implemented with fidelity. Instructional rounds with a specific focus are conducted with the ETO support team. The findings are debriefed, shared with the teachers, and then new targets are set.

The leadership team meets regularly to disaggregate data and determine specific needs of students. Classroom teachers that may need support with specific standards and/or skills are also identified. Coaching support is assigned to support specific teachers based on the data outcomes. Domains in reading and mathematics are ranked in order of weaknesses and strengths to determine remediation materials utilizing the i-Ready Toolbox. The leadership team closely monitors weekly student products to ensure the rigor of the standard is being met. The administrative team, along with the literacy and mathematics coach, utilize the ETO updates to develop "look-fors" in order to facilitate administrative instructional walk-throughs.

Poinciana Park Elementary School

Public and Collaborative Teaching:

The principal will promote effective instruction and success for all students. This will be accomplished by encouraging collaboration among all stakeholders, consistently analyzing data, providing instructional support, and aligning curriculum resources.

The ETO Professional Development Team will support the school in refining instructional strategies and delivery, evaluate results and provide consultation as appropriate. In addition, the team will serve as facilitators of the Lesson Study process, which assists schools in improving teaching and learning. Teachers will jointly plan, observe, analyze, debrief and refine classroom lessons to improve student outcomes.

The school's leadership team works in collaboration with the ETO and Region, to develop and monitor the school's action plan. The plan provides the blueprint to establish goals, identify barriers, and develop action steps on how to achieve the goals collaboratively. Along with the leadership team, which consists of the assistant principal and Transformation Coaches, the principal strives to attain these goals by setting daily, weekly, and monthly

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targets to monitor the progress. Common planning is conducted with fidelity on a weekly basis. The transformation coaches provide support to teachers during each common planning session. Additionally, the coaches serve as facilitators in guiding conversations to promote the planning of comprehensive lessons to address the standards and students' individual student needs. Data from i-Ready, topic and interim assessments is consistently used to group students to remediate and provide enrichment based on students' individual needs.

Intervention and enrichment opportunities play an important role in providing support to students. Based on the i-Ready diagnostic data, the decision tree is used to make decisions for intervention. From the data, students are profiled and placed in the appropriate intervention. On-going progress monitoring on a weekly basis to determine the effectiveness of the intervention program. Adjustments are made to the interventions as needed to ensure on-going progress and acceleration.

The leadership team meets regularly to disaggregate data to determine specific needs of students and classroom teachers that may need support with specific standards and/or skills. Coaching support is assigned to support specific teachers based on the data outcomes. The leadership team closely monitors weekly student products to ensure the rigor of the standard is being met. The administrative team, along with the literacy and mathematics coach, utilize ETO updates to develop "look-fors" in order to facilitate administrative instructional walk-throughs. Consistent feedback is given to teachers to support improvement.

Carol City Middle School

Public and Collaborative Teaching:

The school was successful in obtaining the vote to ratify the labor contract in order to offer students an eight period day which allows the school to provide additional intervention and remediation as well as offer students additional elective options. The results of students' prior year i-Ready Diagnostic 3 results were used to properly place students in remedial or enrichment classes prior to opening school. All departments within the school have fully implemented the common planning model within the master schedule. Transformation coaches, in conjunction with curriculum support specialists, lead the common planning sessions in order to develop teacher capacity in understanding the depth of the new Florida Standards and planning for effective instruction. The leadership team meets weekly to establish a clear focus regarding how to reduce instructional barriers and engage in ongoing problem solving to positively impact students.

The leadership team closely monitors classroom instruction to ensure the depths of the standards are being met. The administrative team, along with the literacy and mathematics coach, utilize ETO updates to develop "look-fors" in order to facilitate administrative instructional walk-throughs. Consistent feedback is given to teachers to support improvement.

Periodic data chats are conducted with teachers. Results from various assessments, such as: interim assessments, quarterly assessments, unit and topic tests, as well as i-Ready diagnostic tests are used to guide data conversations in order to identify students and teachers in need of additional support. Students performing in the lowest quartile are identified by teacher and by period to properly track their progress and ensure they are included in small group instruction for remediation and targeted to participate in before and after-school interventions. Additional educational programs are implemented to remediate students' deficiencies. For example, while conducting data chats with the mathematics department, students' lack of fluency and

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fundamental mathematics skills was identified as a barrier. Therefore, the school implemented Reflex Math in the intensive mathematics courses to address the barrier.

Using a data disaggregation tool, students who are less than ten points away from demonstrating proficiency on the Florida Standards Assessment (FSA) in reading and mathematics are also identified by teacher and by period in order to track their progress. The school offers a science enrichment course to raise proficiency for targeted students. In this course, sixth and seventh grade standards are explicitly re-taught and low performing eighth grade standards are re-enforced. The school provides instructional materials to enrich students with hands-on activities.

The school partners with City Year and hires part-time degreed interventionists to plan with teachers and deliver small group instruction through a push-in model for students in need of remediation in writing, science and civics. The school offers a Law Studies class to all seventh graders to supplement and support the civics standards. The writing process is also reinforced in this class.

District Support for Ambitious Instruction and Learning:

Miami-Dade County Public Schools is committed to providing every student a high-quality education that prepares them for college and careers in the 21st century. M-DCPS provides support to DA schools in various forms to ensure student success. In order to accomplish this, it is imperative that teachers are equipped with the most current research and innovative instructional practices to impact student achievement.

School leaders and teacher leaders district-wide participate in Synergy, an annual three-day conference prior to the beginning of the school year. The conference provides a unique opportunity for school teams to engage in meaningful professional development, reflect on current practices, and take part in strategic planning which will serve as a catalyst for continuous improvement at the school site throughout the school year.

In order to provide consistent job-embedded professional development at the school site, all DA schools are allocated content-specific Transformation Coaches. Transformation coaches play an integral role in supporting standard-based instruction and best practices in ETO supported schools. Therefore, high-quality professional development for transformation coaches in these fragile schools is a priority. Transformation coaches attend monthly professional development sessions with an emphasis on standard-based instruction, coaching cycles, and interventions. Administrators are provided with bi-weekly updates from the Education Transformation Office (ETO). The bi-weekly updates assist the school site administrative team in monitoring the instructional program at the school site by identifying classroom "look-fors" based on the designated standard by grade level/content area. The Education Transformation Office (ETO) assists in the alignment of services provided to transformation coaches and administrators in order to assist with monitoring the fidelity of planning and instructional programs.

Additionally, a District-wide Data Disaggregation Team has been created to rapidly provide District, Region, and school-site leadership teams with individualized, easily accessible data tools such as Power BI and data dashboards. These dashboards reflect student and/or school progress. As a result of the data team, school-sites can focus on instruction as opposed to processing data. Therefore, modifications to curriculum, resources, and/or personnel occur in a timely manner in order to meet the needs of students to promptly adjust instruction to improve outcomes. The Data Team has also developed an attendance dashboard which is shared with principals on a weekly basis to assist them in self-monitoring the effectiveness of their attendance initiatives. The attendance dashboard tracks weekly average attendance and displays how the school's average attendance has changed over time in comparison to the district average.

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Through a partnership with FIU, the Education Effect initiative at Miami-Northwestern Senior High School will be expanded to include Liberty City Elementary, which is a part of the Miami Northwestern Senior feeder pattern. FIU will partner with M-DCPS to provide teacher professional development in Science, Technology, Engineering and Mathematics (STEM.)

Liberty City Elementary School

Ambitious Instruction and Learning:

The 2015-2016 FSA data shows a regression in proficiency in the area of reading and mathematics for 5th grade students. The root cause of the school's regression is the recruitment and retention of highly qualified teachers. The leadership of Liberty City Elementary is diligent in recruiting teachers. The school's leadership team attended multiple Teacher Fairs and continue to build relationships with local universities to identify highly qualified and motivated graduates to teach at Liberty City Elementary. Additionally, highly qualified teachers have attended the Clinical Supervision for Educators Training Program in order to supervise college interns who seek a career in education. This will attract pre-service teachers who may potentially be hired upon the conferral of their teaching degree.

During the instructional review process the team identified a barrier in the area of literacy. It was determined that there was not enough time provided for students to apply standards and skills independently. Teachers often focus on the modeling and guided practice component of the lesson and spend little time on independent practice reading and writing. At the end of the year a District meeting was held to focus on problem solving around the identified barrier and student performance.

Dr. Campbell conducts daily walkthroughs to monitor the instructional delivery. Feedback of observations are shared with the leadership team in order to develop a plan of action for areas of concern. Student products and data are reviewed with the teacher and Transformation Coaches. During each grading period, Dr. Campbell meets with teachers to conduct data chats regarding student performance and communicate necessary adjustments to instruction to meet the individual needs of students.

Positive data outcomes include an increase in mathematics proficiency from 33% to 44%. The data also indicates an increase in third and fourth grade mathematics and science scores on the FSA.

Poinciana Park Elementary School

Ambitious Instruction and Learning:

The 2016 Florida Standards Assessment indicates a decrease in overall proficiency in the area of reading, a decrease in fourth and fifth grade mathematics, as well as a decrease in science. One of the root causes can be attributed to teachers' limited understanding of the Florida Standards and lack of skills necessary to plan lessons that scaffold instruction to meet the depth of the standards. Teachers will be supported through common planning and professional development to gain a deeper understanding of the backward design of lesson development to meet the breadth and depth of the content standards. Teachers are supported in planning and classroom instruction through the coaching cycle by the newly appointed transformation coaches. The principal and assistant principal will closely monitor classroom instruction, provide targeted feedback and disseminate coaching support and follow-up to gauge improvement in classroom instruction.

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Students' individual needs in mathematics and reading will be met by addressing the deficiencies in their prerequisite skills through differentiated instruction. The leadership team, coaches and teachers will analyze data and make adjustments to instruction as appropriate. In order to address the different cognitive demands of students, a variety of resources are utilized such as: i-Ready Toolbox activities, CPalms, and intervention and enrichment activities provided through the core materials and district pacing guides. Teachers will consistently conduct data chats with students in order to set goals track individual data and make adjustments in interventions.

As the instructional leader, the principal and assistant principal will monitor instructional activities by conducting daily walkthroughs with a specific focus, such as reviewing journals, students' folders, lesson delivery, student engagement, and lesson plans. The principal and assistant principal will participate in weekly collaborative planning sessions. Transformation coaches will provide support through common planning on a weekly basis, monthly conferences, data chats, and opportunities to lead planning and share best practices. The coaching cycle is an intricate part of the support provided by the Transformation Coaches. In addition, coaches will build capacity through the lesson study process to develop lessons, analyze student outcomes, and refine the lesson for improved academic outcomes.

Carol City Middle School Ambitious Instruction and Learning:

Common planning time is structured to provide teachers with in depth, strategic analysis of the content-based standards in order to be able to instruct students towards obtaining the skills required by the standard. During common planning, standards are broken down into smaller learning targets. Effective strategies are shared which allow teachers to scaffold the learning objectives as needed to meet the appropriate rigor level. Being able to adequately scaffold the learning targets allow teachers to be able to create a stronger foundation upon which learners could then be challenged with more complex learning targets.

Thematically-based exemplar lessons are modeled by the Transformation Coaches, then the process is gradually released to the collaborative team of teachers to implement. These lessons are designed to infuse the use of informational and literary texts to encourage a wider range of skills associated with each standard and subsequent learning target.

The infusion of accountable discourse for encouraging higher level thinking and student collaboration is a priority. Along with this, students among the various content areas are introduced to various Thinking Maps in order to encourage a deeper knowledge and more independent experience with the texts. All units culminate with students responding in writing to an essential question, which fused the unit's standards, learning objectives, skills, and central idea/theme presented in the text. Responses are developed and supported using a central thesis statement and supporting evidence from the text which is also developed to support students' responses. Students are required to follow the writing process to ensure the highest level of thought is promoted and the best final product possible is submitted. Through collaborative planning, teachers are given the opportunity to reflect on the past unit's lessons and the student products received. Colleagues are able to offer constructive feedback concerning the alignment of the unit's standards, learning objectives, activities completed, and final student products. With these concepts in mind, pedagogy is modified, if needed, and best practices extended throughout the rest of the collaborative team.

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Coaching cycles are provided to teachers based on administrative directive or teacher instructional goals and/or needs to encourage the building of capacity and to improve student learning. If necessary, coaching cycles are adapted to promote tailored support and ultimately, promote changes in teacher practice. When available, team teaching approaches are utilized for the benefit of instruction as teachers presented concepts for which they excelled while the students and fellow co-teachers are able to also learn and expand upon what is observed. Ambitious instruction and learning could not be fostered without an intimate knowledge of the student data. Therefore, data disaggregation is also modeled by the Transformation Coach for all district and state data available. The Transformation Coaches create FSA Reading, Mathematics, and Writing data chat forms to assist with data analysis and goal setting between student and teacher to facilitate student-centered, needs-based, differentiated instruction. The Transformation Coaches also hold weekly individual collaborative planning sessions with City Year corps members to discuss best instructional practices for content based intervention. Here, strategies are modeled, standards analyzed, and corps members share and receive feedback for lesson plans to be implemented during small group interventions. Within this same model content-based degreed interventionists are also trained. The Transformation Coaches facilitate individual, as well as collaborative planning with the supporting teacher to ensure that student deficiencies are being met and the appropriate concepts and strategies are being implemented with fidelity to assist with maximum learning gains. These coaching support strategies are successful in the growth of i-Ready reading data levels and unprecedented growth in Civics End of Course (EOC) performance last school year and growth in Civics mid-year assessment data this school year.

District Support for Safe and Supportive Environment:

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

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

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Every school has appointed a homeless liaison to provide support and coordinate services for homeless students. The liaison will serve as a student advocate to ensure a successful educational experience for homeless youth. The liaison will collaborate with parents and community agencies to eliminate barriers and promote a healthy sense of self.

Liberty City Elementary School

Safe and Supportive Environment:

In addition to the district's initiatives, the school's administration promotes a positive school culture that encourages respect among students and between students and staff. The school provides all students with a supportive and safe environment in which to grow and thrive academically and socially. The school counselor plays an integral role in providing counseling sessions that promote student academic achievement and social/emotional growth. The counselor also facilitates the ability for community liaisons to assist in providing students with support and mentoring. Additionally, the school promotes a positive school culture through the Superintendent's Values Matter campaign. Every month a different value is introduced and students are recognized for demonstrating the value at the Student of the Month Breakfast.

A safe and supportive learning environment has also been established through classroom presentations and small group counseling sessions that promote bully prevention and nonviolent interactions between students. Furthermore, the school counselor provides support through consultations with a multi-disciplinary team composed of teachers, parents and staff, to support students with their social/emotional needs. Additionally, the counselor provides support that increases student achievement and promotes a positive school culture. According to the current Early Warning Systems (EWS) report, several students have decreased in one or more of the Early Warning Indicators throughout the school year. The school will continue to closely monitor the (EWS) report and provide support to continue reducing the warning indicators. Through the Rethinking Discipline initiative, the school is utilizing alternative methods of discipline to increase positive behavior and maximize instruction and eliminate school suspensions.

Poinciana Park Elementary School

Safe and Supportive Environment:

Community in Schools (CIS) is a mentorship program designed to work with a subset of students with their academic needs in reading. Community in Schools members mentor students on social emotional issues, attendance concerns, as well as lead small group instruction during intervention and in reading classes. They implement service projects to beautify the campus, host an after school tutoring program that provides meals, assistance with home learning, and physical activities for students five days a week for two hours. A safe and supportive learning environment has also been established through classroom presentations and small group counseling sessions that promote bully prevention and positive interactions between students. The community-based partners also assist the school in providing a safe environment for students.

The Student Services Team consists of the counselor, social worker, and Student Success Coach. The team assists teachers and classrooms with students that display behaviors that are disruptive to the learning environment. The team calls and conferences with parents by telephone and in-person in order to address students' behavior. Functional Assessment of Behavior (FABs) are initiated with the assistance of both counselor and success coach. The Social Worker also assists with counseling of students and working with parents to support students academically. The team works with administration conducting attendance/truancy meetings to increase student attendance as well as grade level competitions and incentives that support effective school

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habits. Students benefit from a Success Coach that meets with them on a weekly basis to provide support that leads to a reduced number of behavior incidents, thus and increasing academic achievement.

In order to reinforce school environment, Poinciana Park Elementary has fully implemented the district-wide Values Matter initiative throughout the school year. Teachers reinforce the core value of the month through modeling the expected behavior and school events. Students are positively reinforced for exhibiting the core value of the month, therefore creating a positive school culture.

Carol City Middle School

Safe and Supportive Environment:

Carol City Middle school has made creating a positive school culture a priority. The student services team is comprised of a guidance counselor, a student success coach, and a positive behavior support coach. The team is supported by social workers, clinicians, a part-time school psychologist and a part-time counselor for the Emotional and Behaviorally Disabled (EBD) Students. The school utilizes a technology program to track positive student behaviors, in order to provide incentives and recognize students demonstrating behaviors consistent with the District's core values. The Values Matter District initiative has also been implemented school-wide. Students are recognized on a monthly basis for demonstrating the core value of the month.

Middle school students benefit from a success coach that meets with them on a weekly basis to provide support that leads to a reduced number of behavior incidents, thus and increasing academic achievement. The school's student success coach has made a great impact in reducing suspensions and increasing attendance. This school was the Get Schooled National Attendance Challenge Champion in 2016. By participating in this competition, school attendance increased by 8 percent while students were engaged in educational games.

District Support for Family and Community Engagement:

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

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

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

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

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

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

M-DCPS will partner with Florida International University (FIU) through Achieving Community Collaboration in Education and Student Success (ACCESS) to provide additional support services to the DA targeted schools. ACCESS is a seamless partnership with M-DCPS focused on student

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

Liberty City Elementary School

Family and Community Engagement:

Liberty City Elementary recognizes that parents and the community play a vital role in supporting successful learning outcomes for students. M-DCPS recognizes the impact of a strong connection between the home, school, and the community. Therefore, besides the district initiatives the school has partnered with additional organizations to promote family and community engagement.

The Urban League of Greater Miami- Provide t-shirts, certificates, pencils and breakfast items during the monthly student of the month recognition. Students are spotlighted through displaying character traits outlined by the Superintendent's Values Matter Campaign. Also, works closely with the community involvement and PTA to increase parental involvement by offering incentives to parents for being active members of the school.

21st Century Grant - 5 year grant recipient of this after school tutoring program that provides academic enrichment opportunities during non-school hours for children afterschool, before school, spring break and summer break. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Hosanna Community Foundation- Provide a positive behavior curriculum during physical education to assist students with acting out positive behaviors that will replace misbehavior.

Miami Children's Museum- After school tutoring program that provides snacks, physical activity, and home learning support for students 5 days a week for two hours.

Breakthrough Miami-Eight-year, tuition-free academic enrichment program that provides motivated students from underserved communities with the tools they need to achieve their academic goals. Our students-teaching-students internship engages responsible, older students as teachers, mentors and role models for younger students. Breakthrough Miami offers a six-week Summer Institute that encourages students to enter, thrive in, and graduate from top college prep high schools and four-year colleges and universities.

Lions Academic Night- Every 9 weeks to ensure students and parents are abreast of student academic progress and upcoming activities or assessments and report card conferencing.

Back to School Night- In August and September all students' parents are invited to spend a day in the life of their student. Parents follow their child's class schedule and meets each of their 8 teachers. Parents are given an overview of the expectations for each class.

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Million Father March- An opening of school initiative to engage male role models in students' lives. Male role models drop off students at school, and an assembly is held with the males dropping off students to inform them on the importance of male role models in youth.

Literacy Night- Once a month, community leaders and school partners explore with students' parents, the demands of the new ELA FSA and the implications on computer literacy to take the tests on a computer and also current student products students are working on in class to meet the demands of the standard. Student work products are represented through oral, written and visual representation.

Math/Science Night- A night to explore with students' parents the demands of the new Math FSA and the implications on computer literacy to take the tests on a computer. Also parents are exposed to different ways Science can be explored outside of the classroom.

Second Cup of Coffee- Once a month Parents are given updates to get school updates, testing information and outside agency support for families.

PTSA- PTSA has provides additional incentives and resources for the students to recognize their growth on the i-Ready and Accelerated Reader assessments. This year, Liberty City's PTSA increased its membership from five to twenty. Parent Teacher Student Association (PTSA) plays an active role at Liberty City Elementary to strengthen the relationship between the school and the home.

The Community Involvement Specialist (CIS) works collaboratively with administration and teachers to provide multiple avenues for parents to become involved at the school. Every month, the CIS hosts the "Second Cup of Coffee" event to provide parents with school updates, testing information and services provided by outside agencies to support families in need. Additionally, the CIS works closely with Dade Partners and The Parent Academy to establish relationships and provide resources to students and families. Home visits are conducted by the CIS in an effort to facilitate communication with parents who have difficulty attending school meetings.

Progress Monitoring Plans are initiated as soon as an academic deficiency is evident in the areas of reading, writing, mathematics, and/or science. These plans monitor individual student response to implemented instruction and intervention and are discussed with families in an effort to work collaboratively to improve student outcomes.

Poinciana Park Elementary School

Family and Community Engagement:

Poinciana Elementary School's goal to foster ongoing communication by providing all stakeholders with resources to promote involvement in the learning process. Below are the activities implemented to improve family and community engagement:

The Community Involvement Specialist (CIS) conducts a large number of home visits and plans a number of parent workshops that vary from academic strategies, parental strategies, and social awareness (such as HIV and CPR). The CIS is available each day to assist the parents on the use of the Parent Portal, the electronic grade book, and encourages parents to become school volunteers.

Back to School Night: In September all students' parents are invited to spend a day in the life of their student. Parents follow their child's class schedule and meets each of their core subjects and special area teachers. Parents are given an overview of the expectations for each class.

Million Father March: An opening of school initiative to engage male role models in students' lives. Male role models drop off students at school, and breakfast is served to the males with their children to inform them on the importance of male role models in the lives of the youth.

Mathematics Night: A night to explore with students' parents, the demands of the Mathematics SAT-10, the new Mathematics FSA and the implications on computer literacy to take the tests on a computer.

Nine Week Honor Roll Breakfast-: A breakfast that highlights the academic achievements of students each nine weeks. During this event, parents are reminded of effective strategies that contribute to student success. Ensuring that students attend school regularly and on time, complete their home

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learning each day, participate on the different technological programs daily, read for thirty minutes each night, and discussing current individual data are all topics covered during the event.

Effective Parenting Strategies Workshop- Evening sessions are conducted by the Community Involvement Specialist, along with the Transformation Coaches and the counselors. Parents are informed about the different standards for both reading and mathematics, activities that they can do with their children at home that strengthen fluency in both subjects, how to monitor student data, and incentives that can be implemented at home to increase daily attendance, behavior, and academics.

Kite Day: Parents of the primary students bring kites and fly them with their students to encourage and promote conversation amongst students and their parents in regards to their activities in school as well as support in their children's endeavors.

Carol City Middle School

Family and Community Engagement:

The school partners with the following organizations to maintain a safe and supportive environment and to provide wraparound services to its students. M-DCPS recognizes the impact of a strong connection between the home, school, and the community. Therefore, besides the district initiatives the school has partnered with additional organizations to promote family and community engagement.

City Year: Designed to service a subset of students with their academic needs, and 3rd quartile students' data is demonstrating an upward trend, as evidenced in the new Data Dashboard. City Year corps members mentor students on social emotional issues and attendance concerns as well as lead small group instruction in reading and mathematics classes. They implement service projects to beautify the campus, as well as, after school activities for students to explore their interest and coordinate quarterly report card conferences for all of students.

NVP USA Healthcare: Provides an intervention to students meeting 2 or more Early Warning Indicators through a group of full-time clinicians.

Antioch Missionary Baptist Church of Miami Gardens- Participate in the Report Card Conferencing initiative, they provide volunteer tutors and make in-kind donations to support the school's academic efforts and student incentives.

St. Thomas University Center for Community Engagement-Provides student mentoring, college field trips, beautification projects, and report card reviews every 9 weeks.

North Dade Youth and Family Coalition: Provide supplemental Tier 3 intervention by providing access to students' families to outside organizations such as The Children's Trust, Chrysalis Health, Caffour Supportive Housing, Big Brothers Big Sisters of Greater Miami, Community Crusade Against Drugs, Informed Families, and the Florida Department of Children and Families to name a few. They conduct parent nights to expose students' families to these organizations and their services.

Vernon Carey Foundation: Identified twelve 6th grade students (6 boys and 6 girls) and to provide monthly guidance counseling services and career exploration field trips.

Creating Community Change Youth Engagement Program (CCCYEP): Coordinates support with the District's Division of Educational Opportunity and Access. Sixty students with two or more Early Warning Indicators are tracked academically, meet regularly with the Student Success Coach and get cultural, social-emotional, and career experiences through field trips and community service.

Miami Gardens Police Department (MGPD): Provides a 10 week Gang Resistance Education and Training (GREAT) course to 6th graders to provide them with the tools to resist gang membership and violence given the volatility of the city of Miami Gardens.

Mentoring Valuable Protégés Inc.: Allows students to explore after school sports of their interest at no cost.

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After School All-Stars: Facilitates an after school tutoring program that provides meals, physical activity, and transportation for students five days a week for two hours.

Campus Shield: Funded M-DCPS grant initiative in collaboration with WestEd and the Police Foundation to the National Institute of Justice solicitation entitled *Developing Knowledge about What Works to Make Schools Safe*. The goal of Campus Shield is to improve school safety and climate through the deployment of a data collection, analysis, and dissemination system that permits proactive responses to potential threats, both immediate (as in the case of gang activity) and those that emerge over time (such as deteriorating school climate or escalations in bullying).

The Campus Shield intervention will include access card and security camera installations, and linkage to mental health services through the hiring of three Mental Health Specialists. This unique, multi-component approach that links law enforcement analysis and mental health services represents an innovative strategy for addressing urban schools safety.

Family and Community Engagement:

Using Title I Funds, the school employs a full-time Community Involvement Specialist to support family and community engagement. Below are the activities implemented to improve family and community engagement:

Grade Level Orientations- Meets every 9 weeks to ensure students and parents are kept abreast of student academic progress and upcoming activities or assessments.

Back to School Night- In September, all parents are invited to spend a day in the life of their student. Parents follow their child's class schedule and meet each of their teachers. Parents are given an overview of the expectations for each class.

Million Father March- An opening of school initiative to engage male role models in students' lives. Male role models join students at a school assembly to discuss the importance of male role models to youth.

Literacy Night- A night to explore with students' parents the demands of the new English Language Arts Florida Standards Assessment (FSA) and the implications on computer literacy to take the tests on a computer.

Mathematics Night- A night to explore with students' parents the demands of the new Mathematics FSA and the implications for computer literacy in taking the tests on a computer.

Coffee With a Cop-In conjunction with Miami Gardens Police Department, parents and members of the Miami Gardens Community are invited to spend a morning with members of the Miami Gardens Police Department to discuss concerns and allow students to regard police officers as positive role models and not like an enemy.

Curriculum Showcase- During two different occasions, members of the community are exposed to the curricular programs to increase interest in the school in Miami Gardens.

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

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Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

Option 3: Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

Miami-Dade County Public Schools has selected the Hybrid Turnaround Option due to the District's history of success in improving low-performing schools. The Education Transformation (ETO) was developed in 2010 to serve 19 schools designated by FLDOE/USDOE as "persistently lowest-achieving". The Education Transformation Office has been committed to transforming schools and leading innovations that have distinguished M-DCPS as a national leader in school reform. Since its inception, the Education Transformation Office has played a critical role in improving classroom instruction, developing instructional leaders to foster school improvement. Success as a District is reflected in significant improvements in reading, mathematics, and science, increased participation in Advanced Placement, Dual Enrollment, and Industry Certification. Similarly, ETO-supported schools have also shown impressive improvements in high school graduation rates from 68.3% in 2010 to 78% in 2015. To maximize the impact of ETO, M-DCPS expanded its support to 100 schools.

Mr. Alberto M. Carvalho, has served as served as the Superintendent of the nation's fourth largest school system since 2008. Under his leadership M-DCPS has consistently demonstrated success in improving persistently low-performing schools. He is a nationally recognized expert on education transformation, finance, and leadership development. In 2012, M-DCPS was the winner of the National Broad Prize for Urban Education. During his tenure, M-DCPS has become one of the nation's highest-performing urban school systems receiving system-wide accreditation from AdvancEd in 2014. The District has also been named as the 2014 College Board Advanced Placement Equity and Excellence District of the Year.

An instructional leader at heart, Mr. Carvalho is also the proud founder and self-appointed principal the award-winning iPrep Academy which has become a model of robust 21st century learning in the age of innovation and technology. Recognized by his peers as a leader, he has served as President of the Association of Latino Administrators and Superintendents; been selected as Florida's 2014 Superintendent of the Year, as well as the 2014 National Superintendent of the Year; was named by Scholastic Administrator as one of "The Fantastic Five" educators making a difference in America; and is the 2016 winner of the 2016 Harold W. McGraw, Jr. Prize in Education, as well as the Magnet Schools of America

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2016 Superintendent of the Year. He has recently been appointed by the U.S. Secretary of Education to serve a four-year term on the National Assessment Governing Board.

In addition, the ETO has partnered with several external agencies that have a proven track record in positively impacting school improvement. The district is committed to strengthening partnerships with Teach for America (TFA) to recruit and enhance teacher quality in the DA schools that are traditionally difficult to staff. Teach For America provides a national corps of recent college graduates who commit to teach for two years in urban to expand educational opportunity for all students. City Year will be expanded to the two elementary schools and K-8 center to provide before, during and after school interventions as well as providing support in transforming the school culture.

Finally, M-DCPS will partner with Florida International University (FIU) through Achieving Community Collaboration in Education and Student Success (ACCESS) to provide additional support services to the DA targeted schools. ACCESS is a seamless partnership with M-DCPS focused on student achievement. The goals of ACCESS are to improve student success in public schools, increase high school graduation and promote student transition into higher education. The program is made up of 18 strategic workgroups, each with its own unique vision and goals, which are overseen by top leadership from M-DCPS and FIU. The partnership with ACCESS enables the district to leverage and align combined instructional, research and creative talents to improve the academic success of K-12 students, provide new learning opportunities and improve teacher, staff and parental efficacy, especially in the DA targeted schools. Specifically, the Education Effect initiative at Miami-Northwestern Senior High School will be expanded to include Liberty City Elementary, which is a part of the Miami Northwestern Senior feeder pattern. FIU will partner with M-DCPS to provide teacher professional development in Science, Technology, Engineering and Mathematics (STEM.) Additionally, FIU's Center for Children & Families will expand teacher professional development in implementing a new positive behavior system in the DA targeted schools to contribute to positive school culture, assist teachers in supporting constructive behaviors in students to minimize classroom disruptions, increase instructional time and remove barriers that impede academic success. FIU's School of Social Work will place clinical interns in the DA targeted schools to support the district's efforts in providing a safe and supportive learning environment for all students.

M-DCPS is committed to academic equity and educational excellence for all students. Therefore, M-DCPS will contract with an external evaluator to conduct a thorough analysis of the systems and structures of support provided by the ETO for DA schools. The analysis will be conducted to ensure the highest level of support and service continues to be provided in an effort to accelerate student performance and narrow the achievement gap in the lowest-performing schools. The evaluation will include a review of all school partnerships to determine the impact and the contribution to the schools' improvement. As a result, the analysis will assist in ensuring comprehensive services are provided to students. The multi-method evaluation study consists of formative and summative components to present a holistic view of program quality and impact. The evaluator will produce an annual comprehensive report on program progress, as well as, frequent and informal reports to M-DCPS and ETO staff. M-DCPS and the ETO staff will utilize the information provided to make adjustments and enhancements as appropriate to ensure successful outcomes.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Phase 2

Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** to document compliance with the assurances.

Assurance 1

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

In order to support the turnaround process Miami-Dade County Public Schools (MDCPS) has identified the hybrid option to accelerate school improvement. In addition, to the district managed turnaround initiatives the district will strive to enhance partnerships with the following outside agencies to support the academic and socio-emotional needs of the students.

Additional Assurances

If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.

Implementation Plan

Hybrid Item 1: The **2016-17 DIAP** shall include the details of how the district will implement the strategies in the school(s) identified for turnaround in order to meet the needs of the school(s) as identified through the needs assessment in Phase 1. Use the box below to enter a brief summary of the strategies the district has included in Part **III of the DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

If core instruction and interventions in reading, mathematics, and science are effectively implemented and consistently monitored, then student achievement will improve.

Option 4: External Operator

Assurance 2

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Teach for America (TFA) will be used to recruit and enhance teacher quality in low performing schools which are difficult to staff. Teach For America provides a national corps of recent college graduates who commit to teach for two years in urban and rural public schools and become lifelong leaders in the effort to expand educational opportunity for all students. The corps members are a diverse group of leaders with a record of achievement who work to narrow the achievement gap of a fragile population of students. The organization provides intensive training, on-going support and career development that helps the corps members increase their impact and deepen the understanding of what it takes to provide an excellent education for the most underserved students.

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

M-DCPS will partner with Florida International University (FIU) through Achieving Community Collaboration in Education and Student Success (ACCESS) to provide additional support services to the DA targeted schools. ACCESS is a seamless partnership with M-DCPS focused on student achievement. The goals of ACCESS are to improve student success in public schools, increase high school graduation and promote student transition into higher education. The program is made up of 18 strategic workgroups, each with its own unique vision and goals, which are overseen by top leadership from M-DCPS and FIU. The partnership with ACCESS enables the district to leverage and align combined instructional, research and creative talents to improve the academic success of K-12 students, provide new learning opportunities and improve teacher, staff and parental efficacy, especially in the DA targeted schools. Specifically, the Education Effect initiative at Miami-Northwestern Senior High School will be expanded to include Liberty City Elementary, which is a part of the Miami Northwestern Senior feeder pattern. FIU will partner with M-DCPS to provide teacher professional development in Science, Technology, Engineering and Mathematics (STEM.) Additionally, FIU's Center for Children & Families will expand teacher professional development in implementing a new positive behavior system in the DA targeted schools to contribute to positive school culture, assist teachers in supporting constructive behaviors in students to minimize classroom disruptions, increase instructional time and remove barriers that impede academic success. FIU's School of Social Work will place clinical interns in the DA targeted schools to support the district's efforts in providing a safe and supportive learning environment for all students.

In order to ensure a coordinated approach between the district, TFA, City Year and FIU, meetings will be held by each entities perspective leadership to discuss progress, strengths and opportunities for alignment of resources. In addition, the school level partners' leadership will be included consistently in the schools' leadership meetings to maximize the support and streamline initiatives in the school turnaround efforts.

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Assurance 3

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

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

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

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

Implementation Plan

External Operator Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of the school(s) identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

City Year, page 2 and page 14

Florida International University, page 8

Teach for America, page 12

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

ALBERTO M. CARVALHO – Superintendent of Schools

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

VALTENA G. BROWN - Deputy Superintendent/Chief Operating Officer

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

JOSE L. DOTRES – Chief Human Capital Officer

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

MARIE IZQUIERDO – Chief Academic Officer

As the Chief Academic Officer (CAO), Ms. Marie Izquierdo ensures the provision of systemic innovative curricula characterized by standards and research-based educational programs that deliver effective and differentiated instruction in partnership with parents, business, and our diverse community. She leads the Office of Academics and Transformation and provides guidance and support at the district/region/school level relative to curriculum, delivery of support services, interpretation of compliance/policy requirements, and best practices. Ms. Izquierdo works to increase

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awareness at the national and state level in order to strengthen workforce capacity and foster high yield results. She is dedicated to monitoring the fidelity of implementation and compliance with local/state/federal requirements to maximize return on investment. Furthermore, the CAO fosters communication lines between and among district divisions.

DAVID K. MOORE – Assistant Superintendent

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

ALBERT PAYNE, JR. – Region Superintendent, Central Region

VIVIAN SANTIESTEBAN-PARDO – Region Superintendent, North Region

BARBARA MENDIZABAL – Region Superintendent, South Region

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

DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

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

The District designates additional funding to hire transformation coaches to provide ongoing support to teachers and interventionists in fragile schools. These transformation coaches are fully released and play an integral role in implementing school-wide interventions. Additionally, the Education

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

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

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

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

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

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

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

DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

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

DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

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

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DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b

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

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

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

DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

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

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

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

Implementation Plan

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DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Area of Focus 1

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.