




# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <p style="text-align: center;"><b>Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</b></p> <p style="text-align: center;"><b>TAPS NUMBER: 18A085</b></p>	<b>DOE USE ONLY</b>  Date Received  <p style="text-align: center; font-size: 1.2em;">REC'D AUG 15 2017</p>								
<b>B) Name and Address of Eligible Applicant:</b> <p style="text-align: center;"><b>The School Board of Miami Dade County, Florida Lorah Park Elementary School</b></p>		<b>Project Number (DOE Assigned)</b>								
<b>C) Total Funds Requested:</b>  <p style="text-align: center;">\$ 798,000</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  <p style="text-align: center;">\$</p>	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Iraida R. Mendez-Cartaya</td> <td>Telephone Numbers: 305-995-1497</td> </tr> <tr> <td>Fiscal Contact Name: Ron Y. Steiger</td> <td></td> </tr> <tr> <td>Mailing Address: 1450 NE 2<sup>nd</sup> Avenue, Suite #931 Miami, Florida 33132</td> <td>E-mail Addresses: IMendez@dadeschool.net</td> </tr> <tr> <td>Physical/Facility Address: 1450 NE 2<sup>nd</sup> Avenue, Suite #931 Miami, Florida 33132</td> <td>DUNS number: 105964068  FEIN number: 596000572</td> </tr> </table>		Contact Name: Iraida R. Mendez-Cartaya	Telephone Numbers: 305-995-1497	Fiscal Contact Name: Ron Y. Steiger		Mailing Address: 1450 NE 2 <sup>nd</sup> Avenue, Suite #931 Miami, Florida 33132	E-mail Addresses: IMendez@dadeschool.net	Physical/Facility Address: 1450 NE 2 <sup>nd</sup> Avenue, Suite #931 Miami, Florida 33132	DUNS number: 105964068  FEIN number: 596000572
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<b>CERTIFICATION</b>  <p>I, <u>Alberto M. Carvalho</u>, (<i>Please Type Name</i>) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>										
<table style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;"> <b>E)</b>             Signature of Agency Head         </td> <td style="width: 30%; vertical-align: bottom;">           Superintendent of Schools            Title         </td> <td style="width: 30%; vertical-align: bottom;"> <div style="text-align: right;">8/11/17 Date</div> </td> </tr> </table>			<b>E)</b>  Signature of Agency Head	Superintendent of Schools Title	<div style="text-align: right;">8/11/17 Date</div>					
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# FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Lorah Park Elementary School / Miami-Dade County Public Schools

B) DOE Assigned Project Number:

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	110	Community Liaison Specialist	1	\$ 89,890.00	100			
5100	210	Basic (FEFP K-12)--Retirement 8.58%		\$ 46,554.00	100			
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA) 7.65%		\$ 41,506.00	100			
5100	230	Basic (FEFP K-12)--Group Insurance \$9,646 per FTE	1	\$ 2,452.00	100			
5100	240	Basic (FEFP K-12)--Workers' Compensation 2.85%		\$ 15,462.00	100			
6400	130	In-Service Reimbursement		\$ 38,400.00	100			
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$ 3,712.00	100			
6400	240	Instructional Staff Training Services--Workers' Compensation		\$ 1,024.00	100			
6400	140	Instructional Staff Training Services--Substitute Teacher		\$ 11,520.00	100			
6400	210	Instructional Staff Training Services--Retirement		\$ 512.00	100			
6400	510	Supplies		\$ 1,280.00	100			
5100	120	Teacher Supplements		\$ 452,400.00	100			
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$ 30,000.00	100			
5100	510	Supplies		\$ 21,288.00	100			
5100	310	Basic (FEFP K-12)--Professional and Technical Services		\$ 42,000.00	100			
<b>D) TOTAL</b>				<b>\$ 798,000.00</b>				

## DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Enter the Total Grant Award in Cell H1 ----->

\$ 798,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 798,000.00

Enter School Name Below

Unique School ID 133041

# of Teachers/Classrooms 351

Remaining \$

Lorah Park Elementary School	32	351	32
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YEAR 1

YEAR 2

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
5100	110	Community Liaison Specialist	\$ 44,945.00	1	44,945.00	1	44,945.00	2	89,890.00
5100	210	Retirement	\$ 3,856.00	1	3,856.00	1	3,856.00	2	7,712.00
5100	220	FICA	\$ 2,787.00	1	2,787.00	1	2,787.00	2	5,574.00
5100	220	Medicare	\$ 652.00	1	652.00	1	652.00	2	1,304.00
5100	230	Insurance	\$ 1,226.00	1	1,226.00	1	1,226.00	2	2,452.00
5100	240	WC/Liab/Unemp	\$ 1,281.00	1	1,281.00	1	1,281.00	2	2,562.00
6400	130	In-Service (32 teachers for 4 PD sessions)	\$ 150.00	128	19,200.00	128	19,200.00	256	38,400.00
6400	220	FICA	\$ 9.00	128	1,152.00	128	1,152.00	256	2,304.00
6400	220	Medicare	\$ 2.00	128	256.00	128	256.00	256	512.00
6400	240	WC/Liab/Unemp	\$ 4.00	128	512.00	128	512.00	256	1,024.00
6400	140	Substitute (32 teachers for 2 PD sessions)	\$ 90.00	64	5,760.00	64	5,760.00	128	11,520.00
6400	210	Retirement	\$ 4.00	64	256.00	64	256.00	128	512.00
6400	220	FICA	\$ 6.00	64	384.00	64	384.00	128	768.00
6400	220	Medicare	\$ 1.00	64	64.00	64	64.00	128	128.00
6400	510	Teaching Materials: "Teach Like a Champion"	\$ 20.00	32	640.00	32	640.00	64	1,280.00
5100	120	Supplement: Retention of Highly Effective Teachers (3 teachers)	\$ 5,000.00	3	15,000.00	3	15,000.00	6	30,000.00
5100	210	Retirement	\$ 429.00	3	1,287.00	3	1,287.00	6	2,574.00
5100	220	FICA	\$ 310.00	3	930.00	3	930.00	6	1,860.00
5100	220	Medicare	\$ 73.00	3	219.00	3	219.00	6	438.00
5100	240	WC/Liab/Unemp	\$ 143.00	3	429.00	3	429.00	6	858.00
5100	120	Supplement: Recruitment of Highly Effective Teachers (1 teacher)	\$ 5,000.00	1	5,000.00	1	5,000.00	2	10,000.00
5100	210	Retirement	\$ 429.00	1	429.00	1	429.00	2	858.00
5100	220	FICA	\$ 310.00	1	310.00	1	310.00	2	620.00
5100	220	Medicare	\$ 73.00	1	73.00	1	73.00	2	146.00
5100	240	WC/Liab/Unemp	\$ 143.00	1	143.00	1	143.00	2	286.00
5100	120	Supplement: Attendance - All Teachers Eligible (est. 50% of teachers)	\$ 2,000.00	16	32,000.00	16	32,000.00	32	64,000.00
5100	210	Retirement	\$ 172.00	16	2,752.00	16	2,752.00	32	5,504.00
5100	220	FICA	\$ 124.00	16	1,984.00	16	1,984.00	32	3,968.00
5100	220	Medicare	\$ 29.00	16	464.00	16	464.00	32	928.00
5100	240	WC/Liab/Unemp	\$ 57.00	16	912.00	16	912.00	32	1,824.00
5100	120	Supplement: Learning Gains for all Highly Effective/Effective (est. 9 teachers)	\$ 3,000.00	9	27,000.00	9	27,000.00	18	54,000.00
5100	210	Retirement	\$ 257.00	9	2,313.00	9	2,313.00	18	4,626.00
5100	220	FICA	\$ 186.00	9	1,674.00	9	1,674.00	18	3,348.00
5100	220	Medicare	\$ 44.00	9	396.00	9	396.00	18	792.00

CONFIDENTIAL- YEAR 1-2





Competitive Application for Whole-School  
Transformation Model (Traditional Public Schools) –  
TOP 3  
Miami-Dade County Public Schools

*This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.*

LORAH PARK ELEMENTARY SCHOOL 133041

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

**Item 1:** Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

**Needs Assessment Methodology**

Miami Dade County Public Schools (M-DCPS) is committed to consistently assessing school level data, evaluating progress, and providing support in the Comprehensive Support and Improvement schools. The district analyzes all data points to evaluate academic, socio-emotional factors, family and community engagement to evaluate the needs of the whole child and provide comprehensive support services for students and their families. In addition to the academic data, other data sources include:

- Attendance-Synthesizes student attendance patterns and identify students with excessive absences.
- Mobility Index- Measures the frequency of students entering and leaving a school throughout the year.
- Incident Data- Records the frequency of disruptive student behavior and suspensions.
- Homeless Percentage-Identifies the number of homeless students enrolled at the school.
- Free and Reduced Lunch-Identifies the percentage of students that qualify for free and/or reduced lunch.

The following district systems are in place to ensure a systematic approach to assess the schools' needs.

DATA/COM: Conducted three times per year to gain a deeper understanding of the schools' needs, analyze comprehensive school level data and progress made towards intended student performance. This process provides an opportunity for school principals to have a direct line of communication with the superintendent. It allows the superintendent to immediately eliminate internal systemic barriers that impede the schools' ability to adequately address the needs of the whole child.

Strategic Planning Meetings: Held three times per year to reflect on the implementation of the School Improvement Plan.

Instructional Reviews: Conducted three times per year to identify instructional needs and align support.

School Climate Surveys- Provide the school and district valuable information to enhance the overall school experience for all stakeholders through the input from parents, students, and staff to gather qualitative information regarding what these groups think about the schools and their perceptions concerning how the schools can be improved.

The direct, ongoing support to the Comprehensive Support and Improvement schools is provided through multiple district offices and Education Transformation Office (ETO) and encompasses all components of the Turnaround Principles (5Es). ETO and School Operations aligns support from District offices and provides instructional school-site support to targeted schools. A Tiered Support Model is utilized to determine school support. The selected sites are categorized as Tier 3, based on student performance data. District Title 1 funds are allocated for: Student Success Coaches, Transformation Coaches, professional development, interventions, and incentive stipends.

**Family and Community Summary of Results**

Lorah Park Elementary School is in the Brownsville area, also referred to as the Brown Sub area. Lorah

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Park Elementary School is comprised of approximately 392 students, 98.5% on Free/Reduced Lunch. Per information provided by the United States Census Bureau, Brownsville is a census designated place and the median household income is \$16,902. Moreover, the census revealed that 42.7% of the population was below the poverty line. There are indicators that impact the progress of Lorah Park Elementary School. There are distinct barriers such as the high percentage of students with excessive absences, student mobility, and the number of incidents that occur in the community that impact the school on a consistent basis. Per the most recent data provided by Miami-Dade County Juvenile Services Department, the school resides in the zip code (33142) with the highest number of arrests. According to the data, this school is in an area where there is a high number of juveniles charged with the most violent crimes. In 2014, Lorah Park Elementary School became a part of the Safe Routes to School Plan funded by *Miami-Dade* Metropolitan Planning Organization (MPO). The school was selected based on several factors including the percentage of students walking to school and the number bicycle-pedestrian incidents in the immediate area.

**Sources:** <sup>1</sup>*Miami-Dade County Juvenile Services Department/Quest Analytics.* <sup>2</sup>*Miami-Dade Metropolitan Planning Organization.* <sup>3</sup>*United States Census Bureau*

School	Level	Attendance							Percent Attendance	Mobility Index	Suspensions			
		Number of Absences						Duplicated			Unduplicated			
		0	1-5	6-10	11-15	16-20	21+	Outdoor			Indoor	Outdoor	Indoor	
3041 LORAH PARK ELEMENTARY	1	18	126	95	68	34	37	94.48	28					

GRADE	FREE AND REDUCED LUNCH CNT	FREE AND REDUCED LUNCH PCT
PK	18	94.7
K	63	100
01	58	98.3
02	62	98.4
03	76	96.2
04	61	100
05	54	100
ALL	392	98.5

SCHOOL	Homeless Percent
3041	8

#### School Summary of Academic Results

The needs assessment indicates that there has been a decline in ELA proficiency and Lowest 25% learning gains, and science proficiency. Therefore, strengthening reading interventions for students is a priority, as well as ensuring that the lowest 25% of students are identified and provided additional intensive support through wrap-around services. Additionally, to maintain the continuous increase in mathematics, the school will strengthen core instruction in this area to maintain positive growth.

School Grade Information

Components	2015	2016	2017
School Performance Grade	D	D	D
ELA Achievement	29	32	30
ELA Learning Gains	NA	48	29
ELA Low25 Learning Gains	NA	44	40
Math Achievement	41	33	49
Math Learning Gains	NA	49	62
Math Low25 Learning Gains	NA	36	48



## Turnaround Option Plan –3

Science Achievement	50	30	23
Percentage Points Earned	40	39	40

Lorah Park Elementary School Climate Survey results report that 31% of the students feel that the overall climate or feeling at the school is positive and helps them learn. 39% of parents feel the school maintains high academic standards. The survey also indicates that 33% of teachers feel that their success is limited due to insufficient resources (funds, books, equipment, supplies, etc.)

### **Formulation of the Whole School Transformation Model (TOP 3)**

A Comprehensive Support and Improvement Leadership Team is a multi-disciplinary team, comprised of various stakeholders. The team collaborated to formulate the Whole-School Transformation Model (TOP 3). Team members and their respective titles are listed below.

Valtena G. Brown, Deputy Superintendent/Chief Operating Officer  
 Marie Izquierdo, Chief Academic Officer, Office of Academics and Transformation  
 Magaly C. Abrahante, Assistant Superintendent, Early Childhood and Title I Project Administration  
 David K. Moore, Assistant Superintendent, Division of Academic Support  
 John D. Pace, Region Superintendent, Central Region Office  
 Atunya Walker, School Principal, Lorah Park Elementary School  
 Tracie Abner, Administrative Director, Education Transformation Office  
 Trynegwa Diggs, Administrative Director, Education Transformation Office  
 Edgardo Reyes, Administrative Director, Title I Project Administration  
 Linda Amica-Roberts, Administrative Director, School Operations  
 Martha Harris, Administrative Director, Division of Student Services  
 Melissa Latus, Administrative Director, Intergovernmental Affairs & Grants Administration  
 Renny Neyra, District Director, School Operations/The Parent Academy  
 Lisa Thurber, District Director, Office of Community Engagement  
 Cecelia Magrath, Executive Director, Education Transformation Office  
 Angela Lozano, Director, Office of Community Engagement  
 Coral Martincavage, Curriculum Support Specialist, Education Transformation Office  
 Daan Blocker, Parent

**Item 2:** Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

To leverage community assets, improve school and community collaboration and to develop family and community partnerships, Lorah Park Elementary School will utilize **Collective Impact**. Recognizing that students and families require a variety of services and support to address their emotional, social, health, and educational needs, M-DCPS partners with a myriad of community organizations to support the overall school improvement of Lorah Park Elementary School. The school will replicate the Collective Impact model as presented by the district.

Miami Dade County Public Schools (M-DCPS)-Bureau of School Operations currently utilizes Collective Impact strategies to connect community-based, faith-based, business/corporate sponsors and other partners with schools. One of these collective impact strategies includes the submission of an annual external partnership survey. The survey is designed to record and log all external organizations providing services

### Turnaround Option Plan –3

within M-DCPS. Moreover, the report enables schools to identify and request required wraparound services unique to the needs of families, community and school.

The Office of School Operations uses these survey results to leverage community assets to ensure that services are not only relevant, but are not superfluous. These results provide much needed feedback and input, to the district, on current community partnerships. This data is then scrutinized to determine the impact of wraparound services on school improvement goals. Schools utilize the survey to analyze and then evaluate the impact and viability of their community partnerships. Based on the 2016-2017 External Community Organization Survey results, Lorah Park Elementary School reported that there are currently 1 major organization providing wraparound services in the school. The school's analysis and impact review identified the following:

Current support by organizations/partnerships working with the school

- Organization 1: ***Big Ideas Educational Services***
  - Role Model/Mentoring
  - Donations/Incentives Providers
  - Behavioral Challenges Tools
  - School Enrichment Afterschool Program
  - Role Model/Mentoring
  - Tutoring/Homework Assistance

After ranking current partnerships and identifying partnership needs, Lorah Park Elementary School identified that the school would further enhance their educational programs if wraparound services were to increase or include the following:

- Tutoring/Homework Assistance
- Enrichment Afterschool
- Role Model/Mentoring
- Parent and Family Behavioral Health Services
- Job-Related Support Services
- School Volunteer Program
- Donations/Incentives Providers
- Care Coordination/Family Counseling
- Case Management/Mental Health Counseling
- Behavioral Challenges Tools (Social Emotional Learning)

Currently, there is only one external partner at Lorah Park Elementary School. The school views this as a major challenge in leveraging organizational partners and community stakeholders. Therefore, Collective Impact will assist with emphasis on collective partnerships. To drive impact, Lorah Park Elementary School will serve as the anchor and central entity. In collaboration with the various identified partners, there will be a focus on eliminating the silos mentality by establishing knowledge sharing and participation. To bolster alignment with the district's practice of utilizing Collective Impact as a researched based approach to leveraging external partnerships, Lorah Park Elementary School will apply the strategies as outlined in ***Improving Student Outcomes Through Collective Impact***, to further enhance and develop

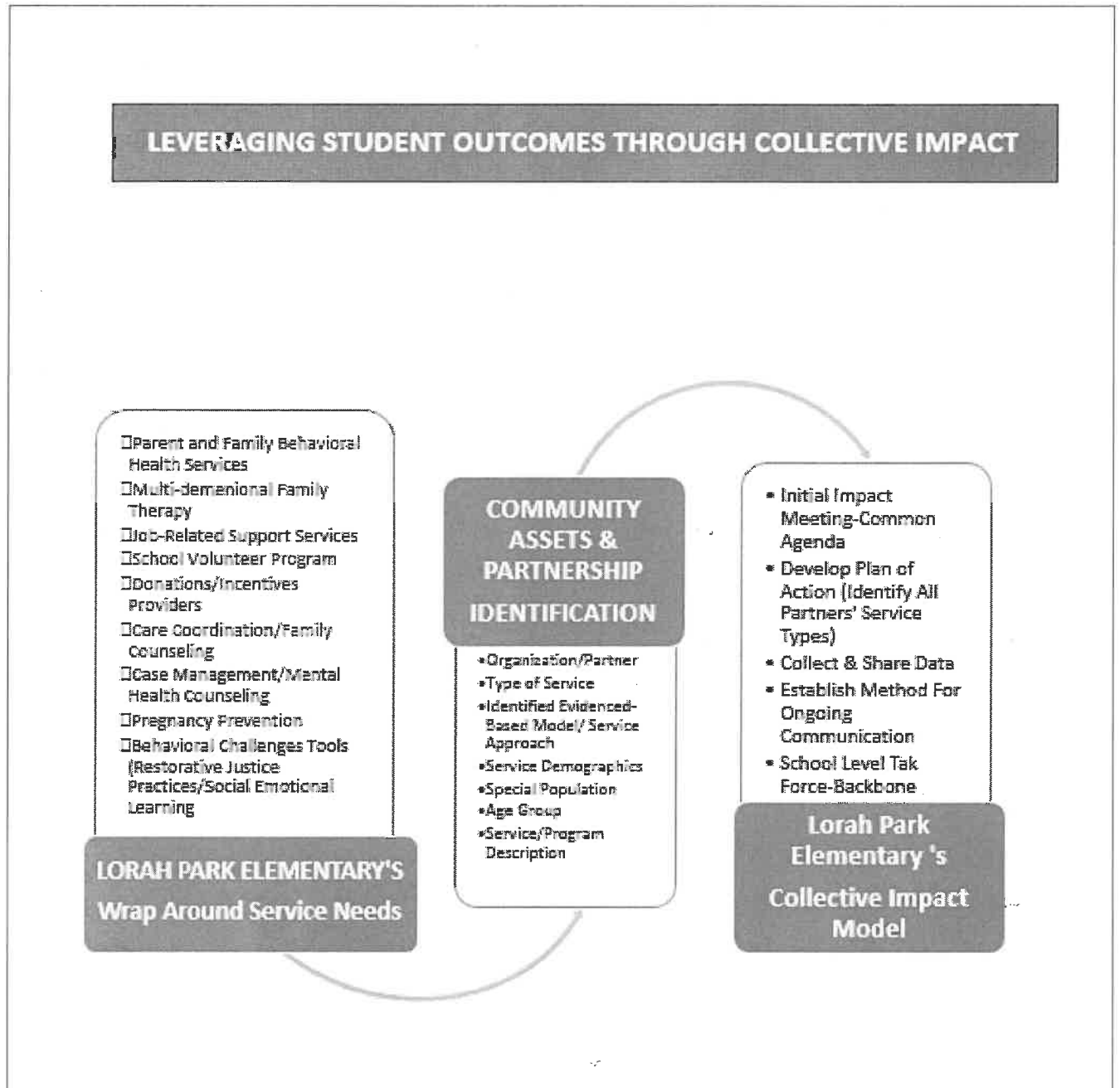
### Turnaround Option Plan –3

family and community partnerships. Lorah Park Elementary will utilize the five components of collective impact:

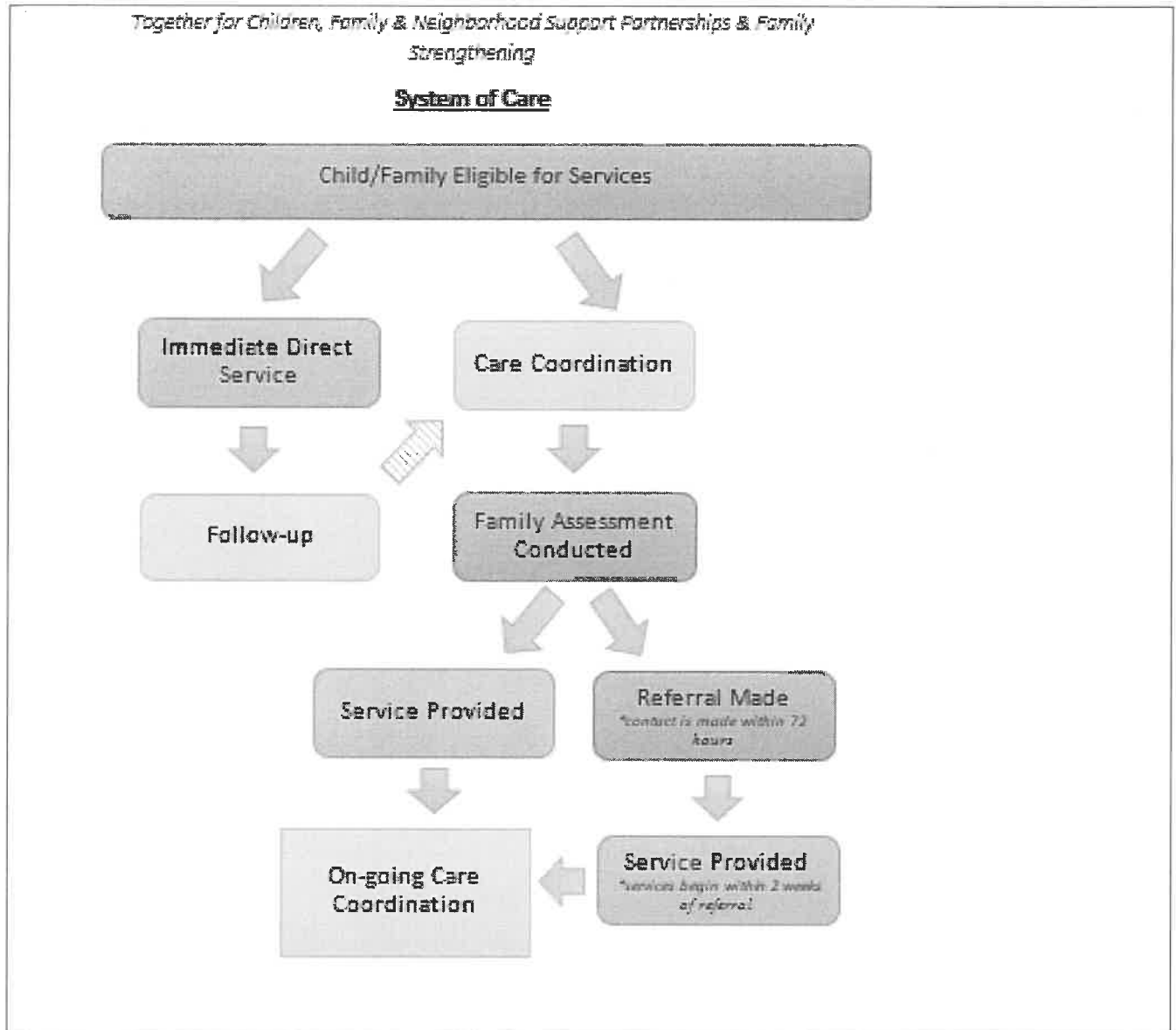
1. ***Host an Initial and Quarterly Collective Impact Meeting***-The school's Administrative Team, Student Services Staff, and the Community Involvement Specialist to identify the various community-based, faith-based, businesses, and corporations within the surrounding community. Lorah Park Elementary will host a Collective Impact Meeting with emphasis on communicating the school's vision and mission to establish a common understanding of the school's needs. Most importantly, the meeting will involve developing a joint approach or compact to addressing the agreed upon problems. A collective impact meeting calendar will be created during the initial meeting. Times will be mutually agreed upon by all partners. **Common Agenda**
2. ***Establish a Plan of Action***- Using all available data points, involve all stakeholders in developing a plan that outlines all mutually agreed upon activities. **Mutually Reinforced Plan of Action**
3. ***Collect and Share Data***-Work with partners to establish a plan to collect data and measure results consistently by all participant stakeholders. Lorah Park Elementary School will collaborate with partners to ensure that there is shared measurement for alignment and shared accountability. **Shared Measurement**
4. ***Ongoing Communication***-Develop various methods of communication with all stakeholders with emphasis on all mutually agreed upon objectives. Lorah Park Elementary will establish a collaboration site enabling all partners to access information related to the established goals and objectives. - **Continuous Communication**
5. ***Taskforce***- Lorah Park Elementary School will develop a team made up key stakeholders from all community partners. The taskforce will not be solely representative of the school's staff. The task force will serve the entire initiative of goals and objectives. They will coordinate activities with all participating partners. **Backbone Organization**

**LORAH PARK ELEMENTARY SCHOOL COLLECTIVE IMPACT MODEL** will leverage partnerships with identified programs and services that are aligned to the needs of the school-students and their families. Moreover, to further enhance the school's collective impact model and the Backbone Organization component, Lorah Park Elementary School will ensure alignment to the district's collective community partnerships; an initiative established as district and county initiative called ***Together For Children***. Together For Children was developed by various public and not-for-profit entities throughout Miami-Dade County. Miami-Dade County Public Schools along with community members, leaders, faith-based, and other organizations work collaboratively to ensure that youth and their families receive the comprehensive, wrap-around services and support needed to support students and families. The neighborhoods, community organizations, and anchor institutions come together to address and provide viable solutions. The school will couple the collective impact model with Together For Children's approach for a strong and effective alignment of partnerships.

Lorah Park Elementary School will seek partnership with government entities, faith-based organizations, businesses, and community organizations to improve the quality of life for the school's most vulnerable children, youth and families.



## Turnaround Option Plan –3



## Part II: Implementation Plan

### A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child's education
3. Establish clearly defined and measurable high academic and character standards

### Turnaround Option Plan –3

4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

**Item 3:** Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

The school will collaborate with the Division of Student Services, Educational Excellence School Advisory Council (EESAC) and the Community Assessment Team (CAT) to ensure structures are established to provide the highest-quality wrap-around services for students and their families. Local family and community resources will be identified and sought to partner with the school to provide an additional layer of support to the school. The school's Success Coach and School Counselors coordinate these efforts to optimize services and avoid a duplication of services. Success Coaches at the targeted schools will continue to actively engage in the elimination of social and emotional barriers inhibiting student success by providing services to students who meet criteria based on Early Warning Indicators. Coaches provide preventative and/or responsive guidance to targeted students through individual and/or group counseling. The Division of Student Services will collaborate with the school to provide targeted school-site development for school stakeholders, including PTSA, EESAC, CAT and other interested community groups.

The Whole-School Transformation Model (TOP 3) will serve to augment and intensify the support of the Student Success Coach by introducing a Community Liaison Specialist (CLS). The primary responsibility of the CLS will be to build relational trust between the families, the community, and the school and increase family and community involvement.

The Community Liaison Specialist (CLS) will:

- Report directly to the school-site administration.
- Promote effective communication between schools and homes.
- Assist families in establishing a home environment to support academic success.
- Collaborate with The Parent Academy to coordinate and conduct parent seminars to support identified family needs (i.e. digital fluency, poverty, adolescent development, etc.).
- Collaborate with the Student Success Coach to assist students' families by coordinating wrap-around services for the students and their families
- Involve parents as leaders and representatives in the school's decision-making processes.
- Work with the Office of Community Engagement to identify and integrate community resources to strengthen school programs, family practices, and student development.
- Maintain a resource area with flyers, brochures, and other pertinent information for parents and families in their home language.
- Host family engagement events/activities, designed to foster collaboration between the home and the school throughout the year.
- Recruit parent volunteers for parent education activities. The Office of Community Engagement will assist schools in the background screening process for parent and community volunteers.
- Conducts home visits as follow-up to parenting workshops or to provide individual assistance relative to home/school problem resolution.
- Utilize social media as a venue to highlight their unique family and community engagement

### Turnaround Option Plan –3

activities/events.

- Schools will showcase successes, events, and upcoming activities through social media and empower all stakeholders via a digital connection.

Lorah Park Elementary School will seek organizations that serve as “anchors” – or points of contact within the school to develop and coordinate needed wraparound services and resources from multiple community partners. These organizations will be based/housed and work directly in the school to work with principals, educators and other personnel to learn the unique needs of the school and student body. Through comprehensive needs assessments of the school and case management of students, they will forge strong community partnerships and bring these resources into schools to help remove barriers to learning so struggling students can succeed.

Organizations sought must utilize an all-inclusive approach that addresses student attendance, behavior and course performance simultaneously and in the school setting. They should deploy an array of assets and tactics to ensure that students receive high quality academic, social, and adult support through an integrated system of partnerships and collaborative efforts.

The school will utilize the identified organization as the “anchor organization” address to assist in addressing the **total student**—because students with unmet physical, psychological and social needs cannot learn effectively—and the **whole school** environment. They are to address key areas of need through a wraparound system of care - from immediate needs like school supplies, uniform vouchers, family stabilization (shelter, food, clothing), health services, to tutoring and other academic supports and resources, mentoring, socio-emotional supports, post-secondary preparation and employment readiness for high school students, and well-developed life/social skills - to more complex supports such as counseling or emotional support to cope with a traumatic event, these organizations are there full time in schools to help students succeed. This attention to the needs of both the entire school and the individual student is critical to reducing dropout rates and increasing graduation rates.

The partnership requires the organization to be based directly in the schools full-time, every school day and typically position a Single Point of Contact (SPOC) in the school to assess needs and deliver necessary resources from the community into the schools. The SPOC are typically trained and certified caring individuals whose main focus is to identify needed services that exist in the community and connect them to students and families who need them. As a Single Point of Contact based in the school, they are uniquely positioned to build relationships and trust with students and families, and match the individual needs of students and families with resources in the community, monitor and follow up on services, and to be active participants in the work of teachers and administrators in making their schools places of learning and achievement.

**Item 4:** Explain the strategies the school will implement to increase parental involvement and engagement in the child’s education.

School improvement is much more effective when schools enlist families in the process. Regardless of income level or educational background, all families can – and do -support their children’s success. (Henderson & Mapp 2002) Therefore, a district that is serious about closing the achievement gap will also have to be serious about creating a genuine culture of school-family-community partnership (Elmore 1997).

The Office of Community Engagement will work with the school to conduct ongoing professional development for two purposes: 1) to offer a rubric that sets a high standard for a partnership where schools will work together with parents, and b) to open a dialogue with principals and other school staff, including

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teachers, whose experiences with parental involvement practices have been positive, effective, and have directly helped student achievement.

School administration, teachers and staff will participate in a one-day training institute with a national consultant to create Family-Friendly Schools, using research-based strategies that are linked to the National Standards for Parent and Family Involvement Programs. They will learn how and why engaging families can have a positive impact on student learning. As well as focus on effective policies and practices for successfully building and sustaining strong school-family-community partnerships.

Upon completion of the one-day institute, the school team will engage in a process to examine their school practices regarding parental involvement utilizing the needs assessment in Attachment A. Based on data from the needs assessment, they will develop a clearer focus, and create a school improvement plan for school, family, and community partnerships.

The Office of Community Engagement will provide ongoing assistance in implementing their plan and assist them with educational materials for families as they incorporate practices outlined in the Family and Community Engagement Practices Framework in Attachment B. The Framework is researched-based on six standards identified by Joyce Epstein, Karen L. Mapp, and Anne T. Henderson, from the Center on School, Family and Community Partnerships.

Standard 1 – Welcoming All Families into the School Community

Standard 2 – Communicating Effectively

Standard 3 – Supporting Student Success

Standard 3 – Speaking Up for Every Child

Standard 5 – Sharing Power

Standard 6 – Collaborating with the Community

In May of each year, the Office of Community Engagement will coordinate an additional, 4-hour session with the national consultant, the school administration and their teams to discuss the strengths and weaknesses of their school improvement plan for school-family-community partnerships based on quantitative and qualitative data gathered throughout the year.

The Parent Academy (TPA) will collaborate with Lorah Park Elementary School to develop and conduct targeted parent workshops, in English, Spanish and Haitian-Creole on various topics of family need. Families will have multiple opportunities for engagement throughout the year. TPA will work with the Division of Student Services, Educational Excellence School Advisory Council (EESAC), and Community Assessment Team (CAT) to maximize wrap-around services in place by hosting Family Nights and Community Resource Fairs to ensure families are aware of the resources available to them. These strategies are directly aligned to overall school improvement efforts through EESAC, Title I.

EESAC - As stated in Board Policy 2125, parents and the community play an integral role in the school advisory council which is responsible for the final decision-making at the school relating to the implementation of the State system of school improvement and accountability. The initiatives within the Framework can be incorporated in the School Improvement Plan (SIP) to strengthen partnerships with families and the community.

**Item 5:** Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

A District-wide Data Disaggregation Team provides rapid district, region, and school-site leadership teams



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with individualized, easily accessible data tools such as Power BI and dashboards that track academic data. In addition to instant access to school, teacher, and student level performance data, the team has also developed School Goal Trackers, which allow school-site teams to set goals in each accountability area. The school has the capacity to identify subset(s) of students in need of additional support and establish intervention services and strategic support. Student data is progress monitored frequently and refinements are made to ensure mastery of the academic standards. At the district-level, comprehensive monitoring is conducted three times a year through the DATA/COM meetings. This process allows the Education Transformation Office, district staff, region personnel, and principals to analyze Florida Standard Assessment (FSA) data, Mid-Year Assessments, End-of-Course Assessment data, i-Ready data, attendance, disruptive behavior incidents, student enrollment trends, homeless students, and make strategic decisions regarding support and resources. Furthermore, during the Quarterly Strategic Planning Meetings, the ETO and Region personnel collaborate with the school leadership team to evaluate the impact of identified structures and systems as well as available resources and recommend modifications as needed. Through these processes, the school is empowered to establish clearly defined and measurable academic standards.

M-DCPS provides prevention and intervention services to all students through an integrated team of student services professionals to address the academic and social/emotional needs of all students. M-DCPS takes into consideration the unique issues faced by the diverse populations enrolled. In 2015-2016, the District introduced several initiatives to support a safe and supportive learning environment, including Values Matter and Yale's Emotional Intelligence RULER approach. M-DCPS has also partnered with Florida International University's (FIU) School of Social Work. During the 2016-2017 school year, M-DCPS implemented three violence prevention programs: Say Something, Start with Hello (SWH), and Safety Assessment and Intervention (SAI).

Values Matter Miami is an initiative that focuses on the District's nine core values as the foundation of behavioral expectations for students. Lorah Park Elementary School will promote the nine core values in the school and within the surrounding communities. Students will be challenged to communicate what they have learned about values and bring the Values Matter message to their churches, parks, community centers, and malls. The character standards of respect, responsibility, citizenship, fairness, pursuit of excellence, kindness, cooperation, honesty and integrity are emphasized throughout the District and schools. Essentially, a core value is introduced each month and modules, resources and select readings are available through the District webpage. School leadership, counselors and teachers utilize the resources to teach students appropriate behavior and skills around each character standard. Schools are encouraged to highlight character education initiatives through Twitter, Instagram and Facebook utilizing the #ValuesMatterMiami. Students are provided opportunities to self-assess, identify personal strengths and areas for growth, and set goals to continuously develop and improve their character. By implementing a strong character education program, Lorah Park Elementary School and its surrounding communities will mutually benefit. On a monthly basis, the school will highlight students and staff member who recognize the core value of the month. The District hosts a ValuesMatterMiami Awards Ceremony, a large-scale red carpet event, in which students, staff members and schools were recognized for exemplifying each core value.

**Item 6:** Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

M-DCPS utilizes a comprehensive approach to identify a knowledge-rich curriculum for students. Based on an analysis by the *Miami-Dade County Juvenile Services Department/Quest Analytics*, Lorah Park Elementary School is located where the highest number of juveniles are charged with the most violent crimes. The school understands the need to support students in developing a skill set at an early age to become responsible citizens. The school, in collaboration with the EESAC and CAT identified a character

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education curriculum that focuses on the acquisition and strengthening of character and empowers students to make choices.

Additionally, M-DCPS employs the following criteria for identifying knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge. Including selection and evaluation of instructional materials. The guidelines include, but not limited to the following:

A. Instructional materials should provide quality learning experiences for students, enrich and support the curriculum, and be consistent with the Florida State Standards. School teaching staff and administrators shall evaluate instructional materials by following the State's guidelines for the review of instructional materials. Listed below are the major components of the review guidelines, they are as follows:

1. Alignment to Florida's Perspective
2. Content
3. Presentation
4. Learning

B. Instructional materials must also be evaluated for bias-free content. There are five (5) areas in which bias is evidenced in instructional materials:

1. Contextual Invisibility
2. Stereotyping and Characterization
3. Historical Distortions and Omissions
4. Language Bias
5. Inaccurate and Stereotypical Visual Images

Selecting instructional materials that focus on developing student's background knowledge and fosters the development of 21<sup>st</sup> century skills (collaboration, communication, critical thinking and creativity) is a critical component of the curriculum selection process.

M-DCPS engages in a multi-layered process that involves stakeholders in identification and evaluation of curriculum to meet the needs of diverse learners. The Office of Academics and Transformation is responsible for increasing student achievement through the provision of systemic innovative curriculum characterized by standards and research-based educational programs that deliver effective and differentiated instruction in partnership with parents, business, and our diverse community.

Specifically, The Office of Academics and Transformation:

- 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.
- Monitors the fidelity of implementation and compliance with local/state/federal requirements, to maximize return on investment.
- Ensures key stakeholders engagement and input in the planning and implementation of programs and initiatives.
- Stratifies assistance and support services to schools based on levels of student achievement.

#### District Instructional Materials Review Committee(s)

The DIMRC evaluates instructional materials that are to be considered for District adoption.

#### A. Composition of the District Instructional Materials Review Committee

- A DIMRC must have a minimum of five (5) members. A member of a state adoption committee may not serve on the DIMRC.

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- At least two-thirds of every DIMRC must be composed of teachers who are currently teaching and are certified to teach in the subject area(s) and grade level(s) being reviewed.
- District subject area specialists or resource teachers may serve on the DIMRC. Community representation on DIMRC is encouraged; lay persons may serve on the DIMRC. A parent shall serve as the layperson when required by law.
- Representatives from the Exceptional Student Education Department, Bilingual Department, Advanced Academic Programs Department, and other appropriate District departments may also serve on the DIMRC.
- Teachers, specialists, and lay persons will be appointed from nominations submitted by principals, Region and/or District staff, to the curriculum department whose subject area is being reviewed.
- District subject area supervisors who have taught in the subject area being reviewed may serve as non-voting facilitators on the DIMRC to provide subject matter expertise and communicate the District's curricular vision and goals to committee members. They may assist in the review process and correlation of publisher submissions with course and subject instructional objectives. These District subject area supervisors will serve as the DIMRC's chairpersons.
- The membership of the DIMRC should include a balanced representation from the various geographic regions in our District.

To evaluate the impact of instructional materials, The Office of Academics and Transformation holds annual Student Impact Meetings. Student Impact Meetings are conducted with vendors who provide programs or services to students in M-DCPS. The meetings provide an opportunity for district staff to reflect on student impact of the program/service and determine overall value of the program. A rubric is utilized to identify the overall impact and return on investment to determine if M-DCPS will continue to utilize the product or service.

**Item 7:** Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Lorah Park Elementary School has established a Professional Learning Support Team (PLST), which consists of the assistant principal, professional development Liaison, and teacher leaders. The team attends a two-day comprehensive training that emphasizes the shift in professional learning practices at the school. The role of the PLST is to support the development and implementation of a high-quality site-based professional development plan that promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness and positively impacts student achievement. The PLST determines the professional learning needs of the staff by reviewing a variety of data sources and conducting a needs assessment survey of the staff. The PLST collaborates with the school principal to develop a year-long professional development plan that addresses the identified needs. The PLST monitors the quality of professional development activities and the fidelity of professional learning at the school and evaluates the success of professional learning activities as indicated by shifts in educational practice and impact on student learning.

A portion of the TOP 3 funds will be utilized to purchase *Cloud9World*, a character education curriculum that focuses the acquisition and strengthening of character and the capacity to make wise choices for a well-rounded life. This K-5 curriculum is built on a social constructivist approach that enables students to experience and embrace positive character strengths. The K-5 format delivers real-world scenarios and

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practical applications for positive character development in the home, school, and community. Children are challenged to apply a real-world understanding of the character strength through role play, decision-making, projects, and presentations. The program appeals to children's social nature as they experience and identify many of these character strengths for the first time. Professional development for teachers and support staff will be provided to effectively introduce and sustain character education as a cornerstone for a thriving society. *Cloud9World* books are also available in Spanish to meet the language needs of the multi-lingual learners. *Cloud9World* is a unique social/emotional learning program that integrates literacy as the vehicle for teaching character standards. The lesson plans allow for easy personalization and differentiated instruction. *Cloud9World* will assist M-DCPS in achieving the district mission of providing the highest quality education so that all the students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Another portion of TOP 3 funding will be utilized to build instructional capacity through innovative professional development, collective inquiry, action experimentation, and lesson study. The Professional Learning Support Team (PLST) will facilitate a book study based on Doug Lemov's book, *Teach Like a Champion 2.0*. The book focuses on 62 classroom techniques that put students on the path to college. With ideas for every aspect of classroom instruction, from classroom management to inspiring student engagement, teachers will be inspired with innovative ideas developed by other outstanding educators. TOP 3 funding will allow the school to purchase the *Teach Like A Champion 2.0* book for the teachers at the school and provide local training in the techniques by the author and national trainers. Additionally, the school will allow for stipends for the professional learning communities to meet on Saturdays, and substitute funding to facilitate the lesson study process. The funding will also purchase high-quality audio-visual equipment that will support the lesson study process and allow the school to develop a bank of high impact lessons to support long-term sustainable instructional excellence.

**Item 8:** Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

M-DCPS is committed to attracting and retaining highly effective teachers, particularly at Comprehensive Support and Improvement schools, as these teachers, ultimately, have two to three times the impact of other school factors. In order to identify, recruit, retain, and reward highly effective instructional personnel, the District and the United Teachers of Dade (UTD) have agreed to the following:

- Highly Effective instructional personnel transferring into one of the identified schools, or who remain at one of the identified schools, will commit to teach for three school years (2017-2018 through 2019-2020). Voluntary transfer requests, during the three-year period, must be mutually agreed upon by the teacher and principal with Region review and approval. All supplements listed below are only available while serving as a full-time instructional employee in one of the schools identified in Appendix A unless otherwise specified.
- Full-time core subject area teachers who have been rated Highly Effective for two consecutive years (2014-2015, 2015-2016), who remain at or transfer into a school identified in Appendix A, will be eligible for a \$5,000 Recruitment/Retention supplement to teach in a core subject area at the identified school. Core subject area is defined as language arts/reading, math, science, social studies, and teachers of elementary gifted. Exceptional education teachers must also have a core subject area certification in order to qualify.
- Full-time instructional personnel at schools identified in Appendix A will receive a \$1,500 Title I supplement. For the 5 TOP schools, this supplement replaces the Title I supplement previously

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negotiated.

- Full-time Instructional personnel teaching in an accountability area assessed by a state-required assessment, as identified by the list below, and whose students' 2016-2017 learning gains/proficiency rates are above the District average for the specified content area/grade level will receive a Learning Gains/Proficiency supplement of \$3,000. For teachers who fall within this provision and maintain student learning gains above the District average for school years 2017-2018, 2018-2019, and 2019-2020, the \$3,000 supplement will be added permanently to their base salary. Teachers with multiple accountability areas will only receive one Learning Gains/Proficiency supplement.

#### Measured by Learning Gains

- ELA Grades 3, 4, 5, 6, 7, 8, 9, 10
- Math Grades 3, 4, 5, 6, 7, 8
- Algebra
- Geometry
- Algebra 2 (only eligible 2016-2017)
- Intensive Reading and Math 6-12

#### Measured by Proficiency

- Science Grades 5 and 8
- Civics
- Biology
- United States History

- Transformation coaches are eligible to receive the learning gains/proficiency incentive if the learning gains/proficiency, as outlined above, in the area the coach supported during the previous year was above the District average.
- Full-time instructional personnel at the identified schools who utilize fewer than a total of five sick, personal, and leave without pay absences will receive a \$2,000 stipend to be paid in June of 2018.
- Identified schools will be given priority to interview eligible candidates to ensure that the school is fully staffed with highly effective personnel prior to opening of schools.
- Transformation Coaches in the areas of reading, math, and science with Highly Effective/Effective ratings and demonstrating favorable survey results as referenced in the Transformation Coach Letter of Understanding (LOU) will be assigned to the identified schools to provide direct support to teachers in instructional delivery. Coaches at the identified schools will be certified in the area they coach or have completed all coursework for the areas they coach.
- School administrators observe classroom teachers at various times throughout the school year, using the Instructional Performance Evaluation and Growth System (IPEGS). This evaluation system assesses instructional staff on eight (8) performance indicators: Knowledge of Learners, Learner Progress, Instructional Planning, Instructional Delivery and Engagement, Assessment, Communication, Professionalism, and Learning Environment.
- Appropriate opportunities for improvement are afforded throughout the year to professionals who demonstrate a need in any of the indicators. For examples, Start Sharp is a unique opportunity for the teachers of the identified schools to obtain additional planning time (four days) prior to the beginning of school. This allows the teachers to effectively plan and prepare for a successful opening of school.
- At the end of the school year, each school principal, region staff, and ETO collaborate to analyze student achievement data at the teacher level. This process facilitates decision-making regarding teaching assignments and/or the need for replacement and ensure that students are strategically assigned to high-performing teachers. Teachers who have not significantly contributed to improved student outcomes are considered for Involuntary Transfers.

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### B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

**Item 9:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

The challenges that the selected sites face as they relate to family engagement have led to a vigorous and renewed interest in community-based solutions. These challenges have inspired M-DCPS to consider innovative ways to bridge families and schools and sustain meaningful connections that will support long-term student success. TOP 3 is designed to promote student achievement and preparation for global competitiveness by fostering innovative and strong home, school, and community partnerships. TOP 3 builds upon the following core beliefs:

#### Core Beliefs

- All parents have dreams for their children and want the best for them.
- All parents have the capacity to support their children's learning.
- Parents and school staff should be equal partners.
- The responsibility for building partnerships between school and homes rests primarily with school staff, especially school leaders.

In order to reduce or eliminate the internal systemic barriers, the team has developed the following three goals to serve as the foundation for TOP 3:

- Engage families and communities by maximizing wrap-around services that bridge and sustain strong home, school, and family partnerships.
- Synergize the efforts of parents, teachers, students, and community organizations to improve student success.
- Build instructional capacity through innovative professional development, collective inquiry, action experimentation, and lesson study.

#### Areas of Assurance

1. Provide wrap-around services that develop family and community partnerships

M-DCPS, Division of Student Services and the Bureau of School Operations work collaboratively to ensure structures are established to provide the highest-quality wrap-around services for students and their families. Miami Dade County Public Schools (M-DCPS)-Bureau of School Operations currently utilizes Collective Impact strategies to connect community-based, faith-based, business/corporate sponsors and other partners with schools. One of these collective impact strategies includes the submission of an annual external partnership survey. The survey is designed to record and log all external organizations providing services within M-DCPS and enables schools to identify and request required wraparound services unique to the needs of families, community and school.

2. Increase parental involvement and engagement in the child's education

Miami-Dade County Public Schools has a long history of supporting family and community engagement, as evidenced in District Board Policy 2111 - Parent Involvement - A Home-School-District

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Partnership, addressing challenges and barriers associated with increasing parental involvement/engagement in schools.

The Family and Community Engagement Practices Framework provides best practices and initiatives to implement and include in their School Improvement Plan (SIP) or Title I Parent and Family Engagement Plan (PFEP) to increase family and community engagement. Specifically, The Office of Community Engagement, as part of its Family Engagement, Advocacy, and Community Outreach efforts, will provide a framework of measurable best practices and initiatives that the school may implement throughout the academic year and include them in as part of their School Improvement Plan (SIP) or Title I Parent and Family Engagement Plan (PFEP).

The Parent Academy (TPA) a year-round initiative of Miami-Dade County Public Schools that helps parents become full partners in their children's education is uniquely designed to support community and family engagement. Through TPA, M-DCPS engages families in multifaceted learning experiences, accelerates student achievement by educating parents, and increases parental involvement by successfully integrating parents into the mainstream culture of the school.

#### 3. Establish clearly defined and measurable high academic and character standards.

The development of Vision 20-20 (2015-2020) Strategic Blueprint for M-DCPS has provided an opportunity to consider the district's successes, lessons learned, and areas for continued growth. It provides the district with a blueprint that will continue the district's evolution into a world-class education system.

As we proceed with implementing the Strategic Blueprint, the district will be centered on Relevant, Rigorous, and Innovative Academics targeting the singular goal of Academic Achievement. Student Achievement is defined as each student:

- demonstrating age and grade-level knowledge master
- have a post-secondary plan
- graduate
- and successfully complete college and/or enter the workforce.

Pillar I: Relevant, Rigorous, and Innovative Academics identifies four (4) priorities:

- Ensure all students graduate college and are career ready.
- Close the achievement gap
- Provide equitable access to quality instructional programs

Additional information on the District's Strategic Plan (Vision 2020) can be accessed:

<http://pdfs.dadeschools.net/featured/vision20-20.pdf>

M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. District policy, through the Code of Student Conduct creates a safe learning environment to ensure high character standards and ensure a safe environment that is conducive to effective teaching and learning. The "reculturing" of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect.

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4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

M-DCPS employs criteria for the selection and evaluation of instructional materials. The guidelines include, but not limited to the following:

A. Instructional materials should provide quality learning experiences for students, enrich and support the curriculum, and be consistent with the Florida State Standards. School teaching staff and administrators shall evaluate instructional materials by following the State's guidelines for the review of instructional materials. Listed below are the major components of the review guidelines, they are as follows:

1. Alignment to Florida's Perspective
2. Content
3. Presentation
4. Learning

B. Instructional materials must also be evaluated for bias-free content. There are five (5) areas in which bias is evidenced in instructional materials:

1. Contextual Invisibility
2. Stereotyping and Characterization
3. Historical Distortions and Omissions
4. Language Bias
5. Inaccurate and Stereotypical Visual Images

5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Professional development at the district and school level is directly aligned to the district's Framework of Effective Instruction (FEI), based on Robert J. Marzano's work as described in *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. The framework consists of indicators within six (6) standards that serve as the minimum expected outcomes. The FEI standards are Assessment, Instructional Delivery, Engagement, Knowledge of Learners, Learning Environment, and Instructional Planning. The FEI is directly linked to our standards for the Instructional Performance Evaluation and Growth System (IPEGS).

6. Identify, recruit, retain, and reward instructional personnel.

M-DCPS is committed to recruiting, retaining, and rewarding highly-qualified instructional personnel through the transformation process. In addition to the Letter of Understanding that was negotiated on August 9<sup>th</sup>, 2017 detailed in Item 8, The Office of Human Capital Management will work collaboratively with ETO to support recruitment efforts in staffing Comprehensive Support and Improvement schools. Recruitment efforts will include, but are not limited to:

- Provide a comprehensive Differentiated Compensation Model to recruit, retain and reward instructional personnel.
- Provide a partnership with Teach for America (TFA) to place corps members in tiered schools.



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- Provide Comprehensive Support and Improvement schools earlier access to qualified candidates.
- Partner with local colleges and universities to release selected interns early to teach in tiered Schools and offer advanced contracts to qualified candidates.
- Increase presence at local and state hiring fairs.
- Utilize TeacherMatch email capacity to ‘blast’ teacher vacancy information directly to applicants.
- Advertise on national electronic platforms (e.g. teachers-teachers.com, teach.org).
- Conduct senior seminars for education majors at all of our local and state colleges/universities to highlight M-DCPS as an employer-of-choice.
- Recruitment campaign to attract STEM participants to M-DCPS TEACH Strong program, a summer training program that places participants in high needs secondary schools to teach math and science.

**Item 10:** Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

There is a strong correlation between the Whole-School Transformation Model (TOP 3) and District-Managed Turnaround Plan (TOP 2). The Whole-School Transformation Model (TOP 3) will serve to augment and intensify the strategies as described in District-Managed Turnaround Plan (TOP 2), specifically in the areas of Supportive Environment and Family and Community Engagement.

As described in the District-Managed Turnaround Plan (TOP 2), a Student Success Coach has been allocated to Lorah Park Elementary School 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. Parents follow their child’s class schedule and meet each of their teachers. Parents are given an overview of the expectations for each class. Student Success 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 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 academic success.

The Whole-School Transformation Model (TOP 3) will serve to augment and intensify this strategy by introducing a Community Liaison Specialist (CLS) whose primary responsibility will be to build relational trust between the families, the community, and the school and increase family and community involvement. The existing school counselor serves both students and families and provides responsive short-term individual and/or group counseling and/or mentoring services that meet individual and/or group educational, personal, social/emotional, and career development needs of students. Community Involvement Specialists (CIS) assist school-site personnel in planning, implementing, and administering education support programs and special projects. They act as a liaison between the district, school, home, and community to promote educational support programs and provide an on-going channel of communication for parents and the community. CIS also conduct parent education 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). Schools may

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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.

The Community Liaison Specialist (CLS), however, will focus on active pursuit of families and communities as equal partners in the learning community.

The following family engagement opportunities, listed in TOP 2 would be enhanced through the CLS.

- **Miami Corrections Community Affairs:** Through our partnership with the Miami Corrections Community Affairs, students are given book bags and supplies each year.
- **Open House:** In September, all students’ parents are invited to visit their child’s classroom to simulate 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
- **Doughnuts with Dads:** This is an opportunity for our students’ fathers, grandfathers, uncles, and other male role models to come and read to our students, while enjoying a chance to deepen their bonds through light refreshments.
- **Spooky Literacy Night:** An opportunity for the students, families, and community members to participate in fun, challenging, and sometime spooky learning activities.
- **Town Hall Recognition:** Students and community members are recognized by the School Board of Miami-Dade County for outstanding dedication to education.
- **Project Upstart for Students in Transition:** Homeless students are discreetly identified at the beginning of the year and provided support through community agencies.

**Item 11:** Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

M-DCPS prioritizes the sustainability of initiatives through planning, effective leadership, accountability, capacity building, and succession planning. To ensure sustainability of improvements of this initiative by the end of the project period, M-DCPS in conjunction with the school:

- Prioritize family engagement and provide support through both policy and practice.
- Develop strong systemic structures grounded on the premise that school administrators acknowledge family and community engagement as a critical component of systemic improvement efforts.
- Ensure that all newly hired teachers (who did not participate in the book study) are provided a mentor during their first year at the school. Newly hired teachers will be empowered through their mentor to explore concrete engaging, easy-to-implement techniques presented in *Teach Like a Champion 2.0*
- Ensure the continuation of professional learning communities that focus on effective teaching strategies that increase student achievement and preparation for global competitiveness.
- Utilize human resource tools, such as Teacher Match and Job Fairs, to recruit highly-qualified Community Liaison Specialists (CLS) that represent the demographics of the school community with regards to language.
- Strive to strengthen strong home, school, and community partnerships in innovative ways

### Turnaround Option Plan –3

maximizing the use of the Community Liaison Specialist (CLS)

- Prioritize the use of the Community Engagement Practices Framework based on the national standards for family engagement.
- Evaluate school-wide progress toward the National Standards for Family-School Partnerships by reflecting on surveys from stakeholders including but not limited to: families, teachers, administrators, students, and community organizations.
- Through the Parent Academy and Office of Community and Engagement, continuously host dual-language parent and family workshops if needed to ensure systemic family engagement.
- Consistently seek community partners that maximize the potential of each reaching their full potential.

*By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.*

## Project Performance Accountability Form

### Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide wrap-around services that develop family and community partnerships -hire a Community Liaison Specialist. -host family engagement events/activities -recruit parent volunteers -Collective Impact Meetings -Enter into partnership with Anchor Institution -Create Taskforce	-1 Community Liaison Specialist Hired -Minimum of 4 Family Engagement Events -Minimum of 2 Parent Volunteers Recruited -Quarterly meetings -1 Anchor Institution selected -Taskforce consisting of school site staff, M-DCPS administrators, and community members	-Resume -Calendar of events, sign-in sheets -Roster of parent volunteers -Agendas, sign-ins -Contract Finalized -List of participants, meeting sign-in sheets	-End of Q1 -Ongoing -Ongoing -Ongoing -End of Q2 -End of Q1
Increase Parental Involvement -School staff to participate in a one-day (and follow-up) training institute with National Consultant -Create School Improvement Plan -The Parent Academy will develop and conduct targeted parent workshops -Community Resource Fair	-Minimum 90% of school staff participating in training -School improvement plan put in place -Minimum of 6 targeted parent workshops -1 Community Resource Fair	-Training agenda, sign-in sheets -School improvement plan -Schedule, sign-in sheets -Agendas, sign-in sheets	-End of Q1 -End of Q1 -Ongoing -End of Q3
Establish clearly defined and measurable high academic and character standards			

-School will promote Values Matter Miami initiative. -Utilize resources to teach students appropriate character skills surrounding a monthly value Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge -Selection of Instructional Materials -Evaluation of Instructional Materials	-10 character skills selected (1 per month) -Monthly curriculum aligned to character skill selected -M-DCPS to identify and selection knowledge-rich curriculum -M-DCPS to evaluate curriculum at close of school year	-List of selected character skills -Monthly core value curriculum and summary of related activities -Summary of curriculum review -Evaluation of Instructional Materials	-Ongoing -Ongoing -End of Q1 -End of Q4
Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards -PLST to attend two-day comprehensive training. -PLST to conduct needs assessment of school staff. -PLST to develop year-long PD plan that addresses identified needs. -PLST to monitor and evaluate the success of professional learning activities. -In-depth training on Cloud9 World character education program.	-Minimum of 3 participants attending training -1 needs assessment conducted to inform PD -Comprehensive PD plan created -Quarterly monitoring -End of year evaluation -Minimum of 1 Cloud9 training completed for school staff	-Training agenda, sign-in sheet, registration -Results of needs assessment -PD plan with dates (sign-in sheets) -Quarterly monitoring summary -Final evaluation -Sign-in sheets	-End of Q1 -End of Q1 -End of Q1 -Ongoing -End of Q4 -End of Q1
Identify, recruit, retain and reward instructional personnel -Supplements for highly effective teachers -Transformation Coaches will provide direct support to teachers in instructional delivery -School administrators observe classroom teachers at various times throughout school year -M-DCPS administrators analyze students achievement data at teacher level	-An increase of 5% of teachers rated highly effective -Transformation Coaches meet at least 1 time per month -Administrators to observe classroom teachers once per semester -End-of-year data analysis	-List of teachers and compensation amount -Meeting sign-in sheets, evaluations -Evaluations, meeting sign-in -Data analysis summary	-End of Q4 -Ongoing -Ongoing -End of Q4

*Note: Add additional lines if necessary*

## Attachment A

### MIAMI-DADE COUNTY PUBLIC SCHOOLS Office of Community Engagement

Date of Assessment \_\_\_\_\_ Principal \_\_\_\_\_ E-mail \_\_\_\_\_  
School \_\_\_\_\_ Phone \_\_\_\_\_ Region \_\_\_\_\_ VD \_\_\_\_\_  
OCE/Administrator \_\_\_\_\_

## HOW FAMILY-FRIENDLY IS YOUR SCHOOL?

### WELCOMING ENVIRONMENT

1. Friendly signs inside and out welcome families and visitors and explain how to get around the building.

\_\_\_ Already doing this \_\_\_ Could do this easily \_\_\_ This will take time \_\_\_ This will be hard

2. The school has standards of welcoming behavior that apply to all staff, including bus drivers, security guards, custodians, and cafeteria workers.

\_\_\_ Already doing this \_\_\_ Could do this easily \_\_\_ This will take time \_\_\_ This will be hard

3. Front office staff are friendly - recognize visitors right away, provide information easily, and answer the phone in a way that makes people glad they have called.

\_\_\_ Already doing this \_\_\_ Could do this easily \_\_\_ This will take time \_\_\_ This will be hard

4. There is a comfortable family resource room stocked with books, games, and educational information that families can borrow and where parents can meet.

\_\_\_ Already doing this \_\_\_ Could do this easily \_\_\_ This will take time \_\_\_ This will be hard

### PROGRAMS AND ACTIVITIES TO ENGAGE FAMILIES IN IMPROVING STUDENT ACHIEVEMENT

5. Current student work is displayed throughout the building. Exhibits clearly explain the purpose of the work and the high standards it is to meet.

\_\_\_ Already doing this \_\_\_ Could do this easily \_\_\_ This will take time \_\_\_ This will be hard

6. All programs and activities for families focus on student achievement - they help families understand what their children are learning and promote high standards.

\_\_\_ Already doing this \_\_\_ Could do this easily \_\_\_ This will take time \_\_\_ This will be hard

7. Special workshops, learning kits, and other activities show families how to help their children at home - and respond to what families say they want to know about.

\_\_\_ Already doing this \_\_\_ Could do this easily \_\_\_ This will take time \_\_\_ This will be hard

8. The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.

\_\_\_ Already doing this \_\_\_ Could do this easily \_\_\_ This will take time \_\_\_ This will be hard

## Attachment A

### STRONG RELATIONSHIPS BETWEEN TEACHERS AND FAMILIES

9. A “joining process” welcomes families to the school, offers tours, makes bilingual speakers available, and introduces them to staff and other families.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

10. Teachers and families have frequent opportunities to meet face-to-face and get to know each other – class meetings, breakfast, home visits, class observations, and other flexible and creative methods that accommodate parents’ schedules.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

11. Teachers or advisors make personal contact with each family at least once a month.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

12. A family liaison helps teachers connect to families and bridge barriers of language and culture.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

### DEVELOPING FAMILIES SELF - CONFIDENCE AND POWER

13. Family members are encouraged to share their special knowledge, abilities, talents and cultural experience to enhance student achievement.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

14. Families are involved in planning how they would like to be involved at the school.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

15. School committees and the PTA reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

16. The school is open and accessible - it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

### PROFESSIONAL DEVELOPMENT FOR FAMILIES AND STAFF

17. Parents develop school improvement projects and do action research - survey other families, observe in classrooms, review materials, and visit other schools and programs.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

18. Families whose children have special needs, including children who are English Language Learners and children with disabilities, are assisted to understand their children’s needs and rights.

## Attachment A

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

19. Families learn how the school system works and how to be an effective advocate for their child.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

20. Teachers learn about effective approaches to working with families of diverse cultural backgrounds.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

21. Families and staff have opportunities to learn together how to collaborate to improve student achievement.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

22. The school reaches out to identify and draw in local community resources that can assist staff and families.

☐ Already doing this   ☐ Could do this easily   ☐ This will take time   ☐ This will be hard

**Which areas are you doing well in? Which ones will need more work? (Please attach information if needed)**

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**How are parents involved in making the school open, welcoming, and collaborative?**

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**What are your concerns?**

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**Reflection:** What steps could you take to help your school become more family - friendly?

**Right away:**

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**Over the long term:**

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## **Attachment A**

Reference: Survey taken from "*Beyond the Bake Sale*", Chapter IV: Building Relationships – Anne T. Henderson, Dr. Karen L. Mapp, Vivian R. Johnson, and Don Davies (2007).

## Attachment B

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
OFFICE OF COMMUNITY ENGAGEMENT  
August 2017 – June 2018**

### 2017-2018 FAMILY AND COMMUNITY ENGAGEMENT PRACTICES FRAMEWORK

Presented by the Office of Community Engagement in Collaboration with the Department of Title I Administration and the Department of School Improvement.

#### Standard 1. - Welcoming All Families into the School Community

Program/ Activity/Initiative	Description	Briefing Timeframe
<b>State Observance: Dads Take your Child to School Day</b> September 27, 2017	<p>On this day, fathers/guardians are encouraged to take their children to school and stay for various activities. Although the event is centered on fathers, mothers and other family members are also welcome.</p> <p><b>Briefing #21379</b> will provide additional information, toolkit, promotional and supportive materials.</p>	August
<b>School Volunteers</b> Ongoing	<p><b>School Volunteers</b> bring with them many diverse skills and talents that are tailored to the needs of the students, staff and the community.</p> <p>Schools are required to identify a staff member who will serve as the school volunteer liaisons to:</p> <ul style="list-style-type: none"> <li>• Ensure that ALL volunteers are cleared at Level 1 or 2 before volunteering their services. F.S. 1012.01(5)</li> <li>• Work with staff to schedule and assign duties to school volunteers.</li> </ul> <p><b>Briefing #21167</b> will provide details of the program, application forms and guidelines.</p>	August
<b>Golden School Award</b> April 2018	<p>The Florida Department of Education presents the Golden and Silver School Awards to recognize exemplary programs which promote parent and community involvement in education.</p> <p>The Golden School Award recognizes elementary, secondary and adult schools that meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. A minimum of 80 percent of the school staff participated in training related to school volunteerism.</li> <li>2. A school volunteer coordinator is designated for recruitment, placement, training and supervision of school volunteers.</li> <li>3. The total number of hours of volunteer service equals twice the number of students enrolled in the school. Any volunteer activity that contributes to student improvement may be counted. (Example: fundraising)</li> </ol>	

## Attachment B

	<b>Briefing #20906</b> will provide details of the program, application forms and guidelines.	March
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### Standard 2. – Communicating Effectively

Program/ Activity/Initiative	Description	Timeline
<b><i>Parent e-Tips</i></b> Monthly September 2017 – June 2018	<p>These <i>e-Tips</i> are an educational resource available to assist parents/guardians in their vital role to support their children. The <i>e-Tips</i> will be sent each month via e-mail, text message and/or Twitter. <i>e-Tips</i> are also available online at <a href="http://www.engageinmidade.net">www.engageinmidade.net</a>.</p> <p><b>Briefing #21396</b> will provide additional information on how to receive them and/or share them.</p>	September
<b><i>Parent Portal</i></b> Ongoing	The Parent Portal, part of the M-DCPS Technology Delivery System, provides parents with 24/7 access to their children's school performance, attendance, and test scores.	
<b><i>Frequently Asked Questions: Q&amp;A Guide for Families</i></b>	<p>The Office of Community Engagement has created an online Q&amp;A Guide of information and resources for families. This Guide replaces the Family Resource Guide established under Board Policy 2111 – A Home- School-District Partnership. The Guide is available online in three languages at <a href="http://www.engageinmidade.net">www.engageinmidade.net</a>.</p>	

### Standard 3. – Supporting Student Success

Program/ Activity/Initiative	Description	Timeline
<b><i>Honors Academic Year Internship Program</i></b> August 2017 – May 2018 (High Schools Only)	<p>The Honors Academic Year Internship Program is designed to give students real-life work experiences, helping them discover first-hand what it takes to be successful in that particular career field. This program can be implemented as part of your School Improvement Plan.</p> <ul style="list-style-type: none"> <li>• Juniors and seniors accepted into program earn 1 or 2 honors credits by reporting to internship site 5 or 10 hours weekly, under schedule determined by student, internship provider and school internship coordinator. Must include school hours.</li> <li>• Office of Community Engagement secures cooperative agreements and matches students with internship providers, if students do not find their own.</li> </ul> <p><b>Briefing ID # 21445</b> will provide complete protocols, including course codes, school internship coordinator responsibilities, and program requirements and opportunities, as well as toolkit for coordinators.</p>	August

## Attachment B

<p><b>Mentoring</b> Ongoing</p>	<p>The primary goal of the Superintendent’s mentoring initiative, Everybody Mentors, is to provide identified “at-risk” students with a mentor who assists them in achieving their potential and discovering their academic and personal strengths.</p> <p>It is encouraged that schools:</p> <ul style="list-style-type: none"> <li>• Identify and track students participating in external and internal mentoring programs.</li> <li>• Utilize the <u>Everybody Mentors Toolkit</u> as a resource.</li> <li>• Develop or sustain a mentoring program(s) utilizing internal and external volunteers.</li> </ul> <p><b>Briefing ID # 21023</b> will provide information in identifying and tracking students participating in external and internal mentoring programs.</p>	<p>September</p>
<p><b>Blood Drive Scholarships</b></p>	<p>School-based scholarship dollars are available to high schools and adult/vocational technical colleges participating in blood drives.</p> <p><b>Briefing #21449</b> – To inform principals of school-based blood drive scholarship procedures and opportunities for eligible students</p>	<p>September</p>
<p><b>Request of Resources for Needy Students</b> ongoing</p>	<p>Office of Community Engagement provides resources as available for students in need.</p> <p><b>Briefing #21451</b> – Provides information and form to secure assistance for needy students requesting assistance.</p>	<p>September</p>
<p><b>Recognizing November as Family Engagement Month in Schools</b> November 2017</p>	<p>The purpose of the initiative is to highlight the significant difference family engagement can make in children’s educational and social experiences.</p> <p>Resources, information, and suggested activities can be accessed at <a href="http://www.fldoe.org/schools/family-community/activities-programs/">http://www.fldoe.org/schools/family-community/activities-programs/</a> and/or <a href="http://www.engagemiamidade.net">www.engagemiamidade.net</a>.</p> <p><b>Briefing #21397</b> will provide information about a video contest through the FLDOE for families.</p>	<p>October</p>
<p><b>Schools’ Family of the Year Awards Program</b> November 2017 – April 2018</p>	<p>The definition of an involved parent means one who:</p> <ul style="list-style-type: none"> <li>- supports their child’s learning at home</li> <li>- sets high expectations and encourages the child to achieve</li> <li>- ensures that the child attends school regularly</li> <li>- communicates with the child’s teacher.</li> </ul> <p>The Schools’ Family of the Year awards program recognizes those parents/guardians who meet this definition. Schools which have participated in the Program recognize the special contribution of one Family of the Year.</p>	

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	<b>Briefing # 21403</b> will provide details of the program, application forms and guidelines.	November
<b>Miami-Dade County Fair &amp; Exposition Scholarships</b>	<p>Miami-Dade County Fair &amp; Exposition provides \$1,000 non-renewable scholarships for high school, vocational/technical and alternative education students. These students are honored at a dinner ceremony in the spring.</p> <p><b>Briefing #21450</b> – Provides application procedures and nomination process.</p>	November
<p><b>Fathers in Action &amp; Advocacy</b> Week, May 7 – 11, 2017</p> <p><b>Fathers in Education Day</b> May 10, 2017</p>	<p>The Office of Community Engagement continues the partnership with the Fatherhood Task Force of South Florida to increase the presence of fathers and positive male figures in schools supporting their children's education.</p> <p><b>Briefing #21410</b> will provide details, toolkit, promotional materials, and activities of the initiative. The Briefing will also provide a registration link for participating schools.</p>	February

### Standard 4. – Speaking Up for Every Child

Program/ Activity/Initiative	Description	Timeline
<b>Title I District Advisory Council (DAC) General Meetings*</b>	<p>The purpose of the Council is to give information and opportunities to engage and empower families and communities to advocate for all children.</p> <p>Who should attend General DAC Meetings:</p> <ul style="list-style-type: none"> <li>- DAC Executive Board Officers</li> <li>- DAC Executive Board Members</li> <li>- PAC Regional Centers Chairs, Vice-Chairs, and Secretaries</li> <li>- District Title I Staff</li> <li>- Title I Community Involvement Specialists</li> <li>- PAC School Site Parent Representatives</li> <li>- Parents, Students, and Families of Students in Title I Schools</li> <li>- Title I Partners/Advocates, and Title I School Staff Persons.</li> </ul> <p>Below are upcoming meetings:</p> <p><b>South</b> Theme: "Recognizing Grandparents" Location &amp; Time: TBA</p> <p><b>North</b> Theme: "Community Awareness Day" Location &amp; Time: TBA</p>	<p>December 7</p> <p>March 8</p>

## Attachment B

<p><b>Title I Regional Parent Advisory Council (PAC) Meetings**</b></p>	<p><i>*For updated information regarding DAC General Meetings locations, please visit the Title I website at <a href="http://title1.dadeschools.net/title1.asp">http://title1.dadeschools.net/title1.asp</a></i></p> <p>The District provides several forums for parents to provide feedback and input regarding the Title I Program implementation. In addition to the annual and ongoing parent meetings at each participating Title I school, Parent Advisory Councils (PAC) have been established representing each of the three Regions that comprise the District. Individuals seeking to provide input, comments or suggestions can utilize the PAC as a vehicle.</p> <p><b>North Region</b> (3 times a year) Date, Time, and Locations: TBA</p> <p><b>Central Region</b> (3 times a year) Date, Time, and Locations: TBA</p> <p><b>South Region</b> (3 times a year) Date, Time, and Locations: TBA</p> <p><i>**For updated information regarding Title I PAC Regional Meetings dates, times, and locations, please visit the Title I website at <a href="http://title1.dadeschools.net/title1.asp">http://title1.dadeschools.net/title1.asp</a></i></p>	
<p><b>Miami-Dade County Council PTAs/PTSAs Calendar of Activities August 2017 – June 2018</b></p>	<p>Parents from all communities have found an outlet for their voices through membership and participation. Below is a general calendar for the 2017-2018, providing Principals and Local Unit Leaders with information and opportunities to engage and empower families and communities to advocate for all children:</p> <p>Event: PTA Fall Leadership Training – General Meeting #1 Location: Westland Sr. High School Time: 8:00 a.m. - 3:00 p.m.</p> <p>PTA Money Matters Training – General Meeting #2 Location: Miami Senior High Time: 8:00 a.m. – 1 p.m.</p> <p>PTA Tax Clinic Location: SBAB-Auditorium Time: 6:00 p.m. - 8:30 p.m.</p> <p>PTA County Council Day of Service Location: Ronald McDonald House Time: 10:00 a.m. – 2:00 p.m.</p>	<p>September 16</p> <p>October 21</p> <p>October 26</p> <p>January 13</p>

## Attachment B

	<p>PTA Reflections/General Meeting #3 Location: Jose de Diego Middle Time: 5:30 p.m. – 8:30 p.m.</p>	January 18
	<p>PTA General Meeting #4 Location: Palmetto Senior Time: 6:00 p.m. - 8:30 p.m.</p>	February 15
	<p>PTA Founders' Day Location: Tropical Park Time: TBD</p>	February 24
	<p>PTA Regional Trainings Location: TBA Time: TBA</p>	TBA
	<p>PTA Elections/Scholarships – General Meeting #5 Location: SBAB-Auditorium Time: 6:00 p.m. - 8:30 p.m.</p>	April 26
	<p>PTA Awards and Recognition Ceremony Location: Jungle Island Time: TBA</p>	May 24

### Standard 5. – Sharing Power

Program/ Activity/Initiative	Description	Timeline
<p><b><i>Educational Excellence School Advisory Council (EESAC)</i></b></p> <p>- <i>Meetings</i> Ongoing</p>	<p>The Educational School Advisory Council (EESAC) is a school-based group intended to represent the school, the community, and those persons closest to the students that share responsibility for supporting the school's continuous improvement. The district school board is responsible, by Florida law, for establishing an advisory council for each school in the district and developing procedures for the election and appointment of advisory council members.</p> <p>EESAC meetings are to be scheduled when parents, students, teachers, businesspersons, and members of the community are able to attend. Location and time of day are important considerations for promoting attendance and participation. For further information, see section 1001.452(1)(d)3, F.S.</p> <p>All EESAC meetings must be advertised through Citizen Information. Advertisements must be posted and distributed within the school community so that all interested stakeholders including community partners and agencies that provide direct support to local school sites, are aware of the meeting. Upcoming meetings can be advertised on the school marquee, school</p>	

## Attachment B

	<p>newsletter, office, cafeteria, e-mail, Connect-ED, school website, social media, etc.</p> <p>Minutes must be taken and written concisely with sufficient detail for all stakeholders to be informed of the school's progress. Minutes must be posted to <a href="http://osi.dadeschools.net">osi.dadeschools.net</a> within seven business days of the meeting.</p>	
<p><b>Family and Community Involvement Advisory Committee - FCIAC</b> September 2017 – May 2018</p> <p>- <b>FCIAC Subcommittee</b></p>	<p>The Committee established of parents, community leaders, and representatives from regional and district offices provide feedback and recommendations to enhance District and school efforts to engage families as charged in Board Policy 2111, Parental Involvement: A Home-School-District Partnership. The Committee meets monthly in the School Board Administration Building.</p> <p><b>The Parent Budget Priorities Subcommittee:</b> Parents have the unique opportunity to provide their recommendations to the development of the annual operating budget and School Allocation Plan. Membership is open first to interested members of the FCIAC, then to other concerned parents, so that they form a balanced group representing every part of the community.</p>	

### Standard 6. – Collaborating with the Community

Program/ Activity/Initiative	Description	Timeline
<p><b>Principal TODAY Kick-Off Breakfast</b> October 26, 2017</p> <p><b>School-Site Visits</b> November 3, 2017</p>	<p>Principal TODAY engages the private sector to take a leadership role in public education. We invite business and community leaders to join us in revitalizing public education. The goal of the program is for each participant to translate their one-day experience into a long-term relationship that enhances the learning environment of their partner school and supports student achievement.</p> <ul style="list-style-type: none"> <li>Principal and Principal TODAY Partner participate in Kickoff Breakfast at Jungle Island</li> <li>Principal TODAY Partner spends day at school site</li> </ul> <p><b>Briefing #21446</b> will provide form for Principals to identify a chosen Principal TODAY partner OR request the Office of Community Engagement provide a Principal TODAY partner. RSVP for Kickoff Breakfast is required.</p>	August
<p><b>Dade Partners</b> Ongoing</p>	<p>Since its inception in 1978, Dade Partners has grown to more than 4,500 entities that have formed thousands of partnerships between their organization and our schools. Together, these</p>	



## Attachment B

	<p>partners continue to share their expertise and provide our schools a multitude of resources.</p> <p>Examples of in-kind donations:</p> <ul style="list-style-type: none"> <li>• Time spent by company employees volunteering at school</li> <li>• School supplies or other items donated to school</li> <li>• Items given to students via mentoring and other program initiatives</li> </ul> <p>School site Dade Partners liaisons are to upload all Partners and monetary and in-kind donation value to Dade Partners Collaboration Portal, in the Employee Portal, listed in Apps/ Services/Sites so District may recognize and account for partnerships</p> <p><b>Briefing #21448</b> will provide Dade Partners Collaboration Portal step-by-step instructions.</p>	September
<p><b><i>Alumni Hall of Fame</i></b> February 10, 2018</p>	<p>Principals are invited annually to nominate distinguished alumni for induction into the Miami-Dade County Public Schools Alumni Hall of Fame. Alumni recognition is great for boosting stakeholder enthusiasm, and alumni are excellent candidates for engagement as school volunteers and partners.</p> <p><b>Briefing #21454</b> includes nomination instructions, criteria, and form.</p>	September
<p><b><i>The Family and Community Involvement Award School Recognition</i></b> July 2018</p>	<p>The Florida Department of Education, in partnership with Florida PTA and State Farm Insurance, <b>recognizes innovative school practices</b> that increase family engagement and can be easily replicated in other schools.</p> <p>Award nomination should be generated by the Educational Excellence School Advisory Council (EESAC) with input from the school's PTA or parent organization and the support of the school administration.</p> <p>Elementary and secondary categories nominations should describe a program, initiative or strategy that focuses on at least one of the following: removing barriers, parenting, student learning, communicating, decision-making, or collaborating with the community.</p> <p>Applications are submitted to the Office of Community Engagement and a judging committee nominates the school representing Miami-Dade. In July, state winners are recognized by the Commissioner of Education at the Annual PTA Leadership Convention. Winners also receive monies to support their schools.</p> <p><b>Briefing #21409</b> will provide the application and details.</p>	January

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<b><i>Community Partners Recognition Luncheon</i></b> March 2018	<p>Annual awards luncheon which provides school sites the opportunity to nominate, recognize, and honor Outstanding School Volunteers and Exemplary Dade Partners.</p> <p><b>Briefing #21447</b> will provide links to submit nominations and purchase tickets for awards luncheon.</p>	January
<b><i>Five Star School Awards</i></b> March-May 2018	<p>The Five Star School Award was created by the Commissioner's Community Involvement Council and is presented annually to those schools that have shown evidence of exemplary community involvement. In order to earn FIVE STAR school recognition, a school must show documentation that it has achieved 100% of the established criteria in the categories of:</p> <ul style="list-style-type: none"><li>• Business Partnerships</li><li>• Family Involvement</li><li>• Volunteerism</li><li>• Student Community Service</li><li>• School Advisory Councils</li></ul> <p><b>Briefing #21455</b> includes information on application procedures and deadlines.</p>	February