



FLORIDA DEPARTMENT OF EDUCATION

# 2016 TOP Template

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**Miami-Dade County Public Schools**

Turnaround Option Plan (TOP) – Phases 1 and 2

Planning in 2015-16 for Implementation in 2016-17

## Phase 1

### Part I: Schools to Be Supported

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

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

SCHOOL NAME	MSID	
Golden Glades Elementary	132161	
Dr. Robert B. Ingram Elementary School	134121	
Earlington Heights Elementary School	131561	
Mandarin Lakes K-8 Academy	130073	
Brownsville Middle School	136031	
Madison Middle School	136391	
Jose De Diego Middle School	136361	

### Part II: Stakeholder Engagement

#### A. Community Assessment Team

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

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

#### B. Turnaround Option Selection Process

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

### Part III: Turnaround Option Selection

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

## A. Needs Assessment

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

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

### **District Support for Effective Leadership:**

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

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

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

The **School-site MEP (Managerial Exempt Personnel) Evaluation System** is utilized to evaluate the performance, duties, and responsibilities of all administrative and supervisory personnel. The system is based on contemporary research that indicates educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development. It is also fully aligned with the Florida Principal Leadership Standards. Each year, the performance of each school administrator is evaluated in three domains: 1. Student Growth Measures 2. Leadership Practice 3. Deliberate Practice, to ensure continuous improvement. A school leader who receives a rating of "Unsatisfactory" is issued a Performance Intervention Plan (PIP) to appropriately support the leader in specified areas of need. In addition to performance results, district and region staff will also evaluate school need and school grade to make informed decisions with regard to retention or replacement of school administrators.

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

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

Principals are afforded with sufficient operational flexibility with regard to the selection of members of the leadership team, to include transformation coaches, community involvement specialists, and behavior coaches. Principals have the flexibility to hold interviews for vacant positions within their leadership and hire candidates that best meet the needs of their school.

### **District Support for Public and Collaborative Teaching**

A new job description for Transformation Coaches has been developed to provide specific and targeted support to the fragile schools in the district. In order to recruit the highest qualified candidates to serve as transformation coaches in the lowest performing schools, a unique opportunity was provided to eligible teachers to participate in a comprehensive Instructional Support Academy (ISA). Applications were screened and a select group of applicants were observed in their classroom setting. Based on the application screening and observation, a group of candidates was selected to interview. After a successful interview, eligible candidates were invited to attend the ISA. The topics of the academy included coaching essentials, effective communication, facilitating common planning, and coaching in action. In an effort to attract the highest qualified individuals, ISA participants received a \$400 stipend and master plan points after successful completion of the academy. Through this process, we have been able to attract high-performing classroom teachers to serve as transformation coaches in low-performing schools and expand their professional and leadership experience.

Title I funding is utilized to acquire content-specific school site transformation coaches and provide them with an additional stipend of \$4,500 in an effort to recruit and retain the brightest in the field. They provide direct instructional services related to improving and supporting classroom instruction in schools that receive support from the District's ETO. The coaching model (pre-planning, modeling, observing, and debriefing) is used to support teachers in effective evidenced-based instructional strategies that improve students' academic performance. The transformation coach assists and provides support to teachers in the development of rigorous standard-based lessons via Professional Learning Communities, Lesson Studies, and effective common planning.

An Instructional Coaching Academy (iCAD) are held on a monthly basis for all Transformation Coaches and are designed to continuously build and develop the skills necessary to successful support classroom teachers in the areas of planning, delivery of instruction, differentiated instruction, data analysis, and digital fluency. The iCAD creates an opportunity for coaches to network and collaborate with colleagues to problem solve around similar barriers. Additional job-embedded professional development and support will be provided from the ETO content curriculum support specialists (CSS.) The CSS's will model effective planning and coaching cycles at the school-sites alongside the transformation coach to assist in their continuous development.

The ETO Professional Development Team supports schools in refining instructional strategies and delivery, evaluate results and provide consultation as appropriate. The ETO Professional Development Team will facilitate the lesson study process, in which teachers will jointly plan, observe, analyze, debrief and refine classroom lessons to improve student outcomes. In addition, the team will facilitate effective professional development for principals, teachers, transformation coaches and interventionists.

### **District Support for Ambitious Instruction and Learning**

Miami-Dade County Public Schools is committed to providing every student a world-class education that prepares them for college and careers in the 21st century. In order to accomplish this, it is imperative that the highest qualified teachers and staff are recruited and retained for sustainability. As a district, we seek teaching candidates who are dedicated to the success of all students, particularly those in targeted DA schools, committed to producing quantifiable student achievement gains, and a willingness to persevere through the use of the problem solving model and turn challenges into opportunities.

The Office of Human Capital Management works closely with ETO to support recruitment efforts in staffing targeted DA schools.

Recruitment efforts include, but not limited to:

- Offer Advance Contracts.
- Partner with Teach For America to strategically place corps members in Tier 2 and Tier 3 schools.
- Hosted numerous recruitment events where Tier 2 and Tier 3 schools were strongly encouraged to participate and afforded the option to proactively select teachers through advanced hire commitments for existing and anticipated instructional vacancies.
- Allow Tier 2 and Tier 3 schools earlier access to qualified candidates in an effort to fully staff their schools.
- UTD Contract negotiated and ratified prior to start of 2016-2017 school year.
- Partnership with local colleges and universities to release identified interns early to teach in Tier 2 and Tier 3 schools. Candidates are offered an advance contract and receive additional support from M-DCPS.
- Granted DROP extensions to teachers in CORE and SPED areas.
- Increase presence at local and state Hiring Fairs.
- Utilize TeacherMatch email capacity to 'blast' teacher vacancy information directly to applicants.

- Maintain "Featured Vacancies" (aka Recruitment Webpage) on District website that is continuously updated to reflect employment opportunities at our highest need schools.
- Social media outreach via Facebook and Twitter – (<https://www.facebook.com/mdcpsteacherswanted> and @mdcpsteach) providing link to M-DCPS Featured Vacancies page
- Outreach to business bureaus to market recruitment events/initiatives and promote instructional job opportunities.
- Advertise on national electronic platforms (e.g. teachers-teachers.com, teach.org).
- Use the Interim Teacher Talent Pool (ITTP) as another source of potential candidates (recently employed and recommended by principals) to fill Tier 2 and Tier 3 vacancies.
- Conduct senior seminars for education majors at all of our local colleges/universities to highlight M-DCPS as an employer-of-choice.
- Hold information sessions at local colleges/universities for non-education majors (STEM and other secondary subject area majors) encouraging them to consider teaching as a career.
- Targeted recruitment campaign to attract STEM participants to M-DCPS TEACH Strong program – successful completion of summer training program results in participants being placed in high needs secondary schools to teach math and science.
- Attend events like the Florida Fund for Minority Teachers Symposium and the Great Florida Teach-In to meet with teachers from throughout the state of Florida (and beyond), and highlight M-DCPS as an employer-of-choice, particularly the schools where they are most needed.
- Outreach to colleges/universities across the state to promote employment opportunities at M-DCPS and ensure M-DCPS is featured on the school's career resource site.
- Ongoing vetting of TeacherMatch applicants and constant collaboration with Tier 2 and Tier 3 principals to identify and hire strong candidates for these schools.

During the year's first DATA/COM meeting, school principals are asked to report the number of open positions and receive support in identifying candidates in order to be fully staffed by the first day of school. If a vacancy shall occur in a core content area, highly qualified transformation coaches and/or curriculum support specialists who hold appropriate certification will be responsible to cover courses until a teacher is identified.

Teachers and transformation coaches serving in the Lowest 300 Elementary Schools who are participating in the additional hour of instruction (Extended Day) will receive an annual supplement of \$4,600 and the payment of this supplement is expedited. For the 2016-2017 school year, there are twenty-two (22) schools currently scheduled to receive the supplement. Through the Extended Day Supplement, the district is able to incentivize teachers to remain in our fragile schools and reduce turnover.

**District Support for Safe and Supportive Environment**

M-DCPS recognizes the importance of fostering a safe and supportive environment for our students and families. Student Success Coaches are allocated in each targeted DA school to provide ongoing social/emotional support to students who have met multiple Early Warning Systems Indicators. Student Success Coaches also coordinate services from community agencies to meet the needs of the whole child. They are advocates for students to solve barriers that hinder school success.

In 2015-2016, M-DCPS launched the Values Matter campaign, a district-wide initiative emphasizing the nine adopted core values identified in the Code of Student Conduct. Values Matter Miami is the 2016-2017 enhancement of Values Matter, which continues the focus of behavioral expectations and aims to take the Values Matter lessons beyond the school and into the community. Students will be challenged to spread the Values Matter message in their churches, parks, community centers, and malls. 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, communities and schools will mutually benefit.

The district has also introduced iTransition, a district initiative that provides 6<sup>th</sup> grade and 9<sup>th</sup> grade students in tiered schools a supportive transition between elementary and middle/middle and senior high school through a unique partnership with Motivational Coaches for America (MCUSA). Transition students will benefit from motivational coaches who will work collaboratively with teachers to support students in overcoming academic and behavioral challenges. Through the development of a self-advocacy plans, goal-setting, small group mentoring, and personalized guidance and support, 6<sup>th</sup> and 9<sup>th</sup> grade students will benefit from this additional layer of support and lay the foundation for academic success.

**District Support for Family and Community Engagement**

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

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

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

Community Involvement Specialists (CIS) 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 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 Parent Teacher Student Association (PTSA) is composed of 56,000 PTSA members, within 350 local units, serving 380,000 students and their families. The purpose of the PTSA is to make every child's potential a reality by engaging and empowering families and communities to

advocate for all children. The PTSA works in partnership with a wide array of individuals and organizations to broaden and enhance the ability to promote the welfare of children and youth in home, school and throughout the community. Most PTSA's are run by parent volunteers, in which each local unit chooses their individualized programs and activities in order to best advocate for all children.

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

### **Golden Glades Elementary**

#### **Effective Leadership**

The Principal, Mr. Jason H. Allen is a proactive administrator with over a decade of educational leadership experience. Mr. Allen holds a Specialist Degree in Leadership from Nova Southeastern University. As a visionary administrator, Mr. Allen has serviced students and families in diverse settings at every academic level. Having taught at the Design & Architecture Senior High School for two years, Mr. Allen had the unique opportunity of being a part of the inaugural staff at The Law Enforcement Academy. Before being appointed as an Assistant Principal at American Sr. High School, Mr. Allen served as an Elementary School Assistant Principal at Palm Springs North Elementary School. In 2016, Mr. Allen was appointed to serve as the Principal of Golden Glades Elementary School. He is passionate for motivating others to achieve greatness. His quest for knowledge and inspiring others to pursue excellence is evident through the many accomplishments that he has attained as an educational leader.

The Assistant Principal, Ms. Tamika R. Robinson has served as the Assistant Principal of Golden Glades Elementary School since 2012. She holds a Specialist Degree in Educational Leadership and aspires to obtain a Doctoral Degree in Educational Leadership by 2018. Ms. Robinson's experience as an instructional leader began when she served as the Mathematics Coach at Poinciana Park. Ms. Robinson also served as a Curriculum Support Specialist (CSS) for six years in the district's lowest-performing school through the Student Teacher Support Team grant. (ST2) Through her instructional support and leadership, Ms. Robinson was able to assist schools in making academic gains and

build the capacity of teachers. A highlight of her curricular achievement that the overall learning gains in Math during her first year as AP increased from 40% to 68% on the 2012 FCAT.

The Literacy Transformation Coach, Ms. Nicole Ferguson, has 10 years of successful teaching experience at the elementary level and joined the Golden Glades Elementary leadership team in 2015. Ms. Ferguson models effective whole and small group lessons using research-based instructional practices. She also is involved in the on-going progress monitoring of students using key data points to monitor intervention systems. As a result of her coaching and support, the lowest-performing students demonstrated learning gains of 62%, higher than the District average on the ELA portion of the FSA in 2015-2016.

The Mathematics Transformation Coach, Jeff Rateau has over eight years of experience teaching and coaching at the elementary level. He has supported a number of fragile schools as former Mathematics Curriculum Support Specialist in the Education Transformation Office. He is responsible for providing instructional support to teachers through coaching cycles. As a result of Mr. Rateau's coaching and support, mathematics proficiency increased by 25% in 4<sup>th</sup> grade and increased by 31% in 5<sup>th</sup> grade in 2015-2016 at Golden Glades Elementary School.

### **Golden Glades Elementary**

#### **Public and Collaborative Teaching**

Golden Glades Elementary is developing a culture for teacher collaboration by implementing a common planning schedule, in which teachers collaborate with others on their grade level with the transformation coach serving as the facilitator. Standard-based lesson plans are developed and instructional strategies are identified during this time to maximize student academic growth. Furthermore, teachers are given an opportunity during faculty meetings to share instructional best practices. A part of the school's culture is to also provide opportunities for teachers to serve as models for specific content areas. Teachers are provided opportunities to observe colleague teachers during classroom instruction to acquire innovative instructional delivery through feedback and collaboration. Lesson Studies and Professional Learning Communities are also embedded in order to develop a culture of continuous improvement throughout the school.

Golden Glades holds MTSS/RTI meetings weekly to review school based instructional focus and intervention groups. This team reviews i-Ready data to link instructional strategies needed by teachers and students after each assessment period. The team also reviews progress monitoring data at grade level meetings with teachers after each administration of the i-Ready Diagnostics, District Interim and Mid-Year Assessments. During the meetings students who are not meeting/exceeding standards and those students at risk for not meeting mastery are identified and action plans are developed address deficiencies. Professional development and resources necessary to improve instruction student performance, and assist with the socio/emotional well-being of the students are also identified and monitored to ensure consistent support.

### **Golden Glades Elementary**

#### **Ambitious Instruction and Learning**

The leadership team ensures that the core instructional and intervention programs are aligned to the Florida Standards by conducting an in-depth review of the scope and sequence of each curriculum alongside the established state standards. At the onset of the school year, our teachers were provided with standardized test scores of students from the previous school year. Teachers used this data initially to determine their possible groups for differentiated instruction and identified academic deficiencies. In compliance with the Extended Day Statue for the Lowest 300

Elementary Schools, schools, our school will provide each student with an additional hour of reading intervention or enrichment with materials that appropriately remediate their reading deficiencies. The school will utilize the research-based Saxon Phonics program and the McGraw Hill Wonderworks Program for remediation. Supplemental curriculum resources such as Accelerated Reader (AR) will be used to instill a love in all students and continue to challenge them to reach higher levels. Furthermore, as part of the Jumpstart Laptop Initiative, all students in grades 3-5 are given a laptop computer with Wi-Fi access to complete class assignments and access supplemental reading programs from home in order to facilitate 21<sup>st</sup> century learning.

### **Golden Glades Elementary**

#### **Safe and Supportive Environment**

A safe and supportive learning environment has been established through the implementation of our school-wide behavior management plan which includes our “EagleMart”, a school-wide incentive store, in which students earn “Eagle Bucks” for exhibiting positive behaviors in and out of the classroom. The “EagleMart” is open weekly and allows us to reinforce positive behaviors throughout the school. We are continuing to solicit the assistance of parent volunteers to support our efforts in maintaining a safe and positive school environment. The student success coach and the school counselor play an integral role in providing counseling sessions that promote student academic achievement and social/emotional growth.

### **Golden Glades Elementary**

#### **Family and Community Engagement**

- **St. Thomas University, Florida International, and Florida Memorial University** -Our school has established successful partnerships with St. Thomas University, Florida International University and Florida Memorial University. Students and faculty from each institution exercise their opportunity to interact with our students by engaging in lectures about college and career readiness. Through our partnerships, students have visited a college campus, competed against other students in a region wide Science Fair, and have gained valuable insight on a variety of careers and industries.
- **21st Century Grant** - 5 year grant recipient of this after school tutoring program that provides academic enrichment opportunities during non-school hours for children afterschool, before school, spring break and summer break. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.
- **City of Miami Gardens Science Fair**- During the month of December, students in grades 3-5 are invited to participate in the Annual City of Miami Gardens Science Fair competitions. The Fair recognizes students from the surrounding areas who have demonstrated excellence in the development of a science project with the assistance of a male figure. Cash and other prizes are given to the students and schools with the highest participation.

### **Dr. Robert B. Ingram Elementary School**

#### **Effective Leadership**

The Principal, Dr. Cynthia Clay, is a hands-on administrator with 7 years of educational leadership experience. Dr. Clay holds a Doctoral Degree in Organizational/Educational Leadership. As a well-rounded administrator, Dr. Clay has 3 years of experience as an elementary Principal and 4 years as an elementary school Assistant Principal. Dr. Clay is an adjunct professor in the School of Education program at St. Thomas University. In 2015-2016, the Leadership Team led Dr. Robert B. Ingram Elementary School to increase the school grade from an “F” to a “D”.

The Assistant Principal, Ms. Tonya Moorer, has 5 years of educational leadership experience as an Assistant Principal. Ms. Moorer holds a Master’s Degree in Educational Leadership and is certified in Business and Special Education. She has experience at the elementary and middle school levels.

Mrs. Betty Moriarty has been an Instructional Mathematics Coach for over seven years. Mrs. Moriarty has a Master’s in Educational Leadership and a Reading endorsement. During Mrs. Moriarty’s time at Paul Lawrence Dunbar Elementary, the reading proficiency increased from 48% to 56% in 2009-2010. In 2011-2012 Mrs. Moriarty assisted in increasing the school’s letter grade from a “D” to a “C”.

Mrs. Adeline Rodriguez has been a Mathematics Coach for the past 2 years. As a classroom teacher at Dr. Robert B. Ingram Elementary, during the years of 2009-2013 Mrs. Rodriguez’ students’ proficiency was consistently 60% and above. During the 2010-2011 school year, her class was chosen by Florida State University to serve as a model classroom. Her lessons were videotaped to be a part of CPALM lessons.

### **Dr. Robert B. Ingram Elementary School**

#### **Public and Collaborative Teaching**

The Principal and Assistant Principal conduct daily classroom walkthroughs to provide support and to ensure that lesson plans are implemented with fidelity. Classroom walkthrough calendars are prepared by the Principal to ensure targeted areas are monitored on a weekly basis. Targeted areas are addressed through follow-up chats with teachers and additional support is provided by the transformation coaches as needed.

At Dr. Robert B. Ingram Elementary School, common planning is conducted in reading once a week with each grade level, for whole group instruction and planning for differentiated instruction. All teachers attend common planning prepared to discuss best practices in lesson delivery as well as developing and selecting higher level questions to incorporate into lessons for the week. Item specifications are also reviewed to ensure targeted skills are addressed for each standard. The Literacy Coach provides support to teachers during each common planning session. Additionally, the Literacy Coach serves as a facilitator guiding conversations in order to plan comprehensive lessons to address individual student needs.

In efforts to close the achievement gap in reading, interventions are provided daily to all learners. Based on the i-Ready diagnostic data, a decision tree is used to make decisions for intervention. From the data, students are profiled and placed in the appropriate intervention. Interventionists are hired to assist with intervention groups which allows for low student-teacher ratios. Interventions takes place throughout the day allowing interventionists to assist with each grade level. The students’ progress is closely monitored and adjustments are made to the interventions as needed to ensure on-going progress and acceleration.

Similarly, in mathematics, common planning occurs every week by grade level. During common planning Mathematics Florida Standards (MAFS) are unpacked and lessons are planned using the item specifications and achievement level descriptors. Teachers, with the support of

the Mathematics Coach, collaborate to plan effective mathematics lessons that scaffold instruction to ensure the standards are taught at the highest level. Data from I-Ready, topic and interim assessments are consistently used to group students to remediate and provide enrichment based on students' individual needs.

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

### **Dr. Robert B. Ingram Elementary School**

#### **Ambitious Instruction and Learning**

The 2015-2016 FSA data shows a regression in proficiency in the area of English Language Arts. One of the root causes can be attributed to teachers' limited understanding of the Florida Standards and the lack of rigor. In an effort to continuously assist teachers with the Language Arts Florida Standards (LAFS), teachers attend professional development and receive appropriate follow up support from the transformation coach. Another cause of regression is the students' inability to read on grade level. The plan to address this is through daily reading interventions where students are grouped based on skill deficiencies. According to the 2015-2016, i-Ready data from window 1 to window 3 students reading on grade level or above increased from 17% to 49%. Also, students reading one level below grade level decrease from 54% to 36% and students reading two grade levels below decrease from 29% to 15%. An additional cause to reading regression is a lack of students' fluency and reading comprehension. Fluency and reading comprehension are addressed during whole group and differentiated small group instruction through repeated readings and reinforcing strategies such as marginal notes, underlining key words, and summarizing. Students also participate in the school-wide Accelerated Reader Program in which they are given a short quiz after independent reading to check for understanding.

Students' individual needs in mathematics are met by addressing the deficiencies in their prerequisite skills through differentiated instruction. Teachers also use reflective practices and adjust their instruction accordingly. In order to address the students' needs, a variety of resources are utilized such as: i-Ready Toolbox activities, CPalms, and intervention and enrichment activities provided through the core materials and District pacing guides. Dr. Robert B. Ingram Elementary School has high expectations of students and conducts data chats with students and teachers to set goals to track individual data and make adjustments in interventions. During the data chats students are given their data and their expected goals. The administrators view data with the students and have them to predict their next goal.

As the instructional leader, the Principal monitors instructional activities by conducting daily walkthroughs with a specific focus, such as reviewing journals, students' folders, lesson delivery, student engagement, and lesson plans. The Principal also participates in weekly collaborative planning sessions. Transformation Coaches provide support through common planning on a weekly basis, data chats, and opportunities to lead planning and share best practices. The coaching cycle is an intricate part of the support provided by the Transformation

Coaches. Coaches continue to build capacity through modeling lessons for teachers, conferencing with teachers and when teachers observe other teachers in order to strengthen areas of weaknesses.

### **Dr. Robert B. Ingram Elementary School**

#### **Safe and Supportive Environment**

Dr. Robert B. Ingram Elementary School provides students with a safe and supportive environment. The school counselor plays an integral role in providing counseling sessions that promote student academic achievement and social/emotional growth. The counselor also facilitates the ability for community liaisons to assist in providing students with support and mentoring. The “Values Matter” District initiative has also been implemented school-wide. Students are recognized on a monthly basis for demonstrating the core value of the month. Students are also recognized through the District’s “Do the Right Thing” program. Additionally, students benefit from a Success Coach that meets with them on a weekly basis to provide support that leads to a reduced number of behavior incidents and attendance matters, thus and increasing academic achievement. Due to the focus given to attendance by the Success Coach and Community Involvement Specialist attendance has improved. The number of students absent between 0-5 days (as opposed to missing 6-15 days) has increased from 31% to 36%. Students missing 16-30 days have also decreased from 24% to 19%. Lastly, students missing more than 30 days decreased from 7% to 4%. A safe and supportive learning environment has also been established through classroom presentations and small group counseling sessions that promote bully prevention and nonviolent interactions between students.

### **Dr. Robert B. Ingram Elementary School**

#### **Family and Community Engagement**

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

- **Foresters Financial**-Provides monthly incentives to parents to recognize their participation in their child’s education. One parent is selected from each class. Students and staff members are also recognized for their accomplishments. Attendance trophies are also purchased to provide recognition to weekly classroom attendance winners. One class from grade level is awarded a pizza party for the best attendance.
- **The Concerned African Women Organization** – Provides parenting classes each Wednesday from 12:00-3:00p.m. Parents attend a 13 week course and graduate from the program with knowledge that will assist them in handling everyday life situations as well as assist with homework and developing a positive relationship with their child. Parents are also provided with a catered lunch. Also, CAW works closely with the community involvement specialist and PTA to increase parental involvement by offering incentives to parents for being active members of the school. Additionally CAW provides an after school tutoring program that provides snacks, physical activity, and home learning support for students 5 days a week for two hours.
- **The Family Christian Association(FCAA)** - After school tutoring program that provides snacks, physical activity, and home learning support for students 5 days a week for two hours.

- **Parent Orientation**-Parents are invited to meet with the Principal and staff to become acquainted with staff and informed of the expectations for the upcoming year.
- **Back to School Night**- In September all students and parents are invited to meet with their child's teacher. Parents are given an overview of the expectations for each class.

### **Earlington Heights Elementary**

#### **Effective Leadership**

The Principal, Mr. Jackson Nicolas, is a transformative leader with 4 years of educational leadership experience. He effectively analyzes data to ensure that strategic actions consistently take place. He has superb skills in motivating and inspiring educators to work with a passion to succeed. In his first year at Phillis Wheatley Elementary School, he was able to assist with the school maintaining acceptable achievement and earning a school grade of C. As the former Assistant Principal at Charles Drew K-8 Center, in 2015-2016, Charles Drew K-8 Center achieved a school grade of a B.

Ms. Almaguer served as a Mathematics Coach for three years at Earlington Heights Elementary before being promoted to Assistant Principal in 2012. During her tenure as the Mathematics Coach, Ms. Almaguer was successful in improving student achievement levels. Ms. Almaguer has created a system of support for teachers and students and has been instrumental in the implementation of interventions, overseeing the RtI process and identifying students showing deficiencies, in order to make data driven decisions in the best interest of students.

Mr. Sandra Medina has been appointed as the new Literacy Transformation Coach. This will be her first year at Earlington Heights and second year as an Instructional Coach. She has a Bachelor's in Elementary Education from Florida International University and Master's in Educational Leadership and Reading Education from St. Thomas University. With her experience, knowledge, and dedication she has been able to guide, train, and support teachers to successfully teach Reading and Language Arts through the use of data to guide their instruction. Through the use of instructional and coaching strategies, she has been able to help the school's reading scores increase in proficiency and make learning gains from the previous years.

The mathematics transformation coach, Mr. Daniel Diaz has served as a mathematics coach for three years. Prior to working as a Mathematics Coach, Mr. Diaz taught 2<sup>nd</sup>- 4<sup>th</sup> grade Mathematics. While teaching 3<sup>rd</sup> grade, Mr. Diaz had a 63% proficiency and 100% of his students made learning gains. The following year Mr. Diaz had 52% proficiency in math. As a classroom teacher, Mr. Diaz had consistent gains with his students on high stakes testing and as a result, his peers nominated him as Rookie Teacher of the Year in 2014. As a mathematics coach, Mr. Diaz has worked with teachers to improve student achievement by closing their learning gaps. Last year, Mr. Diaz worked diligently with the K-2 teachers to ensure that students in the primary grades received the instruction needed to be successful in the following years. By targeting students in the primary grades, Mr. Diaz was able to ensure that students' gaps were minimal and will be able to sustain achievement through time.

Weekly common planning sessions are available for each grade level and content area. Through common planning, we are able to facilitate professional development, as well as, collaboration between teachers who are teaching similar, if not the same, content areas and/or grade levels. New teachers are able to meet with their coaches for common planning, as well as, individual planning sessions if necessary. Earlington Heights Elementary will implement a school-wide initiative which includes all grade-level and special area teachers. All instructional staff are be required to integrate research-based strategies within their respective areas to support and improve academic achievement. Transformation coaches will provide ongoing professional development to all instructional staff. In addition, instructional staff attending District professional development sessions will be required to share the information from workshops with their grade-level and/or subject area teachers. Administration will facilitate and actively participate in common planning to assist in promoting professional collaboration. Evidence of implementation will be monitored during classroom walkthroughs, review of lesson plans, and informal & formal assessment data.

### **Earlington Heights Elementary** **Ambitious Instruction and Learning**

Teachers and Transformation Coaches create instructional focus calendars to target the needs of individual students. During differentiated instruction, the teacher meets with small groups to reinforce and/or reteach skills that were previously taught and not mastered. During the school's extended hour, students will be provided with intervention/ enrichment to target specific academic needs. During this time, Literature Circles will be utilized to provide above level students with enrichment opportunities. The Science, Engineering, Communication, Mathematics, and Enrichment (SECME) program will provide students in grades K-5 with additional instructional time in the areas of reading, writing, math and science.

Through ongoing job-embedded professional development and collaborative planning, teachers will deepen content knowledge and strengthen instructional delivery in the areas of reading, math, and/or science. As a result, teachers will be able to make a positive impact on student academic achievement. Administration meets with curriculum coaches either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations, such as at-risk, SWD, and ELL students. The curriculum coaches will assist teachers with providing instruction on the focus lessons either by facilitating common planning and modeling various portions of instruction.

After each interim assessment, teachers will be provided with custom group reports from THINKGATE G2D delineating the progress of all students. This practice will allow the teacher and support staff to identify and target specific deficiencies and determine appropriate remediation strategies. In addition, data will be collected on a monthly basis. The leadership team and teachers will analyze data utilizing a benchmark ranking system. Instruction of the benchmarks will be provided to students during differentiated instruction or as part of the whole group lesson.

**Earlington Heights Elementary****Safe and Supportive Environment**

Earlington Heights Elementary School has implemented a positive behavior system, also known as PBS, which rewards students for their positive behavior. Through this program, we identify role models and encourage all of our students to replicate these positive behaviors. We have also provided all instructional and non-instructional staff with professional development in regards to our PBS expectations so this program is carried out with fidelity by all members of our team, whether they are interacting with our students before school, after school, or during school. We also have a PBS Coach along with the counselor that helps us promote the Values Matter Initiative.

Each teacher has been provided professional development on behavior management, expectations, as well as, the process that needs to be followed in order to ensure that our system is fairly and consistently enforced. We are using a school-wide positive behavior management systems and we are using ClassDojo to track the students' positive behavior points. With these points, we are celebrating positive behavior through a series of events and allowing students to use their points to buy items at our school store.

**Earlington Heights Elementary****Family and Community Engagement**

Earlington Heights develops and sustains partnerships with the local community through its parental outreach program and partnership with SECME, the school's after-school provider. These entities secure and utilize resources to support the school and student achievement. Earlington Heights' parent outreach program connects parents to academic and socially enriched programs within the community. The parent outreach center is designed to expose students and families to programs that develop academic foundations, cultural, career, and health and wellness needs for students and families to succeed in school and in life. Earlington Heights' outreach and partnerships will connect families with experiences that help students and their families build the academic skills and love for learning and life. SECME is a national strategic alliance to renew and strengthen the professional capacity of K-12 educators, motivate and mentor students, and empower parents so that all students can learn and achieve at higher levels.

Earlington Heights Elementary School involves parents in the planning and implementation of the Title I Program and extends open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact and school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

In order to gauge parent interest, the CIS conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

**Mandarin Lakes K-8 Academy****Effective Leadership**

The Principal, Dr. Collman, is a transformational and dedicated administrator with ten years of experience working in low-performing schools. Dr. Collman holds a Doctoral Degree in Educational Leadership. Dr. Collman's leadership capacity was developed through M-DCPS Project Lead Strong, a leadership development program designed to prepare Principals to turn around the most challenging, chronically low-performing schools. Dr. Collman has worked as an administrator at the elementary/K-8, middle and senior high school levels. As an Assistant Principal of curriculum at Miami Edison Middle School, Dr. Collman was instrumental in contributing to the school's turnaround. The School's accountability grade increased from a "D to C" in 2012-2013 and received recognition from Governor Rick Scott for improved mathematics performance, ranking 42/564 middle schools across the State of Florida. At Madison Middle School, Dr. Collman also served as the Assistant Principal of curriculum, increasing the school's accountability grade from "F to D" in 2013-2014. Dr. Collman served as the Vice Principal of Homestead Senior High School from 2014-2015, where she was instrumental in contributing to the transformation of the school's culture and supported her Principal in becoming the M-DCPS Principal of the year. Dr. Collman is an Educational Leadership Practicum Supervisor for Western Governor's University. In this position, Dr. Collman works with students in the Masters and Doctor of Education programs to provide them with real-world experiences pertaining to the Educational Leadership Constituents Council (ELCC) standards and provides data for consideration by university officials for regular review of program effectiveness. Dr. Collman has facilitated large-scale professional development such as M-DCPS Summer Institute Teacher Development and John Hopkins Early Warning System for New Mexico Public Education Department.

The Assistant Principal of Curriculum, Ms. Chava Thomas, is a transformational leader with eight years of experience working in low performing schools. Ms. Thomas holds a Master's Degree in Educational Leadership. Her career began at Homestead Middle School, where she taught language arts and reading to students in grades six to eight. She also served as a Literacy Coach at an elementary school. For the past six years, Ms. Thomas has supported the lowest performing schools of Miami-Dade County Public Schools (MDCPS). She has three years of experience as a Curriculum Support Specialist and three years as a District Instructional Supervisor. While serving as a Curriculum Support Specialist for the Education Transformation Office (ETO) from 2010-2013, she was instrumental in reducing the number of D and F schools (the first year of ETO two F schools reduced to 0; 10 D schools reduced to four). In addition, as she continued working for ETO as a District Instructional Supervisor from 2013-2016, Ms. Thomas played an integral part in schools' success; in 2013-2014, under her leadership 12 out of 22 schools she supported were able to exit ETO based on the schools' performance on the Florida Comprehensive Assessment Test. During her last year as an Instructional Supervisor for ETO, she supported 42 schools and was able to sustain the percent of students who were proficient on the Florida State Assessment.

The Assistant Principal, Mr. St. Aubin, is a proactive leader with 15 years of experience in Miami-Dade County Public Schools. Mr. St. Aubin holds a Master's Degree in Educational Leadership in addition to his Bachelor's degree in Elementary Education. He has experience both at the elementary level as well as the middle school level. Mr. St. Aubin has served as a mathematics and science instructional coach at the elementary level. Mr. St. Aubin has two years of experience as a middle school Assistant Principal and two years as a K-8 Assistant Principal. In 2012-2013, Mr. St. Aubin assisted Jose de Diego Middle School to increase the school grade from an "F" to a "C". While serving as an administrator at Mandarin Lakes K-8 Academy in 2014-2015 the school grade increased from an "F" to a "D".

The transformation coach for elementary reading, Mrs. Renee Khobragade, is a determined and committed educator with over fifteen years of classroom experience. Mrs. Khobragade holds a Specialist Degree in both Educational Leadership and Literacy Studies. Mrs. Khobragade has had multiple instructional leadership roles as an educator. Mrs. Khobragade spent the first five years working for a low-performing school in New York City. At P.S. 48x, Mrs. Khobragade served as a teacher and Staff Developer who worked with classroom teachers and children in classrooms to support the improvement of literacy instruction. Mrs. Khobragade targeted students' deficiencies in writing through the use of rubrics as well as identify difficulties by employing specific teachings which helped develop a solid literacy foundation. As a teacher in MDCPS, Mrs. Khobragade has worked diligently as a classroom teacher the past 10 years with the lowest 25 percentile of students and has demonstrated significant student gains through strategic lesson planning, developing reading instruction, desegregating data, and differentiating learning strategies.

The transformation coach for secondary reading, Dr. Astra Burrows, is a life-long learner who has worked diligently throughout her 15-year career with M-DCPS. She has successfully taught 6th-8th ELA (Advanced and Regular) at Homestead Middle School; 9th – 12th ELA (Regular, Inclusion, ESOL, Honors, Journalism and Advanced Placement Courses) at Coral Reef Senior High; and more recently served as a Literacy Coach at Homestead Middle. Dr. Burrows has a Bachelor's Degree in English; Master's Degree in English Education; Educational Specialist Degree in TESOL; and a Doctorate Degree in Educational Leadership. Dr. Burrows has an Endorsement in Gifted Education and ESOL. She is also National Board Certified in Early Adolescent English Language Arts. While teaching at Homestead Middle School, Dr. Burrows contributed greatly to the success of what was then (2001-2006) a low-performing school. Through hard-work and dedication, Dr. Burrows was able to provide the students instructional support which helped transition Homestead Middle School from a grade "D" in 2001 to a "B" in 2006. Additionally, at Coral Reef Senior High (2006-2015), Dr. Burrows was entrusted to teach English Language Arts to students in the lowest quartile (reading). Dr. Burrows' commitment to student learning was a contributing factor to Coral Reef's grade continuity of "A". In 2014-2015, Dr. Burrows was recognized by the state of Florida as a teacher in the top 30% in Reading/Language Arts.

### **Mandarin Lakes K-8 Academy** **Public and Collaborative Teaching**

As the instructional leader, Dr. Collman's primary responsibility is to advocate for the learning and achievement of every student. In an effort to ensure this is accomplished by all stakeholders, peer collaboration, data analysis, strategic support and the alignment of curriculum, instructional delivery, and formal/informal assessment are encouraged. Dr. Collman's goal is to make certain that all students are afforded the best possible education while supporting the staff in helping every child reach their full potential.

Common planning is conducted in reading on a weekly basis with each grade level. The literacy coach and Assistant Principal over curriculum provide support to teachers during each common planning session. Moreover, the literacy coach acts as a facilitator guiding conversations in order to plan meaningful and purposeful lessons that address individual class needs as well as students' needs. In order to close the achievement gap in reading, interventions are provided thirty minutes daily to students who struggle with reading comprehension in grades K-5. For grades 6-8, to ratify the labor contract in order to offer students an eight period day which allows the school to provide additional intervention and remediation as well as offer students additional elective options. In order to place students in interventions appropriately, data is triangulated utilizing the Florida State Assessment achievement levels and scale scores as well as the i-Ready data. Students in grades K-5 use the McGraw Hill Wonderworks Intervention Program. Based on the data, it is determined if students

receive remediation in foundational skills or comprehension skills. Students in grades 6-8, use the extra lessons from the Scholastic Intervention Program as well as leveled readers. Students are monitored closely through progress growth monitoring and informal assessments. Intervention groups are fluid and changes are made to groupings as new data becomes available.

Correspondingly in mathematics, common planning is conducted on a weekly basis with each grade level. During common planning, the mathematics coach and Assistant Principal over curriculum work together with teachers to unpack the Mathematics Florida Standards (MAFS). After gaining an in depth understanding of the standards, lessons are created with the utilization of the item specifications and achievement level descriptors. Lessons are also crafted so that instruction is scaffold; this ensures the standards are taught to the highest level of complexity. The analyses of multiple data points (i-Ready, topic and interim assessments) are continuously taken in to account in order to meet the needs of students' individual needs.

The Principal and Assistant Principals conduct strategic classroom walkthroughs daily in order to provide support and to make certain lesson plans are translated into effective instructional delivery. Instructional rounds are also performed along with the ETO support team. Each instructional round has a clear focus and the findings are deliberated through crucial conversations between the ETO staff and the leadership team. The results are then shared with the teachers, and subsequently new goals are set.

The leadership team meets regularly to discuss the progression of the school. During leadership team meetings, all data points are analyzed in order to determine the needs of specific students. Classroom teachers are identified who are in need of support with specific standards, skills, and/or strategies. Coaching support is assigned to support the needs of teachers based on the data outcomes as well as classroom walkthroughs. Areas in reading and mathematics are tiered in order of areas of growth and strengths. As a result of the strengths and weaknesses, remediation materials are identified utilizing leveled reader and the i-Ready Toolkit. The leadership team consistently monitors student work products every week to ensure students are meeting the demands of the standards. The administrative team as well as the instructional coaches, determines a focus for classroom walkthroughs based on the ETO bi-weekly updates.

### **Mandarin Lakes K-8 Academy**

#### **Ambitious Instruction and Learning**

As a result of the 2015-2016 FSA in the area of English Language Arts, the data shows a regression in proficiency for grades 4-8. Students' individual needs in language arts are met through remediating skills students are lacking. Student's individual needs are met by providing differentiated instruction as well as intervention. During common planning, teachers are afforded the opportunity to reflect on their craft and make instructional adjustments as needed. To ensure students' needs are aligned to the appropriate instructional materials for remediation, there are a variety of resources utilized; for example, leveled readers, i-Ready Toolbox activities, CPalms, and intervention/enrichment activities provided through the core materials as well as the District pacing guides. Mandarin Lakes K-8 Academy holds high expectancies for students and teachers. Data chats are conducted with students and teachers in order to set goals, track individual data, and to ensure groups for differentiated instruction and intervention are fluid.

In the area of mathematics, the 2015-2016 FSA data shows a regression in proficiency for grades 4-8. One of the root causes can be attributed to teachers' limited understanding of the Florida Standards. In an effort to continuously assist teachers with gaining an in depth understanding of the Mathematics Florida Standards (MAFS), teachers attend professional development and receive appropriate follow up support from the

Transformation Coach. Another cause for the decline in data is the students lacking the prerequisite needed in order to perform on grade level. In order to ensure students are equipped with the skills needed to meet the demands of the standards, differentiated instruction and mathematics interventions are implemented daily where students are grouped based on skill deficiencies.

As the instructional leader, the Principal assesses and monitors the day to day instructional routines by conducting walkthroughs with an intended and planned focus. During walkthroughs, the Principal reviews students' work products by inspecting journals, students' folders, instructional delivery, student engagement, and lesson plans. The Principal also participates in weekly collaborative planning sessions. The Transformation Coaches provide support through weekly common planning sessions where teachers have an opportunity to share best practices; Professional Learning Communities; and data chats. In addition, the transformation coaches also utilize the coaching cycle in order to build capacity of teachers. The coaching cycle continues to be a vital component to improve teacher quality and to improve student achievement.

### **Mandarin Lakes K-8 Academy**

#### **Safe and Supportive Environment**

Mandarin Lakes K-8 Academy's vision is to provide a safe, nurturing and academically enriched environment where all children are treated as our own. Through the implementation of strategies aligned with our shared vision, we have created a safe and welcoming environment for our students. Through our school counseling team which includes a Success Coach (through the Non-violence Project), students are able to receive support and mentoring. Through the district's Values Matter Character Development program, students demonstrating behaviors that are consistent with the core of the month are recognized at our Values Matter Student of the Month Breakfast. The school's student services team takes on a proactive approach to bully prevention and nonviolent interactions among students. Members of the student services team conduct classroom presentations on a weekly basis and are actively involved in our quarterly student assemblies. The following are the list of policies and guides that inform Mandarin Lakes K-8 Academy's work to promote a safe and supportive learning environment:

1. Progressive Discipline Plan
2. Comprehensive System of Learning Supports
3. Anti-Harassment, Intimidation, and Bullying
4. Safety and Violence Prevention Curriculum
5. School Safety Plans

### **Mandarin Lakes K-8 Academy**

#### **Family and Community Engagement**

In order for students to experience success within the learning environment, students must have a sense of belonging and connectedness. As a school community, Mandarin Lakes K-8 Academy understands that it takes a village to raise a child and understands the importance of school to home and community connections. The school has partnered with several organizations to promote family and community engagement:

- **Chapman Partnership South:** Provide housing for our homeless students and students in transition.
- **Agape Network:** Agape is a comprehensive community health center that provides family counseling and health services to students and their families.
- **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 spend a day in the life of their student. Parents follow their child's class schedule and meet each of their teachers. Parents are given an overview of the expectations for each class.
- **Holiday Smiles Initiative:** Through donations from our community partners, over 200 gifts are given to our Migrant and Homeless population.
- **Fathers in Education:** This is an opportunity for our students' father, grandfathers, uncles, and role models to come and read to our students.
- **United Way:** The school participates in strengthening and enhancing the lives of its community members by affording them the necessary tools to thrive.
- **Holiday Show:** This event brings families together, regardless of their religious beliefs, for a fun night for everyone involved.
- **Spooky Literacy and STEM 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.

### **Brownsville Middle School**

#### **Effective Leadership**

The Principal, Ebony N. Dunn is a transformational administrator with 6 years of educational leadership experience, and over a decade of experience as an educator. Mrs. Dunn is currently a doctoral candidate in Educational Leadership at Nova Southeastern University. As a well-rounded administrator, Mrs. Dunn has served for 4 years as a senior high Assistant Principal, one and a half years as a middle School Principal at Brownsville Middle School, and two years as a Science Coach. Mrs. Dunn currently holds a Bachelor's degree in Animal and Poultry Sciences, and a Master's in Food and Nutritional Science with an emphasis in Food Safety. Both of these degrees were obtained at Tuskegee University located in Tuskegee, Alabama. Mrs. Dunn led Miami Northwestern Senior High School to increase the school grade from a "B" to an "A" during the 2012-2013 school year. While serving as an administrator at Miami Northwestern Senior High School in 2012-2013, the science proficiency was 69%, in 2013-2014 science proficiency was 67% which was the highest within the ETO schools for two consecutive years. While serving as Principal of Brownsville Middle School in 2015-2016, Middle School Acceleration Points increased to 50%.

The Assistant Principal, Keith B. Parrimore is a forward thinking administrator with over 3 years of educational leadership experience and over 7 years of classroom experience. Mr. Parrimore holds a Bachelor's Degree in Biology Education, a Master's Degree in Earth Science,

and a Master's Degree in Educational Leadership. Mr. Parrimore has had multiple instructional leadership roles as an educator. Mr. Parrimore has one year of experience as a middle school Assistant Principal and 3 years as an Instructional Science Coach. While serving as a Science Coach at Miami Carol City Senior High School in 2014-2015, the school's science results improved from 28% to 34%. While serving as Assistant Principal responsible for ELA at Brownsville Middle School in 2015-2016, learning gains increased by 36%.

The Assistant Principal, Mr. Kelvin E. Smith is an experienced educator with over 12 years of experience in the educational arena. Mr. Smith holds a Master's Degree in Educational Leadership and a dual Bachelor's degree in Public Administration and Political Science. Mr. Smith has held several leadership roles during his tenure as an educator which ranged from the elementary to the senior high levels. These positions included Reading Curriculum Leader, Mathematics Coach, and Writing Facilitator. In addition, Mr. Smith served as a Positive Behavior Coach at Miami Central Senior High School and Dr. Charles Drew Middle School. Mr. Smith is responsible for school-wide discipline and the overall culture of Brownsville Middle School. While serving as the Reading Curriculum Leader at Miami Northwestern Senior High School, the school grade improved from a "D" to "B" during the 2010 – 2011 school year. During the 2015-2016 school year, Mr. Smith was the administrator responsible for mathematics in which the Algebra I students received a 28% gain from the previous year.

The Literacy Transformation Coach, Patrick McLaw has taught ELA at the Middle and High School level. Mr. McLaw has also served as the Department Chair for the ELA department. In 2014 Mr. McLaw was a finalist for Teacher of the Year. During the 2015-2016 Mr. McLaw was nominated for "Rookie Teacher of the Year."

The Literacy Transformation Coach, Marsha C. Smith, is a dedicated and passionate teacher, leader, literacy coach, and mentor. Ms. Smith has served as an educator for Miami-Dade County Public Schools for 13 years. Ms. Smith was voted Teacher of the Year at Madison Middle School for the 2013-2014 school year. Ms. Smith earned a Master's in Reading from Barry University in 2007. Ms. Smith attended Florida International University and received a Bachelor's in Criminal Justice in 2001. Ms. Smith is currently certified in English (Grades 5-9) and Reading (K-12). Ms. Smith has served in the capacity as Literacy Coach at Madison Middle School (2015-2016), Bunche Park Elementary School (2012-2013), and Dr. Robert B. Ingram Elementary School (2011-12). In facilitation of an 8th grade intensive reading course inclusive of level 1 and 2 students, students' demonstrated 34% proficiency. As a Mathematics Coach, Ms. Smith was instrumental in helping Madison Middle improve the overall ELA proficiency from 21% in 2014-2015 to 27% in 2015-2016.

The Mathematics Transformation Coach, Angelique Clark, has served for 16 years in Miami-Dade County Public Schools. Eight of those years have been as an Instructional Mathematics Coach. Ms. Clark taught at Miami Carol City Senior High School for 12 years and the later years at Brownsville Middle School. Ms. Clark has served in various leadership positions including Department Chairperson. She has a Master's in Health Care Administration, and a Bachelor's in Finance. Ms. Clark is certified in Mathematics (5-9). During the 2015-2016 school year, the greatest gain was the Algebra I students who increased from the previous year score of 28% proficient to 56% proficient.

### **Brownsville Middle School**

#### **Public and Collaborative Teaching**

The school successfully worked collaboratively with the Educational Excellence School Advisory Council (EESAC) and teachers to modify the labor contract to offer students an eight period day. This allowed the school to provide additional interventions and remediation as well as

additional elective options to improve teaching and learning. The results of students' Florida Standards Assessment (FSA) from the prior year are used to properly place students in remedial or enrichment classes prior to the opening of school.

Common planning is embedded within the master schedule to provide additional time for teachers to collaborate, plan, and engage in professional development across grades and subjects twice a week. Common planning allows time for Lesson Study implementation and afford teachers an opportunity to share best practices as well as provide job embedded professional development. Lesson Study is an additional benefit to improve teaching and learning by enabling teachers to take a deeper look into effective instructional practice. As data are collected, Lesson Study teams will modify instructional lessons addressing current needs. Transformation Coaches, in conjunction with Curriculum Support Specialists, will lead common planning sessions in order to develop teacher capacity in understanding the depth of the new Florida Standards and planning for effective instruction.

The leadership team meets weekly to establish a clear focus regarding how to reduce instructional barriers and engage in ongoing problem solving to positively impact students. The leadership team closely monitors classroom instruction to ensure the depths of the standards are being met.

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

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

### **Brownsville Middle School**

#### **Ambitious Instruction and Learning**

The 2015-2016 FSA data show a regression in proficiency in the area of English Language Arts. One of the root causes can be attributed to teachers' limited understanding of the Florida Standards. In an effort to continuously assist teachers with the Language Arts Florida Standards (LAFS), teachers will attend professional development and receive appropriate follow up support from the Transformation Coaches. Another cause of regression is the students' inability to read on grade level. The plan to address this is through daily reading interventions where students are grouped based on skill deficiencies. Select students will also receive pull-out interventions during their elective class which will enhance the reading skills learned during classroom instruction. An additional cause to reading regression is a lack of students' fluency and

reading comprehension. Fluency and reading comprehension are addressed during whole group and differentiated small group instruction through repeated readings and reinforcing strategies such as marginal notes, underlining key words, and summarizing.

The 2015-2016 FSA data also shows a regression in proficiency in the area of Mathematics. Students' individual needs in mathematics are met by addressing the deficiencies in their prerequisite skills through differentiated instruction. Select students will also receive push-in instruction utilizing City-Year Corp Members to enhance individual mathematical skills. Teachers also use reflective practices and adjust their instruction accordingly. In order to address the students' needs, a variety of resources are utilized such as i-Ready Toolbox activities, CPalms, and intervention and enrichment activities provided through the core materials and District pacing guides. Brownsville Middle School sets high expectations of all students thus data chats with students and teachers are conducted to set goals, track individual data, and make adjustments in interventions.

The 2015-2016 EOC data also shows a regression in proficiency in the area of Civics. The school offers a Legal Studies course that infuses Civics standards to raise proficiency for targeted students. Embedded within the program these students will participate in mock trials, meet guest speakers, and attend civic engagement field-trips.

### **Brownsville Middle School**

#### **Safe and Supportive Environment**

Brownsville Middle School creates an environment where students feel safe and respected before, during and after school by having consistent expectations around the school that are visible in every classroom. The school counselor plays an integral role in providing counseling sessions that promote student achievement and social/emotional growth. The Values Matter District initiative has been implemented school-wide. Students displaying the core value of the month are recognized. The Success Coach meets with identified students on a weekly basis to provide support which leads to a reduced number of behavioral incidents, thus increasing student achievement. Our zero tolerance policy for violence, hazing, bullying and other disruptive behaviors also helps to ensure that behavioral incidents are limited and academic achievement takes place. Our external, community partnerships also play a crucial role in providing a safe and supportive environment for our students. A transition course is offered to infuse school-wide core values and goal setting strategies for 6<sup>th</sup> graders.

### **Brownsville Middle School**

#### **Family and Community Engagement**

Brownsville Middle School recognizes the vital role parents and the community play in supporting successful learning outcomes for our students. Miami-Dade County Public Schools also recognizes the impact of a strong connection between the home, school and the community. In addition to the District initiatives Brownsville Middle School has partnered with additional organizations to promote family and community engagement.

- **After School All-Stars** – Provides a comprehensive after-school program which features tutorial services, snacks, physical activity, and home learning support for students 4 days a week for two hours.

- **Miami Children’s Initiative (MCI)** - Provides a unified system of support, education and care for children and families of the Liberty City Community. MCI enhances academic enrichment opportunities during non-school hours, spring break, and summer break. MCI assists our students to meet state standards in core academic subjects such as reading, math and science.
- **FALL-CON Fest** – Provides an opportunity for students and parents to visit our Brownsville Middle School, on a school night, to participate in educational games, food, and community awareness. This festival is free for all parents and students and is a wonderful opportunity for faculty, staff, parents and community partners to interact socially.
- **Open House** - In September all students’ parents are invited to spend an evening in the life of their child. Parents are given the opportunity to follow their child’s schedule and meet each teacher in their assigned classroom. Parents are given an overview of the expectations for each class.
- **FIU (Education Effect)** – Provides a collaborative partnership with the Miami-Dade County Public Schools and Brownsville Middle which provides access to college readiness and career opportunities for students.
- **Hamilton, Miller & Birthisel (HMB), LLP** – Attorney Marlon Hill has been instrumental in the implementation of Brownsville Middle Schools Law Program. This external partner facilitates and sponsors for students of Brownsville Middle to participate in the annual Law Day held in May. HMB plays an important role in providing opportunities for parents, students and the community to come out and assist in beautification projects around the campus. Additionally, HMB provides incentives to students who excel academically as well as maintain and display the core values of Brownsville Middle School.
- **Guided Steps** – Provides counseling services for students and families free of charge. Guided Steps also provides mental health services to students who are in need.
- **City Year** – Provides tutorial services during school, before school and after school hours. City year is major contributor to Brownsville Middle Schools FALL-CON Fest.
- **Girl Power** – Provides counseling and mentoring services to Brownsville female student population. This program also offers etiquette training along with academic tutorial services.
- **Literacy Night** – Provides an opportunity for community leaders, external partners, parents and students to explore the demands of the ELA FSA. This event allows all stakeholders an opportunity to take practice tests on a computer, view current student work products, and participate in interactive ELA activities.

### **Madison Middle School**

#### **Effective Leadership**

The Principal, Dr. Philippe Napoleon, is a determined administrator with 11 years of educational leadership experience. Dr. Napoleon holds a Doctoral Degree in Organizational Leadership and Human Resource Management. As an accomplished administrator, Dr. Napoleon has approximately 5 months’ experience as a K-8 Center Principal, 1 and a half years as a K-8 Center Assistant Principal, and 9 years as a senior high Assistant Principal. Dr. Philippe Napoleon is an adjunct professor in the School of Business program at Miami-Dade College. In 2015-2016, Dr. Napoleon led Benjamin Franklin K-8 Center to increase the school grade from “D” to a “C” and while also serving as an administrator Carrie P. Meek/Westview K-8 Center the school grade increased from “D” to a “C”. While serving as an administrator at

William H. Turner Technical Arts High School in 2009-2010, the school grade increased from “C” to a “B” and in 2011-2012 the school grade increased from “B” to an “A”. While serving as an administrator at William H. Turner Technical Arts High School in 2011-2012, Dr. Philippe Napoleon won the prestigious Race to the Top administrator award and was the Assistant Principal of the Year for the Miami Central Feeder Pattern.

The Assistant Principal, Mr. LeNere Dawkins, is a proactive administrator with 9 years of educational leadership experience. As an accomplished administrator at Miami Central Senior High School in 2011-2012, the school grade increased from “D” to “C”. In addition, for the 2015-2016 school year Madison Middle School science scores increased by 13 points from 22% proficiency to 35% proficiency, ELA/Reading scores increase from 21% proficiency to 27% proficiency and mathematics had a 12 percentage point increase from 24% proficiency to 36% proficiency. Overall, there was an increase in 31 percentage points from the previous school year. While serving as an administrator at Drew Middle School in 2010-2011, Mr. LeNere Dawkins won the prestigious Race to the Top administrator award and was an Assistant Principal Finalist for the Year for the Central Region in 2011-2012.

The Literacy Transformation Coach, Ms. Fleurissant, is an educator with 10 years of experience in the middle school setting. Ms. Fleurissant current holds a Specialist Degree in Educational Leadership. Ms. Fleurissant has 7 years as an Instructional Mathematics Coach. She implemented academic excellence and build quality relationships among students, teachers, and parents for a positive and forward-moving educational environment. The provision of quality education, positive communication and shared-decision making is crucial in the public education system and the key to student and school success and Ms. Fleurissant strives for these characteristics on a daily basis. This year in ELA/Reading, scores increase from 21% proficiency to 27% proficiency.

Ms. Analia Barboza, transformation coach, is an instructional leader that demonstrates incredible initiative and a strong dedication to excellence. Ms. Barboza has more than 8 years of pedagogical expertise in supporting low-performing students achieve at proficient or advanced levels. As a reading teacher at Madison Middle School in 2015-2016, Ms. Barboza was assigned to teach level 1 students in reading. Consequently, 16% of grade 6 and 9% of grade 7 students were proficient of the 2015-2016 FSA. Additionally, 28% of grade 6 and 43% of grade 7 students made learning gains and 33% of grade 6 and 62% of grade 7 of the lowest 25% made learning gains. In addition, as a member of the Instructional Leadership Team (ILT), Ms. Barboza led the Student Learning Outcomes (SLO) initiative, guiding her colleagues through the process of setting and using measurable learning objectives to drive instruction and increase student learning gains.

### **Madison Middle School**

#### **Public and Collaborative Teaching**

Madison Middle School was successful in obtaining the vote to ratify the labor contract in order to offer students an eight period day which allows the school to provide additional intervention and remediation as well as offer students additional elective options. The results of students’ prior year FSA results were used to properly place students in remedial or enrichment classes prior to opening school. All core departments within the school have fully implemented the common planning model within the master schedule. Transformation coaches, in conjunction with curriculum support specialists, lead the common planning sessions in order to develop teacher capacity in understanding the

depth of the new Florida Standards and planning for effective instruction. The leadership team meets weekly to establish a clear focus regarding how to reduce instructional barriers and engage in ongoing problem solving to positively impact students.

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

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

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

### **Madison Middle School**

#### **Ambitious Instruction and Learning**

The 2015-2016 Middle School Acceleration data shows a regression in proficiency in the area of Algebra I. One of the root causes can be attributed to teachers’ limited understanding of the Florida Standards. Additionally, all level 3 or higher grade 8 mathematics students were not enrolled in Algebra I, which adversely impacted the overall score. In an effort to continuously assist teachers with the Mathematics Florida Standards (MFS), teachers attend professional development and receive appropriate follow up support from the Transformation Coaches. Another cause of regression is the students’ inability to read on grade level. The plan to address this dilemma is to ensure that all level 3 and higher performing students on the grade 7 FSA are placed in Algebra I and recruit an interventionist for reinforcement. An additional cause to mathematics regression is a lack of students’ fluency and math comprehension. Fluency and mathematics comprehension are addressed during whole group and differentiated small group instruction through repeated word problems analysis and reinforcing strategies such as talking aloud, vocabulary games, and visual presentations.

Students’ individual needs in reading are met by addressing the deficiencies in their prerequisite skills through differentiated instruction. Teachers also use reflective practices and adjust their instruction accordingly. In order to address the students’ needs, a variety of resources are utilized such as: i-Ready Toolbox activities, CPalms, and intervention and enrichment activities provided through the core materials and District pacing guides. Madison Middle School has high expectations of students and conducts data chats with students and teachers to set goals track individual data and make adjustments in interventions.

As the instructional leader, the Principal monitors instructional activities by conducting daily walkthroughs with a specific focus, such as reviewing journals, students' folders, lesson delivery, student engagement, and lesson plans. The Principal also participates in weekly collaborative planning sessions. Transformation Coaches provide support through common planning on a weekly basis, monthly conferences, data chats, and opportunities to lead planning and share best practices. The coaching cycle is a critical part of the support provided by the Transformation Coaches. Coaches continue to build capacity through the lesson study process where teachers observe other teachers in order to strengthen areas of weaknesses.

As a school we will strive to increase educational programs that allows for the infusion of technology across the curriculum. We will continue to promote our Parent Teacher Association and invite community members to actively participate in our Educational Excellence School Advisory Committee (EESAC) meetings, where they can present concerns and possible solutions to further enhance the learning experiences for all students served.

### **Madison Middle School**

#### **Safe and Supportive Environment**

Madison Middle School provides students with a safe and supportive environment. The school counselor plays an integral role in providing counseling sessions that promote student academic achievement and social/emotional growth. The counselor also facilitates the ability for community liaisons to assist in providing students with support and mentoring. The Values Matter District initiative has also been implemented school-wide. Students are recognized on a monthly basis for demonstrating the core value of the month. Middle school students benefit from a Success and PBS Coach that meets with them on a weekly basis to provide support that leads to a reduced number of behavior incidents, thus and increasing academic achievement. As a result of the support provided by the counselor and Success Coach, Miami- Dade School has eliminated indoor and outdoor suspensions through the Rethinking Discipline initiative. A safe and supportive learning environment has also been established through classroom presentations and small group counseling sessions that promote bully prevention and nonviolent interactions between students. The community-based partners also assist the school in providing a safe environment for students.

### **Madison Middle School**

#### **Family and Community Engagement**

- **Back to School Night-** In September all students' parents are invited to spend a day in the life of their child as a student. Parents follow their child's class schedule and meet each of their 8 teachers for an overview of expectations for the academic year.
- **Incoming Class Orientation** – In July all incoming grade 6 students and parents are invited to tour the school, obtain strategies for transitioning to the secondary level, an overview of the academic and behavioral expectations.
- **City Year-** This organization provide students additional academic, social, and emotional support through mediation and intervention. City Year AmeriCorps members meet with school administrators and develop student focus based on FSA Standards, provide one-one-one and group tutoring before, during and after school, monitor student attendance, make positive phone calls to parents, organize and lead activities that promote a positive climate and energetically greet students and parents.
- **Literacy Night-** Madison Middle School kicked off its annual "Spooktacular Literacy Night" and "Mathematics and Science Winter Fest". These events are geared towards encouraging community leaders and school partners explore the challenges of the ELA FSA

and the implications on computer literacy to take the assessment of the computer. Additional student products are reviewed through oral, written, and visual presentation.

- **Positive Imprints-** This organization provides both fitness and reading fluency activities. Students are afforded the opportunity to participate in clubs such as the Step Team, drama, dance and other cultural activities. Additionally, they provide after school tutoring and assist in maintaining a positive school culture.
- **After School All Stars -** This organization help students connect health and fitness through character and leadership development. They engage students in both sport and STEM related activities and provide tutoring afterschool.

### **Jose de Diego Middle School**

#### **Effective Leadership**

The Principal, Dr. April Thompson-Williams, is a proactive administrator with 10 years of educational leadership experience. Dr. April Thompson-Williams holds a Doctoral Degree in Educational Leadership. As a well-rounded administrator, Dr. April Thompson-Williams has 2 years of experience as a middle school Principal, 3 years as a high school vice-Principal, and 5 years as a senior high Assistant Principal of Curriculum. In 2015-2016, Dr. Thompson-Williams led Jose de Diego Middle School to increase the school grade from an “F” to a “D”, the school demonstrated an increase in the Statewide Assessments raising the overall percentage earned from 21% to 33%. While serving as an administrator at North Miami Senior High School from 2010-14, the school grade improved from a “D” to an “A”. Dr. Thompson-Williams has also served on various committees and participated in leadership cohorts such as Harvard’s Leadership Institute and Florida International University’s Principal Leadership Development Program.

The Assistant Principal, Mr. Parra is a proactive administrator with over 11 years of educational experience. Mr. Parra holds a Specialist Degree in Educational Leadership and Master’s in Guidance Counseling. Mr. Parra has had multiple instructional leadership roles as an educator. Mr. Parra has 2 years of experience as Middle School Assistant Principal, 1 year experience as a high school Guidance Counselor and 8 years of experience as a middle school Guidance Counselor. While serving as a Guidance Counselor at Herbert A. Ammons Middle School the school maintained a grade of “A”, demonstrating increased levels of proficiency every year. Mr. Parra provided support to all departments working closely with the lowest performing students in achieving passing scores. Under the leadership of Mr. Parra who serves as an Assistant Principal at Jose de Diego Middle, the school grade improved from an “F” to “D”, the school demonstrated an increase in the Statewide Assessments raising the overall percentage earned from 21% to 33%.

The Literacy Transformation Coach, Ms. Mondy is a committed educator with seventeen years of educational experience as a classroom teacher and instructional coach. She also serves as the Professional Development Liaison. Ms. Mondy holds a Master’s in both Educational Leadership and Teaching and Learning. She has 12 years of experience as a classroom teacher and 5 years as an Instructional Mathematics Coach. She provides support to literacy departments while working closely with all students in achieving proficiency and learning gains. While serving as a Mathematics Coach at Jose de Diego Middle School in 2015-2016, the school grade improved from an “F” to a “D”. Ms. Mondy is a highly reflective instructional coach who takes pride in her profession and has a continued desire to provide students and teachers with the most enriching educational opportunities possible.

Mr. Donta Taylor will serve as the new Literacy Transformation Coach this year. Mr. Taylor earned a Bachelor’s from Florida International University with an English Major, a Master’s at Nova Southeastern University in Reading, and a Specialist degree in Educational Leadership.

Mr. Taylor has over 9 years teaching: 3 years in High school, 6 years in Adult Education, and 1 year in Alternative Education. He recently implemented a mentoring program called S.A.M (Staff as Mentors) which was designed to alter the school's culture and promote behavioral and academic changes. Mr. Taylor has also served on the Instructional Leaders Cohort, which was a collaboration of leaders to align the goal of building instructional capacity across content areas

Ms. Moreno, the Mathematics Transformation Coach has a Bachelor's in Secondary Mathematics Education and a Master's in Educational Leadership. With 7 years of experience within the school system as a teacher, administrator, and instructional coach she has proven to attain quantitative results, turning around low performing schools. In this position, she has created a culture of collaboration amongst teachers within the department while orienting students to content, and in turn, achieving goals set forth.

### **Jose de Diego Middle School**

#### **Public and Collaborative Teaching**

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

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

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

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

**Jose de Diego Middle School****Ambitious Instruction and Learning**

The 2015-2016 FSA data show a regression in proficiency in the area of English Language Arts. One of the root causes can be attributed to teachers' limited understanding of the Florida Standards. In an effort to continuously assist teachers with the Language Arts Florida Standards (LAFS), teachers attend professional development and receive appropriate follow up support from the Transformation Coaches. Another cause of regression is the students' inability to read on grade level. The plan to address this is through daily reading interventions where students are grouped based on skill deficiencies. An additional cause to reading regression is a lack of students' fluency and reading comprehension. Fluency and reading comprehension are addressed during whole group and differentiated small group instruction through repeated readings and reinforcing strategies such as marginal notes, underlining key words, and summarizing.

Students' individual needs in mathematics are met by addressing the deficiencies in their prerequisite skills through differentiated instruction. Teachers also use reflective practices and adjust their instruction accordingly. In order to address the students' needs, a variety of resources are utilized such as: i-Ready Toolbox activities, CPalms, and intervention and enrichment activities provided through the core materials and District pacing guides. ABC School has high expectations of students and conducts data chats with students and teachers to set goals track individual data and make adjustments in interventions.

As the instructional leader, the Principal monitors instructional activities by conducting daily walkthroughs with a specific focus, such as reviewing journals, students' folders, lesson delivery, student engagement, and lesson plans. The Principal also participates in weekly collaborative planning sessions. Transformation Coaches provide support through common planning on a weekly basis, monthly conferences, data chats, and opportunities to lead planning and share best practices. The coaching cycle is a valuable part of the support provided by the Transformation Coaches. Coaches continue to build capacity through the lesson study process where teachers observe other teachers in order to strengthen areas of weaknesses.

**Jose De Diego Middle School****Safe and Supportive Environment**

Jose de Diego Middle School provides students with a safe and supportive environment. The PBS coach, also known as the Dean of Culture and the student services team play an integral role in providing counseling sessions that promote student academic achievement and social/emotional growth. The school administration and the student services teams facilitate community involvement to assist in providing students with support and mentoring. The Values Matter District initiative has also been implemented school-wide and is incentivized through the LiveSchools interactive point system and the FUEL you DRIVE schoolwide initiative for positive school culture. Students are not only recognized for demonstrating the core values, but also for improved academic performance, continuous high levels of achievement, and leadership qualities. Continuous support by the Student Success Coach, Dean of Culture, and guidance counselor to provide support for struggling students to help reduce number of behavior incidents, improve student attendance, and increase parent involvement thus increasing academic achievement. The FUEL you DRIVE initiative promotes a progressive safe and supportive learning environment established through schoolwide and classroom presentations promoting bully prevention, citizenship and nonviolent interactions between students. Community-

based partners such as Overtown Youth Center also assist the school in providing a safe environment for students through their daily mentoring and support program and afterschool enrichment program.

### **Jose De Diego Middle School**

#### **Family and Community Engagement**

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

- **Overtown Youth Center** –Designed to engage children in educational and recreational activities that promote their academic, social, emotional and physical development. It boasts five major components designed to empower youth to excel in school and in life overall. A wide range of preventive and character-building activities also train youth to identify negative influences, avoid them and pursue positive pathways to success. At Jose de Diego MS, OYC’s in-school coordinators provide daily case management and advocacy for OYC participants within their schools and the community, tracking scholastic achievement, attendance, and behavior of the students. OYC also provides after school tutoring and enrichment activities for Jose de Diego Middle School’s students throughout the week Monday through Friday.
- **Gang Alternative - The Youth Excellence Program (YEP)** Focuses on preventing adolescents from engaging in substance use and abuse and other unhealthy behaviors including pregnancy prevention. The program focuses on changing youth knowledge, attitudes and behaviors while promoting positive mental and physical health. The program utilizes an Educational Strategy to motivate students against unhealthy behaviors, cultivate new attitudes and beliefs, and equip teens with self-management skills, social skills, and drug awareness and resistance skills.
- **FIU Education EFFECT – The Lead Project- Middle School Program** Institute to strengthen students’ academic abilities through Math, Civics, Leadership, Advocacy and Preparation for school success and college preparation. The summer programming is led by the FIU Colleges of Law and Education.
- **National Water Dance (NWD)** -National initiative that brings attention to water issues across the country by mobilizing young dancers, students and professionals to use dance as a vehicle for social change. Based in Miami NWD has expanded its local community to engage students in other disciplines to participate in the bi-annual events.
- **100 Black Men of South Florida, Inc. - Mentoring the 100 Way®** – A holistic mentoring program that addresses the social, emotional and cultural needs of children ages 8-18. Members of the 100 are trained and certified to become mentors, advocates, and role models for the youth within their communities. Through chapter operated one-on-one and group mentoring efforts, our members forge relationships that positively impact our greatest resource: our youth. The program focuses on building essential skills needed to become productive, contributing citizens. Workshops for children and youth include topics such as:
  - Positive Self Identity and Personal Vision
  - Life Skills Social and Emotional Skills
  - Moral Character
  - Work Ethic

- Lifelong Learning
- **Mahogany Youth Corporation** - An adolescent program that service youth at inner- city school. They provide an educational, mentoring, and youth enrichment fishing program at Jose de Diego Middle School. This program provides a lot more than simple fishing they teach life skills that support patience, perseverance, courage, innovation, critical thinking, observation, teamwork and a lot more. The youth are more confident about the outdoors and have a better understanding of the need for conservation. Their program helps to motivate students to do better in school in anticipation of the fishing trip and afterwards because of their emphasis on grade performance. This program really fits the needs of our students for an opportunity to be outdoors, be physically active and engaged in an environmentally responsible way.
- **KAPOW** – provides opportunities for Jose de Diego MS students to connect with business volunteers. The program introduces students to career awareness through professionally developed lessons and field experiences to the workplace.

## B. Turnaround Option Selection

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

**Option 1: District-Managed Turnaround**

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

**Option 2: Closure**

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

**Option 3: Charter**

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

**Option 4: External Operator**

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

**Option 5: Hybrid**

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

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

Miami-Dade County Public Schools has selected the District-Managed Turnaround Option due to the District's history of success in transforming and sustaining improvements in low-performing schools. The Education Transformation (ETO) was developed in 2010 to serve 19 schools designated by FLDOE/USDOE as "persistently lowest-achieving". The Education Transformation Office has been committed to transforming schools and leading innovations that have distinguished M-DCPS as a national leader in school reform. Since its inception, the Education Transformation Office has played a critical role in improving classroom instruction and developing instructional leaders to foster school improvement. Success as a District is reflected in significant improvements in reading, mathematics, science and increased participation in Advanced Placement, Dual Enrollment, and Industry Certification. In 2015-2016, the number of schools earning an "F" schools in M-DCPS was reduced from 16 to 4. The number of schools earning a "D" within ETO was reduced from 38 to 17. Furthermore, 67 elementary, K-8, middle, and high schools increased the total percent of points earned on school grade. ETO-supported schools have also shown impressive improvements in high school graduation rates from 68.3% in 2010 to 78% in 2015.

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

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

## Phase 2

*Pursuant to section 1008.33, F.S., the District shall submit a plan for implementing the turnaround option should the District be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.*

### **Option 1: District-Managed Turnaround (DMT)**

#### **Areas of Assurance**

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

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

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

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

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

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

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

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

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

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

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

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

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

## Implementation Plan

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

***Area of Focus 1***

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

***Area of Focus 2***

The District shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

***Area of Focus 3***

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

***Area of Focus 4***

The District shall conduct a comprehensive search to replace the Principal(s), Assistant Principal(s) and instructional coach(es).

***Area of Focus 5***

The District shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

**DMT Item 8:** In the box below, briefly summarize the strategies the District has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

If core instruction and interventions in reading, mathematics, and science are effectively implemented and consistently monitored, then student achievement will improve. Support for DA schools will be provided through on-going professional development, coordination of targeted services, and monitoring of effective implementation of core instruction and intervention. This will empower Principals and Assistant Principals with skills necessary for improving school culture and student achievement.