PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

Date Rec'd in DOE: 11/30/17

Fiscal Agent: School Board of Broward County

Dillard Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 060-90045-8S203

AMD #: **Amendment Type:**

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed. ***Initials/Date:*** JC 12/01/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed. ***Initials/Date:***

Budget Review (8.3) *HOLD* *ON* _____ *OFF* _____

Tasks & TAPS entry completed. 1,676,000 ***Initials/Date:***

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed. ***Initials/Date:***

Certify Accuracy (8.10) *ADMIN.* *ON* _____ *HOLD* *OFF* _____

Tasks & TAPS entry completed. ***Initials/Date:***

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed. ***Initials/Date:***

Notify (10.1-10.3)

Tasks & TAPS entry completed. ***Initials/Date:***

Notes/Comments:

PLEASE NOTE: This form is required to accompany each project.

DOE 920

04/17

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	**Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)** **TAPS NUMBER: 18A085~~-~~ 127**	Date Received RECEIVED 2017 NOV 30 PM 4:37 COMMISSIONER'S OFFICE GRANTS MANAGEMENT
B) Name and Address of Eligible Applicant: The School Board of Broward County, Florida 600 SE Third Avenue, Fort Lauderdale, Florida 33301 DILLARD ELE SCH		**Project Number (DOE Assigned)** 060-90045-~~85002~~ 85203

C) Total Funds Requested:	D) Applicant Contact & Business Information	
$ 1, 676, 000.00	**Contact Name:** Veda Hudge, Director, Office of Service Quality **Fiscal Contact Name:** Judith M. Marte, Chief Financial Officer	**Telephone Numbers:** 754-321-3636
DOE USE ONLY **Total Approved Project:** $	**Mailing Address:** 610 NE 13 Avenue Pompano Beach, FL 33060	**E-mail Addresses:** veda.hudge@browardschools.com
	Physical/Facility Address: 600 SE Third Avenue Fort Lauderdale, FL 33301	**DUNS number:** 0772834710000 **FEIN number:** F59-6000530

CERTIFICATION

I, Robert W. Runcie , as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) Robert W. Runcie — Signature of Agency Head
Superintendent — Title
11-14-17 — Date

CLEAR ALL DATA

Enter the Total Grant Award in Cell H1 ----------> $ 1,676,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget $ 1,676,000.00

Remaining $ -

Enter School Name Below	Unique School ID	# of Students	# of Teachers/Classrooms	# of Students	# of Teachers/Classrooms
Dillard Elementary School	0271	743	54/52	743	54/52

CONSOLIDATE YEAR 1-2

Function	Object	Description	Cost Per Item	YEAR 1 Quantity	YEAR 1 Total Cost Year 1	YEAR 2 Quantity2	YEAR 2 Total Cost YR 2	Total Quantity	Total Cost
5100	140	Salary - Pool Substitutes to be at the school daily so teachers can attend professional development with no gaps in instruction for students.	$ 17,105.00	2	$ 34,210.00	2	$ 34,210.00	4	$ 68,420.00
5100	210	Fringe - Employee Benefits Retirement 8.4%	$ 1,437.00	2	$ 2,874.00	2	$ 2,874.00	4	$ 5,748.00
5100	220	Fringe - Employee Benefits FICA 7.6%	$ 1,300.00	2	$ 2,600.00	2	$ 2,600.00	4	$ 5,200.00
5100	230	Fringe - Employee Benefits Group Fixed $8.088	$ -	2	$ -	2	$ -	4	$ -
5100	240	Fringe - Employee Benefits Workers Compensation 1.8%	$ 308.00	2	$ 616.00	2	$ 616.00	4	$ 1,232.00
5100	250	Fringe - Employee Benefits Unemployee 0.2%	$ 34.00	2	$ 68.00	2	$ 68.00	4	$ 136.00
6300	160	specific responsibilities for providing information on programs/services available	$ 32,222.00	1	$ 32,222.00	1	$ 32,222.00	2	$ 64,444.00
6300	210	Fringe - Employee Benefits Retirement 8.4%	$ 2,707.00	1	$ 2,707.00	1	$ 2,707.00	2	$ 5,414.00
6300	220	Fringe - Employee Benefits FICA 7.6%	$ 2,449.00	1	$ 2,449.00	1	$ 2,449.00	2	$ 4,898.00
6300	230	Fringe - Employee Benefits Group Fixed $8.088	$ 8,088.00	1	$ 8,088.00	1	$ 8,088.00	2	$ 16,176.00
6300	240	Fringe - Employee Benefits Workers Compensation 1.8%	$ 580.00	1	$ 580.00	1	$ 580.00	2	$ 1,160.00
6300	250	Fringe - Employee Benefits Unemployee 0.2%	$ 64.00	1	$ 64.00	1	$ 64.00	2	$ 128.00
6100	130	Salary - Social Workers to be a part of the collaborative planning team and will be responsible for addressing the social and emotional needs of students and their families.	$ 60,270.00	1	$ 60,270.00	1	$ 60,270.00	2	$ 120,540.00
6100	210	Fringe - Employee Benefits Retirement 8.4%	$ 5,063.00	1	$ 5,063.00	1	$ 5,063.00	2	$ 10,126.00
6100	220	Fringe - Employee Benefits FICA 7.6%	$ 4,581.00	1	$ 4,581.00	1	$ 4,581.00	2	$ 9,162.00
6100	230	Fringe - Employee Benefits Group Fixed $8.088	$ 8,088.00	1	$ 8,088.00	1	$ 8,088.00	2	$ 16,176.00
6100	240	Fringe - Employee Benefits Workers Compensation 1.8%	$ 1,085.00	1	$ 1,085.00	1	$ 1,085.00	2	$ 2,170.00
6100	250	Fringe - Employee Benefits Unemployee 0.2%	$ 121.00	1	$ 121.00	1	$ 121.00	2	$ 242.00
5100	160	Salary - Paraprofessional to support the implementation of Literacy and Math in all grade levels and provide classroom support to enhance the instructional process and to assist with supporting the actions of students to enrich the delivery of instruction.	$ 18,404.00	2	$ 36,808.00	2	$ 36,808.00	4	$ 73,616.00
5100	210	Fringe - Employee Benefits Retirement 8.4%	$ 1,546.00	2	$ 3,092.00	2	$ 3,092.00	4	$ 6,184.00
5100	220	Fringe - Employee Benefits FICA 7.6%	$ 1,399.00	2	$ 2,798.00	2	$ 2,798.00	4	$ 5,596.00
5100	230	Fringe - Employee Benefits Group Fixed $8.088	$ 8,088.00	2	$ 16,176.00	2	$ 16,176.00	4	$ 32,352.00
5100	240	Fringe - Employee Benefits Workers Compensation 1.8%	$ 331.00	2	$ 662.00	2	$ 662.00	4	$ 1,324.00
5100	250	Fringe - Employee Benefits Unemployee 0.2%	$ 37.00	2	$ 74.00	2	$ 74.00	4	$ 148.00

5100	120	Salary - Recruitment and retention bonuses will be given to teachers in this high-need school. The bonuses will be given for instructional staff (including teachers and other personnel) and principals who receive an overall rating of Effective or higher under the evaluation system. It will also provide additional compensation for teachers in critical shortage areas who are rated Effective or higher and who transfer to this high-need school from a non-high-need school.	$	291,500.00	1	$	291,500.00	1	$	291,500.00	2	$	583,000.00
5100	220	Fringe - Employee Benefits FICA 7.6%	$	22,154.00	1	$	22,154.00	1	$	22,154.00	2	$	44,308.00
5100	240	Fringe - Employee Benefits Workers Compensation 1.8%	$	5,247.00	1	$	5,247.00	1	$	5,247.00	2	$	10,494.00
5100	250	Fringe - Employee Benefits Unemployee 0.2%	$	583.00	1	$	583.00	1	$	583.00	2	$	1,166.00
6400	310	Consultant - The University of Virginia Darden/Curry Partnership for Leaders in Education (PLE) combines the most innovative thinking in business and education to empower education leaders to meet the demands of operating turnaround schools. PLE will provide their turaround program strategies, materials and services to the instructional leader and lead teachers working in turnaround schools to strengthen leadership practices. The services will be provided on site at the the school and at the University of Virginia.	$	120,000.00	1	$	120,000.00	1	$	120,000.00	2	$	240,000.00
5100	510	Instructional Materials	$	38,044.00	1	$	38,044.00	1	$	38,044.00	2	$	76,088.00
5100	510	Materials & Supplies	$	4,000.00	1	$	4,000.00	1	$	4,000.00	2	$	8,000.00
5100	330	Field Trips - Entrance Fees	$	25,000.00	1	$	25,000.00	1	$	25,000.00	2	$	50,000.00
7800	360	Field Trips - Transportation	$	2,000.00	1	$	2,000.00	1	$	2,000.00	2	$	4,000.00
7300	330	Travel - Administrators	$	3,500.00	1	$	3,500.00	1	$	3,500.00	2	$	7,000.00
5100	330	Travel - Teachers	$	10,500.00	1	$	10,500.00	1	$	10,500.00	2	$	21,000.00
5100	644	Lenovos Laptops	$	254.50	210	$	53,445.00	210	$	53,445.00	420	$	106,890.00
9100	120	After School & Summer Enrichment Clubs Stipends - Stipends for teachers to run after school and summer clubs for students in grades K-5. These clubs will offer enrichments and promote the whole child's educational experience.	$	22,565.00	1	$	22,565.00	1	$	22,565.00	2	$	45,130.00
9100	220	Fringe - Employee Benefits FICA 7.6%	$	1,715.00	1	$	1,715.00	1	$	1,715.00	2	$	3,430.00
9100	240	Fringe - Employee Benefits Workers Compensation 1.8%	$	406.00	1	$	406.00	1	$	406.00	2	$	812.00
9100	250	Fringe - Employee Benefits Unemployee 0.2%	$	45.00	1	$	45.00	1	$	45.00	2	$	90.00
6400	120	Instructional Staff Training Services Stipends - Instructional coaches will receive stipends ($25 per hour per staff member) to plan and facilitate professional development to teachers.	$	1,825.00	1	$	1,825.00	1	$	1,825.00	2	$	3,650.00
6400	220	Fringe - Employee Benefits FICA 7.6%	$	139.00	1	$	139.00	1	$	139.00	2	$	278.00
6400	240	Fringe - Employee Benefits Workers Compensation 1.8%	$	33.00	1	$	33.00	1	$	33.00	2	$	66.00
6400	250	Fringe - Employee Benefits Unemployee 0.2%	$	4.00	1	$	4.00	1	$	4.00	2	$	8.00
6400	120	Professional Development Stipends - Teachers will be paid stipends to participate in professional learning during the summer. Stipends ($25.00 per hour per teacher)	$	9,124.00	1	$	9,124.00	1	$	9,124.00	2	$	18,248.00
6400	220	Fringe - Employee Benefits FICA 7.6%	$	693.00	1	$	693.00	1	$	693.00	2	$	1,386.00
6400	240	Fringe - Employee Benefits Workers Compensation 1.8%	$	164.00	1	$	164.00	1	$	164.00	2	$	328.00
6400	250	Fringe - Employee Benefits Unemployee 0.2%	$	18.00	1	$	18.00	1	$	18.00	2	$	36.00

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: The School Board of Broward County, Florida

B) DOE Assigned Project Number:

C) TAPS Number: 18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	140	Basic (FEFP K-12)--Substitute Teacher	4	$ 68,420.00				
5100	210	Basic (FEFP K-12)--Retirement	4	$ 5,748.00				
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)	4	$ 5,200.00				
5100	230	Basic (FEFP K-12)--Group Insurance	4	$ -				
5100	240	Basic (FEFP K-12)--Workers' Compensation	4	$ 1,232.00				
5100	250	Basic (FEFP K-12)--Unemployment Compensation	4	$ 136.00				
6300	160	Instruction and Curriculum Development Services--Other Support Personnel	2	$ 64,444.00				
6300	210	Instruction and Curriculum Development Services--Retirement	2	$ 5,414.00				
6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)	2	$ 4,898.00				
6300	230	Instruction and Curriculum Development Services--Group Insurance	2	$ 16,176.00				
6300	240	Instruction and Curriculum Development Services--Workers' Compensation	2	$ 1,160.00				
6300	250	Instruction and Curriculum Development Services--Unemployment Compensation	2	$ 128.00				
6100	130	Student Support Services--Other Certified	2	$ 120,540.00				
6100	210	Student Support Services--Retirement	2	$ 10,126.00				
6100	220	Student Support Services--Federal Insurance Contributions Act (FICA)	2	$ 9,162.00				
6100	230	Student Support Services--Group Insurance	2	$ 16,176.00				
6100	240	Student Support Services--Workers' Compensation	2	$ 2,170.00				

6100	250	Student Support Services--Unemployment Compensation	2	$ 242.00				
5100	160	Basic (FEFP K-12)--Other Support Personal	4	$ 73,616.00				
5100	210	Basic (FEFP K-12)--Retirement	4	$ 6,184.00				
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)	4	$ 5,596.00				
5100	230	Basic (FEFP K-12)--Group Insurance	4	$ 32,352.00				
5100	240	Basic (FEFP K-12)--Workers' Compensation	4	$ 1,324.00				
5100	250	Basic (FEFP K-12)--Unemployment Compensation	4	$ 148.00				
5100	120	Basic (FEFP K-12)--Classroom Teacher		$ 583,000.00				
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		$ 44,308.00				
5100	240	Basic (FEFP K-12)--Workers' Compensation		$ 10,494.00				
5100	250	Basic (FEFP K-12)--Unemployment Compensation		$ 1,166.00				
6400	310	Instructional Staff Training Services--Professional and Technical Services		$ 240,000.00				
5100	510	Basic (FEFP K-12)--Material and Supplies		$ 76,088.00				
5100	510	Basic (FEFP K-12)--Material and Supplies		$ 8,000.00				
5100	330	Basic (FEFP K-12)--Material and Supplies		$ 50,000.00				
7800	360	Student Transportation Services--Rental		$ 4,000.00				
7300	330	School Administration (Office of the Principal)--Travel		$ 7,000.00				
5100	330	Basic (FEFP K-12)--Travel		$ 21,000.00				
5100	644	Basic (FEFP K-12)--Furniture, Fixtures and Equipment		$ 106,890.00				
9100	120	Community Services--Classroom Teacher		$ 45,130.00				
6400	220	Community Services--Federal Insurance Contributions Act (FICA)		$ 3,430.00				
6400	240	Community Services--Workers' Compensation		$ 812.00				
6400	250	Community Services--Unemployment Compensation		$ 90.00				
6400	120	Instructional Staff Training Services--Classroom Teacher		$ 3,650.00				
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		$ 278.00				
6400	240	Instructional Staff Training Services--Workers' Compensation		$ 66.00				
6400	250	Instructional Staff Training Services--Unemployment Compensation		$ 8.00				

6400	120	Instructional Staff Training Services--Classroom Teacher		$ 18,248.00				
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		$ 1,386.00				
6400	240	Instructional Staff Training Services--Workers' Compensation		$ 328.00				
6400	250	Instructional Staff Training Services--Unemployment Compensation		$ 36.00				
			D) TOTAL	**$ 1,676,000.00**				

FLORIDA DEPARTMENT OF EDUCATION

DOE USE ONLY (Program)

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

Printed Name: ----------

Signature: ----------

Title: ----------

Date: ----------

DOE USE ONLY (Grants Management)

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

Printed Name: ----------

Signature: ----------

Title: ----------

Date: ----------

Project Performance Accountability Form
Dillard Elementary

Definitions

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

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Social Workers will work collaboratively with school leadership and will be responsible for addressing the social and emotional needs of students and their families for Dillard Elementary	The Social Workers will: • Support facilitation of child and family welfare; • Address life challenges and crisis situations; • Conduct psycho-social assessments; • Serve as member of Collaborative Problem - Solving (MTSS/RtI) Team; Support Social Emotional Learning; coordinate/case manage the collaboration of service providers and link families to district resources. • Collaborate with the Community Liaison to encourage family and community engagements.	Calendar and support log of support and services provided to students and their families.	June 6, 2018 & June 6, 2019
Community Liaison will provide support to the instructional program with specific responsibilities for providing information on programs/services available to students and families for Dillard Elementary	The Community Liaison will primarily support: family and community engagement in education; facilitate family needs assessments and respectful two-way communication between school and home; connect families with community resources; conduct home visits related to attendance, health screening follow-up, and expediting parent information request and	• Calendar and support log of support and programs/services provided to students and their families. • Food Bank • Parent Resource Center and Sign in sheets	June 6, 2018 & June 6, 2019

	approval for services. The Community Liaison will also be responsible for development and facilitation of a food and clothing bank and a Parent Resource Center.		
Pool subs (2) to be at the school daily so teachers can attend professional development with no gaps in instruction for students for Dillard Elementary.	Provide release time to teachers during the school day for them to attend professional development. The pool substitute will be able to provide seamless instruction to students in the absence of the classroom teacher.	Log of substitute assignments	June 30, 2018 & June 30, 2019
The University of Virginia Darden/Curry Partnership for Leaders in Education (PLE) will provide their turnaround program strategies, materials and services to the instructional leader and lead teachers working in turnaround schools to strengthen leadership practices. The services will be provided on site at Dillard Elementary and the University of Virginia. (Travel included in each school's budget)	University of Virginia Darden/Curry PLE will conduct a readiness assessment to identify strengths and areas of improvement in the district's infrastructure. PLE will help build capacity with school leaders by attending "Turnaround Leadership Bootcamp" to determine root cause needs and strategies for an effective turnaround plan. In addition, PLE will provide ongoing support in the schools' turnaround efforts.	• Consultant's Scope of Work • Calendar of customize support for each school • Readiness Assessment • Action Plan of Support	January 31, 2018
Recruitment and retention bonuses will be given to instructional staff and principals who receive an overall rating of Effective or higher under the evaluation system for Dillard Elementary.	Recruitment and retention bonuses will be given to instructional staff and principals who receive an overall rating of Effective or higher under the evaluation system for Dillard Elementary.	• Effective and Highly Effective Ratings • Bonus Schedule	June 30, 2018 & June 30, 2019
Dillard Elementary will hire two paraprofessionals to support the implementation of Literacy and Mathematics in all grade levels. They will provide classroom support to enhance the instructional process and to assist with supporting the actions of students to enrich the delivery of instruction.	Paraprofessionals will provide classroom support to enhance the instructional process and to assist with supporting the actions of students to enrich the delivery of instruction.		January 16, 2018
Dillard Elementary will purchase instructional materials to support the implementation of a college and career ready track for standards-based instruction in ELA, Mathematics and Science to meet the needs of all diverse learners.	The specific instructional materials are: • Acaletics (mathematics) • Science Boot Camp • LAFS/MAFS Books • Leveled Literacy Intervention (LLI) • Rally Materials will be purchased to help teachers deliver standards-based instruction.	• The purchase order for the materials (October 1, 2017) • Lesson plans that reflect the use of these instructional materials (June 30, 2017 & June 30, 2019)	January 16, 2018 June 30, 2018 June 30, 2019
Dillard Elementary will purchase materials and supplies to support instruction in the classroom.	The supplies include chart paper, pencils, paper, marker, folders, staples, staplers, border, board	The purchase order for the materials	January 16, 2018

	paper, construction paper, pencil sharpeners, composition books, spiral notebooks and laminating film.		
Dillard Elementary will plan and schedule field trips for students to provide them with real life experiences that they might not otherwise be able to participate in.	Field trips include: • St. Augustine • Miami • Museums • Kennedy Space Center • Billy Swamp	• Schedule of field trips • Lesson plans for the field trip that includes follow lessons	June 30, 2018 & June 30, 2019
Dillard Elementary will provide transportation to the above planned field trips.	Transportation to field trips	Purchase orders for transportation	June 30, 2018 & June 30, 2019
Instructional Coaches will receive stipends to plan and facilitate professional development for teachers at Dillard Elementary and North Side Elementary.	Professional development will be planned and facilitated by school-based instructional coaches.	• Time sheets • Agendas of Professional Development • Presentations	June 30, 2018 & June 30, 2019
Stipends will be provided to teachers to run after school and summer clubs for students in grades K-5. These clubs will offer enrichment and promote the whole child's educational experience at Dillard Elementary.	Stipends will be provided to teachers to run after school and summer clubs for students in grades K-5. These clubs will offer enrichment and promote the whole child's educational experience at Dillard Elementary.	• Time sheets • Lesson plans for club activities • Presentations for club activities	June 30, 2018 & June 30, 2019
Teachers will be paid stipends to participate in professional learning during the summer at Dillard Elementary.	Teachers will be paid stipends to participate in professional learning during the summer at Dillard Elementary.	• Time sheets • Agendas of Professional Development • Presentations	June 30, 2018 & June 30, 2019
Dillard Elementary will purchase 7 laptop carts to house 30 laptops plus cable management @ $4.50 per laptop=$135.00 to be used in grades K-3 for diagnostic testing in a lab setting. Laptops (210) will be purchased to individualize student learning opportunities and will be utilized for diagnostic testing and small group instruction in grades K-3.	Dillard Elementary will purchase 7 laptop carts to house 30 laptops plus cable management @ $4.50 per laptop=$135.00 to be used in grades K-3 for diagnostic testing in a lab setting. Laptops (210) will be purchased to individualize student learning opportunities and will be utilized for diagnostic testing and small group instruction in grades K-3.	• Purchase order of laptop carts plus cable management • Purchase order for laptops	January 16, 2018

Note: Add additional lines if necessary







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

Broward County Public Schools
Dillard Elementary School

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

Dillard Elementary School (060271)

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

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

Dillard Elementary is one of over 130 elementary schools in Broward County. The vision is to develop a healthy community of learners who are academically proficient, effective communicators, and responsible citizens. The mission also aligns by affording each student the opportunity to receive a quality education within a safe and secure learning environment. As a Title 1 school, it is in the state's lowest Socio-Economic Status Band with over 95% economically disadvantaged students and a 99% minority student rate. Dillard has had DA designation for three out of the past five years and improved their FLDOE school grade designation in 2016-2017 from "F" to "D".

The needs assessment process was comprehensive and focused on the entire school. Stakeholders (District departments, School, Community, Broward Teachers Union, American Federation of Teachers, and others) collected, examined, and provided feedback and strategies based on data from a variety of sources to identify priority need areas in all aspects of school operation. The focus of the needs assessment identified strengths of the current program, but also identified weaknesses, obstacles and barriers.

In the development of a plan to target the needs of our most fragile schools, district departments and principal supervisors conducted data analysis to gather information to develop this whole-school transformation plan. The focus for Dillard Elementary centered on specific leadership actions, level of expertise of teachers, as well as intervention programs and materials used for instruction. All stakeholder groups also had input into this plan via Annual Stakeholder Surveys, School Advisory Council meetings, Family and Community Engagement Department Collaborative Community Conversations and TOPS planning meetings. The three areas targeted in the needs assessment were: Student Achievement, Annual Stakeholder Survey, and Instructional Personnel Data.

Dillard Elementary School – Student Achievement Data Comparison

FSA English Language Arts Overall Data Results From 2016 to 2017:

- ELA Proficiency decreased 2%, (20% to 18%)
- ELA Gains increased 12%, (32% to 44%)
- ELA Lowest 25% Learning Gains increased 9%, (45% to 54%)

FSA Categorical Data Results From 2016 to 2017:

Grade 3:

- 7% decrease in Key Ideas and Details (40% to 33%)
- 9% decrease in Craft and Structure (47% to 38%)
- 2% decrease in Integrating of Knowledge and Ideas (27% to 25%)
- 1% increase in Language and Editing Task (63% to 64%)

Grade 4:

- 9% decrease in Key Ideas and Details (42% to 33%)
- 15% decrease in Craft and Structure (35% to 50%)
- 17% increase in Integrating of Knowledge and Ideas (25% to 42%)
- 1% increase in Language and Editing Task (57% to 58%)
- 10% increase in Text Based Writing (40% to 50%)

Grade 5:

- 7% decrease in Key Ideas and Details (43% to 36%)
- 7% increase in Craft and Structure (40% to 47%)
- 0% change in Integrating of Knowledge and Ideas (33% to 33%)
- 5% decrease in Language and Editing Task (63% to 58%)
    - 10% decrease in Text Based Writing (60% to 50%)

Benchmark Assessment System Below Grade Level Proficiency Data Results for AP3:

- **Grade K:** 49.1%
- **Grade 1:** 59.0%
- **Grade 2:** 45.2%
- **Grade 3:** 68.6%
- **Grade 4:** 85.0%
- **Grade 5:** 98.8%

FSA Mathematics Overall Data Results from 2016 to 2017:

- Math Proficiency increased 10%, (28% to 38%)
- Math Learning Gains increased 17%, (32% to 49%)
- Math Lowest 25% Learning Gains increased 14%, (30% to 44%)

FSA Categorical Data Results From 2016 to 2017:

Grade 3:

- 2% increase in Operations and Algebraic Thinking, Numbers and Operations in Base 10 (15% to 17%)
- 1% increase in Number and Operations: Fractions (4% to 5%)
- 1% decrease in Measurement, Data Geometry (12% to 11%)

Grade 4:

- 2% increase in Operations and Algebraic Thinking (4% to 6%)
- 1% decrease in Numbers and Operations in Base 10 (7% to 6%)
- 3% increase in Number and Operations - Fractions (6% to 9%)
- 2% decrease in Measurement, Data Geometry (9% to 7%)

Grade 5:

- 0% change in Operations and Algebraic Thinking (9% to 9%)
- 1% decrease in Number and Operations in Base 10 (8% to 7%)
- 1% increase in Measurement, Data Geometry (6% to 7%)

Dillard Elementary Annual Stakeholder Survey Data

AdvancEd is the accreditation agency for Broward Schools. Broward uses the AdvancED ASSIST Stakeholder Surveys, which focus on the 5 Standards for quality schools for parents, students, and staff:

1. **Purpose and Direction**-Maintain/communicate a purpose/direction that commit to high expectations for learning as well as shared values/beliefs about teaching/learning.
   Results: Parents - 4.26 Students - 2.91 Staff- 4.27

2. **Governance and Leadership**-Operate under governance/leadership that promote/support student performance/school effectiveness.
   Results: Parents – 4.23 Students - 2.52 Staff- 4.29

3. **Teaching and Assessing for Learning**-Curriculum/instructional design/assessment practices guide and ensure teacher effectiveness/student learning.
   Results: Parents - 4.11 Students – 2.75 Staff- 4.16

4. **Resources and Support Systems**-Resources/services that support purpose/direction to ensure success for all students.
   Results: Parents - 4.25 Students - 2.65 Staff- 4.18

5. **Using Results for Continuous Improvement**-Implementation of a comprehensive assessment system that generates a range of data about student learning/school effectiveness and uses results to guide continuous improvement.
   Results: Parents - 4.38 Students – 2.66 Staff- 4.4

Note: Response Scales for Students (out of 3) 3-"I Agree" to 1-"I Don't Agree" and Staff/Parents (out of 5) 5-"Strongly Agree" to 1-"Strongly Disagree"

Stakeholders were invited to complete surveys through meetings, school/district websites/social media, and phone messages. Students/staff completed surveys online. Parents completed surveys online and paper. Dillard Elementary had the required 60+% Staff, 20+% Parents, and 40+% Students complete the surveys. AdvancED collected the data and provided results, which were shared with stakeholders and used in decision-making for improvement planning at the district and school levels.

Instructional Staff Teacher Attrition Data

To develop a plan for identifying, recruiting, retaining, and rewarding instructional personnel for Dillard Elementary, teacher attrition data for the years 2014-2015, 2015-2016, and 2016-2017 was collected and analyzed. The number of teachers leaving Dillard due to resignation, retirement, and transfers to other schools is included in this data. The percentage of teachers leaving the school is calculated and compared to Broward County Public Schools' teacher attrition rate and the national teacher attrition rate. Broward County Public Schools' Director of Talent Acquisition and Operations-Instructional, Director of Coaching and Induction, and the Supervisor of Coaching and Induction participated in the formulation of this plan.

An analysis of teacher attrition data for Dillard Elementary School is indicated below:

Dillard Elementary School

School Year	*# of Instructional Staff*	Average years of experience	New Hires during School Year	Transfers Hired in School Year	Total Hired	Transfers granted	Retired	Resigned	Total Leaving School	% of staff leaving school
2014-15	48	11.44	4	2	6	5	1	0	6	12.5%
2015-16	53	12.38	5	5	10	3	0	2	5	9.43%
2016-17	56	11.47	11	3	14	7	2	1	10	17.86%

In analyzing this data, Dillard Elementary School's overall teacher attrition rate varied from 2014-2017, with an overall attrition rate of 17.86% for 2016- 2017. The 2016 teacher attrition rate for Broward County Public Schools was 17.11%. Dillard's 2016-2017 teacher attrition rate exceeds the District's attrition rate and the national teacher attrition rate of 8%.

Teacher vacancy data at Dillard Elementary was collected and analyzed and is listed below. This data includes the number of teacher vacancies for the years 2015-2016 and 2016-2017 and the length of time to fill each teacher vacancy. The same vacancy may be advertised more than once if the position becomes vacant during the school year.

Dillard Elementary School:

School Year	**Number of Instructional Vacancies**	**Average time to fill**
2016-2017	14	20 days
2015-2016	12	15 days

This data is being used to create the school transformation plan, to develop strategies to implement to identify, recruit, retain, and reward instructional personnel. Our goal is to develop and implement strategies to reduce the teacher attrition rate at these schools and to reduce the average time to fill teacher vacancies.

The following trends have positively impacted student achievement:

- The principal's vision and leadership actions were comprehensive to focus on increases in student achievement.
- Implementation of ongoing progress monitoring utilizing running records, use of common formative assessments and common planning in all grade levels.

The following trends negatively impacted student achievement:

- Instructional personnel changes were common (internal shifts and/or external transfers).
- A lack of cohesion among the instructional components being implemented.
- The school had changes in leadership within the last year.

Summary of Results to Create the Whole School Transformation Plan

It is imperative that administrators and teachers are provided with levels of support and guidance beyond what they have been receiving. An ongoing detailed analysis and deliberate focus on academic leadership effectiveness as well as instruction is a vital component in the improvement of teacher performance and raising student achievement.

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

Many of the constraints which hinder parents' ability to be "engaged" in the ways schools typically note and celebrate are shared by the community at large and mitigated by the intentional framework of Community University, including its reliance on topics specific to advocacy and assisting with child's development. In partnership with Parent/Community Representatives, Children Services Council, 211 Broward, Broward Libraries, The United Way of Broward County, and various District departments, the Office of Family and Community Engagement will implement a comprehensive Community University. The University will be the umbrella entry point for training/workshop/learning opportunities for Dillard families. We recognize there are multiple learning opportunities for community members across the county. We also recognize that not all individuals know how to access these experiences. The University will build on the brand recognition of Broward Schools and outreach to all families in the Dillard community. Learning opportunities offered by partners, various Broward Schools departments, and local agencies will be compiled under one University catalog and be made available online as well as in print. Broward Schools Office of Public Information supported by anchor partners such as Children Services Council and United Way of Broward will lead a multi-tiered marketing and communications campaign.

Community University courses are offered in schools, libraries, community centers and faith-based institutions at no cost to participants. Community University is an opportunity for families to sharpen their skills as they work in one of life's most important and demanding roles. The University's courses will be offered in three strands:

1. Student Achievement: Workshops and activities provide parents and caregivers with tools to promote students' academic achievement and navigate the school system.
2. Parenting & Advocacy: Workshops and activities provide tools to more effectively enhance parenting, advocacy and leadership skills.
3. Personal & Individual Growth: Workshops and activities provide tools for supporting the personal and professional growth of parents and caregivers.

To answer the community need, Broward Schools will expand services at the Lauderdale Manors family health and resource center to allow for the co-location of much needed health, counseling and family

support services in a convenient location to those living in the neighborhood. The Parent Resource Center will provide parents access to educational services and resources (e.g. Community University courses); connect parents to community services and meet personal learning needs of parents. Meaningful parent learning opportunities will be designed to reflect families' specific needs, build relationships among parents and are respectful of various languages, cultures, practices and customs. To ensure these goals are met, Lauderdale Manors Family Health and Resource Center will include: (1) referrals to health and social services, (2) parent and family engagement and support, (3) youth and family development, (4) academic readiness and continuing opportunities for education, (5) community partnerships and commitments.

continuing opportunities for education, (5) community partnerships and commitments.

Social and Emotional Learning (SEL)

Broward County Public Schools SEL Initiative, supported by the Collaborative for Academic, Social and Emotional Learning (CASEL), has helped create a district-wide model for SEL standards and skills based on the five competencies: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Social and Emotional Learning (SEL) is the process in which students and adults are able to recognize and manage emotions, solve problems effectively and establish positive relationships with others. SEL provides direct instruction in skills that enable students to succeed in college, career and life by being responsible citizens and decision makers. The SEL curriculum provides students with the Social and Emotional Learning Skills to become responsible citizens in society, to contribute value to themselves as well as their families and communities, and to enjoy productive and satisfying lives. Instruction in SEL enables students to see themselves and others in a positive light, manage emotions, set and achieve goals and solve problems they encounter effectively. It supports school cultures and climates to allow students to practice life skills throughout their school experience.

Social and Emotional Learning Research says:

- Students involved in SEL programming experienced significantly greater academic achievement than students who do not receive SEL.
- SEL instilled greater motivation to learn, a deeper commitment to school, increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates.
- Among students receiving SEL instruction, disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals decreased significantly.
- Reports of student depression, anxiety, stress, or social withdrawal significantly decreased among students receiving SEL instruction.

Parents, caregivers, family members, and the school community members can support school success and responsible behavior. They can support social and emotional development by learning more about their school's SEL initiative.

Dillard Elementary will involve parents, caregivers, family members, and the school community members in Social Emotional Learning at their school by the following:

- Family SEL informational meetings
- SEL Trainings facilitated by the Diversity, Prevention, and Outreach Department
- Parents, caregivers, family members will be encouraged to participate with their child's SEL-related homework assignments
- SEL successes will be promoted throughout the community

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

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

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child's education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

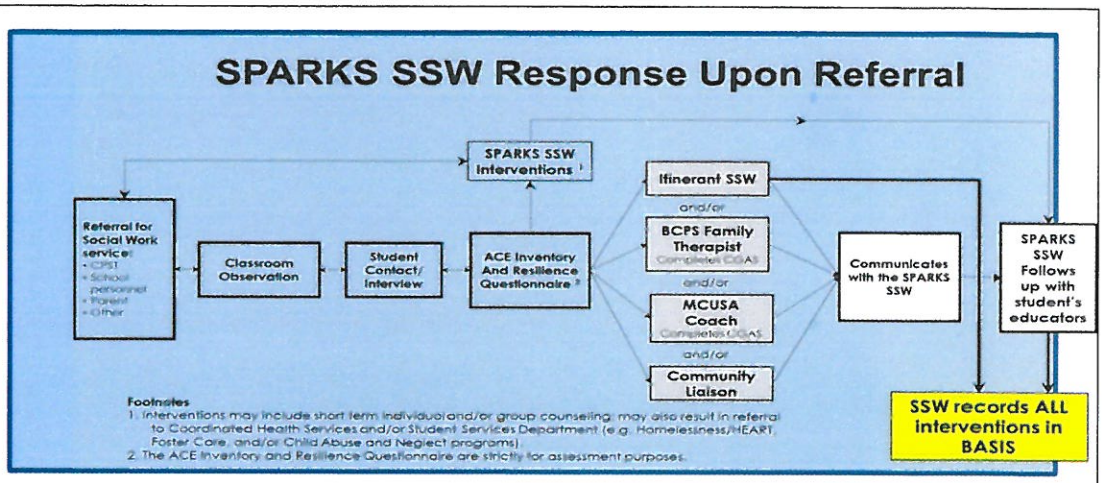
6. Identify, recruit, retain, and reward instructional personnel.

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

Recognizing the inordinate pressures on families living within the Fort Lauderdale community, a referral system will be put into place to provide targeted educational interventions, mental health support and social wraparound services to Dillard and the community/families therein. This model, named SPARKS, provides a multi-tiered system of support to our Dillard students and families so that they can access the supports they need to enable their child to attend school regularly and be successful. Performance indicators and metrics have been developed to measure the success of the SPARKS program and to ensure that this school-based investment produces great returns with regard to increases in student achievement.

The SPARKS model is based on the work of critical theorists including Paulo Freire, the practical merits of emancipatory approaches for uplifting distressed communities, SPARKS will also partner with local agencies that provide various social services to help families remain stable and healthy. This integrated model is expected to improve students' school performance, as measured by increased attendance, improved school behavior, increased academic functioning, and enhanced social/ emotional functioning.

Within the SPARKS model, students requiring Tier 3 educational interventions that result in a referral to a school social worker would receive the following treatment protocol:



1) Administration of the ACEs assessment (http://www.cdc.gov/ace/index.htm). Source: Centers for Disease Control and Prevention, Kaiser Permanente. The ACE Study Survey Data [Unpublished Data]. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; 2016. This 10-item instrument assesses students' vulnerability and risk exposure based on adverse childhood experiences (ACE). It is understood that a score of four or above, on this assessment tool, indicated that a student has had risk factors that might predispose this student to maladaptive functioning. Many students, however have protective factors in place that mitigates against the ill-effects of some of these potentially traumatic experiences. Therefore the

2) Administration of the Resiliency assessment (https://acestoohigh/2017) is completed to further identify the students who would benefit from intensive intervention. These students coping will be further assessed through their score resulting from the

3) Administration of the Children's Global Assessment Scale (C-GAS). The C-GAS is a scale mental health clinicians use to rate the general functioning of children from ages 4-18. (Shaffer and Gould, JAMA, AMA, 11-1983).

After the administration and scoring of the above three assessments, the SPARKS school social worker will establish the baseline level of functioning of the students referred to them. The school social worker will provide from a menu of services, the interventions that would most meet the identified needs of each student. Such services include, but are not limited to: (1) short-term individual counseling, from either a trauma-informed cognitive behavior therapy framework, or from a brief solution-focused therapy framework, (b) small group psychoeducational counseling, and/or (c) referral to partner community agencies for additional support services, such as protracted individual counseling, and the provision of concrete needs. Additionally, the SPARKS school social worker will work closely with SPARKS Community Liaisons to identify agencies in the co-located areas whose work can help to meet the needs of the immediate family belonging to the student being assessed. Understanding the empowerment that comes from a recognition of individual assets, the SPARKS school social worker and the SPARKS Community

Liaison will assess family functioning based on a multifaceted and strength-based conceptualization of community engagement, which is an orienting framework that is cited in the evidence as a best practice.[1]

The purpose of the administration of these assessments is to develop an appropriate treatment plan based on the individualized needs of each client, i.e. student, parent, or caregiver. Within the framework of resolution of the identified problematic areas of functioning and leveraging the strengths of a community to impact lasting change, the SPARKS school social workers and SPARKS community liaisons will establish program outcomes to measure the capacity for the practitioners to work effectively as well as the overall effectiveness of their interventions.

Additionally, the parents in the initiative tend to rely heavily on the expertise of the school-based family counselor, often because the counselor is available to attend to an immediate issue in school. Parenting skills training and parent support groups often serve as an adjunct to family and school conflict resolution, simply by instructing parents on communication skills and rational methods of handling problems. By running groups for this purpose, the parents support each other and feel less vulnerable when they see others going through the same struggles they experience.

At-risk elementary school students are most in need of supportive and preventive intervention in an effort to resolve issues prior to their entering high school. By emphasizing interventions on a younger level, research has shown that students are more productive and more apt to complete their high school studies with less difficulty.

By increasing family counseling services in the area, more of these types of services can be implemented, stabilizing families and supporting students towards greater achievement academically and social emotionally.

[1] Walsh, C., Rolls Reutz, J., & Williams, R. (2015). *Selecting and implementing evidence-based practices: A guide for child and family serving systems* (2nd ed.). San Diego, CA: California Evidence-Based Clearinghouse for Child Welfare.

Building from the SPARKS initiative, a Dual-Capacity Framework will be used to guide strategies to help ensure there is true engagement between Dillard and students and their families. Representation from members in the community will be solicited for refinement of the planning and implementation of the initiative through the work of SPARKS Community Liaisons who recruit and train families to be advocates for their children and communities.



SPARKS Community Liaison at Dillard Elementary School will:

- Work closely with SPARKS team (social worker, school counselor, Principal/designee, nurse…) to ensure children and families in the community are connected to appropriate resources
- Work closely with the Office of Family and Community Engagement to recruit and train FACE Leaders (FACE-L)
- Build and sustain relationships with families, community organizations and businesses, and school staff
- Create and implement appropriate workshops for families (school or community based)
- Establish relationships with community organizations to identify available resources for families
- Create a partnership with other community liaisons in the encompassing Innovation Zone
- Attend trainings offered by the Office of Family and Community Engagement

The Community Liaison will primarily support: family and community engagement in education; facilitate family needs assessments and respectful two-way communication between school and home; connect families with community resources; conduct home visits related to attendance, health screening follow-up, and expediting parent information request and approval for services. The Community Liaison will also be responsible for development and facilitation of a food and clothing bank and a Parent Resource Center.

The evidence has demonstrated that student with school-engaged families, have faster rates of literacy acquisition, earn higher grades and test scores, enroll in higher level programs, are promoted more and earn

more credits, adapt better to school and attend more regularly, better social skills and behavior, and graduate and go on to higher education. [2]

Strategies for fostering effective community engagement are myriad, and schools can effectively deploy them through the following activities: treating families as important, willing collaborators in students' high achievement; building programs that will support families in guiding children's learning (e.g. home visits from trained parent educators, discussion groups with other families about children's learning, interactive homework that involves parents with their children's learning, regular calls from teachers that update parents on students' progress when they are doing well in class); helping families build social and political connections (i.e. connecting them with resources that help them navigate the system and advocate for their children); developing capacity within school staff to work with families and community members; linking family and community engagement efforts to student learning; partnering with community organizations to offer learning programs and additional services for the community; and leveraging the ability of community organizations such as churches to reach families (Henderson & Mapp, 2002). Community Liaisons will actively recruit parents, families, and community members by:

1. Engaging/partnering with existing parent groups with the school
2. Becoming a presence in the community by attending local events, visiting businesses, and creating partnership with local community-based organizations
3. Create/facilitate relevant learning opportunities for families in and outside of school

SPARKS Community Liaisons are an integral component of Community University. Liaisons will facilitate FACE Leadership (FACE-L) program within the school. FACE-L is a combination of Community University courses. Participants will complete workshops in each of the three strands. Upon completion, participants are recognized as leaders in our school community and are encouraged to reach into the community and identify a new member to peer support through the next round of FACE-L training. Leaders will continue to engage with the school in various ways. In particular, FACE-L and members of the community will be invited to help steer the SPARKS Initiative, wherein families and schools collaborate on an evidence-informed plan that illustrates the goals and conditions necessary to chart a path toward effective engagement efforts that are linked to students and school improvement. The District will work with the schools and the community to:

1. Assess and identify challenges to collective capacity that act as barriers against effective home–school partnerships;
2. Provide a statement of the conditions that are necessary to the success of family–school partnership interventions;
3. Institute targeted areas and goals to focus family engagement policies and programs at each of the schools; and

[2] Mapp, K. Kuttner, P. *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships. Publication by SEDL and Department of Education, 2013*

4. Develop a detailed description of the outcomes associated with capacity-building for school staff, program and for families.

Sustainability Plan

After reviewing and disaggregating student data to assess the impact of SPARKS, the District will provide the opportunity for Dillard Elementary to continue services with additional funding sources (i.e. Title 1 funds, grants, corporate matching funds, general funds, etc.). SPARKS is currently being piloted in other innovation zones within the District in order to measure the impact on student outcomes.

Expected Increase in Student Success

Proposed outcome measures and indicators are listed below:

Outcome Measure 1: Improved school performance.

Indicator #1: 50% of clients presenting with school problems served for a minimum of four (4) sessions improve in at least one targeted area of school performance measured at the time of service termination. Students will improve or maintain their grades in at least one core subject and/or classwork and/or homework.

Outcome Measure 2: Improved social and emotional functioning.

Indicator #2: 50% of clients presenting with social and emotional challenges served for a minimum of four (4) sessions will demonstrate improvement of at least five (5) points compared to their baseline score on the C-GAS, at the time of service termination. Students will decrease the number of behavioral/referrals or maintain appropriate behavior at the time of service termination.

Outcome Measure 3: Improved rate of student attendance.

Indicator #3: 50% of students presenting with attendance concerns served for a minimum of four (4) sessions will demonstrate improved or maintained good attendance (on time daily attendance) to school at the time of service termination.

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

Broward County Public Schools (BCPS) believes informed and engaged families and communities are essential to the success of our students and schools. Nurturing and maintaining high levels of family and community engagement, from Pre-K through high school, is of critical importance and addressed strategically in our district. It is for this reason that BCPS has specifically called out Family and Community Engagement as a special area of focus within the District Strategic Plan, and has invested in creating a department dedicated to support and coordinate the ongoing implementation of effective engagement strategies.

Recognizing that there is an even greater need for support, program planning and family/community collaboration when students are low achieving, BCPS seeks to intensify efforts at Dillard Elementary School. These efforts will have as a foundation, the family needs and ecology - cultural and linguistic dynamics, surroundings and environment, and the interdependence of the people and institutions within the communities these schools serve.

In order to increase family and community support, Dillard Elementary will engage in some essential practices to create opportunities for partnerships at the school with families and communities.

- Develop a parent involvement plan that aligns with district goals and school needs.
- Communicate the plan in parent-friendly terms in multiple methods and languages.
- Provide information, training and school and community-based resources to support parent and family involvement.
- Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies.
- Utilize school, family and community partnership surveys, rubrics and tools to evaluate the school's continuous improvement goals and strategies.
- Provide opportunities for staff to discuss effective practices and to problem solve parent involvement challenges during regularly scheduled staff meetings.
- Provide teachers with support and resources for engaging families.
- Translate communication with families in the primary language of the family.
- Include parents in decision-making for school improvement, policy development and plans for engaging families and the community.
- Inform families of student performance in their primary language

The Office of Family and Community Engagement (FACE) exists to support the district's vision for improving the achievement levels of ALL children. Our goal is for families to be full partners with school staff and members of the community in the work of supporting and sustaining excellence in Broward County Public Schools. FACE is charged with expanding the capacity of the District and its schools to establish an infrastructure that supports family, student and community engagement efforts that are welcoming, engaging and builds on the strength of families. Working collaboratively with many District departments including Title I, Exceptional Student Education, ESOL, Early Learning, College and Career Readiness, Literacy, Research, and School Performance and Accountability as well as PTA, DAC and other advocacy organizations our team is committed to delivering research-based initiatives that engage, inform and strengthen families.

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

Engagement Goal: The environment or culture in which engaging programs take place must consider and plan for: families to feel welcomed, valued, and respected by program staff; two-way communication and relationship building with families are adapted to meet changing family and community circumstances; opportunities are provided for family support and development through the family partnership process and through intentional parent family peer groups within the program and community.

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be	What is our objective?	Identify artifacts to be uploaded
Review and distribute customer service handout to staff	Within the first 30 days	***Link to the "Providing Quality Customer Service" document***	Provide exceptional customer service to families and community	Description of training held and copy of roster
Create a dedicated FACE Resource space in the building providing an updated calendar, district resources, academic & testing information, and specific community resources that can be accessed discreetly *(FACE Resource tool provided to school by the Office of Family And Community Engagement)*	Within the first 60 days	Identify space in the school that is frequently trafficked and easily accessible to families	Provide ongoing updated relevant resources to families and the community	Monthly photos of updated tool; copies of documents shared
Create Cultural Ambassadors and Resident Expert to facilitate a workshop around the cultural uniqueness of families served in the school/community	Between the 5th and 6th week of school	***Link to the "10 Things You Should Know" document***	Bridge the Cultural Gap between Families & Staff	Copy of information shared with the school community
Create a staff focused "Catch Them Being Good" program recognizing individuals supporting a positivie environment/culture in your school	Monthly	Print distribute/ post CTBG postcards for families to complete at anytime during the day/school year - embed link	Provide incentives to maintain a positive school environment	Ex. Scanned copies of submitted postcards, pictures from recognition activity
Engage in deliberate school-wide Social Emotional Learning (SEL) activities in LEAPS evidenced in SIP, Positive Behavior Plan (SPBP), RtI Action Plan, Attendance Plan	Daily	Embed activities in SIP, Behavior Plan, RtI Action Plan, Attendance Plan	Provide tiered support for Social Emotional Learning	LEAPs usage, SIP accredidation

Sustainability Plan

Increasing parental engagement is key to developing the whole child and ensuring student success. The Dillard Elementary leadership in collaboration with all stakeholders will review all parent engagement initiatives to identify which initiatives engage parents and has the most impact on student success. Based on the impact, the school will continue or modify initiatives based on need and community input.

Expected Increase in Student Success

Students success at Dillard Elementary School will be measured by an increase in student achievement scores, higher attendance rates, and a decrease in the number of disciplinary referrals, suspensions, and truancy.

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

High Academic Standards

To establish clearly defined and measurable high academic and character standards, the District's Elementary Learning Department will work with Dillard Elementary to analyze multiple data sets and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards. Data will be analyzed to establish grade level outcomes aligned to the standards. Teachers will use data to inform instruction, including the selection of appropriate and relevant instructional materials. The school will foster a culture of professional learning around high academic standards by focusing on discussion and analysis of standards-based authentic student work. Teachers will implement deliberate instructional practices based on the Benchmark Assessment System (BAS) and other data sources for literacy. Utilizing the Math Guidance Documents and Fluency Resources when planning lessons, instructional coaches will seek out and/or provide guidance to assist teachers in choosing relevant strategies and materials for classroom instruction. Teachers will utilize inquiry-based performance and additional assessment data to guide the integration of social studies and science into instruction.

The Elementary Learning Department will generate a school profile report for Dillard Elementary School and analyze FSA data with the principal and cadre director.

The School Profile Report contains:

- English Language Arts, Math, and Science data
- Overall and Learnings Gains for the Lowest 25%
- Breakdown of Levels 1-5 overall for Math, ELA, and Science
- Achievement percentage by reporting category for ELA, Math, and Science
- Writing score distribution for 4^{th} and 5^{th} grades from Level 0 through Level 10.

In the primary grades, Benchmark Assessment System (BAS) data is illustrated and compared to District levels. Attendance rates, number of referrals/incidents by grade level, number of students in the RtI/MTSS process by grade level, and ACCESS for English Language Learners data will also be discussed to ensure all students are receiving the necessary supports and services to achieve on grade level.

A preliminary review of data indicates:

- Overall FSA ELA proficiency decreased 2%
- Overall FSA ELA gains increased by 12% from 2016 to 2017.
- Overall FSA ELA lowest 25% learning gains increased by 9% from 2016 to 2017.
- Only 15% of struggling readers in grade 4 performing at proficiency on AP3 of BAS.
- Only 1.2% of struggling readers at grade 5 performing at proficiency on AP3 of BAS.

Overall, there are large percentages of students at every grade level (K-5) performing below grade level on the BAS; therefore, school-wide priority should begin with a focus on improving reading achievement with a focus on building teacher capacity to do so. *The Fountas & Pinnell Leveled Literacy Intervention System (LLI)* will be purchased to provide targeted instruction to students that are identified through BAS. LLI is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading and make them successful readers with engaging leveled books and fast-paced, systematically designed lessons.

Although Dillard has shown an increase in the overall math proficiency from 2016 to 2017, their proficiency rate remains significantly lower than the district average of 60%. Dillard also increased their mean points earned in 90% of the reporting categories. However, all mean points earned were lower than those of the state.

A review of professional development attended by teachers and coaches at Dillard Elementary revealed greater numbers of primary teachers have completed District professional development than intermediate teachers; however, District professional development attendance is extremely low. Each literacy coach only completed one professional development course for BAS. The Math Coach has only attended one foundational math course.

The following strategies will be utilized to increase teachers' ability to effectively instruct students in literacy and mathematics to increase proficiency:

- Additional intermediate teachers (grades 3-5) attend the BAS PD (provided by the Literacy Department) to ensure fidelity of administration and effective data analysis
- Additional primary (grades K-2) and intermediate (grades 3-5) teachers attend the Small Group Guided Reading PD (provided by the Elementary Learning Department) to ensure student progress monitoring data are used to effectively plan instruction that includes all essential guided reading lesson components
- Once teachers have attended these PD sessions, the Elementary Learning Department staff will provide on-site implementation support (through PLCs), facilitating grade-specific teacher teams in analyzing student formative data to select appropriate text resources and instructional strategic action goals in the *Literacy Continuum* that provide the foundation for student success in meeting the expectations of the Language Arts Florida Standards
- Additional intensive on-site implementation support will be prioritized for fourth and fifth grade teachers, due to the substantially large numbers of fourth and fifth grade struggling readers who are reading below grade level, as evidenced by BAS data for AP3
- Recommend that teachers from each grade level from K-2 and the math coach attend the following PD: Math 1 Addition and Subtraction k-2, Implementing Effective math centers, math 4 Measurement and Data, Math 5 measurement and data, and Math 6 Geometry
- Recommend that teachers in Grades 3-5 and the math coach attend the following PD: Math 5 Measurement and Data, Math 6 Geometry, and Implementing Effective Math Centers.
- Elementary Learning will be responsible for providing on-site support to ensure effective implementation of strategies learned through Professional Development so that Dillard will continue to show growth in Mathematics Proficiency.
- Elementary Learning will work with teachers and the math coach to analyze student formative data to ensure that instruction is effectively implemented to meet the rigor of the standards.

- Extended learning opportunities through after school and summer clubs will be provided for students in K-5 to enhance knowledge, establish mentor relationships, and promote the whole child's educational experience. Teachers will receive stipends as club sponsors.

The following items will be purchased to support increasing teachers' ability to effectively instruct students in literacy and mathematics to increase proficiency:

- Instructional materials (Acaletics, Science Boot Camp, LAFS/MAFS Books, and Rally) to support the implementation of a college and career ready track for standards-based instruction in ELA, Mathematics and Science.
- Materials and supplies (chart paper, pencils, paper, markers, folders, staples, staplers, border, board paper, construction paper, pencil sharpeners, composition books, spiral notebooks and laminating paper)
- 7 Laptop Carts with 30 laptops for diagnostic testing and small group instruction in grades K-3.

Based on Dillard's professional development report, most teachers have not attended much Science professional learning. This information creates a strong need for teachers to attend district-provided Science professional development in order to support sustained ongoing implementation in their classrooms. Science FCAT results show low proficiency percentages overall, and stagnant percentages in each of the four Bodies of Knowledge (Nature of Science, Life Science, Earth Science, and Physical Science). This aggregated data indicates a lack of Science pedagogy that results in deep scientific student understandings. Not one specific Science area had larger deficits than the other. The fact that the numbers have remained the same each year, in each Body of Knowledge, shows that teachers have not changed their instructional approaches yet.

The Elementary Learning Science Curriculum Supervisor will meet with building administration to identify one teacher from each grade level team that will serve as the grade level Science expert. These teachers will attend district professional development and receive the highest level of implementation support from a District Instructional Specialist. Due to the high need, and no school-based coach to aid in support, the personalized approach for Dillard will be for the Elementary Learning Instructional Specialist to build capacity by focusing on these Science experts through a train-the-trainer model. Each teacher chosen to be a Science expert, will attend all Tier 1 Science professional development offerings throughout the year. They will also meet as a PLC to do lesson studies and receive additional in-class and planning support from the Instructional Specialist.

Ongoing progress throughout the year will be closely monitored by the Elementary Learning Department staff to ensure teachers are impacting student performance and adjustments to the action plans and teacher support will be revised as needed. Data-driven instruction will create an evidence-based approach to better serve the students at Dillard Elementary School. Using a longitudinal data system such as the School Profile Report to monitor student achievement in content areas and by subgroups as well as identify the degree of intervention and support needed, the Elementary Learning Department and Dillard will be able to design a system that incorporates multiple tiers or levels of support. The support will differ in nature and intensity as well as create a set of strategies that leverage resources in order to empower Dillard to act independently moving forward to make improvements.

Dillard will work with the Elementary Learning Department to determine ongoing professional learning and supports needed to build teacher knowledge and ability to provide rigorous, high-quality, standards-based, tier one instruction and tiers two and three interventions as part the School Support Plan.

The school support plan will maximize existing resources and focus on:

- Providing coherent experiences for students with a solid foundation grounded in state standards, behaviors, and skills
- Developing strong academic language (vocabulary and syntax)
- Ensuring a steady growth of knowledge in all content areas
- Providing experiences that lead to the use of comprehension strategies
- Establishing an environment for students to express thoughts and learning clearly through speaking and writing
- Building the capacity to sustain motivation of engaged reading
- Focusing on **complexity** (Regular practice with complex text and its academic language), **evidence** (Reading, writing and speaking grounded in evidence from text, both literary and informational), and **knowledge** (building knowledge through content-rich fiction)
- Shifting from teaching individual skills to focusing on standards-based instruction

The assigned Elementary Learning Instructional Specialists for ELA/Social Studies, Math, and Science will work with the administration, coaches, and teachers at each grade level to:

- Focus on the individual student as well as the collective thinking and collaboration of the entire class
- Differentiate instruction based on student needs and interests through application of Universal Design for Learning (UDL) Framework - multiple means of representation (what), action/expression (how), and engagement (why)
- Teach for understanding in order to apply/generalize outside of the classroom
- Require active participation of students by providing experiences that promote curiosity, inquiry, and innovation
- Discuss and analyze data and student work, that includes identifying teaching and learning challenges and providing effective, quality feedback
- Use data, results, and student work to inform next steps with instruction and support
- Set appropriate rigorous expectations for students based on an in-depth understanding of the Florida Standards
- Address the needs of the whole child as making sure they are ready to learn (Social-Emotional Development) is paramount to moving each child along their personalized pathway for learning
- Build integrated content knowledge by understanding how they can address Math, ELA, Science, Social Studies, and WIDA throughout all parts the day, including routines
- Provide engaging, rigorous environments and curriculum that connects with students requiring them to think

Character Standards

The School Board of Broward County, requires the teaching of Character Education and has adopted eight core character traits as part of the Standards of Service Policy. The core character traits are: *Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control, Tolerance,* and *Cooperation.* Through the promotion of cross-cultural understanding and core character traits, we strive to equip our students with the tools to succeed in the global community in which they live. Multicultural practices that spell success mean providing curriculum and activities that promote the eight core character traits adopted by the Board. The District provides schools with the curriculum and access to all monthly Character Education activity sheets. The curriculum provides lesson plans for multiple subjects, activities, reading lists, display suggestions, community events/announcements, and much more tied to each character trait.

The character education curriculum, called *Kids of Character*, uses the Sun Sentinel newspaper to promote good character, was written in response to the Florida Legislature Senate Bill 20E, a section of which mandated that character education be expanded to include grades K-12. The Broward County School District set the standard with their program which can be used as the state model for character education curriculum. Sun Sentinel Kids of Character is a partnership with Broward County Schools and Publix Super Markets to honor students for doing exemplary deeds, at home, in school and in the community. Health and wellness is included in programs on character education and are incorporated into the curriculum guide.

Research done on Character Education found that schools that employ character education have fewer incidences of disciplinary referrals, suspensions, and truancy. The positive environment that it bought to schools also increased attendance and has also brought about a significant improvement in academic performance of the students.

Sustainability Plan

A school's ability to sustain any turnaround efforts depends on efficient processes, effective supports, and systemic structures focused on increasing teacher capacity and student success. The Elementary Learning Department triages schools to prioritize what supports are needed, when, and at what intensity. The department will work alongside the school (administrators, coaches, and teachers) to effectively provide resources that support planning and high-quality instruction and leveraging existing materials and resources to capitalize on their effective implementation and use as evidenced through the School Support Plan previously mentioned. The department will work with the school and other collaborating departments to create transparent tiers of support and intervention combined with ongoing capacity building and sharing of best practices. Evaluation of curriculum implementation, use of data to drive instructional decisions, support, coaching, and professional development will be embedded. Instructional Specialists and administrators will gradually release responsibility to school-based coaches and teachers but continue to monitor and provide support when needed. Sustainability actions are embedded in the previous mentioned activities.

Expected Increase on Student Success

Expected increases across all content areas will be monitored throughout the year. With effective support and implementation of the strategies, students' instructional and independent levels on the benchmark Assessment System in the primary grades should increase. Student achievement as measured by the Florida Standards Assessment should increase in ELA and Math, including sub-groups. Third Grade mandatory retentions should decrease. With an aligned, well-taught curriculum, effective instruction, and teacher support there should be evidence of continuing to improve student achievement, because of a well-functioning sustainable plan, practices, and conditions for school effectiveness remain in place at the school.

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

Per the needs assessment data, there were positive and negative trends that impacted student achievement. The school's vision, leadership, and ongoing progress monitoring were among the positives and personnel changes (leadership and teachers) and instructional cohesion were among the areas for improvement.

To promote and support the cohesiveness needed to increase student achievement, the standards that students are expected to learn and master are provided through a well-integrated curriculum that identifies specific learning standards, lessons, activities, and materials that teachers use to organize and teach a particular conceptual topic. While the State has established the formal curriculum and what students need to know and be able to do, the District's Elementary Learning Department will work with Dillard Elementary's support staff to operationalize the formal curriculum into a plan for instruction.

Elementary Learning will work with Dillard to both plan and analyze the placement of standards within the curriculum. Based on progress monitoring data, the placement and emphasis of standards will reflect the overall intent of the standards, grade level focus standards, gradual release of responsibility, and developmentally appropriate practice.

The classroom environment at Dillard will enable students to actively learn from each other, asking difficult questions and pushing on their own learning. Student thinking and learning will be visible and conversations will dominate the lesson. Tasks will be scaffolded to analyze, utilize, and build upon existing and newly learned knowledge. Elementary Learning Instructional Specialists will work closely with the Literacy and Math Coach to establish a system of support for teachers to ensure this continuously occurs. They will also model lesson implementation with teachers in the classroom as part of Dillard's School Support Plan.

The goal of standards-based instruction is to present a clear picture of what a student should know and be able to do. While the standards outline specific expectations and set grade-specific goals, the teacher must determine how the standards should be clustered, taught, and which materials should be used to support students. Instructional Specialists will work with teachers and support staff/coaches to identify key areas of focus from the scope and sequence. They will support the teachers at Dillard in using their data to personalize instruction and implement Standards-based Interdisciplinary Units of Study centered on conceptual topics that reflect the overall intent and purpose of the curriculum. Interdisciplinary Units of Study will integrate English Language Arts with content in a meaningful way, including the ability to identify fiction and nonfiction simultaneously, while providing the opportunity for students to engage in purposeful, authentic, and meaningful experiences.

Field trips provide a direct approach to enhancing academic background knowledge and increases the variety and depth of out-of-class experiences. Dillard's students will participate in such enrichment experiences, which will include trips to museums, art galleries, historical sites, and the like, as well as school-sponsored travel. Travel expenses (entrance fees, transportation, etc.) will be paid for the students. Learning outcomes from field trips can range from cognitive to affective outcomes (for a review see: Dewitt & Storksdieck, 2008; also Learning Science in Informal Environments (2009). The overall effects of the fieldtrips will be reflected in an increase in student achievement scores.

Existing assessment data will be used to determine children's performance/achievement levels in a given area and used as a starting point to guide or personalize instruction. Administration and support staff will work with teachers to refine the District's scope and sequence based on grade level standards along with school, teacher, and student data. Learning activities and teaching strategies will focus on daily routines, instructional schedules, an environment arranged to promote engagement, student experiences, and what

teachers do and say to support learning. The school will implement a systematic process of collecting student evidence of learning and mastery of the standards to measure progress as part of a continuous monitoring system.

Instruction in English Language Arts, Math, and content-area standards should not occur in isolation, but through an integrated, interdisciplinary approach. Teachers will provide engaging and relevant teaching and learning experiences through interdisciplinary instruction, which is guided by the Mathematics Florida Standards and the Next Generation Sunshine State Standards for Science and Social Studies. Interdisciplinary instruction not only provides for increasing depth of knowledge, but also enhances the opportunity to build proficient literacy skills across a variety of print and digital texts in multiple genres through authentic collaboration. The teacher will scaffold student support in navigating through all text types, including multi-media formats, to develop proficient literacy skills in reading, writing, speaking, listening, and using language in all disciplines.

The curriculum will align to the depth of the Florida Standards for ELA and Mathematics as well as the Social Studies and Science content standards. Rubrics will be used to ensure the curriculum:

- Targets sets or clusters of standards for teaching and learning,
- Includes a clear and explicit purpose for instruction,
- Guides teachers in selecting quality text(s) that align with the requirements outlined in the standards and are of sufficient scope for the stated purpose, and
- Builds students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.

As students develop more complex literacy skills, they will be provided frequent opportunities to apply their learning through meaningful authentic work products, such as independent and peer collaborative learning activities and performance tasks. Careful analysis of student authentic work products will guide teachers with informing their instructional practice to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency.

Elementary Learning Specialists will collaborate with the District's Teacher Professional Development and Growth department to ensure instructional lessons align to the key shifts in the Florida Standards and demonstrate: 1) Reading Text Closely, 2) Text-Based Evidence, and 3) Academic Vocabulary, 4) Grade-Level Reading with a progression of texts as students learn to read, 5) a Balance of Texts: Focusing on instruction equally on literary and informational texts, and 6) a Balance of Writing that includes prominent and varied writing opportunities for students balancing communicating, thinking, and answering questions with self-expression and exploration. Elementary Learning Specialists will work with Dillard's coaches and teachers to ensure the taught curriculum:

- Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading.
- Provides *all* students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text.
- Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level.
- Provides extensions and/or more advanced text for students who read or write above grade level.
- Includes a progression of learning where concepts, knowledge and skills advance and deepen over time

- Uses technology and media purposefully and with fidelity to deepen learning and draw attention to evidence as appropriate.

The following strategies will be implemented with the support of the Elementary Learning Department Supervisors and Dillard Elementary School coaches:

- Primary (grades K-2) and intermediate (grades 3-5) teachers attend the Balanced Literacy Workshop PD (provided by the Elementary Learning Department) to ensure student progress monitoring data are used to effectively plan instruction in a variety of contexts (e.g., interactive read aloud, close analytical reading, text based writing), exposing students to knowledge-rich resources that support the development of vocabulary and build background knowledge through texts of increasing complexity
- Once teachers have attended these PD sessions, the Elementary Learning Department staff will provide on-site implementation support (through PLCs), facilitating grade-specific teacher teams in analyzing student formative data to select appropriate texts and instructional strategic action goals in the *Literacy Continuum* that provide the foundation for student success in meeting the expectations of the Language Arts Florida Standards
- Ongoing progress throughout the year will be closely monitored by the Elementary Learning Department staff to ensure teachers are impacting student performance and adjustments to the action plans and teacher support will be revised as needed
- In grade 4, there was a substantial student performance decrease in both the Craft and Structure and the Integrating of Knowledge and Ideas categories on the FSA. Building teacher expertise in planning and delivering effective guided reading, interactive read aloud, and close analytical reading instruction will support student achievement in these two categories on the FSA.
- In grade 5, there was substantial student performance decrease in the Text Based Writing category on the FSA. Due to the reciprocity of reading and writing, achievement increase in either of these areas will support improvement in the other. Building teacher expertise in planning and delivering effective interactive read aloud, close analytical reading, and text based writing instruction will support student achievement in both the writing and reading categories on the FSA.
- The curriculum supervisor and assigned Instructional Specialist will develop a plan with the math coach to for additional support. The action plan will be revised as needed throughout the year based on data analysis.

Content-specific curriculum supervisors from the Elementary Learning Department will initially meet with the school-based leadership team to review grade level data and collaboratively develop a personalized, intensive support plan for teachers and coaches that will include a progress-monitoring component. Content specific curriculum supervisors and instructional specialists will be assigned to the school for consistent support throughout the year to build relationships with the school staff.

Sub-cadre and principal meetings, facilitated by the same curriculum supervisors and instructional specialists, will focus on reinforcing effective instructional practices. Curriculum supervisors and instructional specialists will also work closely with the school-based literacy coach(es) during monthly forums and on-site visitations to build their capacity in mentoring/coaching/modeling for teachers to assist in the teachers' development for implementing effective instructional practices.

Below are characteristics (Literacy Coaching Clearinghouse) that the Elementary Learning Department staff will model while supporting the literacy coach in mentoring teachers:

- Collaborative dialogue between the coach and teachers
- Data-oriented student and teacher learning

- Ongoing, job-embedded professional learning to increase teacher capacity for meeting students' needs
- Classroom coaching to build knowledge over time
- Supportive rather than evaluative

The Mathematics Florida Standards are integrated into the interdisciplinary block providing opportunities for the application of previously learned mathematics standards to authentic work tasks that involve solving problems within the current interdisciplinary unit of study. When supporting the development of a strong foundation in understanding concepts with a high degree of procedural skill and fluency, a focus on mathematics standards is deeply embedded through a variety of teaching and learning experiences in whole group, small group, and differentiated centers within the dedicated 60-minute mathematics block.

The Science focus for K-2 will be to integrate ELA and Science. The Elementary Learning Department will work closely with teachers as they learn how to model science-based questioning techniques during a read aloud and then guide students through related investigations. The Instructional Specialist will meet with each of the expert teachers referenced earlier once per week, during their planning times, to analyze common literary read aloud stories for Standards-based Science content, assist the teacher in the creation of an interactive read aloud, and plan for follow-up Science inquires to extend understanding. Once per month, the Instructional Specialist will also observe each of the teachers during a read aloud and follow-up Science activity, and provide constructive feedback for growth.

In Grades 3-5, the expert teachers will take a similar approach, connected to Science/ELA integration, however they will work with paired text (one informational and on literary). The Instructional Specialist will follow the same support plan as with the K-2 teachers, but the focus will be on pairing texts appropriately, and assisting the teacher in writing lessons that uncover and dispel misconceptions, then compare and contrast scientific information gleaned from both texts. The Instructional Specialist will attend and facilitate each Science PLC, guiding teachers through the Lesson Study Model, and relating that work back to the individual support that is taking place.

Elementary Learning curriculum and standards professional development is designed to develop, improve, and enhance elementary teachers' content, standards, and pedagogical knowledge, as well as increase effectiveness in teaching literacy/language arts, math, science, and social studies to students in grades K - 5. The professional development provides exposure to instructional strategies and materials that balance the use of literary and informational texts, text complexity, academic vocabulary, text-based questions, writing from sources, and language arts/literacy instruction in all content areas in conjunction with Next Generation Sunshine State Standards (NGSSS) and Florida Standards in ELA and Math. Professional learning opportunities provide teachers with strategies to incorporate standards into instruction. Look-Fors and objectives for each professional development activity the teachers and coaches participate in will be shared with Dillard's administration. In collaboration with the Elementary Learning Instructional Specialists, support will be provided to ensure effective implementation of the knowledge learned in implemented with fidelity in the classroom. The professional learning provided builds teacher effectiveness by providing strategies that have been found to have a high effect on student achievement. Implementation and support as part of the professional development cycle is critical. A deeper, deliberate approach to specific strands of professional learning is discussed in Item 7.

Sustainability Plan

A school's ability to sustain any turnaround efforts depends on efficient processes, effective supports, and systemic structures focused on increasing teacher capacity and student success. The Elementary Learning Department triages schools to prioritize what supports are needed, when, and at what intensity. The department will work alongside the school (administrators, coaches, and teachers) to effectively provide resources that support planning and high-quality instruction and leveraging existing materials and resources to capitalize on their effective implementation and use as evidenced through the School Support Plan previously mentioned. The department will work with the school and other collaborating departments to create transparent tiers of support and intervention combined with ongoing capacity building and sharing of best practices. Evaluation of curriculum implementation, use of data to drive instructional decisions, support, coaching, and professional development will be embedded. Instructional Specialists and administrators will gradually release responsibility to school-based coaches and teachers but continue to monitor and provide support when needed. Sustainability actions are embedded in the previous mentioned activities.

Expected Increase on Student Success

Expected increases across all content areas will be monitored throughout the year. With effective support and implementation of the strategies, students' instructional and independent levels on the benchmark Assessment System in the primary grades should increase. Student achievement as measured by the Florida Standards Assessment should increase in ELA and Math, including sub-groups. Third Grade mandatory retentions should decrease. With an aligned, well-taught curriculum, effective instruction, and teacher support there should be evidence of continuing to improve student achievement, because of a well-functioning sustainable plan, practices, and conditions for school effectiveness remain in place at the school.

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

The Department of Teacher Professional Learning and Growth will be providing Standards, Shifts and pedagogy professional learning with an intentional focus on providing rigorous and inquiry-based learning practices that improve teacher efficacy.

During the collaborative conversation with Dillard Elementary School leadership team we reviewed the previous training and professional development to better understand how these offerings have impacted teacher and student growth, we learned:

- The school felt that their teachers had undertaken a number of trainings, as a school and individually
- Some or parts of the new knowledge or skills from these trainings were not implemented effectively in the classroom
- Teachers need deliberate and intentional support from subject-matter experts (staff developers) who can support the teachers in the new knowledge and skills
- Without the use of a gradual release support models, which includes mentoring, modeling and coaching, teachers will continue to struggle understanding new knowledge or skills, particularly as the concepts become more complex

In an effort to bring coherence and relevance to the professional learning experience and connect our work to existing support structures (TIF Induction Coaches, Instructional Support Coaches, Master Coaches,

Master and Lead Teachers), Dillard Elementary will be given Professional Learning and Growth (TPLG). In this framework, the school will undergo various facets that individualize the cycle of support needed to instill the practices desired for teacher growth and student achievement. Dillard Elementary and TPLG will conduct a Needs Assessment based on culture, expectations, level of support, school data, timelines, and the professional growth plan. Once the needs are determined, TPLG will design a professional learning plan (standards/shifts/pedagogy) that supports the needs assessment. Staff developers will deploy research-based teacher strategies aligned with our high quality professional development offerings that the school will experience via on-site professional learning. The TPLG professional development promotes a growth mind set, building relations, as well as identifying on-site experts who will be empowered to continue building the capacity of teacher teams and coaches alike following the cycle of support.

Following the delivery of professional learning, TPLG and TIF will work collaboratively reviewing student artifact, unpacking lesson study, conducting learning walks to provide a learning context that supports the next stage of the TPLG cycle: Implementation. Together, we will be working hand-in-hand to calibrate the learning and provide strategic support to teachers in need of intensive support in remediation or enrichment of the new knowledge or skills.

The Implementation Phase of the TPLG cycle will include collaboration within PLCs in order to provide a continued level of support throughout the academic year. Similar to the RtI Model for supporting students, teachers will be supported within a Tier I- Tier III cycle enabling staff developers to both differentiate and monitor the implementation of learning. In Tier I, teachers will be supported and monitored via consultation and reflection. In Tier II, teachers will be supported and monitored via modeling, classroom-based feedback, and peer-modeling. Tier III will support teachers and monitor learning by providing ongoing coaching, modeling, as well as observation and feedback to include collegial discourse of practice. Both Tier I and Tier II supports will include the development of a plan to support teachers based on student outcomes ultimately resulting in a gradual release once new learning is embedded in observable student and teacher practices. All levels of support will provide teachers with access to an online learning community, encouraging increased professional efficacy. This support cycle and Tier I- Tier III seeks to build capacity of the teachers through our ongoing work with the site-based Induction Coaches, Instructional Support Coaches, Master Coaches and the classroom teacher. We believe this partnership provides the best recipe for success and addresses Dillard Elementary Schools initial concerns around professional development and support.

In addition to the initial needs assessment, assessment of impact will be imbedded throughout the professional learning cycle of support. TPLG assessment of impact will include but is not limited to text analysis, pre/post survey, teacher portfolios including student artifacts and the teacher deep reflection tool. School-based assessments may include I-Ready, Achieve 3000, School City and iObservation reports. District common assessments such as STAR, BAS, BSA, the 3rd Grade Portfolio and the FSA will all be utilized to determine school and individual teacher needs as well as to track the successful implementation of learning and student achievement as a direct result of the TPLG Professional Learning Framework. Each measure of impact also provides the opportunity to celebrate, recognizing both teachers and school leaders for participation, progress and support in the professional learning cycle. Ongoing recognition of the selected schools for their academic achievement as a result of participating in the professional learning cycle promotes the model school.

In collaboration with TPLG, Dillard Elementary will be responsible for implementing the new learning, completing pre-assessments and post-assessments to identify the levels of growth, and follow the assessment required based on the PD given (portfolios/artifacts). The areas of need will be supported with an intentionally designed set of courses that provide a range of foundational knowledge and skills to mastery

and expertise. TPLG foundational courses include Text Complexity to Raise Rigor in Reading and Hitting the Target 2.0 - Transformational Shifts in Standards Based Instruction. Text Complexity will build knowledge and practice in the quantitative and qualitative analysis of text as well as the considerations for reader and task when delivering lessons with complex text. Hitting the Target 2.0 will result in teachers developing a better understanding of their grade level standards and the rigor of the student tasks embedded within those standards. Through the process of deploying these two courses, providing ongoing support year-long, and assessing the impact of the professional learning, teachers will achieve a high quality of instruction in order to advance student achievement. To ensure that all teachers have the opportunity to participate in professional development, stipends will be provided for summer sessions. Coaches will also receive stipends to plan and facilitate PD beyond school hours and the school year.

Sustainability Plan

The conditions for school success and to continuously improve in student outcomes rest on the ability of the teacher's acquisition of knowledge and skills. This requires teachers to be deliberately and intentional supported in the learning through mentoring, modeling and coaching of the new knowledge and skills. Susatanability efforts in any school, let alone a turnaround school, is contingent on efficient processes, effective supports, and systemic structures focused on increasing teacher capacity and student success. The Teacher Professional Learning & Growth Department triages schools to prioritize what supports are needed, when, and at what intensity. The department will work alongside the school (administrators, coaches, and teachers) to effectively provide resources that support planning and high-quality instruction and leveraging existing materials and resources to capitalize on their effective implementation and use as evidenced through the School Support Plan previously mentioned. The department will work with the school and other collaborating departments to create transparent tiers of support and intervention combined with ongoing capacity building and sharing of best practices. Evaluation of curriculum implementation, use of data to drive instructional decisions, support, coaching, and professional development will be embedded. Staff Developers will gradually release responsibility to school-based coaches and teachers but continue to monitor and provide support when needed. Sustainability actions are embedded in the previous mentioned activities.

Expected Increase on Student Success

Expected increases across all content areas will be monitored throughout the year. With effective support and implementation of the strategies, students' instructional and independent levels on the schools formative assessment and the Benchmark Assessment System in the primary grades should increase. Student achievement as measured by the Florida Standards Assessment should increase in ELA and Math, including sub-groups. Third Grade mandatory retentions should decrease. With an aligned, well-taught curriculum, effective instruction, and teacher support there should be evidence of continuing to improve student achievement, because of a well-functioning sustainable plan, practices, and conditions for school effectiveness remain in place at the school.

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

Broward County Public Schools (BCPS) has several "High-Need" schools that have benefited from the Teacher Incentive Fund (TIF 4 and TIF 5) Leading Excellence and Achievement in Performance (LEAP) and (LEAP Ahead) projects. The TIF 4 (LEAP) and TIF 5 (LEAP Ahead) currently provides incentives

for recruitment, pay-for-performance, attendance, career ladder positions, career continuum and coaching support for new and experienced teachers and leaders at Dillard Elementary School.

Through the TIF funding a performance based salary structure was created for the identified high-need schools: (1) providing salary increases for instructional staff (including teachers and other personnel) and principals who receive an overall rating of Effective or higher under the evaluation system, (2) providing salary increases for Effective or Highly Effective teachers and principals who take on career ladder assignments, (3) providing additional compensation for teachers in critical shortage areas who are rated Effective or higher and who transfer to a high- need school from a non-high-need school or accept employment in a high-need school and previously worked in another LEA with a comparable evaluation system. Specifically, each bargaining unit employee (Instructional Staff), principal and assistant principal in the three identified high-need receive a salary adjustment, provide the employee has met the following criteria:

• Received an Effective or Highly Effective rating on the overall score of the performance evaluation. The overall evaluation is based on 60% Instructional Practice, 35% Student Performance (VAM), and 5% Deliberate Practice.

• Served as an active Instructional employee, assistant principal or principal at a participating school for one day more than half of the employee's assigned work calendar during the current and previous school years. Part-time Instructional employees or Full- Time Instructional employees, with split duties between schools, may be eligible to receive a pro-rated bonus. Each bargaining unit employee (Instructional staff) or principal at an identified high-need school who assumes a career continuum role as a teacher mentor, STEM coach, literacy coach, teacher peer reviewer or principal mentor, principal coach, or principal peer reviewer will be eligible for salary beyond the Highly Effective level, provided the employee has met the following criteria:

- Received an Effective or Highly Effective rating on the overall score of the performance evaluation.
- Successfully completed required training for the career continuum role.
- Fulfilled a career continuum role at a participating school for one day more than half of the employee's assigned work calendar during the current school year.
- Recruitment awards for Effective and Highly Effective Teachers of Critical Shortage Areas.
- Received an Effective or Highly Effective rating on the overall score of the performance evaluation in the previous year.
- Received an Effective or Highly Effective rating on the overall score of the performance evaluation in the current year.
- Transferred to a participating high-need school from a non-high-need school in the LEA or was hired to work in a participating high-need school, and previously worked in another LEA with a comparable evaluation system.
- Served as an active instructional employee at a participating school for one day more than half of the employee's assigned work calendar during the current school year. Part-time Instructional employees or Full-Time Instructional employees, with split duties between schools, may be eligible to receive a pro-rated bonus.
- Serves as a classroom teacher in a critical shortage area. Critical shortage areas include reading, mathematics, an area of science, or special education with content area certification.

- Effective or Highly Effective teachers who miss no more than three days during the school year will receive a monetary reward at the end of their working calendar year.

Teachers who are new to the profession are given substantial coaching support by a full release induction coach. Induction Coaches work extensively with the new teachers and provide support for their first two years of teaching through the use of Formative Assessment Tools designed to accelerate teacher instructional practice. Induction Coaches also work with school administrators to provide guidance for teacher teams in Professional Learning Communities and Analyzing Student work to guide the Professional Learning Communities. The Induction Coaches have been trained extensively in Analyzing Student Work and Professional Learning Communities using the Inquiry Process.

Broward County through the fund of TIF 4 (LEAP) developed an expanded career ladder system that will train effective educators to provide high-quality, differentiated professional development to teachers and administrators at the school level, and at the same time offer career pathways for educators as they grow into valued leaders in challenging roles with increased financial and non-financial benefits. Broward County's emerging Career Continuum for working administrators is based on the theory that a group of experienced, effective principals with additional leadership training will have a tremendously positive influence on professional development and student achievement as Mentors, Coaches, and Principal Peer Reviewers. Each step in the continuum develops in Principal Leaders the skills necessary to providing novice and struggling school leaders the support they need to maximize teaching, learning, achievement and goal attainment for the betterment of teachers, students, and schools. Principal Mentors provide vital support to new principals as they translate their academic knowledge into practical knowledge for maximum achievement in their schools. Candidates must have a minimum of 5 years of experience as principals and have earned an evaluation rating of Highly Effective for at least the 3 years prior to beginning the Principal Leadership Program. Principal Coaches are essential to providing specialized and targeted support in the leadership. Principal Coaches are essential to providing specialized and targeted support in the leadership development of school principals. Combining the unique expertise of each Principal Coach.

BCPS' Teacher Leadership Career Continuum is a professional development program for teachers who desire to increase their professional leaning and commitment to assist in the professional development of their colleagues for school- and system-wide improvement and personal reward. Teacher Leaders possess a positive and passionate commitment toward the teaching profession, and a strong dedication to the belief that collaboration and support improves instruction. There are three stages along this track of the Career Continuum: Teacher Mentor, Teacher Coach, and Master Teacher and Peer Review. Master Teachers and Peer Reviewers are expert practitioners in youth instruction, but also experts in providing adult instruction, assessing student achievement and educational strategies, mentoring developing teachers, and designing professional development opportunities targeted to improve specific areas of need.

BCPS design a Teacher Leadership Career Continuum with TIF 5 (Leap Ahead) funding, and pilot the programs in the identified high-need schools. BCPS' Teacher Leader Career Continuum program authorizes schools to recruit, retain, reward and recognize high performing teachers in high need schools. BCPS' Teacher Leader Career Continuum allows high quality teachers to continue to build on their expertise while specializing in an area of interest, build leadership skills, mentor and support other teachers without having to leave the classroom. Teacher leaders engage in broad-based professional development opportunities to include mastery of content, effective teaching strategies and cultural relevant strategies to teach diverse groups of students. Through job embedded training and coach credentialing, teacher leaders learn how to provide a contextual level of support to other teachers at their school sites. The goal is for teacher leaders

to help teachers use knowledge of standards and pedagogy to enhance teaching practices and to increase student outcomes. Teachers are provided with opportunities for advancement without ever leaving their school sites. These opportunities provide teachers with additional responsibilities, professional growth, incentive pay and increased recognition.

Goals:

- Increase teacher effectiveness as they progress through stages of their career.
- Create a teacher leadership program that contributes to instructional excellence.
- Strengthen practices of beginning and struggling teachers through mentoring and induction experiences.
- Help teachers improve their teacher practices, by providing teachers with leadership training and opportunities to develop other teachers' effectiveness.

BCPS recognizes that one of the most important elements for teacher satisfaction and retention is providing opportunities for career advancement at the school site. According to Victor Lipman of Forbes (2013), clear opportunities for career advancement are an "especially powerful" employee motivator. Teacher leaders participating in the BCPS' Teacher Leader Career Continuum have the opportunity to partake in a professional growth pathway. At the completion of their coursework in the professional growth pathway, teacher leaders receive credentialing certification. Some of the coursework include graduate level classes through Florida Atlantic University (FAU) with a focus on multicultural education and educational leadership. This model of professional growth pathway enables the teacher leaders to take part in professional learning that are progressively more content focused and tailored to the students' performance data at the individual school site. In addition, financial support will be given for completion of each level of the professional growth pathway, as well as, meeting all required duties and responsibilities. BCPS' Teacher Leader Career Continuum framework facilitate engagement that leverage teachers, as leaders to support district-wide initiatives in high need schools. Opportunities are identified throughout the school year and are need-based, with teachers delivering solutions. Teacher leadership opportunities have varying degrees of pay, selection criteria and level of expertise and time required.

Instructional teachers who have an overall Effective or Highly Effective rating for the previous three years will have the opportunity to become a Peer Teacher, Lead Teacher or Master Teacher through BCPS' Teacher Leader Career Continuum program. According National Comprehensive Center for Teacher Quality, (2010)

Teacher leadership can:

- Improve teacher retention
- Build teacher capacity
- Facilitate school staffing innovations
- Strengthen the teaching profession
- Teacher leaders provide needed support and assistance for principals

Beginning Teachers

Teachers at this stage may have prior experience in BCPS, while others are new to the teaching profession and have just successfully completed BCPS' competitive selection process. Whether new or returning, all

teachers at this stage are committed to leading their students to ambitious achievement and to continuing to refine their instructional practices

Peer Teachers

These teachers have proven their effective teaching skills and have led their students to solid achievement gains. Peer Teachers also demonstrate an ongoing commitment to their own learning and improvement, and may begin to take on leadership roles within their schools.

Lead Teachers

Teachers at this stage have been among the District's most effective for several years, and their students continually demonstrate strong achievement results. Many of these teachers have also taken on leadership roles within their schools.

Master Teacher

These teachers are some of the district's top performers and have a record of exemplary student achievement. These teachers have consistently demonstrated a deep understanding of instructional best practices and may serve as models to colleagues who are still developing their skills. Teachers at this stage are masters of their craft, honed in BCPS' classrooms over the course of many years. Their students demonstrate exceptional learning gains each year, regularly exceeding even the most ambitious achievement goals. Many of these teachers also serve in various leadership roles within their schools and extend their reach by developing curriculum, mentoring colleagues, and participating in fellowships. The goal of BCPS' Teacher Leader Career Continuum Academy is to provide targeted professional development on the pedagogical practices of teachers who serve in high-need schools. Broward County Public Schools has developed a unique collaboration with Florida Atlantic University, the Office of School Performance and Accountability (OSPA), the Office of Academics and Broward Teacher Union (BTU) to jointly develop theoretically grounded professional development for teachers that will facilitate academic engagement and achievement of students in high-need schools.

BCPS' Teacher Leader Career Continuum Academy will build capacity of teachers' effectiveness in each of the high-need schools over a five-year period. Selected teachers will engage in broad-based professional development opportunities to include mastery of content, effective teaching strategies and cultural relevant strategies to teach diverse groups of students. BCPS' Teacher Leader Career Continuum Academy's focus is to increase teacher effectiveness and student achievement in the identified high-need schools. The Teacher Leader Career Continuum Academy will enable schools to build capacity of effective teaching practices, address teachers' individual area of weakness, and retain teachers through early support research based professional learning. Selected teachers receive intensive professional development. Each participant receive one year of coaching support by a district master coach. The master coach facilitates classroom observations; provide feedback and coaching to strengthen the teacher leader's teaching practices.

Objectives:

- Engagement in professional learning to increase student learning
- Creating and maintaining collaboration and professional partnerships to advance teaching practices and student learning
- Use of knowledge of academic standards, pedagogy and research to advance educator practice and student learning
- Use of culturally responsive pedagogy
- Facilitation of inclusive and community oriented classroom and school climates
- Participation in well-structured and facilitated professional learning communities
- Increase student engagement including but not limited to evidence of student motivation, school attendance, interest in learning, and academic achievement

DILLARD ELEMTARY E ELEMENTARY TIF 4 (LEAP)	
Bonus Type	**Amount**
Pay for Performance Administrators	$2,500.00 Effective $4,000.00 High Effective
Pay for Performance Teachers	$2,500.00 Effective $4,000.00 High Effective
Transfer	$2,000.00
Career Ladder	
Teacher Mentor	$5000.00 Support of Teacher and $6,500.00 Support of Two Teachers
Master Coach	$54,000 One position share upon three schools
Induction Coach	$54,000 One position support up 15 new teachers
Peer Reviewer	$5,000.00 Supplement
Principal Mentor	$2,000.00 Supplement
Principal Coach	$3,500.00 Supplement

COST FOR SUSTAINING DILLARD ELEMENTARY

The TIF 4 LEAP project is a five-year grant that is scheduled to sunset on September 30, 2017. Currently, through the TIF 4 (LEAP) project, support is provided through a full release model of induction coaches to 202 new teachers in the 28 TIF 4 schools. As of February, 24, 2017, The Department of Coaching and Induction has been awarded a No-Cost Extension request for the Cohort 4 Teacher Incentive Fund (TIF) Leading Excellence and Achievement in Performance (LEAP) project (PR Award No. S374A120101), to extend the grant performance period beyond the currently established end date of September 30, 2017 in accordance with EDGAR, Sec. 74.25 (e)(2). The above support will continue until June 30, 2018, however, the continued support is only for personnel not incentives.

COST FOR SUSTAINING TIF 4 SUPPORT Dillard Elementary		
Description of Cost Factors	**2017/2018 (One Year)**	**2018/2021 (Three Years)**
Pay for Performance Administrators/Teacher	$180,000.00	$540,000.00
Transfer Bonus	$7,500.00	$22,500.00
Career Ladder • Teacher Mentor • Master Coach • Induction Coach Peer Reviewer • Principal Mentor • Principal Coach	 $35,000.00 $54,0000 $5000.00 $5,000.00 $5,000.00	 $105,000.00 $162,000.00 $15,000.00 $15,000.00 $15,000.00
Total Budget:	$291,500.00	$874,500.00
2017/2021 Total Overall Budget:	**$1,166,000.00 $ Years**	

Strategies for Dillard Elementary School:

- An HR recruiter will be assigned to specifically monitor the school's vacancies and to identify candidates for vacant positions.
- Recruiting/hiring events will be scheduled to promote and highlight this school.
- Teacher candidates in the Talent Acquisition pipeline will be invited to visit this school.
- Talent Acquisition & Operations Instructional will work collaboratively with BECON (Broward Educational Communications Network) to create a video highlighting school programs.
- Talent Acquisition & Operations Instructional will continually promote teaching opportunities via social media (Facebook, Twitter, LinkedIn).
- Each new teacher is assigned a Tier mentor.
- In order to properly prepare and train new teachers and acclimate them to systems and procedures, allocate resources to allow teachers who will be new to the school to report one week during the summer. Allocate resources to allow teachers who are new to the school and non-education trained to report to school two weeks during the summer. Allocate resources for team leaders/support teachers to return to school during these weeks to provide assistance and support to teachers new to the school.
- Offer recruitment and retention bonuses.

- Hire a Professional Development Coach to provide support around lesson planning, data analysis, student mastery of standards, implementing effective instructional strategies, modeling, and coaching. The Professional Development Coach would not have students assigned to them.
- Hire 2 Pool Substitutes to provide consistency of instruction in the absence of classroom teachers.
- Hire 2 Paraprofessionals to support the implementation of math and literacy in grades K-5.
- Allow the school to overstaff its budgeted teaching positions in April by three, allowing the school to hire early for the following year. This will ensure access to a larger pool of qualified candidates to fill teaching vacancies which occur during the summer months.

As part of a Teacher Incentive Fund grant (TIF 4) through June 30, 2017, this school offered recruitment bonuses and Professional Development incentives to purchase resources which enhance student learning. This school employed Induction Coaches for first year teachers and Instructional Support Coaches who provided strong mentoring and induction programs.

Recruitment and retention incentives are provided through the Teacher Incentive Fund (TIF) and Teacher and School Leader Grant (TSL). Dillard Elementary School is part of TIF Cohort 4 that will sunset September 30, 2017. Through the TOP 3 Grant the district will request additional funding to provide similar incentives. Current teachers, the principal and assistant principal will be eligible to opt into these plans. Currently, the principal and assistant principal have opted into the pay-for-performance plans. Additional bonuses for administrators will be dependent on the complexity of their assigned school as determined by the following factors: percentage of students eligible for free and reduced lunch, English language learners, students with disabilities, percentage of students at reading levels 1 and 2 and percentage of students at reading levels 4 and 5. Additional salary dollars will be added to the school leader's base salary based on total complexity points.

Sustainability Plan

The Department of Coaching and Induction is working towards sustainability of the Coach Development and Credentialing Program through a train-the-trainer model. Currently three BCPS personnel have completed the New Teacher Center (NTC) Presenters Academy – Year 1 and 2. Nine more personnel have completed the Presenter Academy – Year 1 and are beginning Year 2 in June 2017. As of June 2017, we added (10) additional personnel to begin Year 1 of the Presenters Academy. After this extensive training of BCPS' personnel by 2019-2020, BCPS' Coach Credentialing Program will be self-sustained beginning in the 2019-2020 school year. Therefore, BCPS will not have to contract with the New Teacher Center to train for coach and new teacher development.

We have outlined many initiatives already underway in BCPS. BCPS has a fully staffed Office of School Performance & Accountability, with Coaching & Induction and Leadership Development departments, a Chief Academic Officer who oversees departments of Professional Development Standards & Support and Teacher Professional Learning & Growth, and an Office of Human Resources, with departments of Employee Evaluations, Talent Acquisition & Operations - Instructional, and Compensation & HR Information Systems. District investment in these departments and the initiatives coordinated by them indicates dedication to establishing and refining a robust HCMS aligned with evaluation and support systems. The institutionalized funding for the New Teacher Support (TIER) Programs, ACCESS and ACCEL performance pay systems, Applitrack, iObservation, MyLearningPlan, and the LEAD program, as well as continuing grant funding through Title II, Part A, provide BCPS with the opportunity to use lessons learned to refine systems, introduce new incentives and Career Continuum roles, and modify the HCMS,

PBCS, and evaluation that are already operating district-wide.

Already, the TIF grant is having lasting impacts on the district, changing the way BCPS does business. BCPS' old induction program, the New Educator Support System is being replaced and its funds are being repurposed through the New Teacher Support (TIER) program. Through TIER, the district is beginning to roll out new roles for TIER Mentors (similar to the TIF Mentor Teacher) and Peer Reviewers for non-TIF schools.

We intend for TIF 5 grant to build the case (and the well-developed personnel) for implementing the Coach Development and Credential Program for all Career Continuum personnel district-wide. In addition, we expect to integrate lessons learned from the transfer bonuses and pay-for- performance bonus initiatives to improve the equitable distribution of effective educators. Through the TIF 5 grant we are piloting differential stipend amounts for performance pay and Career Continuum positions, as well as personalized professional learning, and we expect to scale the most successful aspects of the project.

The TIF grant is a proof point that grant funded activities will be sustained within identified High-Need Schools. BCPS is in an excellent position to sustain the work outlined in this proposal. Components that must be sustained for long-term success of the TIF initiatives (such as BrIDGES and BASA evaluations, ACCESS and ACCEL performance pay systems based on evaluation data, and the robust professional learning system) are funded through the district budget, and funding is expected to continue. Furthermore, certain aspects of these systems are mandated by law in the State of Florida, and BCPS will ensure that its systems remain compliant with Florida statutes.

BCPS' strong data-driven culture already requires that professional development be guided by student data and strategically planned through School Improvement Plans and individualized Deliberate Practice Growth Plans. Integrating evaluation data from iObservation and Instructional, Professional, or Leadership Practice scores into this already institutionalized process will augment the ability of BCPS to personalize professional development to meet educator needs. At the conclusion of the grant period, there will be full alignment between the evaluation system, the professional development program, the performance salary and compensation structure, and processes for human capital decision-making.

BCPS demonstrates its commitment to sustaining the high-quality systems through the use of multiple funding sources, including additional grant funds and the district's stable budget. BCPS is progressing toward its Vision of Instructional Improvement by developing and implementing systems that identify, nurture, and reward educators, as they play the most important role in "educating today's students for tomorrow's world."

Expected Increase in Student Success

Dillard Elementary faces multiple disadvantages in attracting and keeping qualified teachers. Creating financial incentives to attract more and better teachers to Dillard Elementary is our start. We will continue to work diligently to help land strong candidates and match them appropriately with open positions and provide resources and assistance needed to support the teaches.

Coaching is an essential component of an effective professional development program and support. Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator. Coaching creates a relationship in which a client feels cared for and is therefore able to access and implement new knowledge. A coach can foster conditions in which deep reflection and learning can take place, where a teacher can take risks to change her practice, where powerful conversations can take

place and where growth is recognized and celebrated. Finally, a coach holds a space where healing can take place and where resilient, joyful communities can be built.

Effective coaching distributes leadership and keeps the focus on teaching and learning. This focus promotes the development of leadership skills, professional learning, and support for teachers that target ways to improve student outcomes.

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

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

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

Robust, continuous learning that's individualized and rooted in real-world/real-school issues for turnaround school leaders is critical in maintaining school success. For some, effective instructional leadership is not innately acquired, therefore it is necessary to provide ongoing support, guidance and coaching. BCPS believes innovative, research-based leadership development and reform is key to success. With that in mind, the District has joined the Leadership Development Department and the Office of School Performance and Accountability under one umbrella. This exciting, collaborative effort supports the advancement of professional development for coaching and supporting leaders within the District.

The District has also developed a unique partnership with The University of Virginia Darden/Curry Partnership for Leaders in Education (PLE) to combine the most innovative thinking in business and education in order to empower our school leaders to meet the demands of operating turnaround schools. PLE will provide their turnaround program strategies, materials and services to the instructional leader and lead teachers at Dillard Elementary to strengthen leadership practices. The services will be provided on site at the school and at the University of Virginia.

In order to effectively address Dillard Elementary's greatest areas of need across the domains, BCPS recognizes that the key components for success include:

Effective Leadership

- Increasing support for schools through strengthening Central Office structures and communication, particularly between the Office of School Performance and Accountability and the Office of Academics
- Reducing the ratio of supervisors to principals which increases consistent support through coaching and mentoring leadership

- Improving the quality of instruction by raising the quality of human capital in a building and by changing practice through new structures and supports
- Expanding instructional leadership capacity through coaching and mentoring

Public and Collaborative Teaching & Ambitious Instruction and Learning

- Refining student intervention/enrichment programs for student success by including a focus on effective Tier 1 instruction
- Incorporating professional development on Florida Standards to increase effective standards-based planning and instruction
- Implementing Professional Learning Communities to focus on discussions on standards and data analysis to improve overall instructional practices
- Integrating support for school-based coaches through Professional Learning Communities
- Providing coaching and modeling to teachers facilitated by school-based coaches

Safe and Supportive Environment

- Expanding "wraparound" services for students by providing social and emotional supports as needed
- Dillard Elementary, as a member of the Dillard Innovation Zone, will be provided an additional Social Worker and Community Liaison in 2017-2018
- Improving Response to Intervention (RtI) processes by targeting appropriate tiered resources and monitoring implementation

Family and Community Engagement

- All BCPS school are required to complete an annual Family and Community Engagement Plan
- Increase parental involvement by providing parent academic nights, access to resources and improving communication
- Survey the community to identify needs that will assist with supporting the home-school connection
- A new district department, Strategic Partnership Development, will work with schools to expand the collaborative efforts between schools and the community

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

Broward County Public Schools (BCPS) believes that strong leadership and effective instruction are essential for the success of our schools. Nurturing and maintaining high quality instruction, effective communication, and continuous improvement at all levels from Pre-K through high school is important and addressed strategically in our district. It is for this reason that BCPS has specifically called out these areas of focus within the District Strategic Plan and has invested department processes and structures dedicated to support and coordinate the ongoing implementation of the strategies.

Recognizing that there is an even greater need for these processes and structures when students are low achieving, BCPS seeks to intensify activities and strategies addressed in TOPS 2 under District Managed Turnaround. These efforts will have as a foundation, the leadership and staff development needs, as well

as the student and family needs. With respect to the ecology - cultural and linguistic dynamics, surroundings and environment, and the interdependence of the people and institutions within the communities these schools serve.

There is a growing body of research that affirms the benefits of these intensified efforts towards personalized and effective family, school, community partnerships, citing that disadvantaged students stand to gain the most from these strategies and helping districts close achievement gaps.

Over the years, the District has implemented effective programs and initiatives aimed at improving student outcomes. Yet, few would argue that Broward's education system has plenty of room for improvement. This plan articulates specific goals and describes the action steps and resources needed to accomplish them. TOP 3 reflects the District's TOP 2 proactive approach to managing current performance in relation to our most fragile schools and includes:

- standards-driven content
- a commitment to teacher development
- effective teaching practices
- appropriate learning environments and experiences
- appropriate monitoring of performance
- ongoing professional learning at all levels
- engagement of families as active partners with schools within their community in supporting the academic and social emotional learning
- systems and practices in place that value and engage families and communities in essential and meaningful ways.

The TOP 3 will enable us to fulfill our mission with maximum efficiency and impact for our most fragile school(s).

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

The District is positioning itself to continue to transform and strengthen relationships between schools and Central Office leadership to support teaching, learning, and social emotional learning needs of students. Broward County Public Schools is committed to our plans in cultivating and fostering independence and sustainability. This collaborative culture will provide a strong foundation for continued implementation of our District's Strategic Plan Goals of High Quality Instruction, Effective Communication, and Continuous Improvement which is in direct alignment with the goals of TOPs 2 & 3. District resources both fiscal and human will be aligned for sustainability of the goals. Specifically, Title Grants and district general funds will be developed to sustain the priorities around the assurances as outlined in the TOPs 3 to support school

leaders and principal supervisors positioned in establishing and sustaining a high performing learning culture in each and every school.

In Broward, we are committed to addressing challenges in the external environment and internal organization to ensure all students receive instruction that addresses not only their academic success, but also their social and emotional needs, and serves as a catalyst to student achievement beyond current expectations. In addition to our primary focus on high-quality instruction, continuous improvement requires collaboration and alignment across financial capital (budgets), human capital (people) and operational efficiencies.

Below are the objectives and tactics, outlined in this proposal, that will continue to enable BCPS to improve the way we manage, organize and align our resources to sustain the Schools of Hope funding :

- providing ever-evolving options for all families;
- continued development of innovative programs;
- strategic realignment of resources to meet student needs;
- further establishment of strategies for seeking talent;
- differentiating support to individual schools;
- optimizing data systems, including academic, enrollment, community and school climate indicators; and
- further developing extensive public engagement in school redesign and realignment.

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