

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <h3 style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</h3> TAPS NUMBER: 18A085	DOE USE ONLY Date Received <div style="text-align: right; color: blue; font-weight: bold;">2017 AUG 15 PM 1:00</div>								
B) Name and Address of Eligible Applicant: The School Board of Broward County, Florida 600 SE 3rd Avenue Fort Lauderdale, Florida 33301 <div style="text-align: right; margin-top: 10px;">Northside</div>		Project Number (DOE Assigned) 000-90045-85002								
C) Total Funds Requested: \$ 3,444,000 <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ 944,000.00 </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Veda Hudge Director, Office of Service Quality </td> <td style="width: 40%;"> Telephone Numbers: 754-321-3636 </td> </tr> <tr> <td> Fiscal Contact Name: Judith M. Marte Chief Financial Officer </td> <td></td> </tr> <tr> <td> Mailing Address: 610 NE 13th Avenue Pompano Beach, FL 333060 </td> <td> E-mail Addresses: veda.hudge@browardschools.com </td> </tr> <tr> <td> Physical/Facility Address: 600 SE Third Avenue Ft. Lauderdale, FL 33301 </td> <td> DUNS number: 0772834710000 FEIN number: 59-6000530 </td> </tr> </table>		Contact Name: Veda Hudge Director, Office of Service Quality	Telephone Numbers: 754-321-3636	Fiscal Contact Name: Judith M. Marte Chief Financial Officer		Mailing Address: 610 NE 13 th Avenue Pompano Beach, FL 333060	E-mail Addresses: veda.hudge@browardschools.com	Physical/Facility Address: 600 SE Third Avenue Ft. Lauderdale, FL 33301	DUNS number: 0772834710000 FEIN number: 59-6000530
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CERTIFICATION <p>I, <u>Robert W. Runcie</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>										
<table style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;"> E) Signature of Agency Head </td> <td style="width: 20%; vertical-align: bottom; text-align: center;"> Superintendent Title </td> <td style="width: 40%; vertical-align: bottom; text-align: right;"> 8/10/17 Date </td> </tr> </table>			E) Signature of Agency Head	Superintendent Title	8/10/17 Date					
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Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Broward County Public Schools
North Side 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.

North Side Elementary School (060041)

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.

North Side Elementary is one of over 130 schools in Broward County. The school's mission is to make a positive difference and strong commitment to student excellence through academics to improve the quality of life. 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 I school, it is in the state's lowest Socio-Economic State Band with over 95% economically disadvantaged students and a 99% minority student rate. North Side has had a DA designation for three out of the past five years and improved their FLDOE school grade designation in 2016-2017 from "F" to a "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 North Side Elementary centered on specific leadership actions, level of expertise of teachers, as well as intervention and enrichment programs and materials used for instruction for all students based on their needs. All stakeholder groups also had input into this plan via Annual Stakeholder Surveys, School Advisory Council meetings, Family and Community Engagement Activities, Collaborative Community Conversations and TOPS planning meetings. The three areas targeted in the needs assessment were: Student Achievement, Annual Stakeholder Surveys and Instructional Personnel Data.

North Side Elementary - Student Achievement Data Comparison:

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

- ELA Proficiency decreased 7% (33% to 26%)
- ELA Learning Gains decreased 10% (44% to 34%)
- ELA Lowest 25% Learning Gains decreased 10% (48% to 38%)

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FSA Categorical Data Results From 2016 to 2017:

Grade 3:

- 20% decrease in Key Ideas and Details (60% to 40%)
- 15% decrease in Craft and Structure (59% to 44%)
- 11% decrease in Integrating of Knowledge and Ideas (36% to 25%)
- 11% decrease in Language and Editing Task (75% to 64%)

Grade 4:

- 58% decrease in Key Ideas and Details (100% to 42%)
- 10% increase in Craft and Structure (47% to 57%)
- 0% change in Integrating of Knowledge and Ideas (42% to 42%)
- 10% increase in Language and Editing Task (57% to 67%)
- 0% change in Text Based Writing (50% to 50%)

Grade 5:

- 5% decrease in Key Ideas and Details (50% to 45%)
- 0% change in Craft and Structure (47% to 47%)
- 9% decrease in Integrating of Knowledge and Ideas (42% to 33%)
- 5% decrease in Language and Editing Task (63% to 58%)
- 0% change in Text Based Writing (50% to 50%)

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

- Grade K: 57.9%
- Grade 1: 57.1 %
- Grade 2: 38.8%
- Grade 3: 56.6%
- Grade 4: 57.5%
- Grade 5: 74.4%

FSA Mathematics Overall Data Results from 2016 to 2017:

- Mathematics Proficiency decreased 7% (42% to 35%)
- Mathematics Learning Gains decreased 9% (47% to 38%)
- Mathematics Learning Gains of the Lowest 25% increased 8% (30% to 38%)

FSA Categorical Data Results from 2016 to 2017:

• Grade 3:

- 3% decrease in Operations and Algebraic Thinking, Number and Operations in Base 10 (19% to 16%)
- 0% change in Number and Operations: Fractions (5% to 5%)
- 2% decrease in Measurement, Data Geometry (13% to 11%)

• Grade 4:

- 1% increase in Operations and Algebraic Thinking (5% to 6%)

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- 0% change in Number and Operations in Base 10 (7% to 7%)
- 4% increase in Number and Operations: Fractions (6% to 10%)
- 2% decrease in Measurement, Data Geometry (10% to 8%)
- **Grade 5:**
 - 2% decrease in Operations and Algebraic Thinking (11% to 9%)
 - 1% decrease in Number and Operations in Base 10 (8% to 7%)
 - 2% decrease in Measurement, Data Geometry (9% to 7%)

North Side 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 - 4.34 Students - 2.97 Staff - 4.17
2. **Governance and Leadership**-Operate under governance/leadership that promote/support student performance/school effectiveness.
Results: Parents - 4.23 Students - 2.48 Staff - 4.05
3. **Teaching and Assessing for Learning**-Curriculum/instructional design/assessment practices guide and ensure teacher effectiveness/student learning.
Results: Parents - 4.32 Students - 2.75 Staff - 4.04
4. **Resources and Support Systems**-Resources/services that support purpose/direction to ensure success for all students.
Results: Parents - 4.3 Students - 2.69 Staff - 3.92
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 - 4.44 Students - 2.72 Staff - 4.15

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. North Side 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 North Side Elementary, teacher attrition data for the years 2014-2015, 2015-2016, and 2016-2017 was collected

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and analyzed. The number of teachers leaving North Side 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 North Side Elementary in indicated below:

North Side 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	26	13.85	5	1	6	3	2	1	6-	23.08%
2015-16	32	12.00	6	1	7	4	0	3	7-	21.88%
2016-17	35	10.09	9	4	13	6	0	4	10-	28.57%

In analyzing this data, North Side Elementary School's overall teacher attrition rate varied from 2014-2017, with an overall attrition rate of 28.57% for 2016-2017. The 2016 teacher attrition rate for Broward County Public Schools was 17.11%. North Side's 2016-2017 teacher attrition rate exceeds the District's attrition rate and the national teacher attrition rate of 8%.

Teacher vacancy data at North Side Elementary was collected and analyzed. 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.

North Side Elementary School:

<u>School Year</u>	<u>Number of Instructional Vacancies</u>	<u>Average time to fill</u>
2016-2017	12	16 days
2015-2016	7	16 days

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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. A detailed analysis and deliberate focus on academic leadership effectiveness as well as instruction are vital components 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.

North Side Elementary School will be part of Specialized Professionals Advancing Resources, Knowledge and Skills (SPARKS) which will provide a full-time Community Liaison dedicated to working with the school and the community.

Purpose: SPARKS is dedicated to enhancing and strengthening the support for educators, families and communities to ensure all children reach their highest potential by increasing wrap-around support.

Goals:

- Assess needs
- Create a comprehensive system of care based on identified needs in school communities
- Implement the plan with fidelity
- Monitor (ongoing) to ensure effective implementation of the plan

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- Evaluate annually to enhance successful practices and adjust strategies that may not be showing increases in family and community engagement and student achievement

SPARKS Community Liaisons 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 SPARKS community liaisons in the Fort Lauderdale, Dillard and Boyd Anderson Innovation Zones
- 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 Parent Resource Center will provide parents access to educational services and resources; 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. The session will be 4 to 8 weeks in length and materials and supplies will be provided to the families.

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

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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.

Coming from an economically unstable home in a neighborhood with high levels of concentrated poverty exposes families to burdens that fall beyond the limitations of individual destitution (Erickson, Reid, Nelson, O'Shaughnessy & Berube, 2008; Samuelson, 2015). Among the wide range of barriers faced by low-income communities, high rates of violence and criminal recidivism, limited educational opportunity, poor health outcomes, and reduced access to affordable goods/services prevent community members from escaping keen cycles of distress.

The Adverse Childhood Experiences Study (ACEs), a public health survey conducted by the Centers for Disease Control (CDC) in 1998 revealed that the higher one's score on the ACEs survey, the higher one's risk of physical disease and social and emotional problems. Children whose bodies are flooded with stress hormones are less able to learn. Their bodies assume a flight, fright, or freeze mode. They often have difficulties forming healthy relationships with adults and peers. As a result, they may demonstrate high risk behaviors as coping mechanisms. (<https://acestoohigh.com/category/ace-study>).

The wrap around model of services will provide all students at North Side Elementary with opportunities to gain greater personal empowerment in their communities, based upon emancipatory learning, (*Words in Edgeway: Radical Learning for Social Change*, London: Routledge, 2000, Jane Thompson); *Pedagogy of the Oppressed*, Paulo Freire, Hamondsworth: Penguin, 1970), resulting in improved school performance, as measured by increased attendance, improved school behavior, increased academic functioning, and enhanced social/emotional functioning.

North Side Elementary will be assigned two full-time school social workers who will work alongside school leadership and with the community liaison to help build a culture of care while transforming the campus into a full-service school model. At the Tier I level of service, students and families' needs will be addressed so that barriers that prevent students from attending school will be removed. The community will be invited to collaborate on this provision of services. For example, healthcare providers will offer mobile health services on the school's campus, on a regular basis so immunizations and triage services can be provided in a timely manner.

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This 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.

Within this 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>).
2. Administration of the Resiliency assessment (<https://acestoohigh/2017>).
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 workers will establish the baseline level of functioning of the students referred to them. 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, the school social worker will establish program outcomes to measure the effectiveness of their interventions.

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

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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 North Side Elementary. These efforts will serve 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, North Side 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.

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

To establish clearly defined and measurable high academic and character standards, the District's Elementary Learning Department will work with North Side 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 North Side 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 4th and 5th 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 expectations and standards.

A preliminary review of data indicates:

- Overall FSA ELA proficiency decreased 7%
- Overall FSA ELA gains decreased by 10% from 2016 to 2017.
- Overall FSA ELA lowest 25% learning gains decreased by 10% from 2016 to 2017.

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- A close evaluation of grade 2 administration and analysis of BAS is necessary to ensure fidelity, as this grade level reflects a lower percentage of below level proficient student performance for AP3 when compared to all grade levels.
- Only 26.6% of struggling readers at grade 5 performing at proficiency on AP3 of BAS. A review of BAS administration and data analysis should be conducted with the fifth-grade team to ensure fidelity.

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. *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.

A review of professional development (PD) attended by teachers and coaches at North Side Elementary revealed greater numbers of primary teachers have completed District professional development than intermediate teachers.

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

- Recommend that additional intermediate teachers (grades 3-5) attend the BAS PD (provided by the Literacy Department) to ensure fidelity of administration and effective data analysis
- Recommend that 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 fifth grade teachers, due to the substantially large numbers of fifth grade struggling readers who are reading below grade level, as evidenced by BAS data for AP3
- 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

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Regarding Mathematics, Northside's overall proficiency dropped from 2016 to 2017 and is now 25 percent lower than the district average. Northside's categorical data dropped or remained the same in every grade level and every category except third grade Operations and Algebraic Thinking and Number and Operations-Fractions. There is a low level of participation on Mathematics Professional Development. The following strategies are recommended to set high expectations for the students at North Side Elementary in the area of Mathematics:

- Work with the Math Coach to develop a plan to attend several Professional Development offerings in the fall and continue in the spring
- Recommend that teachers across grade levels attend Professional Activities to develop understanding of the standards. This will allow for improvement of Instructional Practices in the area of mathematics and will ensure the implementation of high academic standards.
- Elementary Learning will be responsible for providing on-site support to ensure effective implementation of strategies learned through Professional Development.
- 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.
- The curriculum supervisor and assigned Instructional Specialist will develop a plan with the math coach for support and will closely monitor ongoing progress. The action plan will be revised as needed throughout the year.

According to Science FCAT data, 48% of 5th grade students are at a Level 1, 26% at a Level 2, and 20% are at Level 3. According to 2017 FSA data, both fourth graders and fifth graders scored lowest in the *Key Ideas and Details* and *Integration of Knowledge and Ideas*. This data demonstrates a deficiency in the ability to select and synthesize information that is read, and apply it. Currently, most Science instruction at North Side is done through reading, rather than hands-on experiences. As students are already challenged in transferring the information from text into real world situations, teachers will receive coaching and modeling that focuses on strategies that make connections in Science and relate new information (from text, multi-media presentations, and through hands-on work) to students' experiences and current global happenings.

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 North Side 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 North Side will be able to design a system that incorporates multiple tiers or levels of support that differ in their nature and intensity and create a set of strategies that leverage resources in order to empower North Side to act independently moving forward to make improvements. North Side will work with the Elementary Learning Department to determine the necessary 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

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and three interventions as part the School Support Plan. The school support plan will also 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
- 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

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- Provide engaging, rigorous environments and curriculum that connects with students requiring them to think.

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 North Side Elementary's support staff to operationalize the formal curriculum into a plan for instruction.

North Side will work with Elementary Learning 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 North Side Elementary 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 North Side'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 North Side 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.

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

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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 Teacher Professional Development and Growth 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 North Side'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

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- 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 North Side Elementary School coaches:

- Recommend that 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 grades 3 and 4, there was a substantial student performance decrease in the Key Ideas and Details category on the FSA. Also in grade 3, there was a substantial student performance decrease in the Craft and Structure category on the FSA. The Key Ideas and Details category contains reading standards that are the foundation for which expertise in all other reading standards are built upon. Building teacher expertise in planning and delivering effective guided reading, interactive read alouds, and close analytical reading instruction will support student achievement in both of these categories on the FSA.
- The curriculum supervisor and assigned Instructional Specialist will conduct quarterly classroom walkthroughs with school administrators and the math and literacy coaches to ensure the implementation of High Quality Tier 1 instruction, differentiated small group instruction and differentiated, standards-based center activities.

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

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- 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.

Professional Development reports for North Side show sparse attendance at Science professional learning events. Teachers need additional current knowledge linked to standards to deliver appropriate Science curriculum and instruction. The Elementary Instructional Specialist will provide on-site support for science standards and implementation strategies. Once teachers have become acclimated to the instructional approaches taught by the Instructional Specialist, they will attend more in-depth district professional development to add specific instructional strategies to the broader initial focus.

For K-2 teachers, the Instructional Specialist will assist teachers by supporting growth in their understanding of the depth of the Standards, and how each Standard relates to the real world. The Instructional Specialist will guide K-2 teachers as they unwrap the Standards and choose a student-centered, developmentally appropriate lens through which to present Science information. The Instructional Specialist support will take place during common planning times, and through classroom visits, with observations and feedback.

The Instructional Specialist will meet with all K-2 teachers for a half day to set the stage and provide the foundation information teachers will need for their work. This will be in workshop format, modeling the constructivist approach in the professional learning that teachers will then be using with students. Teachers will all leave the workshop with a template for lesson design, and support tools. Teachers will be tasked with gathering materials to use in the planning of a lesson. From there, the Instructional Specialist will meet once every other week with each grade level, during common planning time and after school, to create lessons that all teachers will implement. This shared approach to lesson design will eliminate the need for each teacher to constantly create something new, and will allow for the implementation of the strategy to be more effective. After the initial workshop, the Instructional Specialist will continue to meet with teachers during common planning times to support the creation of new lessons. The Instructional Specialist will also do bi-weekly classroom visits to observe the implementation of the designed lessons and to provide feedback as to whether or not the implemented lessons hit the target of making connections to students' background knowledge and the transfer of ideas to real world.

For Grades 3-5, the Instructional Specialist will take the same support approach, with a focus on teaching through a Conceptual Topic. In order for students to hone in on key details and information, then transfer and apply that knowledge, the teacher must set the standard by creating a framework for this skill. Teaching through a Conceptual Topic frames the learning in a way that constantly brings the learner from the explicit content, back out to how each individual understanding relates to the bigger picture and how it all works together in a real-world scenario. This instructional approach will also assist teachers with time management, as they model ways in which students can apply new knowledge and skills in multiple situations and learning experiences. As the Instructional Specialist meets with grade level teams during

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common planning, and after school, she will provide support to teachers as they develop their personal understanding of interdisciplinary teaching, but more specifically, she will provide direct guidance as teachers develop lessons that span across content areas, providing multiple means of access to new knowledge for students. The Instructional Specialist will also provide the same support through classroom visits, observation, and feedback, as was done with the K-2 teachers.

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 North Side's administration. In collaboration with the Elementary Learning Instructional Specialists, support will be provided to ensure effective implementation of the knowledge learned and 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.

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 North Side 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), North Side 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. North Side Elementary and TPLG will conduct a Needs Assessment based on culture, expectations, level of support, school data,

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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 North Side 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, North Side 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

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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.

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

Strategies For North Side 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.
- 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 5) effective October 1, 2016, bonuses are awarded as follows: \$2000 recruitment bonus, \$3000 bonus for teachers transferring to the school, pay for performance

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bonuses of \$2500 for an effective evaluation, \$4000 for a highly effective bonus, and attendance bonuses for teachers who miss no more than 3 days throughout the school year.

Induction Coaches, Instructional Support Coaches, Master Coaches, and Social Emotional Learning Coaches are provided to develop strong mentoring and induction programs and to increase teacher retention.

Recruitment and retention incentives are provided through the Teacher Incentive Fund (TIF) and Teacher and School Leader Grant (TSL). North Side Elementary School is part of TIF Cohort 5 that will begin in the 2017-2018 school year. Through the TOP 3 Grant the district will request additional funding to provide similar incentives. North Side's current teachers, 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.

Teachers are also trained in and implement an Arts for Learning program.

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

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lead teachers at North Side 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 North Side 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
- Improving Response to Intervention (RtI) processes by targeting appropriate tiered resources and monitoring implementation

Family and Community Engagement

- All BCPS schools 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.

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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.

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

**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		\$ 102,630.00				
5100	210	Basic (FEFP K-12)--Retirement		\$ 8,622.00				
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		\$ 7,800.00				
5100	230	Basic (FEFP K-12)--Group Insurance		\$ -				
5100	240	Basic (FEFP K-12)--Workers' Compensation		\$ 1,848.00				
5100	250	Basic (FEFP K-12)--Unemployment Compensation		\$ 204.00				
6300	160	Instruction and Curriculum Development Services--Other Support Personnel		\$ 64,444.00				
6300	210	Instruction and Curriculum Development Services--Retirement		\$ 5,414.00				
6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)		\$ 4,898.00				
6300	230	Instruction and Curriculum Development Services--Group Insurance		\$ 16,176.00				
6300	240	Instruction and Curriculum Development Services--Workers' Compensation		\$ 1,160.00				
6300	250	Instruction and Curriculum Development Services--Unemployment Compensation		\$ 128.00				
6100	130	Student Support Services--Other Certified		\$ 241,080.00				
6100	210	Student Support Services--Retirement		\$ 20,252.00				
6100	220	Student Support Services--Federal Insurance Contributions Act (FICA)		\$ 18,324.00				

6100	230	Student Support Services--Group Insurance		\$ 32,352.00				
6100	240	Student Support Services--Workers' Compensation		\$ 4,340.00				
6100	250	Student Support Services--Unemployment Compensation		\$ 484.00				
6400	120	Instructional Staff Training Services--Classroom Teacher		\$ 54,000.00				
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$ 4,104.00				
6400	240	Instructional Staff Training Services--Workers' Compensation		\$ 972.00				
6400	250	Instructional Staff Training Services--Unemployment Compensation		\$ 108.00				
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$ 240,000.00				
5100	330	Basic (FEFP K-12)--Travel		\$ 21,000.00				
7300	330	School Administration (Office of the Principal)--Travel		\$ 7,000.00				
5100	510	Basic (FEFP K-12)--Material and Supplies		\$ 86,660.00				
D) TOTAL				\$ 944,000.00				

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:** _____