

Ms. Marie Izquierdo, Chief Academic Officer
Office of Academics and Transformation

SUBJECT: REQUEST THAT THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, APPROVE THE TURNAROUND SCHOOL SUPPLEMENTAL SERVICES APPLICATION

COMMITTEE: ACADEMICS, INNOVATION, EVALUATION, AND TECHNOLOGY

LINK TO STRATEGIC BLUEPRINT: RELEVANT, RIGOROUS, AND INNOVATIVE ACADEMICS

As a result of House Bill 7070 signed by Governor DeSantis on May 9, 2019, schools that meet the following criteria are eligible to receive Turnaround School Supplemental Services Allocation (TSSSA):

- A school that is implementing a district-managed turnaround plan
- A school that has earned three consecutive grades below a “C”
- A school that has improved to a “C” or higher and is no longer in the turnaround status within the last two years (2017-18 and 2018-19)

Based on school grades released in July by the Florida Department of Education, there are no schools in Miami-Dade County Public Schools that are implementing a district-managed turnaround plan or have earned three consecutive grades below a “C.” The following schools have improved to a “C” or higher and are no longer in turn-around status:

- Lorah Park Elementary School
- Toussaint L’Ouverture Elementary School
- West Homestead K-8 Center
- Brownsville Middle School
- Homestead Middle School
- Miami Carol City Senior High School

The school district’s allocation is based on the unweighted FTE student enrollment at the eligible schools and a per-FTE funding of \$500 or as provided by the General Appropriations Act. Each school district is required to submit a plan that is approved by the School Board to the commissioner no later than September 1, 2019.

RECOMMENDED: That The School Board of Miami-Dade County, Florida approve the attached Turnaround School Supplemental Services Application.

MI/DM/cr



Turnaround School Supplemental Services Application
Miami-Dade County Public Schools

C-1

Turnaround School Supplemental Services Plan

13-Miami-Dade County Public Schools

Part I: Eligibility

Item 1: List each eligible school within your District along with one of the three eligibility criteria identified below:

1. A school that is implementing a District-managed turnaround plan.
2. A school that has earned at least three consecutive grades below a “C.”
3. A school that has improved to a “C” or higher and is no longer in turnaround status within the last two years.

MSID Number	School Name	School Grade History (last four years)	Eligibility Criteria by number
133041	Lorah Park Elementary School	CBDD	3
133051	Toussaint L’Ouverture Elementary	ABDD	3
135791	West Homestead K-8 Center	CBDD	3
136031	Brownsville Middle School	CDDF	3
136251	Homestead Middle School	CCDD	3
137231	Miami Carol City Senior	CCDD	3

Part II: Implementation Plan

The District will submit an implementation plan, outlining services by each qualified school.

Districts with multiple schools may submit one comprehensive plan, outlining the implementation plan and budget by school or submit multiple plans outlining the plan for each school. The District may choose their preference.

Item 1: Explain how the District, **by school**, is going to establish comprehensive support services that develop family and community partnerships.

Miami-Dade County Public Schools (M-DCPS) understands the importance of educating the whole child and engaging the parents and community in supporting these efforts. The schools collaborate with the Division of Student Services, M-DCPS Bureau of School Operations and the Educational Excellence School Advisory Council (EESAC) to ensure structures are established and followed to provide the highest quality and comprehensive support services to students and families. The school counselors, Community Involvement Specialists (CIS), Community Liaison Specialists (CLS), and Success Coaches coordinate these efforts to optimize support and eliminate the duplication of services.

Toussaint L’Ouverture Elementary, West Homestead K-8 Center, Homestead Middle School and Miami Carol City Senior have Success Coaches. These coaches actively engage in the elimination of social and emotional barriers inhibiting student success by providing services to students who meet criteria based on

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Early Warning Indicators. Coaches provide preventative and/or responsive guidance to targeted students and families through individual and group counseling.

The CLS employed at Lorah Park Elementary School, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, Homestead Middle School and Miami Carol City Senior serve to augment and intensify the support of the school counselor, Success Coach, and CIS by building relationships and trust between the families, community and the school. The CLS works in conjunction with the CIS and the Success Coach to increase family and community involvement.

The CIS conducts monthly parent learning academies utilizing the modules from the District's Parent Academy that include academic topics, physical and financial wellness, etc. The CIS conducts home visits as needed to encourage consistent attendance and serves as a liaison between the school and family needs. Brownsville Middle School will use TSSSA funds to bring the CIS on full-time this year to ensure the school is providing comprehensive support services to develop family and community partnerships.

To leverage community assets and improve schools with community support at Lorah Park Elementary School, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior, M-DCPS utilizes the Collective Impact Process. The Collective Impact Process is a researched based approach to leverage external partnerships to support students and families. M-DCPS-Bureau of School Operations utilizes Collective Impact strategies to connect community-based, faith-based, business/corporate sponsors and other partners with the schools. One of the Collective Impact strategies includes the submission of an annual external partnership survey. The survey is designed to record and log all external organizations within M-DCPS. The report enables the schools to identify and request wraparound services that align to the unique needs of the families and students in their communities. Recognizing that students and families require a variety of services to address the emotional, social, health and educational needs, M-DCPS partners with various community organizations to support the overall well-being of the students and families as well as participate in the school improvement process. Additional strategies include hosting quarterly Collective Impact meetings to communicate the schools progress and needs with various community-based, faith-based businesses within the community to ensure strong community support for the schools. This process also allows the schools to measure impact of the services being provided by the external partners.

Lorah Park Elementary school has an established partnership with Code Fever. Code Fever provides wraparound services that focus on building inclusive economies through providing innovative and strategic solutions to at-risk youth (at-risk) through integrated and researched based interventions rooted in collaboration, partnership and community buy in. The emphasis with Code Fever is on the STEM Education and Humanities/Cultural Education/Enrichment, and mentoring services for students and families.

Toussaint L'Ouverture Elementary School has a solid partnership with Gang Alternatives, Inc. This organization is community-based in Little Haiti and offers a suite of student and family support services that are designed to leverage community assets, improve school and community collaborations through the Collective Impact Initiative. The focus of the services develops family and community partnerships which improve the quality of life for the school's most vulnerable children, youth and families of Toussaint L'Ouverture Elementary School through enrichment support with character education and mentoring for at-risk students.

West Homestead K-8 Center, partners with Communities in Schools of Miami, Inc. This is a community-based organization that utilizes a research-based model of Integrated Student Supports, a holistic

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approach which provides support and services directly within the school to remove barriers to student achievement. The model aligns with the Collective Impact Initiative to improve school and community collaboration and to develop family and community by providing partnerships aimed at wraparound services for students at West Homestead K-8 Center. Community in Schools provides support to parents, organizes monthly family activities and provides academic tutoring and student mentoring.

Brownsville Middle School partners with We Rise, this organization is affiliated with The Parent Academy and provides on-going parent workshops to empower parents to be active participants in their child's education. The program also offers development on topics to bolster parents' skills that have a direct correlation to their daily lives. The All-Stars Florida International University program provides academic tutoring and mentoring for students and families. The school also has a partnership with City Year through AmeriCorps that provides academic and social emotional interventions for at risk students. The corps members make daily phone calls home to partner with families to improve student attendance. Additionally, the Guitars over Guns program focuses on using the arts to empower students through building leadership skills and social-emotional capacity and has been very positively received by the parents, students, community partners, and administration.

At Homestead Middle School, Communities in Schools of Miami, Inc., is a community-based organization that utilizes a research-based model of Integrated Student Supports, a holistic approach which provides support and services directly within the school to remove barriers to student achievement. The emphasis of the program provides academic tutoring and student/family mentoring. Homestead Middle School also partners with City Year through AmeriCorps who provides academic and social emotional interventions for at risk students. The corps members make daily phone calls home to partner with families to improve student attendance.

At Miami Carol City Senior, Opa-locka Community Development Corporation is a Community Based non-profit organization that offers a continuum of evidence-based and promising services that engage student and families in an organized pathway through comprehensive care coordination where they can access a full range of resources and support for life success. The primary goal is to reduce the impact of familial and other risk factors that contribute to negative life outcomes, and to do so by working hands-on with vulnerable families to better meet their life and health needs. Miami Carol City Senior has a partnership with City Year through AmeriCorps that provides academic and social emotional interventions for at risk students. The corps members make daily phone calls home to partner with families to improve student attendance.

M-DCPS, Division of Student Services, Bureau of School Operations and the Office of Community Engagement work collaboratively to ensure structures are established to provide the highest quality wraparound services for students and their families, which fosters positive relationships to ensure the continued improvement of the schools.

Item 2: Explain the strategies the District, **by school**, will implement to establish clearly defined and measurable high academic and character standards.

Lorah Park Elementary School, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior will be supported by the District-wide Data Disaggregation Team to provide rapid, District, Region, and school site leadership teams with individualized, easily accessible data tools such as Power Bi, Performance Matters and dashboards that track academic data. The team provides instant access to school, teacher, and student level performance data. In addition, the team developed a School Goal Tracker, which allow school-site teams to set goals for each accountability area. The schools will identify subsets of students in need of

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additional support and establish intervention services and strategic support based on the identified needs. Student data is consistently monitored and refinements are made to ensure mastery of the academic standards. At the District-level, comprehensive monitoring is conducted three times a year through DATA/COM meetings. This process allows the Education Transformation Office (ETO), District staff, Region personnel and principals to analyze Florida Standards Assessments (FSA) data, Mid-Year Assessments (MYA), End-of-Course (EOC) Assessment data, i-Ready data, student and teacher attendance, disruptive behavior incidents, student enrollment trends, and Least Restrictive Environment (LRE). Based on the analysis the District, Region and school principal make strategic decisions regarding support and resources. DATA/COM provides an opportunity for the principal to talk directly with the Superintendent and other District personnel to address any barriers that may impede success. Quarterly Strategic Planning Meetings are held with ETO and Region personnel to collaborate with the school leadership team to evaluate the impact of the identified structures and systems as well as available resources and recommended modifications. Through these processes, the District empowers the school to establish and monitor clearly defined and measurable academic standards.

During the Summer Synergy Institute, the principals, assistant principals and the Professional Learning Support Teams (PLST) from Lorah Park Elementary School, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior participated in a three-day institute. The school teams were given the opportunity to evaluate data outcomes on school culture and academic programs. Based on the findings, the schools identified Essential Practices in both areas that they want to sustain and improve upon. These Essential Practices will be the cornerstone of the School Improvement Plan for the 2019-2020 school year. The schools will develop priority actions for the year and four seven-week implementation stages to ensure sustainability and improvement in the identified Essential Practices.

M-DCPS designates additional funding to hire Transformation Coaches to provide ongoing support to teachers and interventionists in these schools. These Transformation Coaches are fully released and play an integral role in teacher development in academic standards knowledge, effective pedagogical practices and support the implementation of the school-wide interventions. The content-specific school site Transformation Coaches receive an additional stipend of \$4,500, designed to recruit and retain the brightest in the field. Through the negotiated Letter of Understanding (LOU) eighty percent of the coaches' time is to provide direct instructional services related to improving and supporting classroom instruction. The coaching model (pre-planning, modeling, observing, and debriefing) is used to support teachers in effective evidenced-based instructional strategies that improve students' academic performance. The Transformation Coach assists and provides support to teachers in the development of rigorous standard-based lessons through effective collaborative planning.

Toussaint L'Ouverture Elementary will utilize TSSSA funds to purchase a Science Transformation Coach to support effective Science instruction to assist students in reaching proficiency in the Science Standards. The Transformation Coach will assist the school in enhancing the Science, Technology, Engineering, Art and Mathematics (STEAM) Initiative to support enrichment opportunities for students.

The schools have purchased Teach Like A Champion 2.0 and study the techniques in book studies, professional learning communities and utilize them to plan and deliver effective lessons in the classroom to support the highest implementation of the academic standards. The Transformation Coaches plan support utilizing the techniques to implement high quality instruction to ensure student success.

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M-DCPS provides prevention and intervention services to students through an integrated team of student services professionals to address the academic and social/emotional needs of all students. M-DCPS takes into consideration the unique issues faced by the diverse populations enrolled in these schools.

The District has several initiatives to support a safe and supportive learning environment, including Values Matter Miami. In partnership with the Sandy Hook Promise, M-DCPS implements three violence prevention programs: See Something/Say Something, Start with Hello (SWH), and the Safety Assessment and Intervention (SAI). In 2018, the District established an office for Mental Health Services and restructured the system and processes for the most fragile students to provide these children with an emotional safety net to address mental health issues.

Lorah Park Elementary School, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior implement Values Matter Miami that focuses on M-DCPS nine core values as the foundation of behavioral expectations for students. The schools promote the nine core values as the foundation of behavioral expectations and character standards in the schools and surrounding communities. Students are asked to communicate what they learn about the values and take the message to their churches, parks, community centers, and malls. The character standards of respect, responsibility, citizenship, fairness, pursuit of excellence, kindness, cooperation, honesty and integrity are emphasized throughout the District and schools. A core value is introduced each month utilizing modules, resources and select readings. School leadership, counselors and teachers use the resources to teach students appropriate behavior and skills around each of the standards. Schools highlight character education initiatives through Twitter, Instagram, Facebook and on the school's website with the #ValuesMatterMiami. Students are provided with opportunities to self-assess, identify personal strengths, areas for growth, and set goals to continuously develop and improve their character. On a monthly basis the schools highlight students, staff and families that positively represent the featured core value. M-DCPS hosts a ValuesMatterMiami Awards Ceremony, a large-scale red-carpet event in which students, staff, community partners and schools are recognized for exemplifying each core value.

Additionally, Lorah Park Elementary, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, and Homestead Middle School implement *Cloud9World*, a character education curriculum that focuses on the acquisition and strengthening of character and the capacity to make wise choices for a well-rounded life. The K-5 curriculum and on-line middle school component is built on a social constructivist approach that enables students to experience and embrace positive character strengths. The curriculum delivers real world scenarios and practical applications for character development in the home, school and community. Students are challenged to apply a real-world understanding of the characters strength through role play, decision making, projects and presentations. The program appeals to children's social nature as they experience and apply the character strengths. *Cloud9World* resources used in the elementary curriculum are available in Spanish to meet the language needs of the diverse student and family populations at these schools. *Cloud9World* is a unique character education program that integrates literacy as the vehicle for instruction of the character standards.

West Homestead K-8 Center (Upper Academy), Brownsville Middle School, Homestead Middle School and Miami Carol City Senior are implementing Restorative Justice Practices (RJP) school wide. RJP are a set of social science activities and techniques that provide an outline on how to build social capital and achieve social discipline through participatory learning and decision making. RJP includes a set of informal and formal strategies to build relationships and a sense of community to prevent conflict and transgressions. RJP allows staff and students to respond to misbehaviors, with the intention to repair harm that was caused by the offense. The consistent use of RJP helps to reduce incidents of crime, violence, harassment, bullying, defiance, disruptions, and fights while improving human behavior, strengthening

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civil society, providing effective leadership, restoring relationships, and repairing harm. RJP encourages community involvement, celebrates accomplishments, and reintegrates students into a school culture of favorable social interactions. These practices produce global citizens who are an asset to a productive and healthy world.

Additionally, teachers at both Homestead Middle School and Brownsville Middle School are utilizing the Mawi Learning tools to support social emotional learning to develop positive character traits in middle school students. Mawi Learning is devoted to unlocking student potential through evidence-based social and emotional teaching and learning approaches. Their tools and services have been used by students in all 50 states and more than 1 million students worldwide to build growth mindset, resilience and foundational SEL skills such as goal setting and time management.

Lorah Park Elementary will initiate the Positive Behavior Support System (PBS) at the school to diminish negative student behavior that interferes with students' academic success. Families will be trained in the process to support parents in the home to encourage positive behaviors. PBS provides a process to understand and resolve the problem behavior of individuals or children that is based on values and empirical research. It offers an approach to develop an understanding of why the child engages in problem behavior and strategies to prevent the occurrence of negative behavior, while teaching the child new skills. PBS offers a holistic approach that considers all factors that have an impact on a child and the child's behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal. Lorah Park Elementary will contract with a certified PBS trainer using TSSSA funds to lay the foundation of implementing the PBS system, as well as hiring an on-site PBS coach to support the school in implementing the program. Brownsville Middle School currently utilizes the PBS structure and will hire a full-time PBS coach utilizing TSSSA funds to provide on-site support to students, families and teachers in the PBS system as well as providing job-embedded training for staff to enhance their skills in effectively implementing the PBS system schoolwide.

By implementing the established, clearly defined and measurable high academic and character standards, the students, families and surrounding communities will mutually benefit and support M-DCPS's mission and commitment to provide the highest quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Item 3: Explain the strategies the District, **by school**, will implement to increase parental involvement and engagement in the child's education.

School improvement is much more effective when schools enlist families in the process. The Office of Community Engagement works with the school to conduct professional development that sets a high standard for a partnership between schools and families to promote experiences that are positive, effective and support student success. Lorah Park Elementary School, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, Homestead Middle School and Miami Carol City Senior participated in a training with a national consultant to create Family-Friendly Schools using research-based strategies linked to the National Standards for the Parent and Family Involvement Programs. These standards are utilized at the school to promote practices to build successful school and family partnerships. Brownsville Middle School is supported through the Office of Community Engagement to establish practices to support the Family-Friendly Schools. A volunteer community liaison meets monthly with the principal to communicate school/family events and school progress with parents and other stakeholders in the community.

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Lorah Park Elementary School, Toussaint L’Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior utilize the services of The Parent Academy (TPA). TPA is a year-round initiative of M-DCPS that helps parents to become partners in their child’s education. TPA is uniquely designed to provide quality development and support to families. TPA engages families in multi-faceted learning experiences, accelerates student achievement by educating parents, and increases involvement by integrating parents into the mainstream culture of the school. TPA works in conjunction with the school’s Success Coaches, CLS, and CIS to develop and conduct targeted parent workshops aligned to the needs of the school families in English, Spanish and Haitian-Creole. TPA works with school personnel, the Division of Student Services, the Office of Community Engagement and EESAC to maximize wraparound services by hosting Family Nights and Community Resource Fairs to make families aware of the available support. These strategies are directly aligned to the overall school improvement efforts.

Efforts are being made nationwide to change mindsets from parent involvement to family engagement in that not all students have “parents” and not every family can afford involvement. One of the major contributors that lowers family engagement in the school communities is access to language, systems and technology. West Homestead K-8 Center and Homestead Middle School are both in the farthest southern corner of the District. This is a rural farming community and parents lack computer access and transportation to the public library to use and develop computer skills that are necessary in today’s world. Survey data indicates limited technology within the students’ homes. Even when there is a tablet, there is often no connection to Wi-Fi. This is a service that must be provided if family engagement is to become a reality. As the world becomes even more digital, many of our families are being left behind. The schools’ family populations must be equipped to become employed to compete in a 21st century world. While the schools have existing technology, the computers are located in the classrooms or media centers and are in use the entire day by students. West Homestead K-8 Center and Homestead Middle School will use TSSSA funds to develop a new initiative, a Parent/ Science, Technology, Engineering, Art and Mathematics (STEAM) computer lab that will serve dual purposes and allow parents and students access throughout the day and after school hours. Due to the proximity of the schools, they will use funds to develop an innovative STEAM lab to foster critical thinking to prepare them to compete in a global and technologically advanced world. The STEAM and parent computer labs at the school sites will serve families and students. In addition, the schools will offer a yearlong computer course to parents and students after traditional school hours to equip families with the skills to compete in this 21st century world. Parents will have access to the lab each day and students will use the lab to participate in virtual enrichment activities to enhance their STEAM skills to foster critical thinking to prepare them to compete in a global and technologically advanced world. The TSSSA Funds will be used to develop the lab and offer parents workshops on Basic Computer Skills, Internet Safety, Résumé Writing, Family Budgeting through Excel, Reading and GED Readiness, Introduction to i-Ready & Reflex, etc. Providing these labs will allow the parents to develop their own skills and opportunities to partner with the students in their learning.

The EESAC supports parents and community efforts in the implementation of the School Improvement Plan. The initiatives to increase parental involvement and engagement in the child’s education are incorporated into the improvement process to strengthen partnerships with families and the community.

M-DCPS has a long history of supporting families and community engagement by addressing challenges and barriers that impede parental involvement and provides support and services to families to promote students’ success.

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Item 4: Explain the strategies the school District will implement to identify, recruit, retain and reward instructional personnel.

M-DCPS has established an LOU to confirm the collaborative agreement between M-DCPS and the United Teachers of Dade (UTD) regarding Lorah Park Elementary School, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior.

The following framework is designed to ensure structures are in place to encourage and support the use of evidence-based practices at the classroom level to improve instructional outcomes for students.

In order to attract, reward and retain highly effective instructional personnel at the schools, the provisions identified below will be implemented:

I. Highly Effective Personnel

- Instructional staff (including hourly and part-time teachers who have assigned courses and issue grades) must hold a valid Florida Professional Educators Certificate or Florida Educator Certificate or Statement of Status of Eligibility.
- Reading, language arts, and mathematics teachers will have a demonstrated record of learning gains higher than the District average for the grade configuration. Teachers assigned to courses with an EOC exam will demonstrate a higher percentage passing rate than the District average.
- Identified schools will be given priority to interview eligible candidates to ensure that the school is fully staffed with highly effective personnel prior to opening of schools.
- Transformation Coaches in the areas of reading, math, and science with Highly Effective/Effective ratings and demonstrating favorable survey results as referenced in the Transformation Coach LOU will be assigned to the identified schools to provide direct support to teachers in instructional delivery.

II. Recruitment/Retention of Highly Effective Teachers

Highly Effective instructional personnel transferring into one of the identified schools, or who remain at one of the identified schools, will commit to teach for three school years (2017-2018 through 2019-2020). Voluntary transfer requests, during the three-year period, must be mutually agreed upon by the teacher and principal with Region review and approval. All supplements listed below are only available while serving as a full-time instructional employee in one of the schools identified in Appendix A unless otherwise specified.

- Full-time core subject area teachers who have been rated Highly Effective for two consecutive years (2016-2017, 2017-2018), who remain at or transfer into the identified schools, will be eligible for a \$5,000 Recruitment/Retention supplement to teach in a core subject area.
- Core subject area is defined as language arts/reading, math, science, social studies, and teachers of elementary gifted. Exceptional education teachers must also have a core subject area certification in order to qualify.
- Full-time instructional personnel at the identified schools will receive a \$1,500 Title I supplement.
- Full-time Instructional personnel teaching in an accountability area assessed by a state-required assessment, as identified by the list below, and whose students' 2018-2019 learning gains/proficiency rates are above the District average for the specified content area/grade level

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will receive a Learning Gains/Proficiency supplement of \$3,000. For teachers who fall within this provision and maintain student learning gains above the District average for school years 2017-2018, 2018-2019, and 2019-2020, the \$3,000 supplement will be added permanently to their base salary. Teachers with multiple accountability areas will only receive one Learning Gains/Proficiency supplement.

Measured by Learning Gains

- ELA Grades 3, 4, 5, 6, 7, 8, 9, 10
- Math Grades 3, 4, 5, 6, 7, 8
- Algebra
- Geometry
- Intensive Reading and Math 6-12

Measured by Proficiency

- Science Grades 5 and 8
- Civics
- Biology
- US History
- Transformation Coaches are eligible to receive the learning gains/proficiency incentive if the learning gains/proficiency, as outlined above, in the area the coach supported during the previous year was above the District average.
- Full-time instructional personnel at the identified schools who utilize fewer than a total of five sick, personal, and leave without pay absences will receive a \$2,000 stipend to be paid in June of 2020.

Item 5: Explain the strategies the District, **by school**, will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Lorah Park Elementary School, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior have established a Professional Learning Support Team (PLST), which consists of the assistant principal, professional development liaison, and teacher leaders. The team attends a two-day comprehensive training that emphasizes the shift in professional learning practices at the school. The role of the PLST is to support the development and implementation of high-quality site-based professional development that promotes a school culture of professional growth and collective responsibility for student learning which enhances educators' professional growth and effectiveness to positively impact student achievement. The PLST determines the needs of the staff by reviewing a variety of data sources and conducting a needs assessment survey of the staff. The PLST collaborates with the school leadership team during the Synergy Summer Institute to develop a year-long professional development plan that addresses the identified needs and is aligned to the Essential Practices in the School Improvement Process. The PLST will monitor the quality of the professional development activities and the fidelity of professional learning at the school and evaluate the success of the professional learning activities as indicated by shifts and improvement in educational practice and the impact on student learning. Teachers will participate in Professional Learning Communities to continue book studies and to study the impact on specific teaching techniques on student learning.

The Transformation Coaches will provide job-embedded professional development to teachers identified as needing support, staff new to the school and by teacher request. The Transformation Coach will work in conjunction with the principal, assistant principal and ETO support staff to determine areas of growth

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needed in the District's Framework of Effective Instruction. The framework includes, instructional planning, instructional delivery, knowledge of learners, engagement, assessment and learning environment. The Transformation Coach will work with the teacher to establish a goal(s) of the coaching cycle and conduct a strategic cycle with the teacher to transfer the skill to the teacher through the gradual release. The effectiveness of the cycle will be evaluated by the administration and ETO support staff and direct and consistent feedback will be given to the teacher and coach. The Transformation Coach will facilitate effective collaborative planning and individual planning to ensure the planned lessons are of the highest quality and are designed to ensure students learn at the level of the standard. The ETO support staff will provide on-going job-embedded professional development to the Transformation Coach to ensure the coaches' skill set is exemplar and will lead to improved instructional practices at the school. The Transformation Coach and ETO staff will continue to provide support to teachers with in-depth data analysis. Data analysis skills empower teachers to consistently use formative data to make timely and educated decisions on students' academic and behavioral needs. Teachers will refine lessons and provide appropriate differentiation to provide explicit and direct instruction to ensure students' needs are met.

Lorah Park Elementary, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, and Homestead Middle School staff will receive professional development utilizing TSSSA funds to support teachers with implementing STEAM integration activities in their classroom to support 21st century learning and skill development. Lorah Park Elementary will also provide professional development on understanding rigor and how this translates through direct instruction to ensure students are receiving lessons that meet the demands of the academic standards.

The Division of Student Services and Office of Community Engagement collaborate with the school to provide development for school stakeholders, including the Parent-Teacher-Student Association (PTSA), EESAC and other interested community groups.

Parents and students at West Homestead K-8 Center and Homestead Middle School will use TSSSA funds to contract outside services to provide classes throughout the year beyond the regular school day to develop computer skills.

West Homestead K-8 Center (Upper Academy), Brownsville Middle School, Homestead Middle School and Miami Carol City Senior will receive on-going professional development in using the RJP practices with their students to support relationship building, appropriate behavior, deescalating conflict and repairing harm that has been done when conflicts do arise.

Teachers and staff will be provided on-going professional development in the character education curriculums for *Cloud9World*. Lorah Park Elementary and Brownsville Middle School will receive support in implementing PBS systems to diminish off task behavior and capitalize on positive behavior skills.

M-DCPS has a comprehensive professional development plan that supports teachers, staff and parents in implementing effective strategies that focuses on academic rigor, direct instruction, and creating high academic and character standards.

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Item 6: Explain the strategies the District, **by school**, will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

M-DCPS is committed to ensuring students in the most fragile schools receive comprehensive services that are focused and targeted to ensure academic proficiency. Extensive effort is put into supporting Lorah Park Elementary School, Toussaint L'Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior's efforts to maximize educational opportunities to ensure student success. In addition, based on the needs assessments of these schools, it is noted that there is a high student absentee rate, as well as many juvenile arrests in these communities, per capita. Equally important is for students to have access to enrichment opportunities to build background knowledge and give them experiences that might otherwise not be available

West Homestead K-8 Center, Brownsville Middle School, and Homestead Middle School will use TSSSA funds to secure hourly interventionists who will provide small group, explicit instruction during the school day. These academic interventions are based on progress monitoring data and will provide support for students who are not meeting mastery in the academic standards to receive extended instruction. The hourly staff will provide additional interventions beyond those provided by the core subject area teachers as part of regular instruction. The groups will be fluid and adjusted based on assessment outcomes. This will allow strategic support on specific standards that students may struggle with mastering.

To improve academic proficiency, Lorah Park Elementary, Brownsville Middle School, Homestead Middle School, West Homestead K-8 Center, and Miami Carol City Senior will use TSSSA funds to provide extended learning opportunities beyond the school day. These experiences will include before and after-school tutoring to provide targeted and direct instruction in the core academic areas to small groups of students based on identified needs from progress monitoring data sources. In addition, Brownsville Middle School will conduct a two-week summer intersession to provide identified students a two-week acceleration in academic skills to build a scaffold for success.

Miami Carol City Senior has an exemplar Culinary Arts Academy. The school has initiated a partnership and a dual enrollment program with Johnson and Wales University to support a college and career path for the culinary arts students. The partnership benefits all two hundred of the culinary program students. The culinary arts teachers have the opportunity to attend professional development experiences with chefs to enhance their skills for the students in the program. Additionally, chefs visit the school and provide direct instruction and cooking experiences to students, who have the opportunity to interact with well renowned chefs. In addition, this year the TSSSA funds will allow twenty students to have the opportunity to take dual enrollment classes on the campus of Johnson and Wales University, with the hope of expanding this opportunity in the future to more students. The TSSSA funds will be used to enhance this initiative and allow students to participate in college level courses in an authentic setting at the university. The program makes transition from high school to college smoother and students can understand what a college course entails while building academic stamina for high school and post-secondary success. The opportunity for students to be exposed to Culinary Arts experiences and attend classes on a college campus is highly appealing to students. This allows them to use their passion for cooking to develop academic skills that are necessary for positive student outcomes. Younger students will be motivated to ensure their school pathway will allow them to enroll in these college courses in the future and the students participating in this dual enrollment program, who are not in Advanced Placement courses, can demonstrate on their transcripts, the ability to handle a complex course load. This information is used by colleges to predict student success and to decide which applicants to admit. The

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dual-enrollment partnership with Johnson and Wales University allows students to have access to courses that Miami Carol City Senior is not able to offer. This opportunity will strengthen students' academic abilities, develop entrepreneurship skills to support student success in career and college readiness.

To further support students, West Homestead K-8 Center and Homestead Middle School will initiate STEAM computer labs for students to develop 21st century learning skills to problem solve and think critically. These skills are critical for students to be successful on the challenging academic standards. To support students, the schools will design high-tech learning spaces to launch a STEAM program. Students will use virtual hands-on learning experiences to design products on computers. Students will further develop their content knowledge through exploration and application of real-world scenarios that support the development of academic skills. These cross curricular projects are student centered, encourage discovery, and develop problem-solving skills that support academic and enrichment opportunities for all students. This initiative serves a dual purpose, as parents will also use the lab to learn and strengthen their computer skills and collaborate with their child on STEAM projects. These STEAM labs will provide extended opportunities for students and families to develop creativity, critical thinking, communication and collaboration which are essential skills to compete in today's world. Although Lorah Park Elementary and Toussaint L'Ouverture Elementary have established STEAM programs, they will use TSSSA funds to enhance their STEAM labs and equip them with robust resources that support students in enrichment opportunities to benefit students' academic success.

To improve students' academic proficiency and continued growth Toussaint L'Ouverture Elementary will use TSSSA funds to hire an Innovation Specialist. The Innovation Specialist will promote a culture of curricular innovation throughout the school by facilitating professional development and growth experiences through co-teaching and empowering teachers and students to develop skills and plan projects that utilize innovative approaches to learning, include digital tools that empower students and foster active learning environments. The Innovation Specialist will introduce advanced digital technologies to allow students to research, collaborate and present their findings to classmates. The Innovation Specialist will support students in developing accelerated literacy skills that are needed for secondary success. The Innovation Specialist will work in conjunction with the Science Transformation Coach. These initiatives are creative and support students in academic and enrichment opportunities that are especially needed by the students that reside in Little Haiti.

First generation college students have limited exposure to college campuses and their true value. Many of Homestead Middle School and Miami Carol City Senior students live in poverty and are identified as Economically Disadvantaged and qualify for free or reduced lunch. Many of the families are in survival mode and do not have the means to expose their child to opportunities that exist after high school. These college experiences extend learning beyond the traditional school day and allow students to participate in safe and structured experiences that support school success. The students will be able to visit and tour college campuses, participate in college classes, and talk to students and staff about college life. Having these experiences on campus can be pivotal in a student's decision to understand the path that is needed to be successful enough to apply, be accepted and be successful in college. Homestead Middle School and Miami Carol City Senior High schools will provide this opportunity by using TSSSA funds to host several college experiences throughout the 2019-2020 school year. A tiered approach will be taken locally, statewide and out of state for Homestead Middle School. Homestead Middle School will participate in five local tours.

Miami is fortunate to be the home of several college campuses including Florida International University, Florida Memorial University, Miami Dade College, St. Thomas University, Barry University and the University of Miami. Tours will be arranged for student groups to learn about the many college offerings

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within the city. These tours will be coordinated so that students get tours of the campus, observe classes, witness campus life, and learn about facilities and programs. During the Florida college experience, students at Homestead Middle School and Miami Carol City Senior will have the opportunity to visit campuses such as Florida State University, Florida Agricultural and Mechanical University, University of Florida and University of Central Florida. In addition to learning about the schools and programming, students will be expected to document experiences using social media and complete videos in groups about the different colleges to share with the school family. The out of state experience for Homestead Middle School and Miami Carol City Senior will allow students to visit well known colleges such as Howard University, Georgetown University and American University. In addition to the expectations of the previous groups, students who participate in the out of state experience will complete an individual video and projects to be shown during a school fair. Homestead Middle School and Miami Carol City Senior will use TSSSA funds to support college exposure and give their students the opportunity to have an authentic experience on college campuses. The schools will partner with specific companies who will provide transportation, meals and accommodations during the state and out of state experiences. Homestead Middle School students from the International Baccalaureate Academy as well as targeted 7th and 8th graders will be a part of the college experiences. At Miami Carol City Senior fifty of the following students will be part of the college experiences, iPREP students, 9th, 10th and 11th graders that are demonstrating college readiness. Homestead Middle School anticipates fifty students will participate in each of the five local college experiences and the cost will be \$600.00 per student for transportation and the college experiences. The in-state college tours for Homestead Middle School and Miami Carol City Senior will cost \$500.00 per student to pay for transportation, accommodations and college experiences and impact 100 students per tour at each school. The out of state experience will impact 50 students at each school and cost approximately \$1000.00 per student for transportation, accommodations and the college experiences.

This initiative will encourage more students to develop an academic plan that will allow them to be on track to go to college. As a result of college exposure, it is anticipated that more students will begin to see college not as a dream, but as a true expectation to be realized.

Homestead Middle School is dedicated to providing enrichment opportunities to build students' background knowledge which is crucial to academic growth. Students living in the deep south of Miami-Dade have limited exposure to cultural experiences that allow students to discover the world around them. TSSSA funds will be utilized to assist students in participating in endeavors that expand their opportunities. Cross curricular connections will be made to topics of study. Students will be able to make connections and incorporate reading and writing projects to strengthen literacy skills by participating in the cultural experiences.

Miami Carol City Senior will also use TSSSA funds to support students in academic improvement by developing enrichment programs with a literacy base. Funding will be used to hire two additional teachers that will instruct students in theater, cinema, film production, and journalism. These courses will be of high interest to students and used as a catalyst to improve students' academic abilities in core subjects. The course curriculums will include a strong emphasis on reading and writing to strengthen these skills, which are necessary for high school graduation and post-secondary success.

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Item 7: Explain the sustainability plan the District, **by school**, will implement for continuing to provide services after the school is no longer in turnaround status by virtue of achieving a grade of “C” or higher.

M-DCPS prioritizes the sustainability of initiatives through planning, effective leadership, accountability, capacity building and succession planning. Using the District Support Formula (DSF), schools are supported through a tiered approach. Literacy proficiency scores are multiplied by three, mathematic scores by two, other EOC’s stand alone, and then ranked. Schools in Tier 3 receive the greatest level of support through human capital and funding. Tier 2, Tier 1 Watch and Tier 1 receive less day-to-day support and are supported through a consultation process. The tiered approach allows a gradual release of responsibility to the school site to ensure sustainability and prevent a “yo-yo” effect of progression. Currently, Lorah Park Elementary School, Toussaint L’Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior are Tier 3 schools and will be given the greatest consideration in providing the financial and human capital resources to provide services to the schools to ensure sustainability and on-going success. Moreover, to ensure sustainability of improvements, M-DCPS in conjunction with Lorah Park Elementary School, Toussaint L’Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior will:

- Prioritize family engagement and provide support through practice.
- Develop systematic structures grounded on the premise that school administrators acknowledge family and community engagement as a critical component of systemic improvement efforts.
- Ensure that all newly hired teachers are paired with a mentor that provides support with teaching practices that enhance effective instruction in the academic standards.
- Ensure the continuation of Professional Learning Communities through the PLST that focus on effective teaching strategies that increase student achievement and preparation for global competitiveness.
- Utilize Human Resources tools such as Teacher Match and Job Fairs to recruit highly qualified personnel to support academic excellence.
- Prioritize the use of the Community Engagement Practices Framework based on the national standards for family engagement.
- Evaluate school wide progress towards the national standards for Family-School Partnerships by reflecting on surveys from stakeholders including families, students, teachers, administrators and community organizations.
- Through the Parent Academy and Office of Community and Engagement, continuously host dual-language parent and family workshops to ensure systemic family support and engagement.
- Consistently partner with community organizations that maximize the potential of each student to reach their fullest potential.

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Part III: Estimated Budget

Item 1: Explain the proposed District budget, **by school**, in the following plan requirements.

Plan Requirements	Estimated Budget
<p>1. Establish comprehensive support services that develop family and community partnerships.</p> <p>Brownsville Middle School will use TSSSA funds to bring the CIS on full-time this year to ensure the school is providing comprehensive support services to develop family and community partnerships.</p>	<p>CIS-Fulltime Brownsville MS \$35,843.00</p>
<p>2. Establish clearly defined and measurable high academic and character standards.</p> <p>Toussaint L’Ouverture Elementary will utilize TSSSA funds to purchase a Science Transformation Coach to support effective Science instruction to assist students in reaching proficiency in the Science Standards. The Transformation Coach will assist the school in enhancing the Science, Technology, Engineering, Art and Mathematics (STEAM) Initiative to support enrichment opportunities for students</p> <p>Lorah Park Elementary and Brownsville Middle will both hire a full-time PBS coach utilizing TSSSA funds that will provide on-site support and job-embedded training for staff to enhance their skills in effectively implementing the PBS system schoolwide.</p> <p>Lorah Park Elementary will contract with a certified PBS trainer using TSSSA funds to lay the foundation of implementing the PBS system at the school.</p>	<p>Science Transformation Coach Toussaint L’Ouverture ES- \$81,655.00</p> <p>PBS Coach Lorah Park ES- \$78,000.00 Brownsville Middle \$78,000.00</p> <p>PBS PD \$6,000.00</p>
<p>3. Increase parental involvement and engagement in the child’s education.</p> <p>West Homestead K-8 Center and Homestead Middle School will use TSSSA funds to develop a Parent/STEAM Computer Student Lab that will serve dual purposes. West Homestead and Homestead Middle are both in the farthest southern corner of the district. This is a rural farming community and parents lack computer access and transportation to the public library to use and develop computer skills that are necessary in today’s world.</p>	<p>STEAM/Parent Computer Lab Homestead MS \$53,000.00 West Homestead K-8 \$79,500.00</p> <p>Parent Computer Training Homestead MS \$6,000.00 West Homestead MS \$6,000.00</p>

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<p>4. Describe how instructional personnel will be identified, recruited, retained and rewarded.</p> <p>TSSSA funds are not requested for this item.</p>	<p>N/A</p>
<p>5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.</p> <p>Lorah Park Elementary, Toussaint L’Ouverture Elementary, West Homestead K-8 Center, and Homestead Middle School staff will receive professional development utilizing TSSSA funds to support teachers with implementing STEAM activities in their classroom to support 21st century learning and skill development.</p> <p>Lorah Park Elementary will also provide professional development on understanding rigor and how this translates through direct instruction to ensure students are receiving lessons that meet the demands of the academic standards.</p>	<p>STEAM PD 6,000.00</p> <p>Rigor PD \$6,000.00 Lorah Park ES</p>
<p>6. Provide focused instruction to improve student academic proficiency, which may include instructional time beyond the normal school day or year.</p> <p>Toussaint L’Ouverture Elementary will use TSSSA funds to hire an Innovation Specialist. The Innovation Specialist will promote a culture of curricular innovation throughout the school by facilitating professional development and growth experiences through co-teaching and empowering teachers and students to develop skills and plan projects that utilize innovative approaches to learning, include digital tools that empower students and foster active learning environments.</p> <p>West Homestead K-8 Center, Brownsville Middle School, and Homestead Middle School will use TSSSA funds to secure hourly interventionists who will provide small group explicit instruction during the school day. These academic interventions are based on progress monitoring data and will provide support for students who are not meeting mastery in the academic standards to receive extended instruction.</p> <p>Lorah Park Elementary, Brownsville Middle School, Homestead Middle School, West Homestead K-8 Center, and Miami Carol City Senior will use the TSSSA funds to provide extended learning opportunities beyond the school day. These experiences will include before and after-school tutoring to provide targeted and direct instruction in the core academic areas to small groups of students based on identified needs from progress monitoring data sources.</p>	<p>Innovation Specialist Toussaint L’Ouverture ES- \$76,015.00</p> <p>Interventions West Homestead K-8 \$203,000.00 Brownsville MS \$51,303.00 Homestead MS \$68,150.00</p> <p>Extended Learning at School Lorah Park ES \$13,920.00 West Homestead K-8 \$59,392.00</p> <p>Brownsville MS \$9,135.00 Homestead MS \$21,924.00</p>

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<p>Lorah Park Elementary and Toussaint L’Ouverture Elementary have established STEAM programs, however they will use TSSSA funds to enhance their STEAM labs to equip them with robust resources that support students in enrichment opportunities to benefit students’ academic success.</p> <p>Homestead Middle School will provide cultural enrichment opportunities to build students background knowledge which is crucial to academic growth. Students living in the deep south of Miami-Dade have limited exposure to cultural experiences that allow students to discover the world around them.</p> <p>Homestead Middle School and Carol City Senior will use TSSSA funds to support college exposure and give their students the opportunity to have an authentic experience on college campuses. These college experiences extend learning beyond the traditional school day and allow students to participate in safe and structured experiences that support school success.</p> <p>Miami Carol City Senior has initiated a dual enrollment program with Johnson and Wales University. The TSSSA funds will be used for this initiative and allow students to participate in college level courses in an authentic setting at the university. This opportunity will strengthen students’ academic abilities, develop entrepreneurship skills to support student success in career and college readiness.</p> <p>Miami Carol City will also use TSSSA funds to support students in academic improvement by developing enrichment programs with a literacy base. Expenditures will be used to fund two additional teachers that will instruct students in theater, cinema, film production, and journalism. These courses will be of high interest to students and used as a catalyst to improve students’ abilities in these core academic standards.</p>	<p>STEAM Lab Resources Lorah Park ES \$17,408.00 Toussaint L’Ouverture ES \$4,845.00</p> <p>Additional Extended Learning Cultural Experiences Homestead MS \$3,000.00</p> <p>College Experiences Homestead MS \$105,142. 85 Miami Carol City SR \$200,000.00</p> <p>Johnson & Wales Dual Enrollment Partnership Miami Carol City SR \$25,000.00</p> <p>Two Teaching Positions Miami Carol City SR \$154,000.00</p> <p>Literacy Resources Miami Carol City SR \$14,118.55</p>
<p>7. Explain the sustainability plan the District, by school, will implement for continuing to provide services after the school is no longer in turnaround.</p>	
<p style="text-align: center;">Projected District/School Budget</p> <p>M-DCPS prioritizes the sustainability of initiatives through planning, effective leadership, accountability, capacity building and succession planning. Through the DSF schools are supported through a tiered approach. Lorah Park Elementary School, Toussaint L’Ouverture Elementary, West Homestead K-8 Center, Brownsville Middle School, Homestead Middle School and Miami Carol City Senior are Tier 3 schools and are given the greatest consideration in providing the financial</p>	<p>Supplies per school No more than 5% of awarded amount</p> <p>Lorah Park ES \$6,702.00</p> <p>Toussaint L’Ouverture ES-N/A</p>

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and human capital resources to provide services to the schools to ensure sustainability and on-going success	West Homestead K-8 Center \$14,346.00 Brownsville MS N/A Homestead MS \$13,906.15 Miami Carol City SR-\$20,690.45
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Acknowledgement

The District verifies the information in this form and confirms that the proposal has been approved by the District school board.

Name and title of person responsible for completion and submission of TSSSA plan
Dr. David K. Moore, Assistant Superintendent
Contact information: email, phone number
DMoore@dadeschools.net , 305-995-1405
Date submitted to the Bureau of School Improvement (<i>due no later than September 1</i>)
Superintendent signature (or authorized representative)