September 10, 2019

High-Quality Instruction Strategic Initiatives
2018-19 Outcomes

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Established 1915
BROWARD
County Public Schools

Agenda

- **Executive Summary**

- **Highlights of 2018/19 Year-End Outcomes**

  - ➢ Early Literacy Development

  - ➢ Reimagining Middle Grades (RMG)

  - ➢ College, Career, & Life Readiness (CCLR)

- **Transitioning to the new 2024 Strategic Plan**

- **2018/19 Annual Outcomes Report**

Why We Are Here

Early Literacy	Students need to be independent readers early in their educational life in order to demonstrate mastery of English Language Arts (ELA) standards.
Reimagining Middle Grades	BCPS wants every child to be literate, emotionally healthy, & academically successful in a safe, experiential learning environment.
College, Career, & Life Readiness	Students will graduate academically prepared, emotionally resilient, and with practical knowledge and skills needed for self-sufficiency and civic contribution.

Executive Summary

- **The 2016 – 2019 Strategic Plan has officially closed.**

  - ➤ **Progress was realized across all High-Quality Instruction initiatives**, though targets were not reached.

Early Literacy	Reimagining Middle Grades	College, Career, & Life Readiness
▪ **Clear evidence that BCPS is moving in the right direction** ▪ **However, progress is constrained by limits in implementation that prevent system-wide scaling up.**	▪ **Substantial progress toward solidifying foundations** ▪ **Too early to observe systemic impact on student outcomes**	▪ **Meaningful insights gained on students' post-secondary plans & needs for support** ▪ **More planning needed before widespread launch of initiative**

- Key success factors: **well-defined solutions**, **clearly delineated roles and responsibilities**, and **clear lead and lag measures**.

- Common Challenges include **scaling Professional Learning** and limits on **measuring fidelity of implementation**.

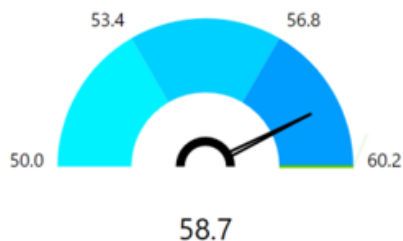- The work provides critical underpinnings for the **College, Career, & Life Readiness (PreK-Adult)** initiative in the 2024 Strategic Plan.

Strategic Plan Dashboard

Goal: High-Quality Instruction

Based on data available as of 7/17/2019.

Literacy and Early Learning | **Middle Grades Learning** | **College and Career Readiness**

English Language Arts Grades 3 to 5 — 53.4 | 56.8 | 50.0 | 60.2 — **58.7**

English Language Arts Grades 6 to 8 — 53.0 | 54.3 | 51.7 | 55.6 — **54.1**

English Language Arts Grades 9 and 10 — 53.7 | 55.0 | 52.3 | 56.4 — **54.4**

Graduation Rate — 83.8 | 86.4 | 81.2 | 89.0 — **87.6**

Math Grades 3 to 5 — 60.2 | 63.5 | 57.0 | 66.7 — **65.1**

Math Grades 6 to 8 — 56.9 | 58.4 | 55.3 | 60.0 — **57.1**

Algebra 1 — 62.6 | 68.0 | 57.1 | 73.5 — **59.0**
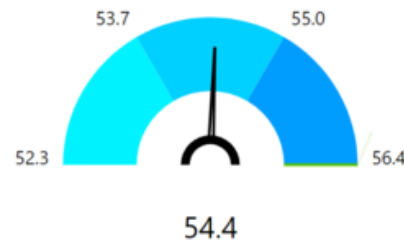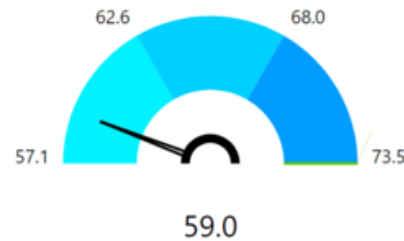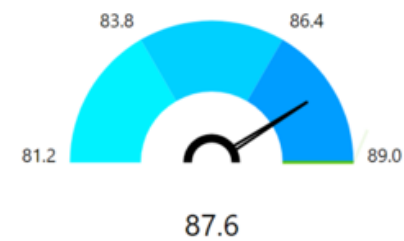
All metrics are based on the March 2018 recalibrated Strategic Plan Targets.

English Language Arts and Math performance is the percent of students scoing 3 or higher on the Florida Standards Assessment (FSA). Algebra 1 performance is the percent of students scoing 3 or higher on the Algebra 1 End of Course Exam.

Reported performance is as of the 2018/19 year end, except graduation rates which will be updated in December 2019.

Charter schools are excluded.

= Year 1
= Year 2
= Year 3

Select other Strategic Plan Goals from tabs below.

Progress was made, and most results show marked improvement

Early Literacy Development:
Clear Evidence that BCPS Shines

Percent of Grade 3 Students Scoring Achievement Level 3 or Higher on the Florida Standards Assessment English Language Arts

	2014/15	2015/16	2016/17	2017/18	2018/19
	FSA Begins		Broward's Early Literacy Initiative		
Broward District-Operated Schools	**50**	**53 (+3)**	**56 (+3)**	**57 (+1)**	**58 (+1)**
Broward Total	52	55 (+3)	57 (+2)	59 (+2)	60 (+1)
Hillsborough	50	52 (+2)	56 (+4)	53 (-3)	52 (-1)
Miami-Dade	53	54 (+1)	58 (+4)	61 (+3)	60 (-1)
Orange	55	54 (-1)	57 (+3)	55 (-2)	55 (0)
Palm Beach	51	52 (+1)	54 (+2)	56 (+2)	54 (-2)
Florida	53	54 (+1)	58 (+4)	57 (-1)	58 (+1)

Broward shines as the only large urban district in Florida to have improved 3rd grade English Language Arts (ELA) scores at Level 3 or above on the Florida Standards Assessment (FSA) over four consecutive years.

Early Literacy Development: The Benchmark Assessment System (BAS)

BAS Predicts End of Year Reading/ELA Exam Performance
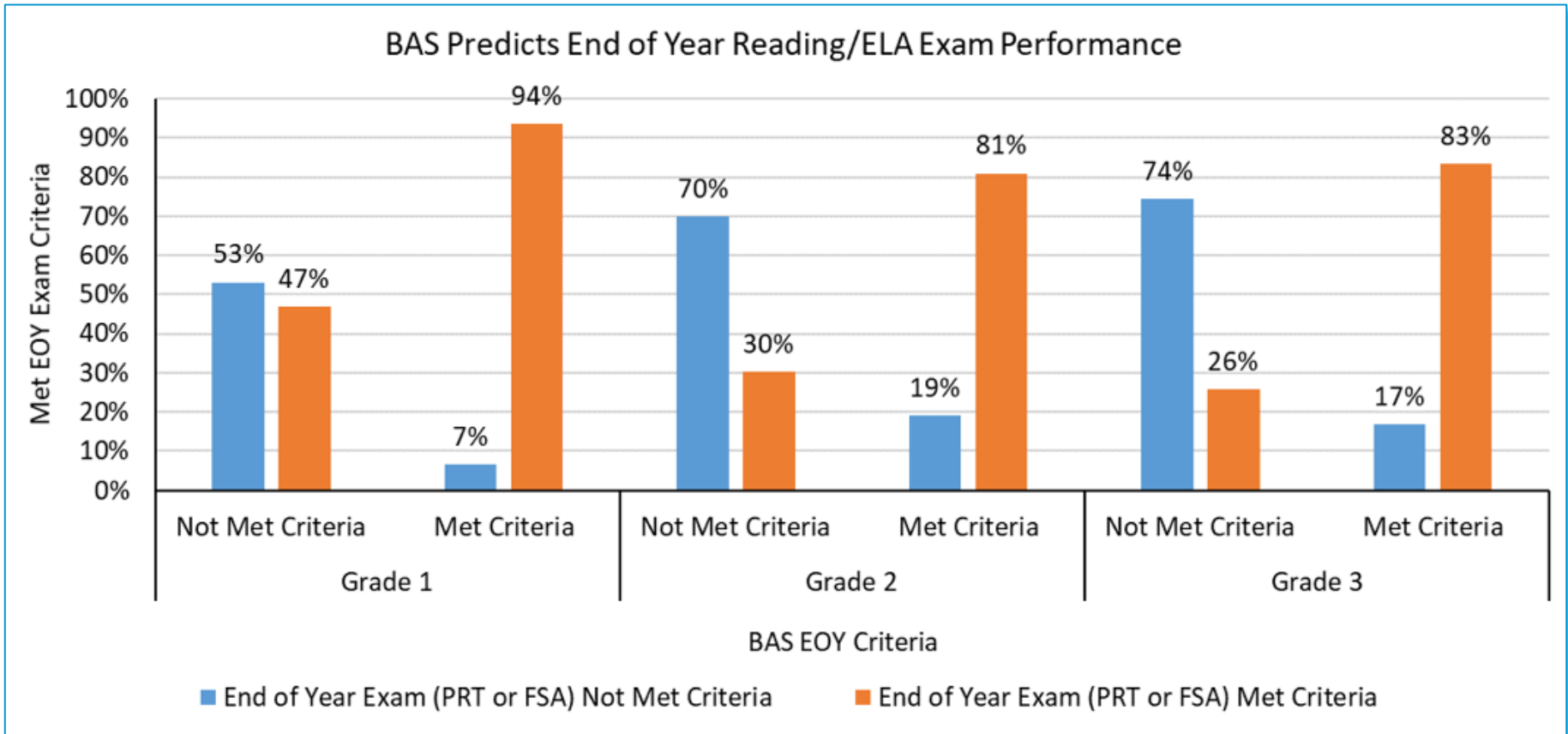
The BAS again has proven a good predictor of success on the FSA

Early Literacy Development:
Scaling Professional Learning (PL) Remains a Challenge

Percent of Teachers Completing Each Course in the Professional Development Balanced Literacy Pathway
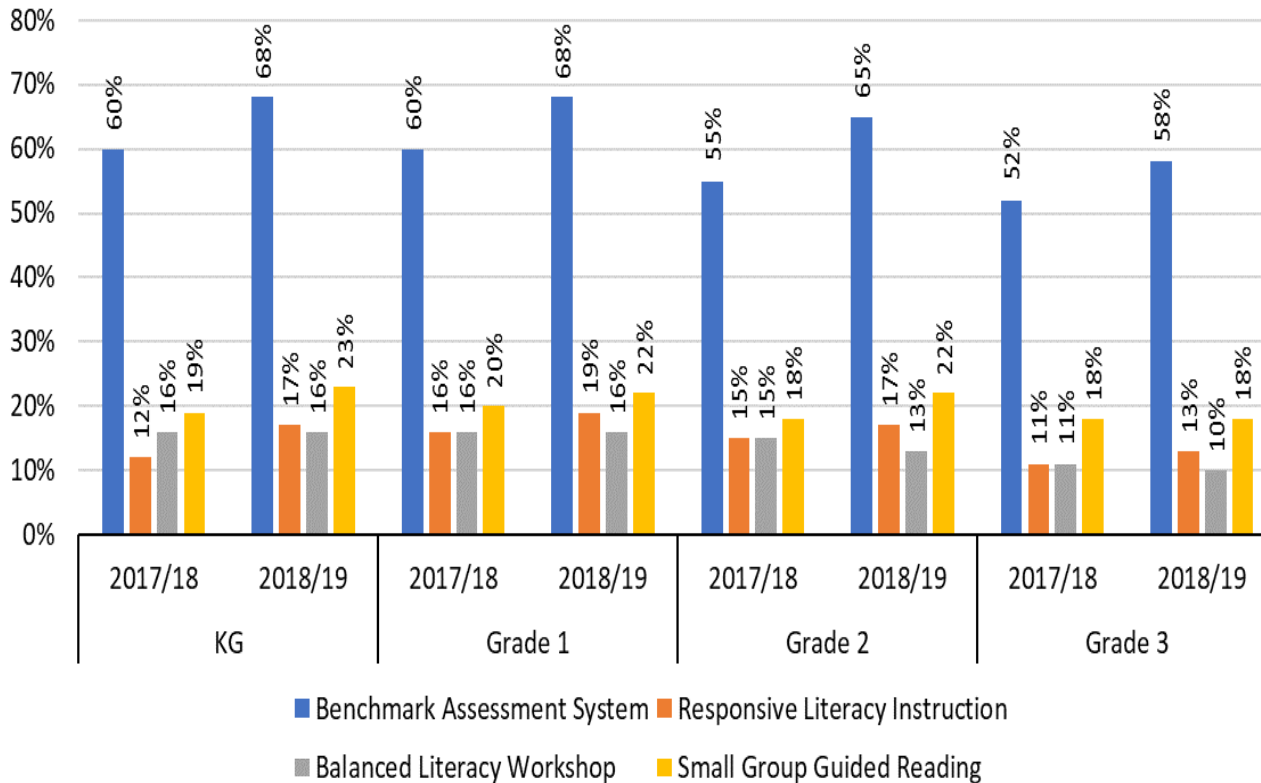
- The percentage of teachers completing PL has **increased**.
- **BAS** is the most commonly completed course.
- **Teacher turnover, grade re-assignments, competing priorities,** and **structural conditions** limit participation.
- The 2024 **Professional Learning for All** Initiative aims to alleviate these issues.

Planned PL Strategies to Address Challenges:

- The 2024 **Professional Learning for All** Initiative aims to alleviate these issues.
- Varying Opportunities with **Individualized Invitations** for Teachers Needing Courses
- Professional Learning **Onsite Options Offered** to Targeted Schools
- **Expanded Time and Date Options** to Meet Individual Needs (Saturdays, Summer, Evenings)

Early Literacy Development:
School Environments are Supporting Literacy Instruction

School Observation Results
(Average Across All Schools, All Look-Fors)
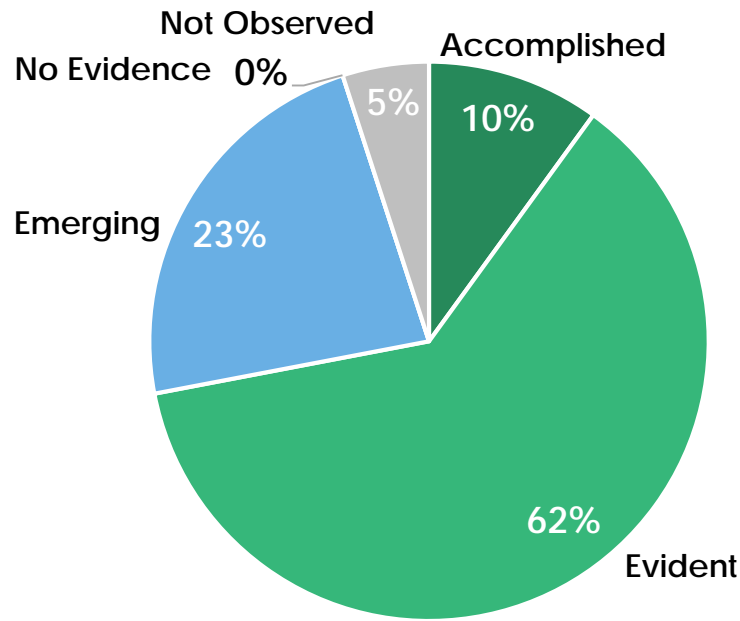
Not Observed
No Evidence 0%
Emerging 23%
5%
Accomplished 10%
62%
Evident

Areas of Strength
- Print Rich Environments
- Positive Interactions between Adults and Students

Areas for Growth
- Shared Reading
- Independent Reading

See Appendix for detailed results

Nine Early Literacy Look-Fors

1. Print Rich Environment
2. Positive Interactions
3. Small Group Guided Reading
4. Independent Reading
5. Interactive Read Aloud
6. Shared Reading
7. BAS Results Status Checks
8. MTSS-RtI Status Checks
9. Balanced Literacy PLC Status Checks

Broward Readers in Action
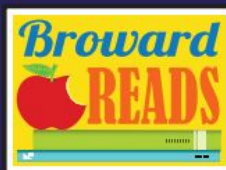
Early Literacy Development: Focus for 2019/20

- **Foundational Skills** (Extended Resources, Professional Development and Support)

- Substantial **Reading Deficiency Guidance** (Decision Charts, MTSS Alignment, Calibration)

- **Literacy Coach Professional Development Series** (ESSA ELL and ESE, Tiers and Strategies)

- Broward Reads increased **Mentoring Opportunities** and Support

- **Family Engagement** focused around Literacy

- **Dyslexia** (Targeting School and Student Needs)

- **Independent Reading** (Children's Access to Books with Daily Opportunities for Reading)

- District Support Team Collaboration and **Targeted Support** (Academics and OSPA)

- Expand Work with **State and National Early Literacy Partners** (University of Florida, Children's Literacy Initiative)

Reimagining Middle Grades: Four Implementation Models

	I.	II.	III.	IV.
	14 Schools	**10 Schools**	**10 Schools**	**10 Schools**

Ambassadors	**SEL Focus**	**PBL Focus**	**CFB***
▪ Foundational Support	▪ Foundational Support	▪ Foundational Support	▪ Foundational Support
▪ PBL Representative	▪ PBL Representative	▪ **PBL Team**	▪ PBL Team
▪ SEL Representative	▪ **SEL Team**	▪ SEL Representative	▪ SEL Team
			▪ ALIgn Camp
			▪ Community Liaison
			▪ Support Facilitator
			▪ Extended Day
			▪ Experiential Learning
			▪ PASL Integration

Differentiated Models that:
- **Respect School Context and Preferences**
- **Provide an Opportunity to Pilot**
- **Recognize Availability of Funding**

*Funded by the **Community Foundation of Broward (CFB)***

Foundational Support includes MTSS/RtI Protocols, Standards Aligned Curriculum

What we have accomplished so far…

- **Project Based Learning Professional Learning**
  - 257 teachers PBL 101 Summer Institute (34 middle schools)
    - 20% of CFB and PBL schools
  - Fall and Spring follow-up PD
  - Administrator PBL professional learning via sub-cadre sessions

- **Social Emotional Learning Professional Learning**
  - 229 teachers SEL Summer Institute (34 middle schools)
    - 17% of CFB and SEL schools
  - Fall and Spring coaching sessions
  - Administrator SEL professional learning via sub-cadre sessions

- **Personalized Academic Social Emotional Learning (PASL)**
  - 20 teachers / admins (10 middle schools)
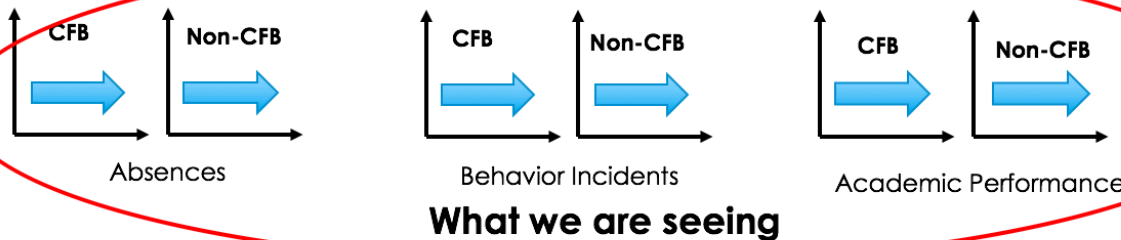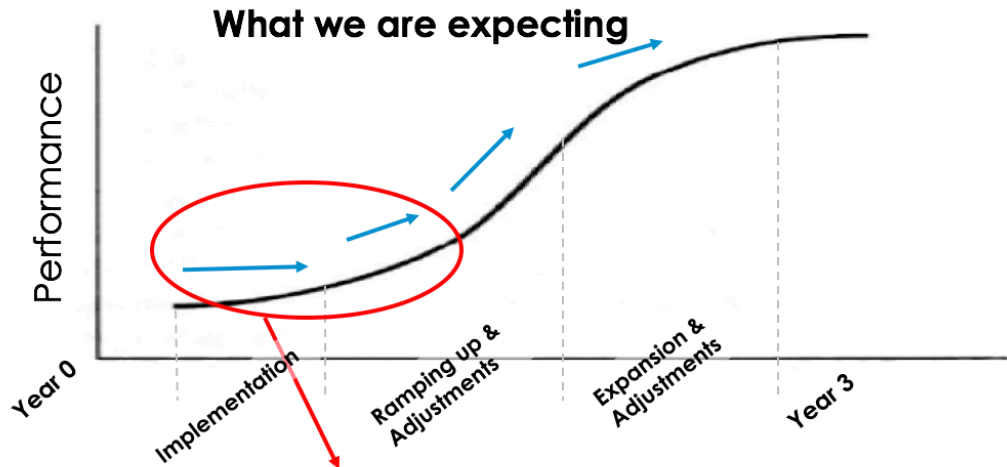
What we are expecting

Performance

Year 0 — Implementation — Ramping up & Adjustments — Expansion & Adjustments — Year 3

What we are seeing

Absences: CFB / Non-CFB

Behavior Incidents: CFB / Non-CFB

Academic Performance: CFB / Non-CFB

- 2018/19 FSA and EOC scores were generally **flat**.

- The first full year of RMG implementation has focused on laying **foundations**.

- While substantial progress has been made, **reach has been limited**: a fraction of instructional staff has been trained.

- **Time & experience** are necessary to implement PBL & SEL effectively.

Participation in Project-Based Learning Professional Development

Implementation Group	Total Teachers	Number Trained	Percent Trained	Summer Only	Follow-Up Training		
					Fall Only	Spring Only	Fall and Spring
PBL	628	124	20%	36	8	31	49
CFB	637	118	19%	15	13	18	72
AMB	657	15	2%	3	0	2	10
SEL	650	0	0%	--	--	--	--
Total	2,572	257	10%	54	21	51	131

Participation in Social Emotional Learning Professional Development

Implementation Group	Total Teachers	Number Trained	Percent Trained	Summer Only	Follow-Up SubCadre
SEL	650	109	17%	85	9
CFB	637	107	17%	84	10
AMB	657	13	2%	2	6
PBL	628	0	0%	--	--
Grand Total	2572	229	9%	171	25

Note. Based on teacher fulfilling requirements for PD credit during Summer Institute.

See Appendix for descriptions of implementation models.

Teacher's report of feeling prepared to implement PBL
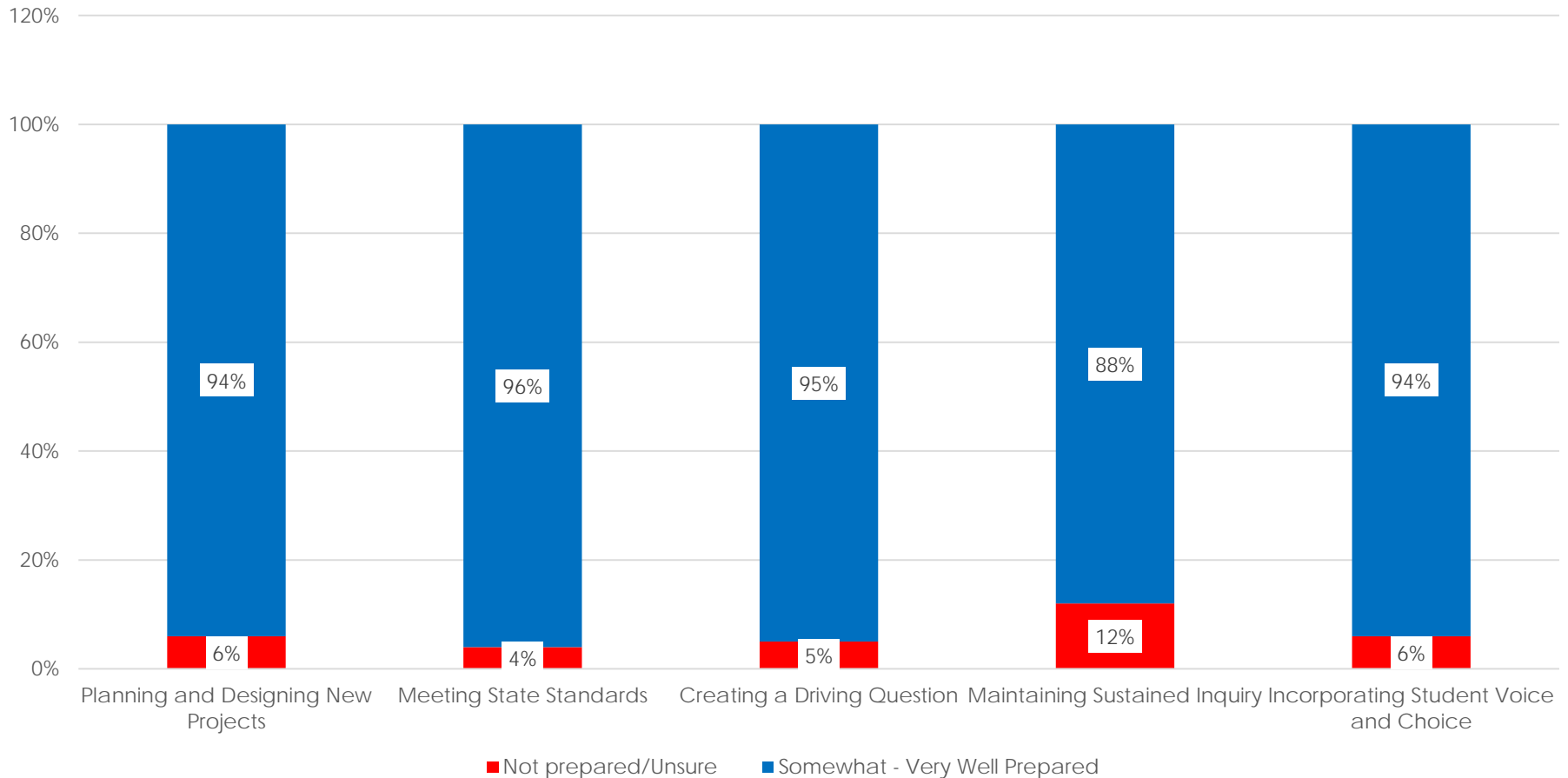
n = 217 out of 257 Teachers (84%)

How often do you enjoy coming to school?

- 9.2%
- 26.3%
- 30.8%
- 33.7%
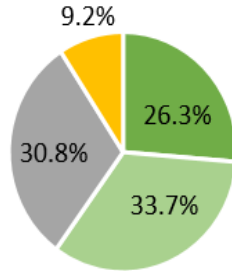
■ I ALWAYS enjoy coming to school.

■ I enjoy coming to school on MOST days (3-4 days out of the week).

■ I SOMETIMES enjoy coming to school (1-2 days out of the week).

■ I NEVER enjoy coming to school.

Students' Reported Enjoyment for Coming to School

- ▪ Majority of students report that they enjoy coming to school

- ▪ Among all student respondents, most perceive there's an adult available for them to talk to—particularly those who enjoy coming to school.

Perceived Availability of Adult to Talk To by Reported Enjoyment of Coming to School

Adult I can talk to at school

- I ALWAYS enjoy coming to school (n=389): 76.3%
- I enjoy coming to school on MOST days (3-4 days out of the week) (n=498): 75.1%
- I SOMETIMES enjoy coming to school (1-2 days out of the week) (n=456): 66.4%
- I NEVER enjoy coming to school (n=136): 68.4%

How often do you enjoy coming to school?
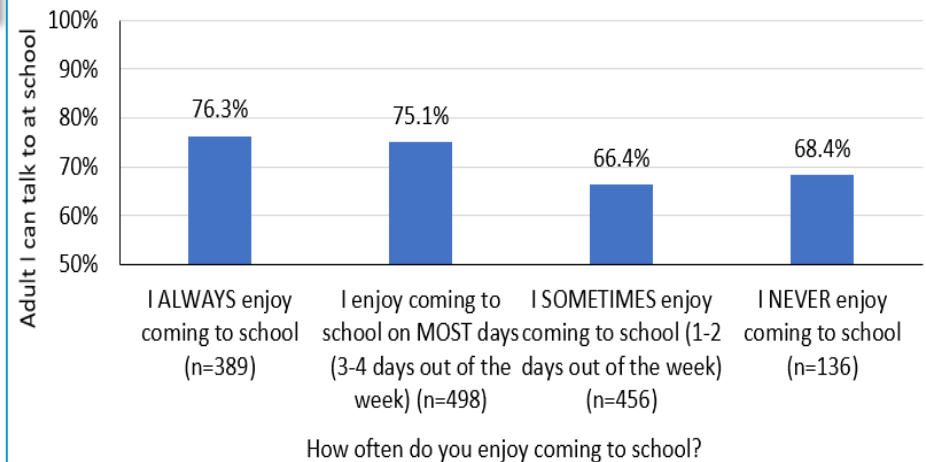
N=1,479 students at 10 schools (CFB Implementation Model)

Reported Participation in Extracurricular Activities

	N	School Sponsored		Community Sponsored		Any Activity	
		n	%	n	%	n	%
Grade 6	8,097	2,536	31.3%	2,959	36.5%	4,115	50.8%
Grade 7	7,510	2,793	37.2%	2,924	38.9%	4,117	54.8%
Grade 8	7,701	3,289	42.7%	2,996	38.9%	4,400	57.1%
Total	23,308	8,618	37.0%	8,879	38.1%	12,632	54.2%

- A total of **23,308 students** responded to a survey about their extracurricular activity participation, representing approximately 48% of the middle school student population.

- Of these responding students, 8,097 (35%) were in Grade 6; 7,510 (32%) in Grade 7; and 7,701 (33%) were in Grade 8.

- **Participation in extracurricular activities tended to increase with grade level** from 50% participating in some extracurricular activity in Grade 6 to 57% in Grade 8.

- Approximately 31% to 43%, increasing with grade level, participated in school-sponsored extracurricular activities; similar proportions participated in community-sponsored activities

SEL in Action
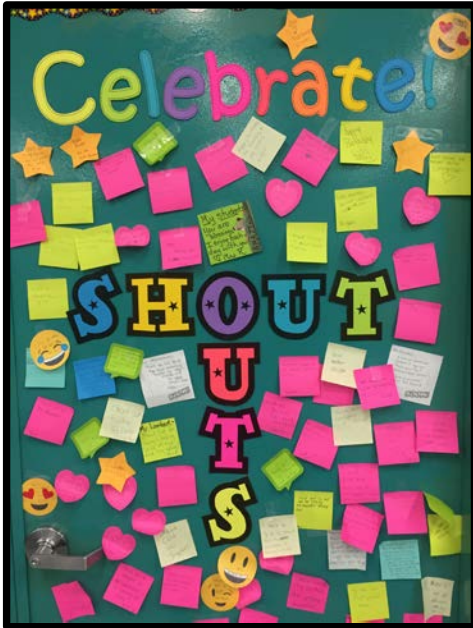
PBL in Action
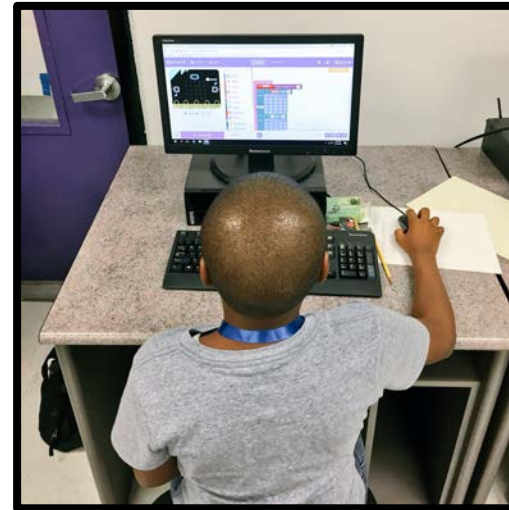
District Wide

- **Project Based Learning (PBL) Implementation Focus**
  - PBL Works (Buck Institute) website
  - Broward Project Portal (Sci Starter)
  - Keystones / Performance Tasks
  - Continued follow-up PD
  - PBL Look For document used, will be beta-tested in 19/20 to gather baseline data

- **Social Emotional Learning(SEL) Implementation Focus**
  - Conscious Discipline strategies
  - School SEL teams develop and carry-out implementation plan
  - SEL Look For document, will be beta-tested in 19/20 to gather baseline data

- **Family / Student Engagement in school activities**
  - Focus on sports / clubs / extra curricula activities
  - Increased electives options with block schedule

Community Foundation of Broward Schools

- **Social Emotional Learning (SEL) Implementation Focus**
  - Panorama survey data to inform practices with school culture
  - Second Step explicit lesson usage
  - Continued follow-up PD and Coaching Sessions

- **Family / Student Engagement in school activities**
  - Community Liaison
  - ALIgn Camp

- **Re-alignment District match funds**
  - Target population students scheduled in a PASL course
  - SEL and Academic assistance will be explicit and more consistent

- **Focus on most challenged students**

Post-Secondary Preparedness

Social and Emotional Awareness

CCLR Portfolio

Personalized Pathways

Life Skills
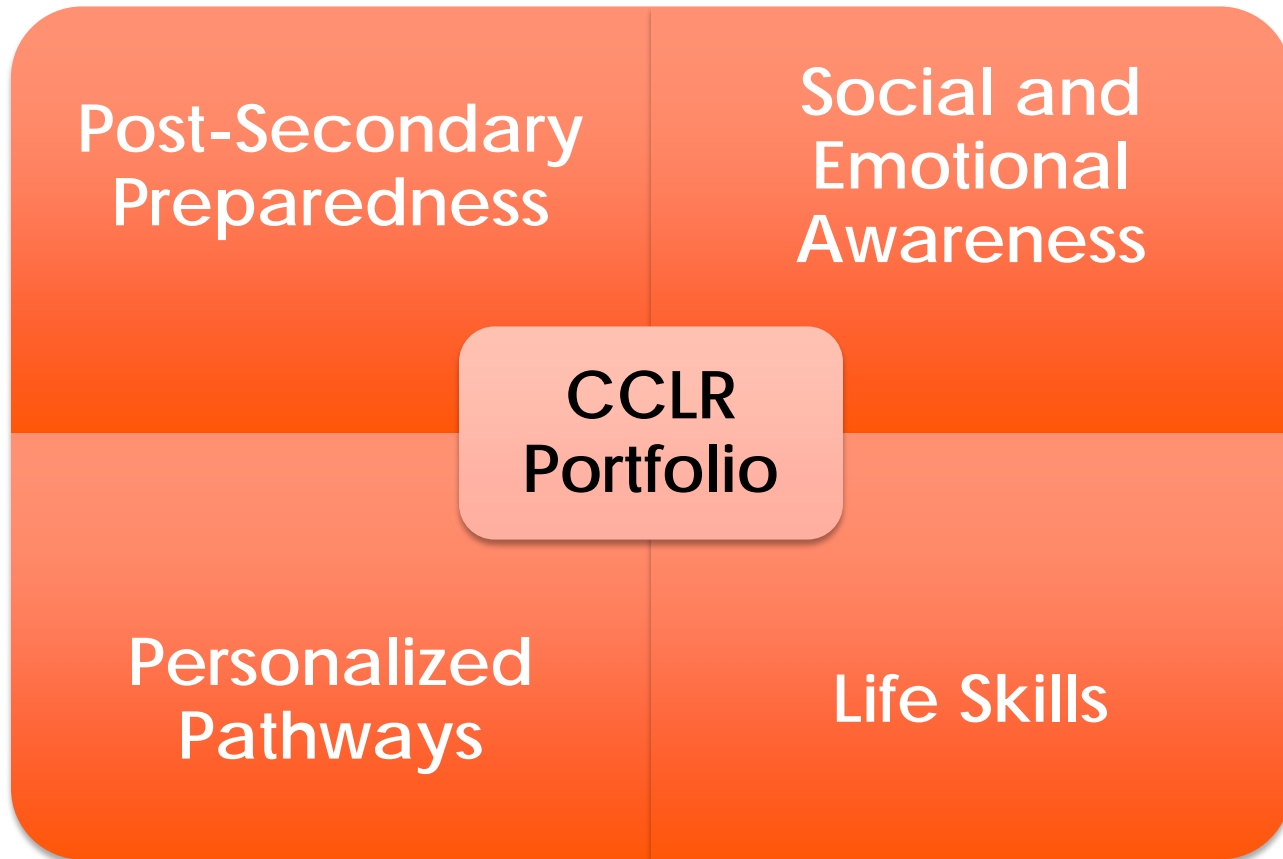
What we have accomplished so far…

- **Money Matters Professional Learning**
  - 95 teachers (30 high schools & 7 middle schools)

- **Experiential Learning**
  - High School Seasons of Learning (School teams)
  - Algebra Project @ Hallandale, Coconut Creek, NorthEast, Boyd Anderson
  - Algebra / Liberal Arts Professional Learning
    - 58 teachers (23 high schools)

- **Life Skills Professional Learning***
  - 27 teachers (17 high schools)

- **Student Cohort Scheduling Professional Learning**
  - 33 school counselors (19 high schools)

- **Personalized Academic Social Emotional Learning (PASL)**
  - 120 teachers / admins (33 high schools & 4 middle schools)

*Due to lighting strike and loss of power the professional learning is being rescheduled

College, Career, & Life Readiness

What we have accomplished so far…

- **Peer counseling / mentoring**
  - Peer Counseling
  - Brace Cadets
  - MTL
  - LIA
  - 5000 Role Models
  - Other peer mentoring programs

- **Consortium of Stakeholders**
  - Bridge to Life group

- **College & Career Preparation**
  - Naviance utilization continues to grow

- **Alignment of Assessments**
  - PSAT 8/9, PSAT, SAT, Accuplacer, CLEP

Next Steps…

- Establish a **common vision** for CCLR in each school

- Create opportunities for more **real-world experiences** in all courses

- Design and establish a requirement for a **post-secondary plan** for each high school student

- Design and implement a **stakeholder education** campaign

- **Market awareness** of CTE career pathways

- Design and implement an aligned curriculum to **FSA/EOC & college entrance exams**

- Continue professional learning in all CCLR initiatives

Acronyms: CTE = Career Technical Education; SEL = Social Emotional Learning

Alignment of 2016–2019 HQI Initiatives with the 2024 Strategic Plan

2016-19 Strategic Plan

Goal: High-Quality Instruction

Initiatives:
- Early Literacy
- Reimagining Middle Grades
- College, Career, & Life Readiness

2024 Strategic Plan

Goals: High-Quality Instruction
Safe & Supportive Environment
Effective Communication

Campaign: Student Experience

Initiative: College, Career, & Life Readiness (PreK-Adult)

Strategic Goal:
High-Quality Instruction

Metrics:

- School Academic Performance

- Student Academic Performance

- Graduation Rate

- Connection to School

- College and Career Exploration

- Personalized Educational Pathways

Achievement & Equity

Close disparities in absolute levels of achievement, learning gains, and opportunities across the PreK-12 spectrum to ensure the highest and most **equitable outcomes for all students**.

- Provide District-wide **professional learning** for teachers and instructional facilitators aligned with defined best practices for facilitating achievement equity.
- Optimize usage of curriculum, **Universal Design for Learning (UDL)**, **access points**, and the **learning management system**.
- Identify schools successfully reducing achievement disparity to **scale best practices**, such as among Exceptional Student Education (**ESE**), English for Speakers of Other Languages (**ESOL**), and other populations with special needs.
- Increase use of **longitudinal dashboards** and analysis for effective monitoring.
- Provide increased **extracurricular and advanced academic activities**, and develop a process to monitor participation and link to student outcomes where appropriate for assessing impact.
- **Partner with families and the community** by providing education on how to help support the closing of achievement disparities.
- Δ Utilize **School Improvement Plans** to address gaps within and across schools.
- Δ Analyze use of **instructional support and supplemental funding** (e.g., Title I) to ensure optimization.
- Δ Better **leverage data** to anticipate where the most supports will be needed.
- Δ Review practices around retaining students in the K-5 spectrum, with opportunity to ensure more **continued progression through increased supports**.

Δ = Continuous improvement idea.

College, Career, & Life Readiness (PreK-Adult)

Establish a **cadence of experiences** implemented across PreK-Adult that meet our expectations for all students to have the academic as well as interpersonal skills to be prepared for higher education, early employability, and civic engagement.

- **Ensure longitudinal alignment of ongoing work streams** around Early Literacy Reimagining Middle Grades; and College, Career, and Life Readiness
- **Promote early college and career exploration**, pathways of choice for every student, as well as development of a Life Plan for every graduate.
- **Collaborate with families, the external community, businesses, and college partners** to prepare students for high-demand and high-wage careers, as well as to ensure overall life readiness for all students.
- Develop a **Social, Emotional, and Academic Development (SEAD) framework** for each grade level, grade band, and the District.
- Δ **Streamline Response to Intervention (RtI) processes** by reducing required paperwork.
- Δ **Better define school-level autonomy** within appropriate parameters vs. centralized best practices.
- Δ **Eliminate redundancies in data capture** for greater efficiency and streamlined processes in the classroom for teachers.
- Δ Ensure that **teacher facilitation of supplemental activities is well-supported** and resourced.
- Δ **Be mindful of introducing too many new Initiatives** and focus on implementing current ones with fidelity over time.

Δ = Continuous improvement idea.

Established 1915
BROWARD
County Public Schools

2018/19 Strategic Plan

Annual Outcomes Report

Prepared by:

SIM
The Office of Strategic Initiative Management
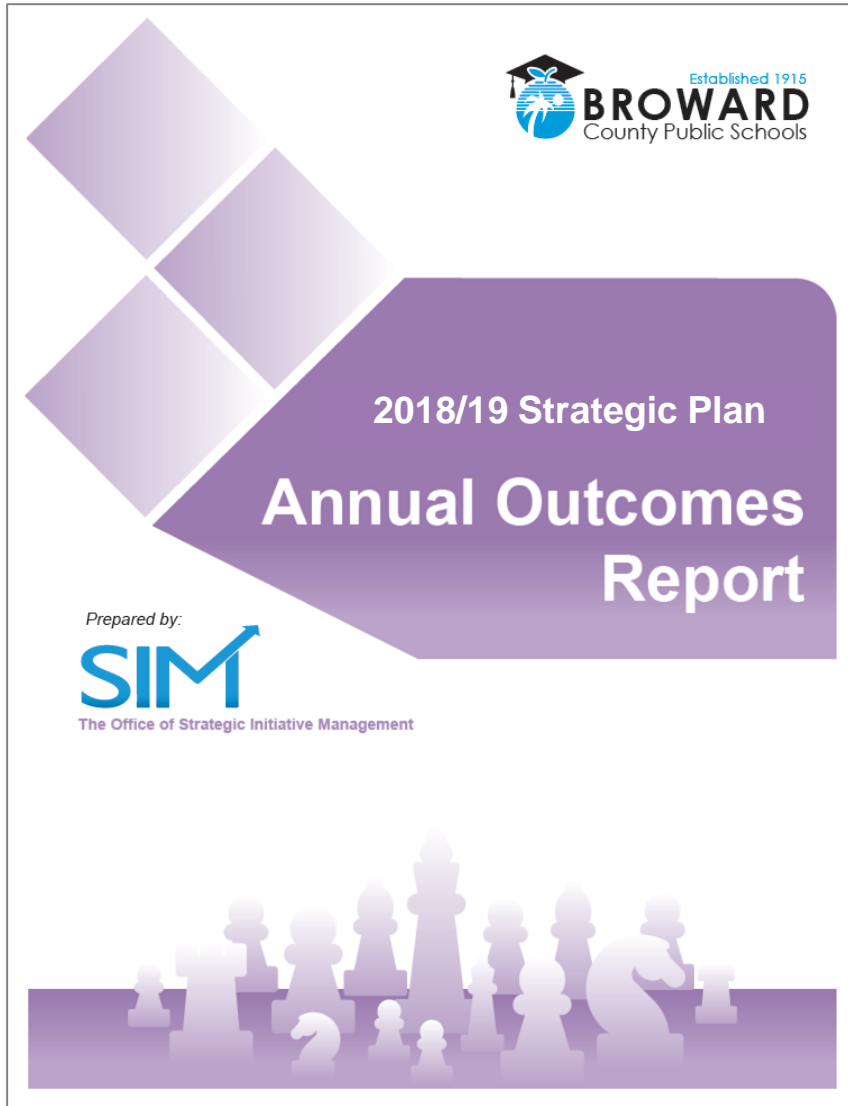
The outcomes presented today are covered extensively in the *Annual Outcomes Report* to be published soon

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Appendix

Theory of Action: Early Literacy Development

2016/17 Tactics	Theory of Action driving Logic Model	Project Manager*	Benefits
PORTFOLIO SPONSOR: Dan Gohl Promote literacy prior to Kindergarten (**Birth-Pre-K**) Implement **Balanced Literacy** framework, K-2 **Performance**: monitor and analyze student outcomes **MTSS/RtI:** Deploy necessary interventions PORTFOLIO SPONSOR: Val Wanza **Quality Assurance** for school-based implementation	**IF** we assign highly-skilled teachers to grades K-2, deliver a balanced literacy curriculum, use high quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, **THEN** on-grade level literacy will increase and FSA ELA level 1 scores will decrease in 3rd grade for **ALL** students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students).	Dr. Angela Iudica (Birth – Pre K) Mildred Grimaldo (Balanced Literacy) Dr. Nicole Mancini (Performance) Nadia Clarke (Family & Community Engagement) Adrienne Dixson-Paul (MTSS/RtI) Mark Narkier (Quality Assurance)	Incremental: • Aligned work-streams • Decision-making with a common instrument • Increased family/community engagement Cumulative: • Grade 3: Decreased Level 1 • Grade 3: Increased Level 3 and above • No BCPS schools in lowest 300

[1]Based on change from 2016 to 2018 FSA results of all schools.
[2]Criteria for inclusion on Lowest 300 list changed in 2018 to 3-year averages as opposed to single year performance.

Theory of Action: Early Literacy Development

Inputs

Vision for Literacy

- **Standards**
- **Master Schedule**
- **Instructional Materials**
- **Evaluation & Outcomes Data**
- **Analytics**
- **Resources** (people, technology, materials, monitoring protocols, etc.)

Processes

Policy & Guidance

Curriculum Focus: Align Tested, Taught, & Experienced Curriculum (Ensure def'n, availability, & utilization of BCPS curriculum)

Instruction Focus: Align Highly Skilled Teachers to Grades K-2 based on "The Inputs"

Professional Learning Focus: Design and Deploy Comprehensive Professional Development

Governance Focus: Centralized Collection and Dissemination of Data

Actionable Information Focus: Use Analytics to Guide Decision Making by All Stakeholders at All Levels

Marcomm Focus: Development and Implementation of Communications Plan

Appraisal **Communication**

School Improvement Planning

Traditional Black Box

Outputs

1. (a) Literacy Field Guide, (b) Balanced Literacy Model, (c) K-2 Academy, (d) 3-tier Master Plan

2. (a) Criteria for and (b) Reassignment of Teachers Based on Evidence of Effectiveness

3. (a) Master Learning Coaches, (b) Certification Program, (c) Curriculum for Staff Training on Implementation and Assessment

4. Data Recorded and Summarized Centrally & Available to Teachers, Administrators, & Parents

5. (a) Online Monitoring Dashboard, (b) Standardized "Look Fors," (c) Feedback Loop

6. Communication Plan including Content and Schedule

Short and Long Term Outcomes

Systems Integration to be addressed in 2017-18
- Policies & Guidance
- Appraisals (DASA/BASA, Wallace Foundation, PD)
- Communications (FACE, SBBC Committees)
- School Improvement Plans (informed by Surveys, RBA)

Correlation Matrix of the Early Literacy School Indicators Dashboard

		End of Year Exams			BAS			Professional Development				Essential Elements
		GD 1 PRT	GD 2 PRT	GD 3 FSA	GD 1	GD 2	GD 3	BAS	RLI	BL	SG	
End of Year Exams	GD 2 PRT	*0.79*										
	GD 3 FSA	*0.81*	*0.84*									
BAS	GD 1	*0.78*	*0.69*	*0.77*								
	GD 2	*0.66*	*0.72*	*0.74*	*0.66*							
	GD 3	*0.65*	*0.68*	*0.78*	*0.70*	*0.73*						
Professional Development	BAS	0.11	0.14	0.15	0.15	0.01	0.05					
	RLI	0.06	0.12	0.16	0.14	0.10	0.10	*0.44*				
	BL	0.08	0.14	**0.18**	0.12	**0.17**	0.12	*0.34*	*0.47*			
	SG	-0.02	-0.05	-0.03	0.11	0.02	-0.06	0.10	0.16	0.12		
Essential Elements		**0.22**	**0.17**	0.14	0.11	0.08	0.06	-0.01	-0.04	0.02	-0.01	
Literacy Calibration		-0.07	-0.07	-0.01	-0.08	-0.01	-0.01	0.15	0.16	**0.19**	**0.17**	0.02

Bold Italic: Correlation is significant at the 0.01 level (2-tailed).
Bold: Correlation is significant at the 0.05 level (2-tailed).

School Environment Impact on Progress from Grade 1 PRT to Grade 3 FSA

Grade 1 PRT Mean Standard Score

■ Weak Environment ● Below Average Environment ● Above Average Environment ◆ Strong Environment
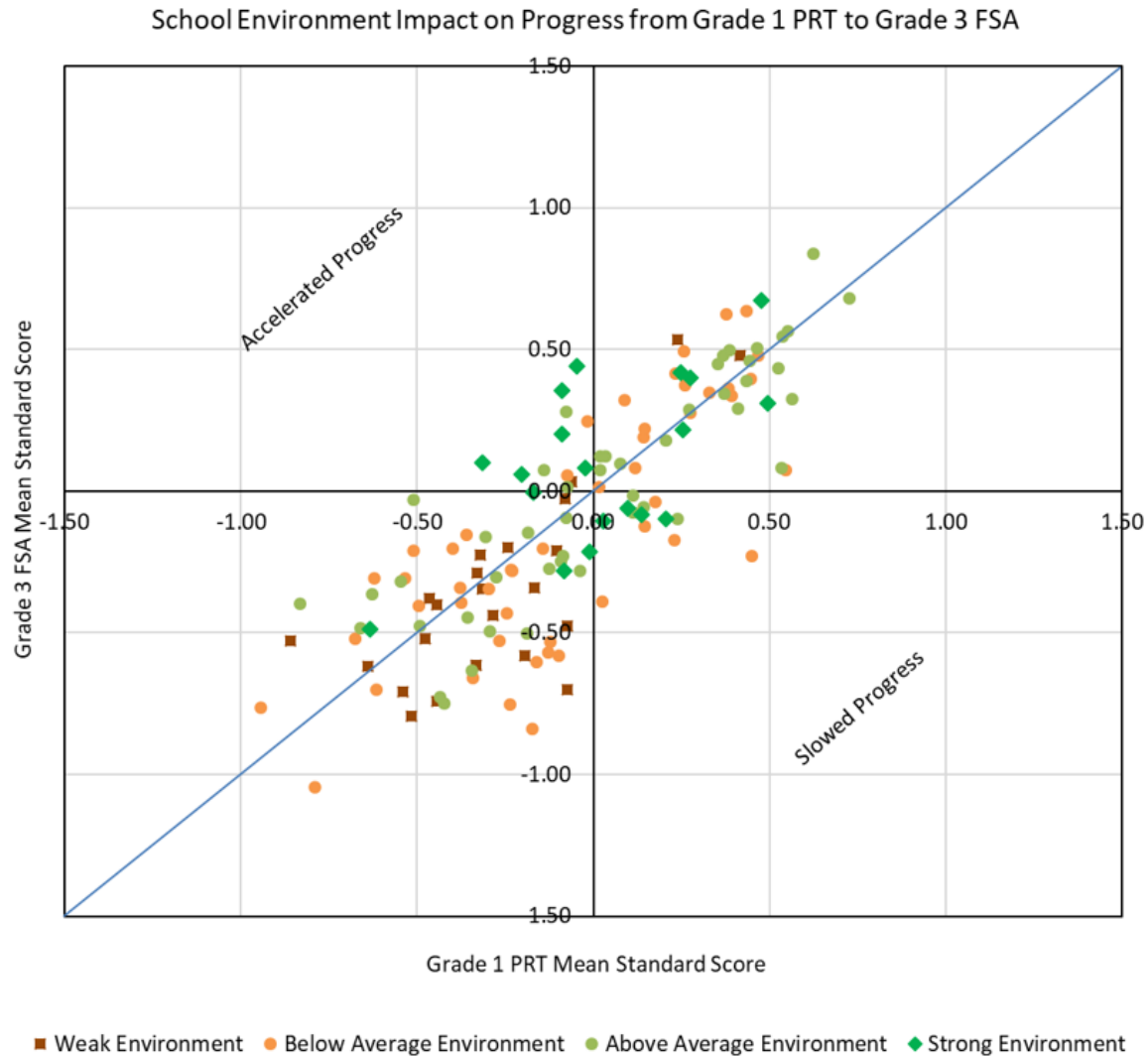
Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	*t*
	B	Std. Error		
Student-Level Factors				
Prior Ability	0.79	0.01	0.70	97.32
Free or Reduced Lunch	-4.05	0.28	-0.10	-14.58
English Language Learner	-1.32	0.37	-0.02	-3.55
Disability	-2.51	0.37	-0.04	-6.70
Minority	-1.43	0.31	-0.03	-4.55
Gender (Males = 1)	1.27	0.25	0.03	5.14
Teacher-Level Factors				
Teacher Experience	0.06	0.02	0.02	3.85
Benchmark Assessment System (BAS) PD	0.59	0.28	0.01	2.14
Balanced Literacy (BL) PD	-1.83	1.38	-0.01	-1.33
Responsive Literacy Instruction (RLI) PD	-0.17	1.57	0.00	-0.11
Small Group Guided Reading (SG) PD	0.37	0.74	0.01	0.50
BAS X BL Interaction	7.18	1.83	0.04	3.93
BAS X RLI Interaction	0.31	1.71	0.00	0.18
BAS X SG Interaction	-2.98	0.91	-0.04	-3.27
BL X RLI Interaction	-6.15	9.30	0.00	-0.66
BL X SG Interaction	-0.52	1.87	0.00	-0.28
RLI X SG Interaction	2.60	1.81	0.01	1.43
School-Level Factor				
Essential Elements	0.06	0.03	0.01	1.77
Intercept	247.68	0.89		279.05

Early Literacy Development:
School Environments are supporting Literacy Instruction

School Visit Ratings on the Essential Elements
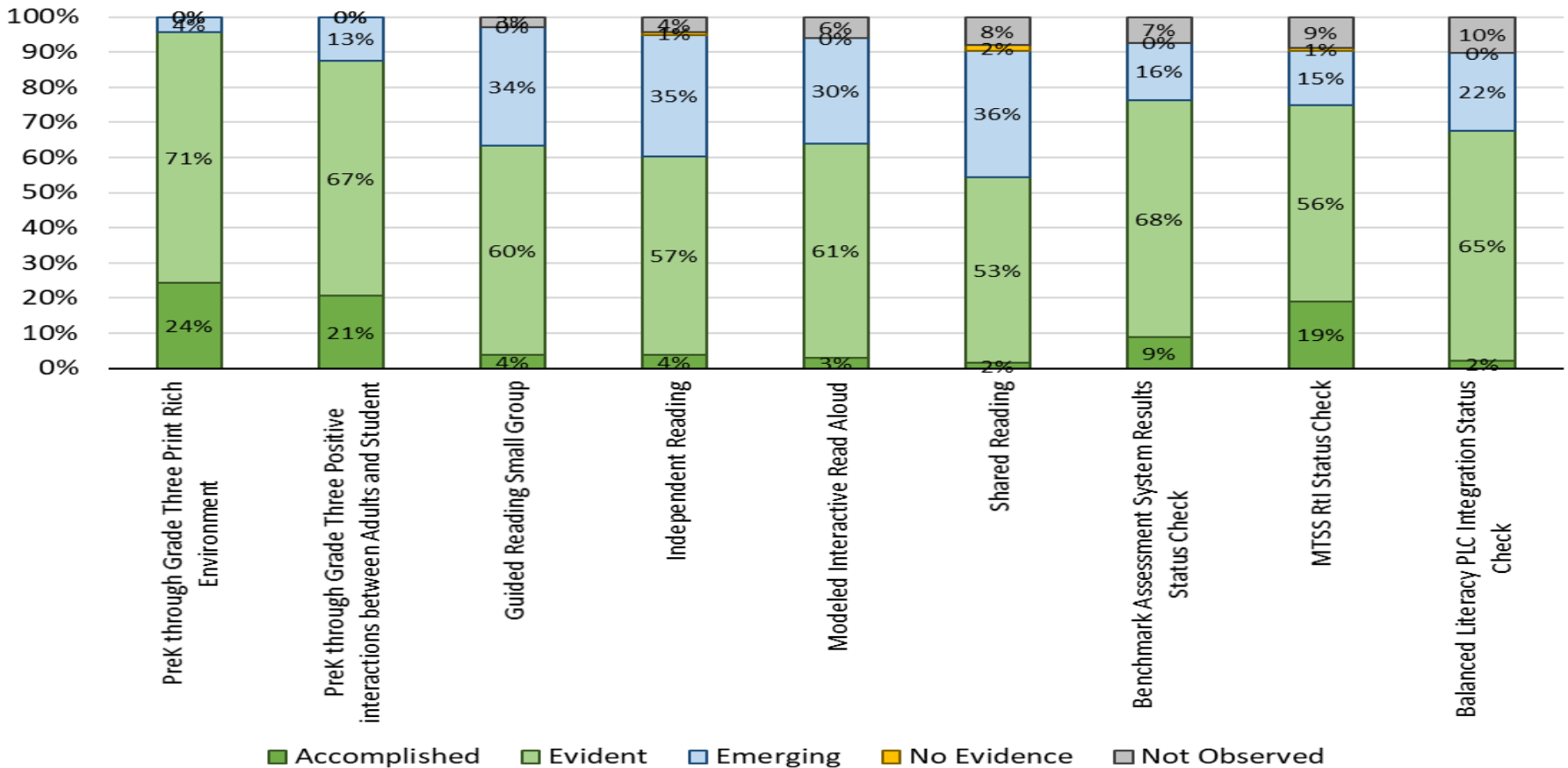
	Accomplished	Evident	Emerging	No Evidence	Not Observed
PreK through Grade Three Print Rich Environment	24%	71%	4%		0%
PreK through Grade Three Positive Interactions between Adults and Student	21%	67%	13%		0%
Guided Reading Small Group	4%	60%	34%		0%
Independent Reading	4%	57%	35%	1%	4%
Modeled Interactive Read Aloud	3%	61%	30%	0%	6%
Shared Reading	2%	53%	36%	2%	8%
Benchmark Assessment System Results Status Check	9%	68%	16%	0%	7%
MTSS RtI Status Check	19%	56%	15%	1%	9%
Balanced Literacy PLC Integration Status Check	2%	65%	22%	0%	10%

Areas of strength: Print-rich environments, Positive Interactions between Adults and Students
Areas for growth: Shared Reading, Independent Reading

Last Modified 08/08/19

Project Plan

Early Literacy Initiative: Summary Overview for 2018-19

Executive Sponsors: Dan Gohl and Dr. Valerie Wanza | Portfolio Manager: Dr. Lori Canning

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Children's Literacy Initiative Years 1-3	Dr. Canning	07/01/16	06/30/19	100%	100%	●	Low
James Patterson Literacy Challenge Yr 1	Jennifer Bigos	07/01/18	06/30/19	100%	100%	●	Low
James Patterson Literacy Challenge Yr 2	Jennifer Bigos	07/01/19	06/30/20	10%	20%	◔	Low
Create and implement uniform course coding f	Mildred Grima	10/01/18	07/30/19	100%	100%	●	Low
Countdown to Kindergarten Campaign	Dr. Canning	09/01/18	08/01/19	100%	80%	●	High
Real Men Read	Dr. Canning	10/15/18	03/08/19	100%	100%	●	Low
Reading Pals Mentoring Program	Dr. Canning	06/30/18	06/30/19	100%	100%	●	Low
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	

Project Management template provided by the Office of Strategic Initiative Management (SIM)

SIM
Strategic Initiative Management

Project Plan
Early Literacy Initiative: Birth to Pre-K
Project Manager: Dr. Angie Iudica

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Designation Renewal (DR)-gather documents	Melissa Mine	08/15/18	09/15/18	100%	100%	●	Low
DR-Hold Focus groups	Angela Iudica	09/11/18	09/18/18	100%	100%	●	Low
DR-Pull together all documents & reports	Melissa Miner	09/20/18	11/15/18	100%	100%	●	Low
DR-Complete all writing of grant	Melissa Mine	09/20/18	11/15/18	100%	100%	●	Low
DR-Expected results from grant application	Head Start	03/01/19	04/30/19	100%	100%	●	Low
				0%		○	
Use evidence to inform practice	Ivette Gonzale	08/15/18	06/03/19	100%	100%	●	Low
Provide coaching training to teacher specialists	Ivette Gonzale	08/22/18	12/05/19	75%	100%	●	Low
Train teacher specialists in CLASS, TSG & Conscious	Ivette Gonzale	09/05/18	10/31/18	100%	100%	●	Low
Provide training for teachers	Ivette Gonzale	09/05/18	06/20/19	100%	100%	●	Low
Gather data for Fall/Winter/Spring TSG assessment	Paul Gress	09/05/18	06/03/19	100%	100%	●	Low
				0%		○	
Streamline department processes	Angela Iudica	08/01/18	09/30/19	88%	90%	●	Low
Rewrite and get approval for job descriptions to ali	Angela Iudica	07/01/18	11/30/19	78%	70%	◑	Low
Provide PD to Parent Educators	Cherell Branch	08/10/18	06/03/19	100%	100%	●	Low
Restructure roles to enhance efficiency	Angela Iudica	07/01/18	08/01/19	100%	65%	◑	High
				0%		○	
				0%		○	
				0%		○	
				0%		○	

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Project Plan

Early Literacy Initiative: Balanced Literacy

Project Manager: Mildred Grimaldo

SIM — Strategic Initiative Management

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
Update access to resources in Literacy - Canvas and ShareP	Mildred Grima	07/01/18	12/15/18	100%	100%	● Low
Update BCPS Literacy Field Guide	Leon Clinch	08/15/18	08/30/19	94%	60%	◑ High
Create and Offer BAS Booster PD (Deeper Dives)	Veronica Sclaf	08/15/18	12/21/18	100%	100%	● Low
Roll out of Enhanced BAS and RLI Calibration Conversation	Mildred Grima	09/11/18	02/05/19	100%	100%	● Low
Plan and facilitate Responsive Literacy Cadre Sessions (SI	Veronica Sclaf	09/01/18	03/08/19	100%	100%	● Low
Enhance data collection process to monitor and track PD P	Ted Meyers	09/11/18	06/20/19	100%	100%	● Low
Promote Opportunities for PD Pathways Completion	Mildred Grima	08/01/18	06/10/19	100%	100%	● Low
Build support for Calib Conf., PD, and Cadre Sessions with	Mildred Grima	08/01/18	07/01/19	100%	100%	● Low
				0%	0%	○
				0%	0%	○
				0%	0%	○
				0%	0%	○
				0%	0%	○
				0%	0%	○
				0%	0%	○
				0%	0%	○
				0%	0%	○
				0%	0%	○
				0%	0%	○
				0%	0%	○

Gantt chart timeline: 7/1/18 9/14/18 11/28/18 2/11/19 4/27/19 7/11/19 9/24/19

- Update access to resources in Literacy - Canvas and SharePoints
- Update BCPS Literacy Field Guide
- Create and Offer BAS Booster PD (Deeper Dives)
- Roll out of Enhanced BAS and RLI Calibration Conversations Procedures
- Plan and facilitate Responsive Literacy Cadre Sessions (SIM Checklist #2)
- Enhance data collection process to monitor and track PD Pathways Completion
- Promote Opportunities for PD Pathways Completion
- Build support for Calib Conf., PD, and Cadre Sessions with OSPA/Academics

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Project Plan

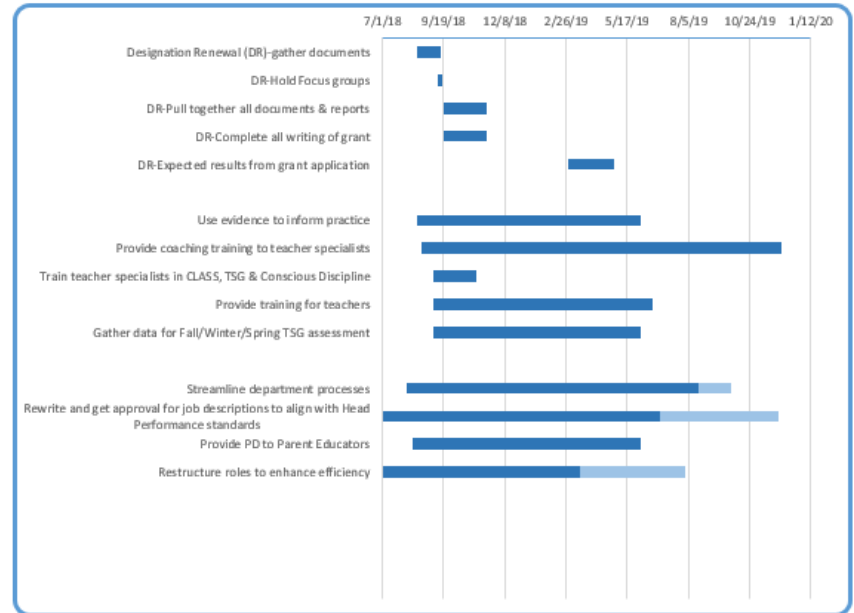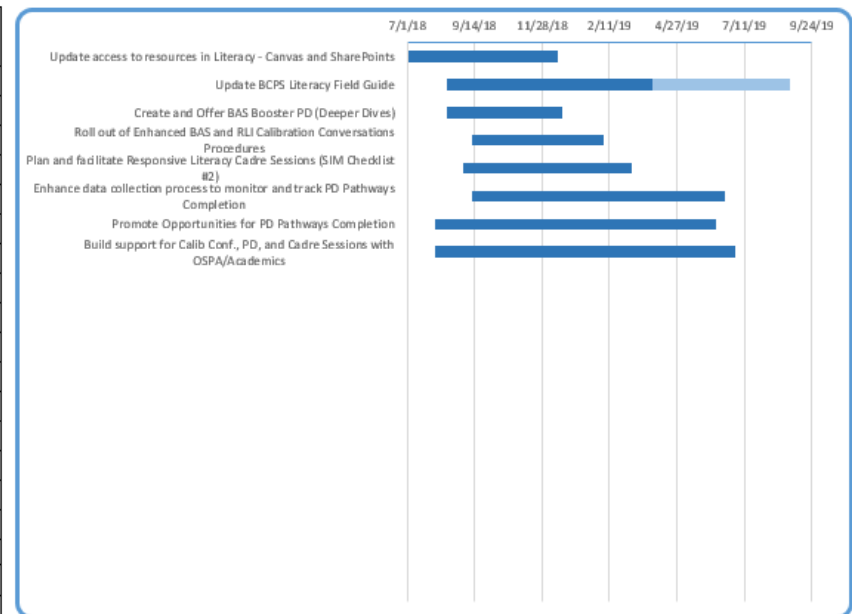### Early Literacy Initiative: Performance

Project Manager: Dr. Nicole Mancini

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Report results and provide guidance to schools by AP1, AP2	Mildred Grima	07/01/18	08/01/19	100%	75%	◐	High
Quarterly meetings with SIM Project Managers to review KP	Russell Cleme	08/15/18	06/30/19	100%	100%	●	Low
Track student ELA progress through 4th and 5th grade into	Richard Baum	10/01/18	08/01/19	100%	75%	◐	High
Provide Balanced Literacy implementation guidance for SIF	Nicole Mancir	10/01/18	11/01/18	100%	100%	●	Low
Identify & develop needed standards-based, Balanced Lite	Nicole Mancir	10/01/18	05/31/19	100%	100%	●	Low
Provide guidance for school staff based on look-fors/check	Nicole Mancir	10/01/18	08/01/19	100%	60%	◐	High
Provide guidance to QA team for revised/expanded Essent	Nicole Mancir	12/01/18	06/01/19	100%	100%	●	Low
Disseminate changes to Literacy Field guide to stakeholde	Mildred Grima	06/01/19	08/30/19	76%	0%	○	High
Disseminate end-of-year Research Brief on BAS implemen	Richard Baum	06/30/19	08/01/19	100%	25%	◔	High
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
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				0%	0%	○	
				0%	0%	○	
				0%	0%	○	

Gantt chart timeline: 7/1/18, 9/14/18, 11/28/18, 2/11/19, 4/27/19, 7/11/19, 9/24/19

- Report results and provide guidance to schools by AP1, AP2, AP3
- Quarterly meetings with SIM Project Managers to review KPIs and develop next steps
- Track student ELA progress through 4th and 5th grade into middle school
- Provide Balanced Literacy implementation guidance for SIPs
- Identify & develop needed standards-based, Balanced Literacy support for 4th and 5th grades
- Provide guidance for school staff based on look-fors/checklist evidence.
- Provide guidance to QA team for revised/expanded Essential Elements checklist
- Disseminate changes to Literacy Field guide to stakeholders
- Disseminate end-of-year Research Brief on BAS implementation and ELA performance

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Project Plan

EL: Multi-tiered System of Support & Response to Intervention (MTSS/RtI)

Project Manager: Adrienne Dixson-Paul

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Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Analyze school-wide baseline, SAM and SIP data	MTSS Team	08/08/18	10/31/18	100%	100%	●	Low
Publish communcation to principals on student indicat	Adrienne	08/14/18	06/07/19	100%	100%	●	Low
Deploy technical assistance, PL and support to schools	Adrienne	08/14/18	06/07/19	100%	100%	●	Low
Distribute guiding documents and resources	Adrienne	09/11/18	08/14/19	98%	100%	●	Low
Compare current practices to indicators and adjust sup	Adrienne	08/10/18	06/30/19	100%	100%	●	Low
Compare current practice to action plans and adjust su	Adrienne	08/10/18	06/30/19	100%	100%	●	Low
Report on key findings of best practices and interventi	Adrienne	08/10/18	06/30/19	100%	100%	●	Low
Develop MTSS/RtI dashboard	Adrienne & IT	06/30/19	10/31/19	32%	45%	◑	Low
Share key findings and outcome data in dashboard	Adrienne & IT	10/31/19	12/20/19	0%	30%	◕	Low
Qtr meetings with SIM Project Managers to review and p	Adrienne	10/29/18	06/30/19	100%	100%	●	Low
Adminster MTSS assessment (SAM)	MTSS Team	03/15/19	05/30/19	100%	100%	●	Low
Assist schools creating MTSS/RtI Action Plan	MTSS Team	09/03/18	10/31/19	0%	0%	○	Low
Update MTSS InSites and SharePoints	Adrienne	09/11/18	08/14/19	98%	100%	●	Low
Update MTSS Field Guide	Adrienne	08/08/18	08/14/19	98%	100%	●	Low
Summarize and share key findings and best practice	Adrienne	06/30/19	10/31/19	32%	25%	◕	Low
Provide guidance/support to school teams (Decision Tr	Adrienne & M	08/15/18	05/30/19	100%	100%	●	Low
Provide principals guidance/support (Decision Tree)	Adrienne & M	08/15/18	05/30/19	100%	100%	●	Low
Develop MTSS/RtI Look Fors using Visit, Observation Da	Adrienne & M	10/01/18	04/26/19	100%	100%	●	Low
				0%		○	
				0%		○	

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Project Plan

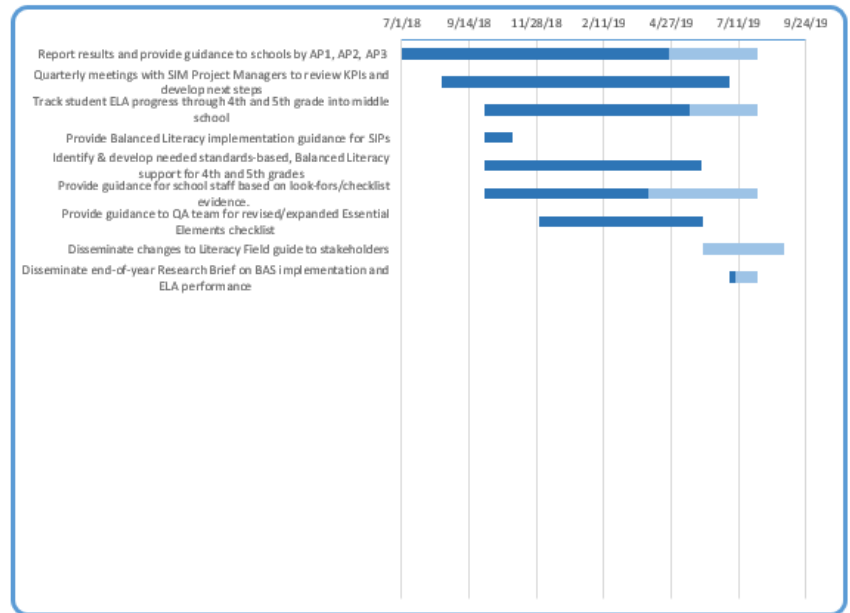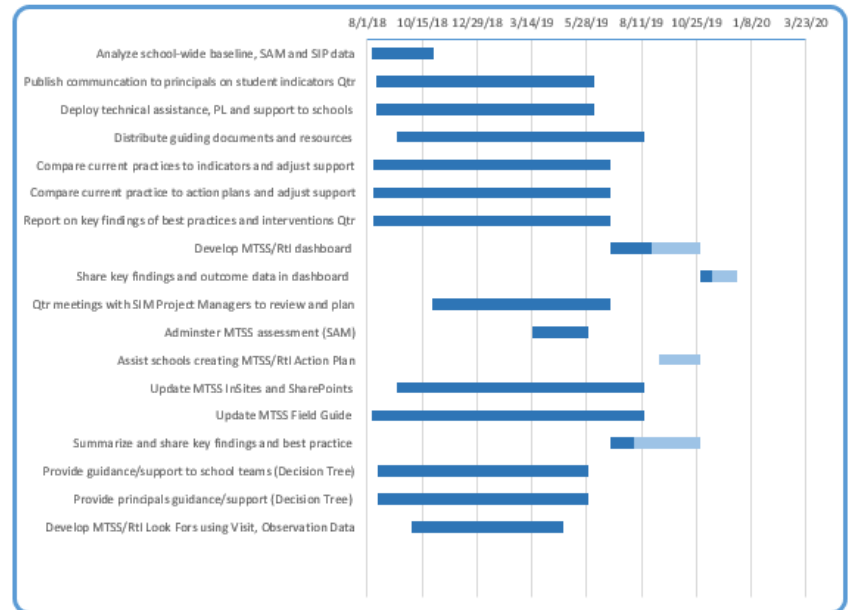**Early Literacy Initiative: Quality Assurance**

Project Manager: Mark Narkier

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Leadership Week Planning	Narkier	03/01/18	05/30/18	100%	100%	●	Low
Principal Cadre Planning	Narkier	03/01/18	08/01/18	100%	100%	●	Low
AP Cadre Planning	Narkier	03/01/18	08/01/18	100%	100%	●	Low
Edit Essential Elements	Narkier	07/03/18	08/10/18	100%	100%	●	Low
Leadership Week Implementation	Narkier	07/30/18	08/01/18	100%	100%	●	Low
Principal Cadre Implementation	Narkier	09/06/18	04/18/19	100%	100%	●	Low
AP Cadre Implementation	Narkier	08/30/18	05/25/19	100%	100%	●	Low
Teacher Identification for Targeted Support	Narkier	04/01/18	10/31/18	100%	100%	●	Low
Targeted Support Deployment	Narkier	11/01/18	05/30/19	100%	100%	●	Low
Initial School Visits around Essential Element	Narkier	09/16/18	11/30/18	100%	100%	●	Low
Interim School Visits around Essential Elemen	Narkier	01/01/19	03/31/19	100%	100%	●	Low
Final School Visits around Essential Elements	Narkier	04/01/19	05/31/19	100%	100%	●	Low
Determining Effectiveness of Targeted Suppor	Narkier	06/15/19	08/15/19	89%	100%	●	Low
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	

Project Management template provided by the Office of Strategic Initiative Management (SIM)

Theory of Action: Reimagining Middle Grades

Tactics	Theory-of-Action Driving Logic Model	Project Manager	Intended Benefits
PROGRAM SPONSOR: Dan Gohl Redesign middle grades experience to be organized around **project- and problem-based** interdisciplinary **learning** (1) Embed **Social-Emotional Learning** (SEL) standards and metrics in middle grades learning (2) Connect **MTSS/RtI** with graduation readiness metrics (3) Embed literacy support to include **applied learning** as a form of expression in all content areas (4) PROJECT SPONSOR: Leslie Brown Align community needs and preferences with well-planned **induction of new school prototypes** (5) PROJECT SPONSOR: Valerie Wanza **Quality Assurance** for school-based implementation (6)	**IF** we redesign the middle grades experience so that ALL students engage in project- and problem-based interdisciplinary learning (1, 5, 6), are supported in a warm environment (2, 6) where their unique educational needs are met (3, 5, 6), and have an opportunity to express themselves in all academic content areas (4, 6), **THEN** on-grade level performance will increase in both English-Language Arts (ELA) and Mathematics and they will transition successfully to high school.	Guy Barmoha (PPBL) (1) Dr. Sandra Skinner (SEL) (2) Dr. Mary Claire Mucenic (MTSS/RtI) (3) Susie Cantrick (Applied Learning) (4) Patrick Sipple (New Prototypes) (5) Christine Semisch (Quality Assurance) (6)	Incremental: • Increased student engagement and motivation (2) • Connections drawn across content domains (1, 4) • Individual student-centered support (3) Cumulative (1-6): • Increased Level 3 and Above in ELA and Mathematics in Grades 6 to 8 • Increased proportion making year's worth of growth in a year's time

Vision for Middle Grades

Inputs

- **Standards**
- **Master Schedule**
- **Instructional Materials**
- **Evaluation & Outcomes Data**
- **Analytics**
- **Resources** (people, technology, materials, monitoring protocols, etc.)

Traditional Black Box

Policy & Guidance

Processes

Instructional Focus: Project- and Problem-Based Interdisciplinary Learning

Curriculum Focus: Extend Literacy Support to Include Applied Learning in All Content Areas (F.S. 1003.41)

Personalized Learning Focus: Integrating MTSS/RtI and SEL Supports

Transition Focus: Improve transitions from Elem to Middle and Middle to High School

Professional Learning Focus: Design and Deploy Comprehensive Professional Development (1)

Actionable Information Focus: Use Data & Analytics to Guide Decision Making by All Stakeholders

Integrated Marketing & Communications Focus: Develop an Integrated MarComm Plan

Appraisal   **Communication**

School Improvement Planning

Outputs

Common Vision and Instructional Models for PBL (1). SEL embedded in Curriculum (2, 6). School Prototypes: Agriculture, Cambridge, Gifted Aca. ()

Embedded Literacy Standards in Applied Learning and Core Courses(4, 6). Summer Institute Elective Courses (4, 6).

Vision, Inst. Models, and Resources for SEL (2). SEL Imp. Framework (2, 6). MTSS/RtI Exemplars (3). MTSS/RtI Roadmap (3, 6).

Supportive Environments for Students and Teachers (2, 6). Student / Parent / Community Events (6)

Teachers & Administrators Trained on PBL; MTSS/RtI (1, 3, 4). Content-specific PLCs (1, 3). PD on Teacher-Student Relationships (2).

Method for Gauging SEL Development (2). Integrated Business Practices for MTSS/Rti Delivery (3).

Multi-channel communications to District Leadership and Community (1). Principal & Teacher Guides to MTSS/RtI (3, 6).

Systems Integration
- Policies & Guidance
- Appraisals (DASA/BASA, Wallace Foundation, PD)
- Communications (FACE, SBBC Committees)
- School Improvement Plans (informed by Surveys, RBA)

Short and Long Term Outcomes

Historical Florida Standards Assessment and End of Course Exam Percent Scores 3 and Above

	2014/15	2015/16	2016/17	2017/18	2018/19*
English Language Arts					
CFB	42	43 (+1)	43 (0)	44 (+1)	45 (+1)
SEL	58	58 (0)	58 (0)	59 (+1)	60 (+1)
PBL	59	58 (-1)	58 (0)	59 (+1)	60 (+1)
AMB	50	49 (-1)	51 (+2)	52 (+1)	53 (+1)
RMG Schools Total	52	52 (0)	53 (+1)	54 (+1)	54 (0)
Broward Total	54	54 (0)	55 (+1)	56 (+1)	57 (+1)
Statewide	52	52 (0)	53 (+1)	53 (0)	54 (+1)
Mathematics (Including Algebra 1 and Geometry)					
CFB	44	45 (+1)	46 (+1)	46 (0)	46 (0)
SEL	63	65 (+2)	65 (0)	64 (-1)	65 (+1)
PBL	62	61 (-1)	63 (+2)	63 (0)	63 (0)
AMB	54	53 (-1)	54 (+1)	55 (+1)	55 (0)
RMG Schools Total	56	56 (0)	57 (+1)	57 (0)	57 (0)
Broward Total	57	58 (+1)	58 (0)	59 (+1)	60 (+1)
Florida	55	56 (+1)	57 (+1)	58 (+1)	59 (+1)
Science (Including Biology)					
CFB	40	40 (0)	40 (0)	44 (+4)	40 (-4)
SEL	52	56 (+4)	54 (-2)	55 (+1)	53 (-2)
PBL	54	53 (-1)	54 (+1)	53 (-1)	53 (0)
AMB	47	45 (-2)	47 (+2)	49 (+2)	48 (-1)
RMG Schools Total	48	49 (+1)	49 (0)	51 (+2)	49 (-2)
Broward Total	49	50 (+1)	50 (0)	52 (+2)	50 (-2)
Statewide	49	50 (+!)	50 (0)	52 (+2)	51 (-1)
Civics					
CFB	53	54 (+1)	57 (+3)	56 (-1)	56 (0)
SEL	69	71 (+2)	75 (+4)	75 (0)	75 (0)
PBL	69	71 (+2)	74 (+3)	73 (-1)	74 (+1)
AMB	60	64 (+4)	67 (+3)	68 (+1)	67 (-1)
RMG Schools Total	63	66 (+3)	69 (+3)	68 (-1)	68 (0)
Broward Total	65	68 (+3)	71 (+3)	70 (-1)	71 (+1)
Statewide	65	67 (+2)	69 (+2)	71 (+2)	71 (0)

- 2018/19 FSA and EOC scores were generally **flat**.

- The first full year of RMG implementation has focused on laying **foundations**.

- While substantial progress has been made, **reach has been limited**: a fraction of instructional staff has been trained.

- **Time & experience** are necessary to implement PBL & SEL effectively.

*First year of RMG Implementation

Acronyms: EOC = End of Course; PBL = Project- and Problem-based Learning; SEL = Social Emotional Learning; CFB = Community Foundation of Broward; AMB = Ambassador Schools.

HIGH-QUALITY INSTRUCTION INITIATIVES: 2018/19 YEAR-END OUTCOMES

RMG: Teachers reporting PBL Implementation

Select how many different PBL projects you implemented with your classes this entire year	n	%
None	16	7.4
One	85	39.2
Two	67	30.9
Three or More	31	14.3
I am a non-classroom teacher and do not have students assigned to me.	18	8.3
Total	217	100.0

- Staff who had attended professional learning for PBL were invited to complete a survey about their experiences with implementing projects in their classrooms. Two hundred seventeen (84%) school staff responded to the survey which was administered in April and May 2019.

- Of the 217 respondents, 34 (16%) indicated that they either did not do any projects (n=16) or did not have students assigned to them (n=18).

- One hundred eighty-three (84%) implemented one or more projects, with 31 (14%) reporting that they had classes do 3 or more projects.
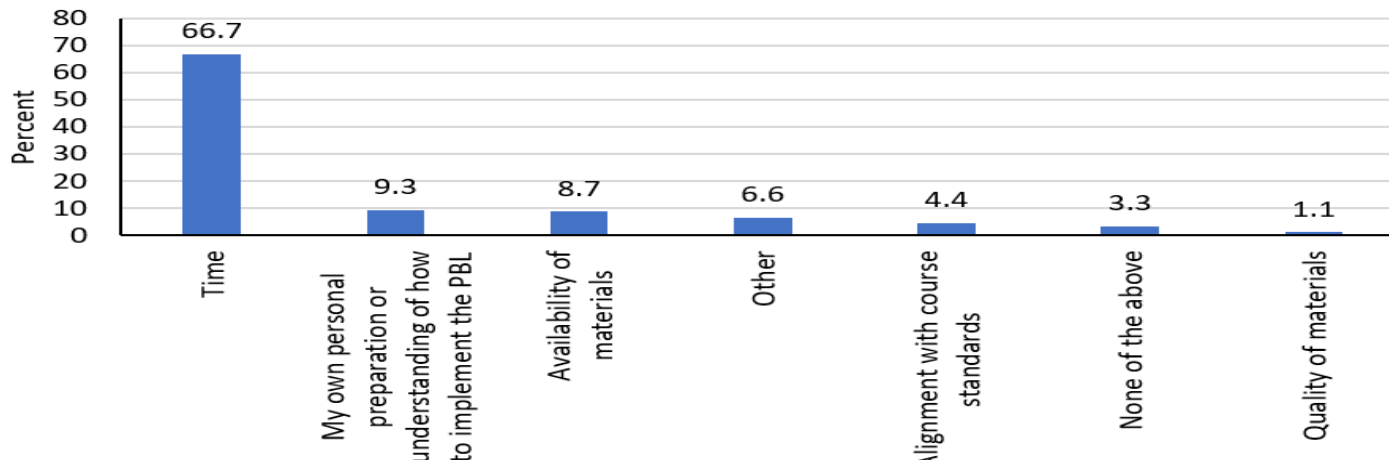
Top 25 Courses with Reported PBL Implementation, Number of Classes

Course Title	Community Foundation			Project Based Learning			Ambassador			Total*		
	n	N	%	n	N	%	n	N	%	n	N	%
M/J RESEARCH 1	18	276	7%	9	201	4%	0	154	0%	27	631	4%
M/J LANG ARTS 3, ADV	12	68	18%	13	94	14%	0	74	0%	25	236	11%
M/J LIFE SCIENCE ADV	9	62	15%	12	66	18%	3	72	4%	24	200	12%
M/J CIVICS	11	74	15%	5	55	9%	6	54	11%	22	183	12%
M/J LANG ARTS 2	11	97	11%	11	97	11%	0	107	0%	22	301	7%
M/J WORLD HIST ADV	10	70	14%	11	87	13%	1	81	1%	22	238	9%
M/J CIVICS ADV	7	54	13%	9	42	21%	5	33	15%	21	129	16%
M/J US HIS ADV & C/P	0	46	0%	19	93	20%	0	70	0%	19	209	9%
M/J CRIT THINKING	12	51	24%	6	32	19%	0	61	0%	18	144	13%
M/J ERTH/SPA SCI	12	98	12%	5	84	6%	0	109	0%	17	291	6%
M/J LIFE SCIENCE	11	96	11%	3	90	3%	3	108	3%	17	294	6%
M/J PHYSICAL SCI ADV	7	53	13%	9	64	14%	0	50	0%	16	167	10%
M/J LANG ARTS 1, ADV	8	68	12%	8	87	9%	0	74	0%	16	229	7%
M/J LANG ARTS 3	5	93	5%	11	92	12%	0	113	0%	16	298	5%
M/J PHYSICAL SCI	6	89	7%	9	79	11%	0	115	0%	15	283	5%
M/J GRADE 8 PRE-ALG	10	114	9%	5	124	4%	0	127	0%	15	365	4%
M/J LANG ARTS 2, ADV	5	76	7%	8	91	9%	0	73	0%	13	240	5%
M/J GRADE 6 MATH ADV	0	94	0%	9	97	9%	1	83	1%	10	274	4%
M/J GRADE 7 MATH ADV	4	63	6%	6	79	8%	0	54	0%	10	196	5%
M/J INTENS READ	7	225	3%	1	208	0%	2	157	1%	10	590	2%
M/J US HISTORY	2	21	10%	7	19	37%	1	2	50%	10	42	24%
M/J US HIST&CAR PLAN	2	75	3%	6	75	8%	1	97	1%	9	247	4%
M/J LANG ARTS 1	1	102	1%	7	90	8%	0	113	0%	8	305	3%
M/J GRADE 6 MATH	1	87	1%	6	84	7%	0	107	0%	7	278	3%
M/J WORLD HISTORY	3	92	3%	1	75	1%	0	112	0%	4	279	1%

What was the biggest challenge that was encountered with implementation?

Category	Percent
Time	66.7
My own personal preparation or understanding of how to implement the PBL	9.3
Availability of materials	8.7
Other	6.6
Alignment with course standards	4.4
None of the above	3.3
Quality of materials	1.1

Biggest Implementation Challenge: Time

As a result of the implementation of PBL, what was the MOST noticeable impact on your students?

| Category	Percent
Exposure to relevant and real-world topics, interests, or people	37.2
Increased student engagement	36.1
Led to deeper learning	13.7
Utilization of real world skills	10.9
None of the above	2.2
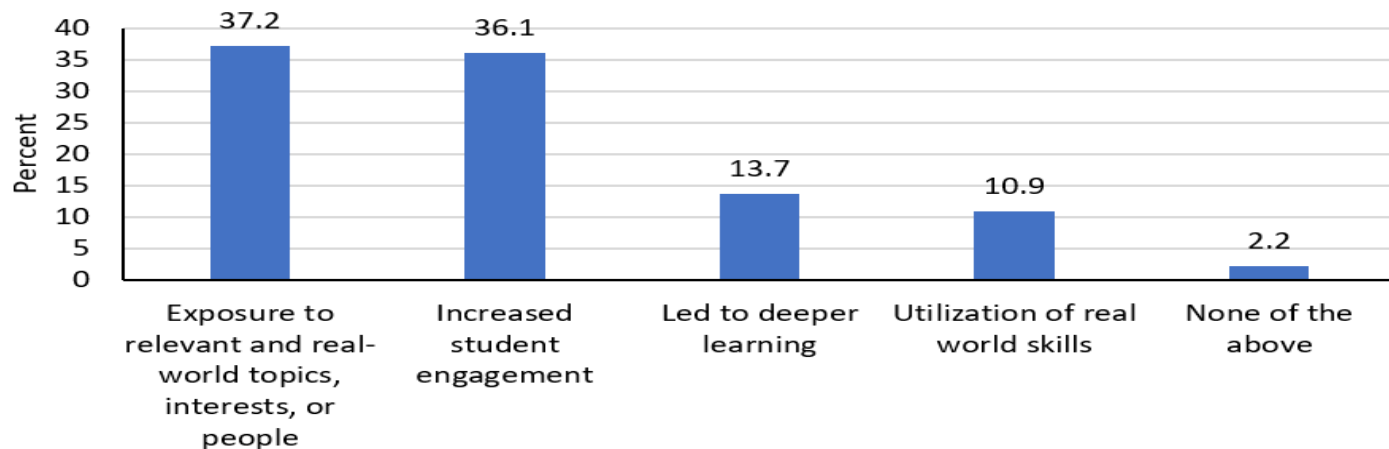
*Biggest Impact*: Exposure to Relevant Topics and Student Engagement

n = 217 Teachers

RMG: Teachers' Likelihood of Implementing PBL in Future

How likely are you to implement a PBL with your students next year?

- 1.6%
- 26.8%
- 25.1%
- 46.4%
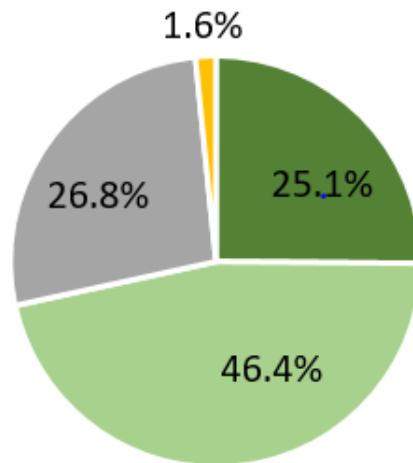
Legend:
- Extremely likely
- Very likely
- Hmmmm...not sure yet
- Not likely

I found that the implementation of PBL was an effective way to teach the standards.

- 2.7%
- 0.5%
- 19.1%
- 35.5%
- 42.1%
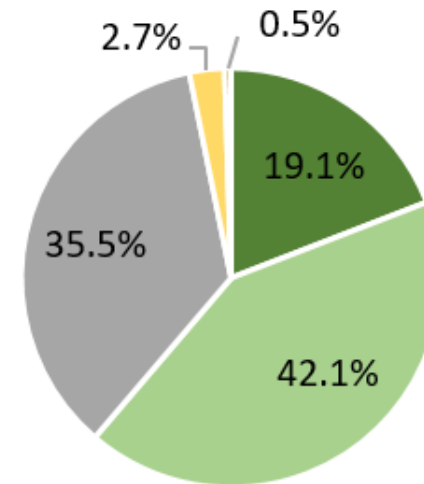
Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

n = 217 Teachers

RMG: Social-Emotional Learning Implementation

Subject Areas with Reported SEL Implementation

Subject	Classroom Teacher		Non-Classroom Teacher		Total	
	n	*%*	*n*	*%*	*n*	*%*
Art/Visual Arts	5	2.5%	--	--	5	2.3%
Chorus	1	0.5%	--	--	1	0.5%
Computer Education	6	3.0%	--	--	6	2.8%
Counseling	1	0.5%	8	57.1%	9	4.2%
English/Language Arts	51	25.6%	--	--	51	23.9%
Experiential Education	4	2.0%	--	--	4	1.9%
Health Education	3	1.5%	--	--	3	1.4%
Library Media	2	1.0%	--	--	2	0.9%
Mathematics	28	14.1%	1	7.1%	29	13.6%
Music Education	1	0.5%	--	--	1	0.5%
Peer Counseling	7	3.5%	--	--	7	3.3%
Physical Education	3	1.5%	--	--	3	1.4%
Research and Critical Thinking	26	13.1%	2	14.3%	28	13.1%
Science	30	15.1%	--	--	30	14.1%
Social Studies	26	13.1%	--	--	26	12.2%
Support Facilitator	3	1.5%	2	14.3%	5	2.3%
World Languages	2	1.0%	--	--	2	0.9%
Not Specified	--	--	1	7.1%	1	0.5%
Total	199	100.0%	14	100.0%	213	100.0%

RMG: Think Tank Feedback from Teachers

Think Tank Feedback from Project Based Learning Teachers

Observed Successes	Challenges	Recommendations
Student engagement increased (discussions, activities, sharing ideas)	Time to plan ensuring standard alignment	Allow us more time to plan together (common grades/subjects)
Student excitement increased (more confident, better presenting skills)	Time to execute the entire lesson (worried about finding balance)	Additional professional development (to focus on differentiated instruction, ESOL, ESE)
Students performance and dedication (appreciated their choice/voice)	Elective teachers with larger class size find it to be challenging	
Getting to know my students better allow me to better serve them		

Think Tank Feedback from Social Emotional Learning Teachers

Observed Successes	Challenges	Recommendations
Greater sense of school community and increase in SEL Skills	Lack of buy-in from untrained staff	Train all school staff (administrators, teachers, support staff, substitutes)
Schoolwide SEL practices (Greetings, Safe Spaces, Brain Smart Starts, class jobs, staff jobs)	Time (to meet with SEL PLC, to plan, to implement)	Share practices (monthly video highlighting school)
Improved relationships (teachers more mindful, express concern for students, students more comfortable with classmates)	Support (resources for implementation)	More teacher support (dedicated school-based staff, more PLC time, on-site coaching support)

RMG: Think Tank Feedback from Students

Think Tank Feedback from Students	
Observed Successes	**Challenges**
Teacher Support and Engagement	Students not being able to choose more of their classes/assignments
Positive Atmosphere (and safe environment)	Support from teachers (including instruction, engagement, and interaction)
Real-world and Hands-on Activities	Parental support
Student collaboration (with strong relationships)	Learning social skills, conflict resolution

Support Log Entries by Supplemental Staff at CFB Schools	Community Liaison		ESE Support	
	Count	%	Count	%
Academic	1,776	33.5%	1,638	71.0%
Attendance	482	9.1%	25	1.1%
Behavior	833	15.7%	330	14.3%
Follow-Up	454	8.6%	18	0.8%
Other	1,756	33.1%	295	12.8%
Total	5,301	100.0%	2,306	100.0%

- CFB-funded supplemental staff maintained logs of the services provided.

- There were a total of 7,607 log entries of services connected to 2,737 students.

- Many of these students (1,152) were connected to multiple log entries.

- The services provided and recorded in the logs were classified into the major groups of academic, attendance, behavior, follow-up, and other support.

- ESE Support staff primarily focused attention to providing Academic support, while Community Liaisons tended to split their services between Academic and Other.

ALIgn Participants Enrolling in a CFB School

ALIgn Camp	No	Yes	Total		ALIgn Camp	No	Yes	Total
Apollo MS	12	101	**113**		Apollo MS	11%	89%	**100%**
Everglades HS	141	11	**152**		Everglades HS	93%	7%	**100%**
Ft. Lauderdale HS	74	78	**152**		Ft. Lauderdale HS	48%	52%	**100%**
Piper HS	131	15	**146**		Piper HS	90%	10%	**100%**
South Plantation HS	60	29	**89**		South Plantation HS	67%	33%	**100%**
Total	418	234	**652**		**Total**	64%	36%	100%

ALIgn Participants Earning HS Credit

ALIgn Camp	No	Yes	Total		ALIgn Camp	No	Yes	Total
Apollo MS	10	103	**113**		Apollo MS	9%	91%	**100%**
Everglades HS	32	120	**152**		Everglades HS	21%	79%	**100%**
Ft. Lauderdale HS	2	150	**152**		Ft. Lauderdale HS	1%	99%	**100%**
Piper HS	11	135	**146**		Piper HS	8%	92%	**100%**
South Plantation HS	8	81	**89**		South Plantation HS	9%	91%	**100%**
Total	63	589	652		**Total**	10%	90%	100%

- **652 campers represent a five-fold increase in attendance over prior year.**

- **36% of campers are enrolled in a Community Foundation of Broward school.**

- **90% of campers earned High School credits through their participation**

Career Pathways begin in Middle School

Digital Tools and Industry Certifications are offered in Middle School. These options include:

- The **IC3 Certification** (Internet Core Competency Certification) is a global benchmark for basic computer literacy, including operating systems, hardware, software, and networks.

- The **MOS Program** (Microsoft Office Specialist Program) provides industry-leading assessments of skills and knowledge through our new project-based testing, giving students and professionals real-world exercises to appraise their understanding of Microsoft Office.

- The **LocoDrone** is the perfect mix of STEM and Computer Science – students make a solid transition to real-world STEM knowledge and Python programming skills.

- **NFTE** uses the application of tech entrepreneurship through experiential activities **using MIT's**. **App Inventor**.

HB 7071

- Restores **requirement for one course in career and education planning** in grades 6, 7, or 8, <u>for promotion</u>.

  - ➢ Must result in a personalized academic and career plan, which must inform students of:

    - ✓ Requirements for earning a high school diploma.

    - ✓ Requirements for each Bright Futures Scholarship program.

    - ✓ State university and Florida College System institution admission requirements.

    - ✓ Available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; & career education courses, including career-themed courses, pre-apprenticeship & apprenticeship programs, & course sequences that lead to industry certification.

- Requires **in-person academic advising** of students deemed to be potential dropouts or whose GPA drops below 2.0 about career education programs.

- Declaring a "**College and Career Decision Day**" to recognize high school seniors for their postsecondary education plans, to encourage early preparation for college, and to encourage students to pursue advanced career pathways through the attainment of industry certifications for which there are statewide college credit articulation agreements.
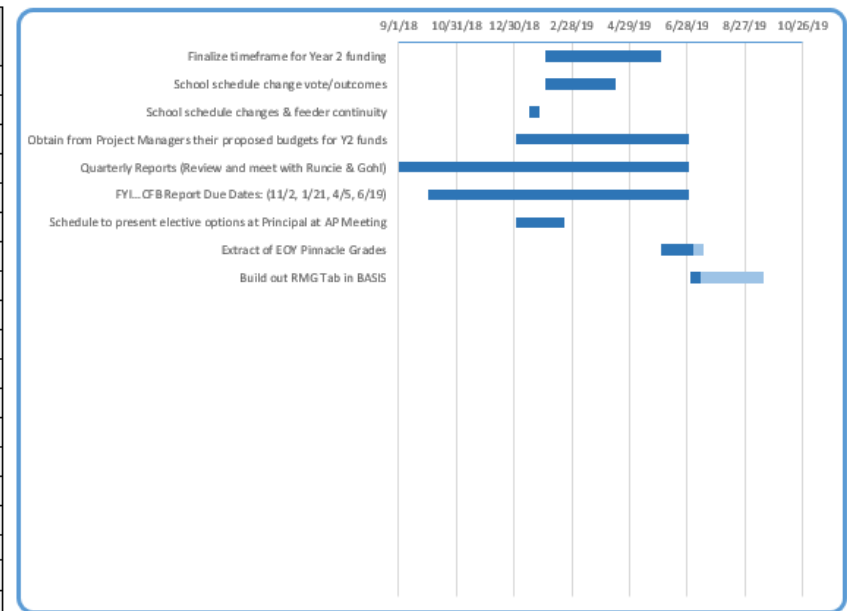
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Project Plan

Reimagining Middle Grades: Summary Overview for 2018-19

Executive Sponsors: Dan Gohl, Dr. Valerie Wanza, and Leslie Brown | Portfolio Manager: Dr. Jermaine Fleming | Project Manager: Christine Semisch | Project Coordinator: Tanya Thompson

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Finalize timeframe for Year 2 funding	Fleming	02/01/19	06/01/19	100%	100%	●	Low
School schedule change vote/outcomes	Fleming	02/01/19	04/15/19	100%	100%	●	Low
School schedule changes & feeder continuity	Cantrick	01/15/19	01/25/19	100%	100%	●	Low
Obtain from Project Managers their proposed budgets	Fleming	01/01/19	06/30/19	100%	100%	●	Low
Quarterly Reports (Review and meet with Runcie & Go	Fleming	09/01/18	06/30/19	100%	100%	●	Low
FYI...CFB Report Due Dates: (11/2, 1/21, 4/5, 6/19)	Thompson/Sk	10/01/18	06/30/19	100%	100%	●	Low
Schedule to present elective options at Principal at AP	S. Cantrick	01/01/19	02/21/19	100%	100%	●	Low
Extract of EOY Pinnacle Grades	Jeff/Fleming	06/01/19	07/15/19	100%	75%	◕	High
Build out RMG Tab in BASIS	Stanley/Thom	07/01/19	09/15/19	50%	15%	○	High
				0%		○	
				0%		○	
				0%		○	
				0%		○	
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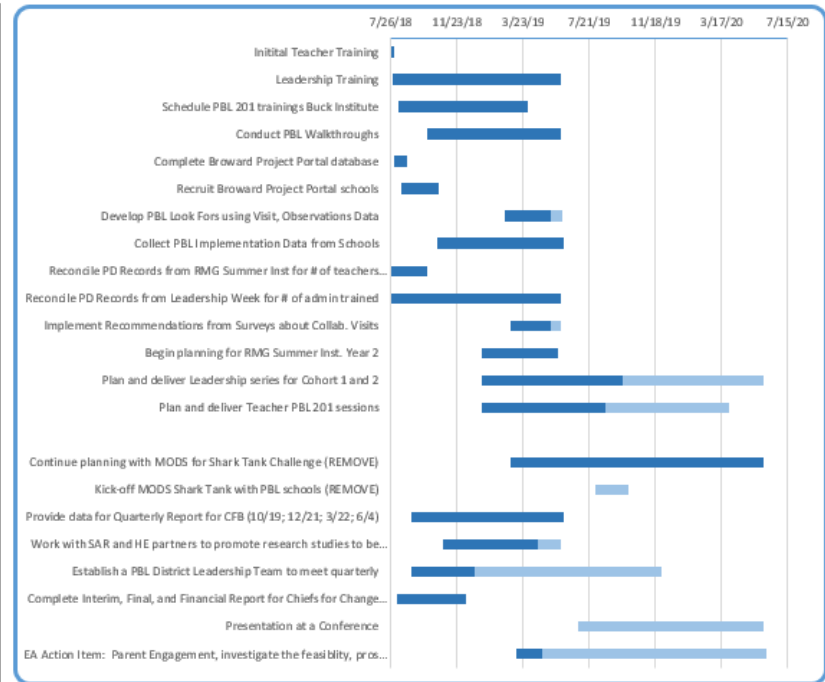
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Project Plan

Reimagining Middle Grades: Project Based Learning

Project Manager: Guy Barmoha

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Initital Teacher Training	Barmoha	07/26/18	08/02/18	100%	100%	●	Low
Leadership Training	Barmoha/Thor	07/30/18	05/30/19	100%	100%	●	Low
Schedule PBL 201 trainings Buck Institute	Barmoha/Thor	08/10/18	04/01/19	100%	100%	●	Low
Conduct PBL Walkthroughs	Barmoha/Thor	09/30/18	05/30/19	100%	100%	●	Low
Complete Broward Project Portal database	Milenkovic	08/01/18	08/24/18	100%	100%	●	Low
Recruit Broward Project Portal schools	Milenkovic	08/15/18	10/22/18	100%	100%	●	Low
Develop PBL Look Fors using Visit, Observations Data	Barmoha	02/18/19	06/01/19	100%	80%	●	High
Collect PBL Implementation Data from Schools	Barmoha/Thor	10/19/18	06/05/19	100%	100%	●	Low
Reconcile PD Records from RMG Summer Inst for # of te	Barmoha	07/26/18	10/01/18	100%	100%	●	Low
Reconcile PD Records from Leadership Week for # of ad	Barmoha	07/26/18	05/30/19	100%	100%	●	Low
Implement Recommendations from Surveys about Colla	Fleming/Semi	03/01/19	05/31/19	100%	80%	●	High
Begin planning for RMG Summer Inst. Year 2	Barmoha	01/07/19	05/24/19	100%	100%	●	Low
Plan and deliver Leadership series for Cohort 1 and 2	Barmoha/Thor	01/07/19	06/01/20	42%	50%	◑	Low
Plan and deliver Teacher PBL 201 sessions	Barmoha/Thor	01/07/19	03/30/20	48%	50%	◑	Low
				0%	0%	○	
Continue planning with MODS for Shark Tank Challenge	Barmoha/Thor	03/01/19	06/01/20	35%	100%	●	Low
Kick-off MODS Shark Tank with PBL schools (REMOVE)	Barmoha/Thor	08/01/19	10/01/19	11%	0%	○	Low
Provide data for Quarterly Report for CFB (10/19; 12/21; 3	Barmoha	09/01/18	06/04/19	100%	100%	●	Low
Work with SAR and HE partners to promote research stu	Barmoha/Bau	10/29/18	05/30/19	100%	80%	●	High
Establish a PBL District Leadership Team to meet quart	Barmoha	09/01/18	11/30/19	75%	25%	◔	High
Complete Interim, Final, and Financial Report for Chief	Barmoha	08/06/18	12/10/18	100%	100%	●	Low
Presentation at a Conference	Barmoha	07/01/19	06/01/20	11%	0%	○	Low
EA Action Item: Parent Engagement, investigate the fea		03/11/19	06/05/20	33%	10%	○	Med

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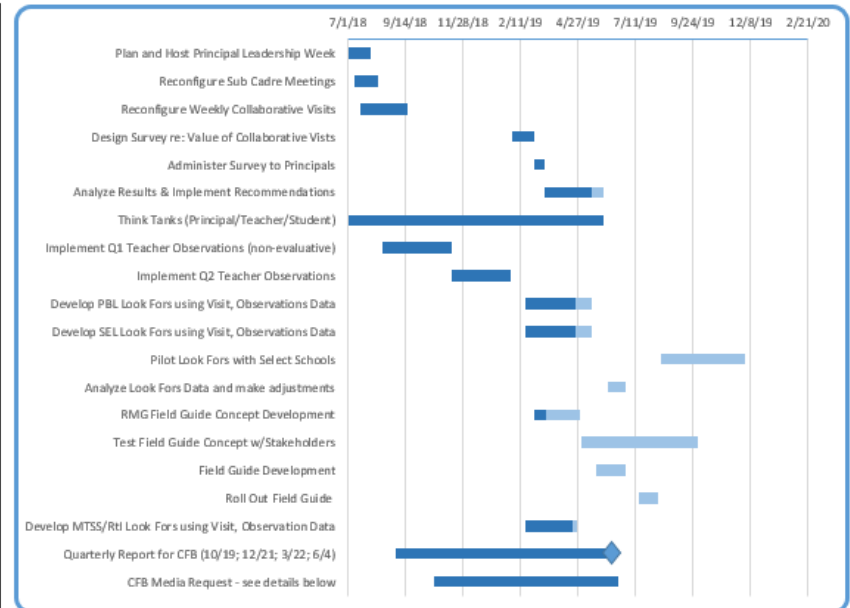
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Project Plan

Reimagining Middle Grades: Quality Assurance

Project Manager: Christine Semisch

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Plan and Host Principal Leadership Week	Semisch	07/01/18	08/01/18	100%	100%	●	Low
Reconfigure Sub Cadre Meetings	Semisch	07/10/18	08/10/18	100%	100%	●	Low
Reconfigure Weekly Collaborative Visits	Semisch	07/17/18	09/17/18	100%	100%	●	Low
Design Survey re: Value of Collaborative Vists	Semisch	02/01/19	03/01/19	100%	100%	●	Low
Administer Survey to Principals	Semisch	03/01/19	03/15/19	100%	100%	●	Low
Analyze Results & Implement Recommendations	Semisch	03/15/19	05/31/19	100%	80%	●	High
Think Tanks (Principal/Teacher/Student)	Semisch		05/31/19	100%	100%	●	Low
Implement Q1 Teacher Observations (non-evaluati	Semisch	08/15/18	11/14/18	100%	100%	●	Low
Implement Q2 Teacher Observations	Semisch	11/14/18	01/30/19	100%	100%	●	Low
Develop PBL Look Fors using Visit, Observations Da	Barmoha	02/18/19	05/15/19	100%	75%	◑	High
Develop SEL Look Fors using Visit, Observations Da	Skinner	02/18/19	05/15/19	100%	75%	◑	High
Pilot Look Fors with Select Schools	Semisch	08/14/19	12/01/19	0%	0%	○	Low
Analyze Look Fors Data and make adjustments	Semisch	06/06/19	06/28/19	100%	0%	○	High
RMG Field Guide Concept Development	Semisch	03/01/19	04/30/19	100%	25%	◐	High
Test Field Guide Concept w/Stakeholders	Semisch	05/01/19	10/01/19	65%	0%	○	High
Field Guide Development	Semisch	05/20/19	06/28/19	100%	0%	○	High
Roll Out Field Guide	Semisch	07/15/19	08/09/19	96%	0%	○	High
Develop MTSS/RtI Look Fors using Visit, Observatio	Adrienne	02/18/19	04/26/19	100%	90%	●	High
Quarterly Report for CFB (10/19; 12/21; 3/22; 6/4)	Semisch	09/01/18	06/04/19	100%	100%	●	Low
CFB Media Request - see details below	Thompson	10/22/18	06/19/19	100%	100%	●	Low

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Project Plan

Reimagining Middle Grades: Social-Emotional Learning

Project Manager: Dr. Sandra Skinner

Last Modified 08/08/19

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Inaugural RMG SEL Summer Institute	Sandra	04/04/18	08/02/18	100%	100%	●	Low
Create/administer pre/post training instrument	Sandra/Adam	07/10/18	08/14/18	100%	100%	●	Low
Create student SEL/SSE instrument/administer 2X/year*	Sandra/Melar	07/09/18	06/04/19	100%	100%	●	Low
Create teacher/staff instrument/administer 1X/year*	Sandra/Melar	09/01/18	06/04/19	100%	100%	●	Low
Report on RMG SEL Summer Institute	Sandra/Melar	09/01/18	06/04/19	100%	75%	◕	High
Report on school FOI and outcomes	Sandra	06/05/19	09/01/19	73%	30%	◔	High
Provide guidance to schools on using survey data	Sandra/workg	09/01/18	04/20/19	100%	100%	●	Low
Second Step: launch in schools	Sandra	07/23/18	09/01/18	100%	100%	●	Low
Second Step: monitor and provide support to teachers/a	Sandra	09/01/18	06/05/19	100%	100%	●	Low
Deploy support structure for RMG SEL schools/ambassad	Sandra/MP,AI,	08/27/18	10/01/18	100%	100%	●	Low
Plan and deploy continued PD for 2018-19	Sandra	08/02/18	06/05/19	100%	100%	●	Low
Plan, deploy, and monitor means of ongoing communica	Tanya	08/02/18	06/05/19	100%	100%	●	Low
Develop and utilize FOI measures (teachers)	Sandra	09/01/18	06/04/19	100%	100%	●	Low
Provide data for Quarterly Report for CFB (10/19; 12/21; 3/	Sandra	09/01/18	07/17/19	100%	100%	●	Low
Plan and implement content for sub-cadre meetings 9/6	Sandra/Tanya	08/21/18	03/06/19	100%	100%	●	Low
Plan and implement content for all AP Meetings	Tanya	09/17/18	06/04/19	100%	100%	●	Low
Develop SEL Look Fors using Visit, Observations Data	Sandra	02/18/19	05/15/19	100%	75%	◕	High
Presentation at a Conference (Panorama & CD w/ CASL)	Skinner	04/01/19	06/01/20	30%	0%	○	High
PASL Class Curriculum and Support Structure	Sandra	05/10/19	08/15/19	93%	75%	◕	Low
				0%	0%	○	
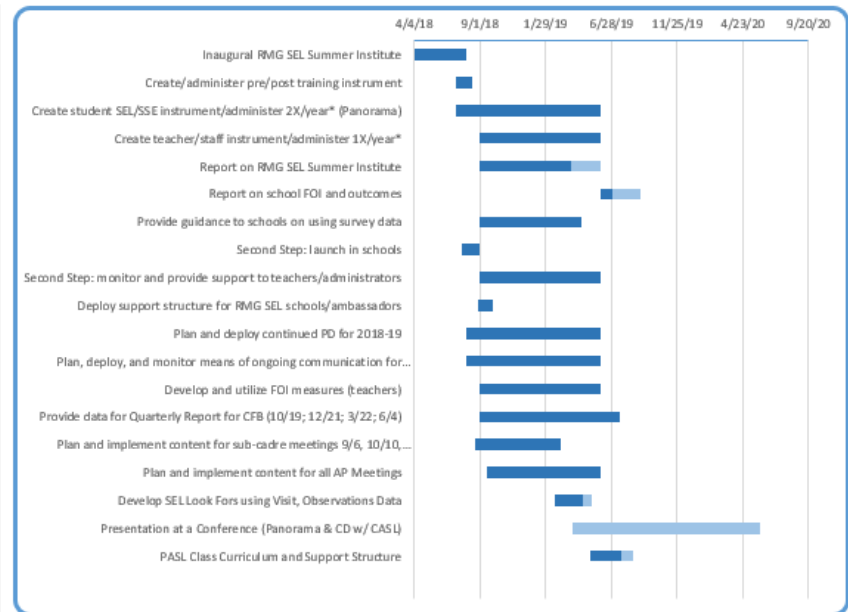
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Project Plan

Reimagining Middle Grades: Applied Learning

Project Manager: Susan Cantrick

Last Modified 08/08/19

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
ALIgn: Compile student survey results & classroom insi	S.Cantrick	08/01/18	08/31/18	100%	100%	● Low
ALIgn: Use absence of programs and student interest to	S.Cantrick	09/01/18	04/06/19	100%	95%	● High
ALIgn: Publish Year 1 findings	S.Cantrick	10/01/18	10/31/18	100%	100%	● Low
ALIgn: Confirm funding schedule for Year 2	S.Cantrick	07/15/18	02/01/19	100%	100%	● Low
ALIgn: Year 2 camp pre-meetings, scheduling, materials	S.Cantrick	02/01/19	05/31/19	100%	100%	● Low
ALIgn: Year 2 camp marketing	S.Cantrick	02/01/19	05/31/19	100%	100%	● Low
ALIgn: Year 2 present elective options at Principal Meet	S.Cantrick	01/16/19	02/25/19	100%	100%	● Low
CEA: Break Ground at Plantation Middle	S.Cantrick	12/01/18	07/01/19	100%	0%	○ High
CEA: Content development for all content areas for Y1 S	S.Cantrick	12/31/18	07/01/19	100%	0%	○ High
CEA: Develop class immersion plan (impacts to each cla	S.Cantrick	08/31/18	02/28/19	100%	0%	○ High
CEA: Create IB/IBELA + basic foundations scaling plan	S.Cantrick	10/01/18	02/28/19	100%	0%	○ High
CEA: Kickoff for Year 2 Planning/Implementation	S.Cantrick	12/01/18	02/28/19	100%	0%	○ High
CEA: Year 2 Marketing	S.Cantrick	01/01/19	07/15/19	100%	0%	○ High
CEA: Year 2 content development	S.Cantrick	01/01/19	07/15/19	100%	0%	○ High
CEA: Professional Development	S.Cantrick	01/01/19	07/15/19	100%	0%	○ High
CEA: Year 2 materials acquisition	S.Cantrick	01/01/19	07/15/19	100%	0%	○ High
Active Voice: Present at Great City Schools	S. Cantrick	10/24/18	10/26/18	100%	100%	● Low
Active Voice: Marketing, content, rollout strategy	S. Cantrick	TBD	TBD	0%	0%	○
Active Voice: Kickoff & rollout for middle/high school pi	S. Cantrick	TBD	TBD	0%	0%	○
Active Voice: Implementation rollout reporting/analytic	S. Cantrick	TBD	TBD	0%	0%	○
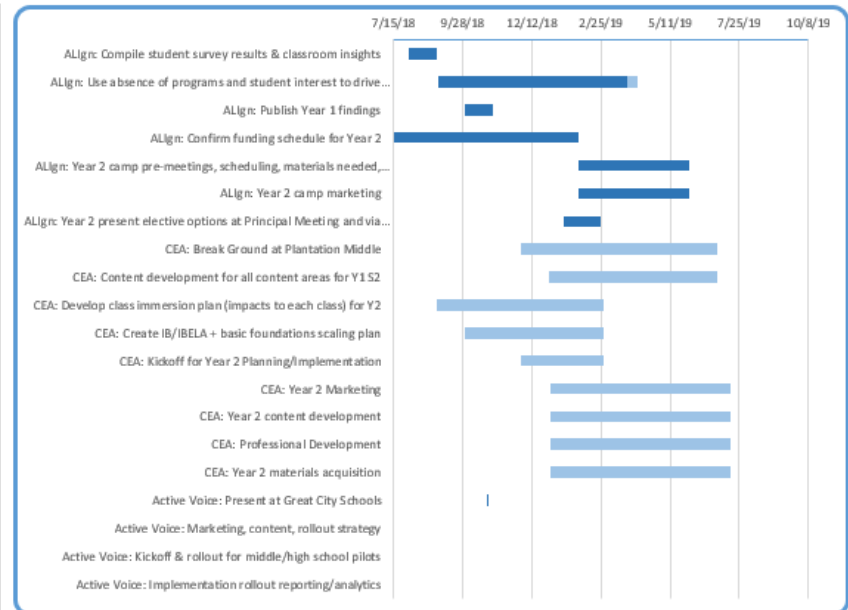
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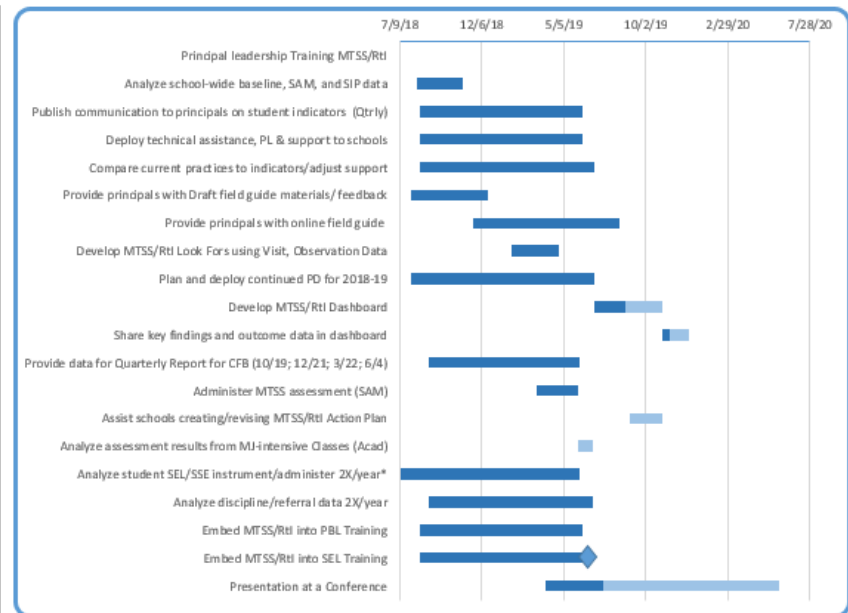
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Project Plan

RMG: Multi-tiered Support System & Response to Intervention

Project Manager: Dr. Mary Claire Mucenic

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Principal leadership Training MTSS/RtI	Mary Claire	07/30/18	07/30/18	100%	100%	●	Low
Analyze school-wide baseline, SAM, and SIP data	Adrienne	08/08/18	10/31/18	100%	100%	●	Low
Publish communication to principals on student indicat	Adrienne	08/14/18	06/07/19	100%	100%	●	Low
Deploy technical assistance, PL & support to schools	Adrienne	08/14/18	06/07/19	100%	100%	●	Low
Compare current practices to indicators/adjust support	Adrienne	08/14/18	06/30/19	100%	100%	●	Low
Provide principals with Draft field guide materials/ feed	Adrienne/MC	07/30/18	12/18/18	100%	100%	●	Low
Provide principals with online field guide	Adrienne/MC	11/21/18	08/14/19	98%	100%	●	Low
Develop MTSS/RtI Look Fors using Visit, Observation Dat	Adrienne/MC	01/30/19	04/26/19	100%	100%	●	Low
Plan and deploy continued PD for 2018-19	Adrienne/MC	07/30/18	06/30/19	100%	100%	●	Low
Develop MTSS/RtI Dashboard	Adrienne/IT	06/30/19	10/31/19	32%	45%	◑	Low
Share key findings and outcome data in dashboard	Adrienne/IT	10/31/19	12/20/19	0%	30%	◔	Low
Provide data for Quarterly Report for CFB (10/19; 12/21; 3/	MC	09/01/18	06/04/19	100%	100%	●	Low
Administer MTSS assessment (SAM)	Adrienne	03/15/19	05/30/19	100%	100%	●	Low
Assist schools creating/revising MTSS/RtI Action Plan	Adrienne	09/03/19	10/31/19	0%	0%	○	Low
Analyze assessment results from MJ-intensive Classes (	Richie Baum	06/01/19	06/28/19	100%	0%	○	High
Analyze student SEL/SSE instrument/administer 2X/year*	Sandra	07/09/18	06/04/19	100%	100%	●	Low
Analyze discipline/referral data 2X/year	Adrienne/Jeff	09/01/18	06/28/19	100%	100%	●	Low
Embed MTSS/RtI into PBL Training	Guy	08/14/18	06/07/19	100%	100%	●	Low
Embed MTSS/RtI into SEL Training	Sandra	08/14/18	06/07/19	100%	100%	●	Low
Presentation at a Conference	Adrienne	04/01/19	06/01/20	30%	25%	◔	Low

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Project Plan
Reimagining Middle Grades: Community Foundation of Broward
Project Manager: Dr. Jermaine Fleming

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
CFB Report Due Dates: 11/2, 1/21, 4/5, 6/1	Thompson/Sk	07/01/18	06/30/19	100%	100%	●	Low
Initial Board Announcement - broadly d	Fleming/PIO	07/10/18	10/16/18	100%	100%	●	Low
Two success stories (Winter and Spring)	Thompson/Sk	12/01/18	06/30/19	100%	100%	●	Low
News release detailing Year 1 progress	Fleming/PIO	04/15/19	06/30/19	100%	100%	●	Low
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
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				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	

Gantt chart columns: 7/1/18, 8/30/18, 10/29/18, 12/28/18, 2/26/19, 4/27/19, 6/26/19, 8/25/19

- CFB Report Due Dates: 11/2, 1/21, 4/5, 6/19)
- Initial Board Announcement - broadly distributed news release
- Two success stories (Winter and Spring)
- News release detailing Year 1 progress

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College, Career, & Life Readiness: Overview

Post-Secondary Preparedness

- Create experiential learning for students outside of current curriculum delivery models and the corresponding Professional Learning needed
- Create local course paired w/ Personal Financial Literacy. (See course in Life Skills)
- Develop consortium of stakeholders revisiting post-secondary preparedness on a regular basis to account for changing conditions at the macro level (Bridge to Life)
- Peer counseling in the form of BRACE Cadets, MTL, LIA, 5000 Role Models, etc…
- Require every student to create a post-secondary plan via CCLR program (Naviance)
- Stakeholder education (parents, ALL faculty, etc.)

Social and Emotional Awareness

- Establish a common definition of SEL in relation to CCLR
- Create an asset map of internal and external SEL resources, staff, and programs
- Identify SEL best practices, a scope & sequence, and a menu of options
- Provide SEL training, continuous support, and appropriate resources
- Utilize a common instrument for meaningful measurement of SEL
- Provide proactive intervention & advisement for SEL issues

CCLR Portfolio Revised Deliverables

Personalized Pathways

- Market awareness of Career Pathways
- Educate and Train in student cohort scheduling
- Leverage NAF academies and student mentoring
- Emphasis CTE as education to change perceptions
- Promote inter-disciplinary curriculum within career pathways (e.g., an aligned industry certification in conjunction with a related AP capstone/AICE course of study)
- Promote Magnet and Innovative Programs along with AICE, AP, IB, IC, CTE to ensure full-scope opportunity access
- CTE Interns as mentors

Life Skills

- Clearly define and standardize life skills, including levels metrics
- Create Life Skills/Fin Lit (include FAFSA and Scholarship education) year-long course and propose as a Post-Secondary Preparedness local course requirement; simultaneously developing natural reinforcement of skills in CTACE and core classes
- Develop self assessment standards for life skills via Naviance
- Identify and promote opportunities for students to develop soft skills outside the classroom
- Develop and implement plan for replicating successful models across high schools

Theory of Action: College, Career, & Life Readiness

Tactics	Theory of Action driving Logic Model	Project Manager	Desired Outcomes
PROGRAM SPONSOR: Daniel Gohl Provide **rigorous foundations** in algebra, reading and writing in the ninth grade. Improve **counseling services** at the secondary level to raise expectations and quality of course-taking trends. Support and monitor **post-secondary transition** through college selection counseling and access to college entrance exams and financial support processes. Using the **MTSS/RtI** process to support graduation and post-secondary transitions. PROJECT SPONSOR: Valerie Wanza **Quality Assurance** for school-based implementation	**IF** we ensure that students have strong foundations in literacy and numeracy, that their unique learning needs are met through personalized pathways, have engaged in rigorous curriculum aligned to post-secondary opportunities, have developed social & emotional skills and have support when exploring careers and applying to college, **THEN** students will have the knowledge and skills required to successfully pursue a post-secondary pathway of their choice as productive members of society.	**Susan Cantrick** & Todd LaPace (Employability Skills) **Enid Valdez** & Jon Marlow (Personalized Pathways) **Guy Barmoha** & Scott Fiske (Post-Secondary Preparedness) **Ralph Aiello** & Angel Gomez (Social & Emotional Awareness)	Incremental: • Students develop soft skills necessary to be successful in college and the workplace. • Students chart and conduct their high school career in alignment with their post-secondary goals. Cumulative: • Increased Level 3 and Above in ELA and Mathematics • Closed Achievement Gaps • Increased graduation rates • Increased college admission rates and scholarships • Increased employment

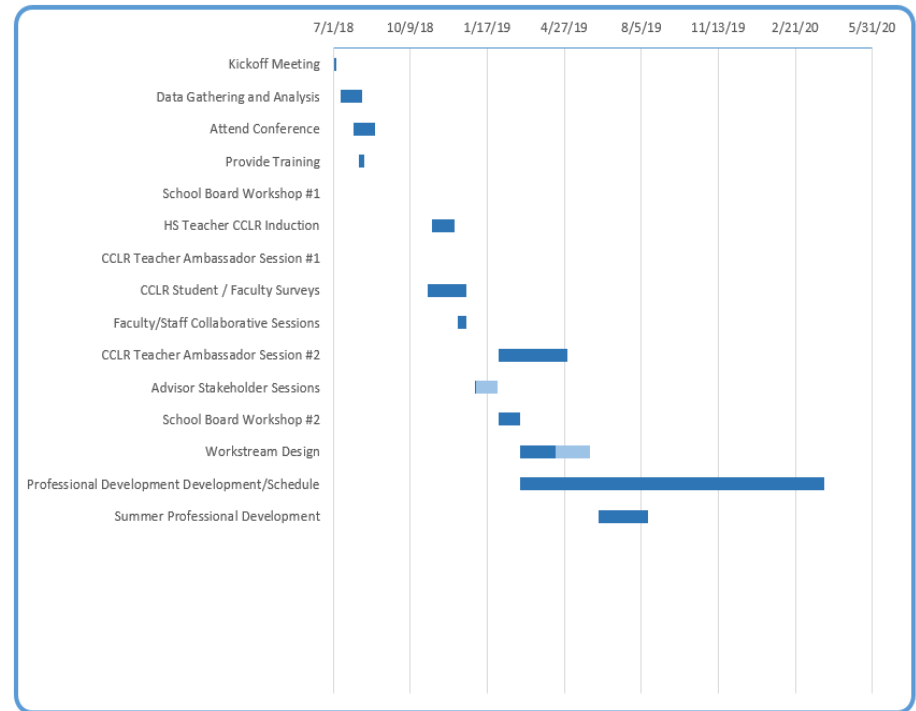# College, Career, & Life Readiness

Project Plan

College, Career, and Life Readiness: Summary Overview for 2018-19

Executive Sponsors: Dan Gohl, Dr. Valerie Wanza, and Leslie Brown | Portfolio Manager: Mike Ramirez | Co-Managers: Alan Strauss and Michelle Kefford

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Kickoff Meeting	Ramirez	7/1/2018	7/5/2018	100%	100%	●	Low
Data Gathering and Analysis	Ramirez	7/10/2018	8/7/2018	100%	100%	●	Low
Attend Conference	Ramirez	7/27/2018	8/24/2018	100%	100%	●	Low
Provide Training	Ramirez	8/3/2018	8/10/2018	100%	100%	●	Low
School Board Workshop #1	Gohl/Ramirez	9/25/2018	9/25/2018	100%	100%	●	Low
HS Teacher CCLR Induction	Ramirez	11/6/2018	12/5/2018	100%	100%	●	Low
CCLR Teacher Ambassador Session #1	Ramirez	11/19/2018	11/19/2018	100%	100%	●	Low
CCLR Student / Faculty Surveys	Ramirez	11/1/2018	12/21/2018	100%	100%	●	Low
Faculty/Staff Collaborative Sessions	Ramirez	12/10/2018	12/21/2018	100%	100%	●	Low
CCLR Teacher Ambassador Session #2	Ramirez/Strauss	1/31/2019	5/1/2019	100%	100%	●	Low
Advisor Stakeholder Sessions	Ramirez	1/1/2019	1/30/2019	100%	5%	○	High
School Board Workshop #2	Ramirez/Barmoha	2/1/2019	2/28/2019	100%	100%	●	Low
Workstream Design	Ramirez	3/1/2019	5/30/2019	100%	50%	◑	High
Professional Development Development/Schedule	Ramirez/Leon	3/1/2019	3/30/2020	42%	100%	●	Low
Summer Professional Development	Ramirez/Leon	6/10/2019	8/14/2019	98%	100%	●	Low
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	

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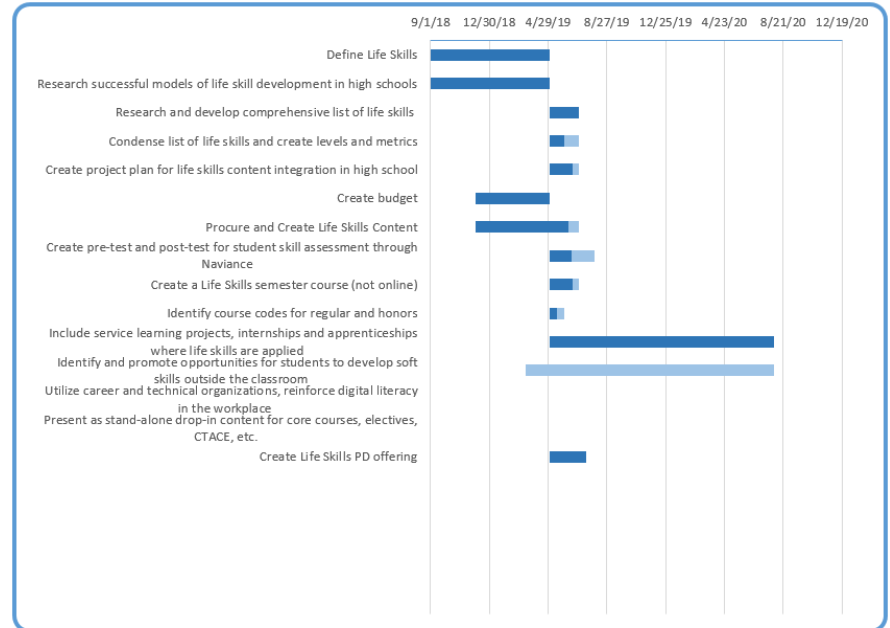
College, Career, & Life Readiness

Project Plan
College, Career, and Life Readiness: Life Skills
Project Manager: Susan Cantrick | Co-Manager: Todd LaPace

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Define Life Skills	Cantrick	9/1/2018	5/1/2019	100%	100%	●	Low
Research successful models of life skill development in H	Cantrick	9/1/2018	5/1/2019	100%	100%	●	Low
Research and develop comprehensive list of life skills	Cantrick	5/1/2019	7/1/2019	100%	100%	●	Low
Condense list of life skills and create levels and metrics	Cantrick	5/1/2019	7/1/2019	100%	50%	◑	High
Create project plan for life skills content integration in high	Cantrick	5/1/2019	7/1/2019	100%	80%	●	High
Create budget	Cantrick	12/1/2018	5/1/2019	100%	100%	●	Low
Procure and Create Life Skills Content	Cantrick	12/1/2018	7/1/2019	100%	90%	●	High
Create pre-test and post-test for student skill assessment	Cantrick	5/1/2019	8/1/2019	100%	50%	◑	High
Create a Life Skills semester course (not online)	Cantrick	5/1/2019	7/1/2019	100%	80%	●	High
Identify course codes for regular and honors	Cantrick	5/1/2019	6/1/2019	100%	50%	◑	High
Include service learning projects, internships and appren	TBD	5/1/2019	8/1/2020	23%	100%	●	Low
Identify and promote opportunities for students to deve	Cantrick/Valdez?	3/13/2019	8/1/2020	30%	0%	○	High
Utilize career and technical organizations, reinforce digit	TBD	TBD	TBD	0%	0%	○	
Present as stand-alone drop-in content for core courses,	Cantrick/Valdez?	TBD	TBD	0%	0%	○	
Create Life Skills PD offering	Cantrick	5/1/2019	7/15/2019	100%	100%	●	Low
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	

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HIGH-QUALITY INSTRUCTION INITIATIVES: 2018/19 YEAR-END OUTCOMES
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College, Career, & Life Readiness
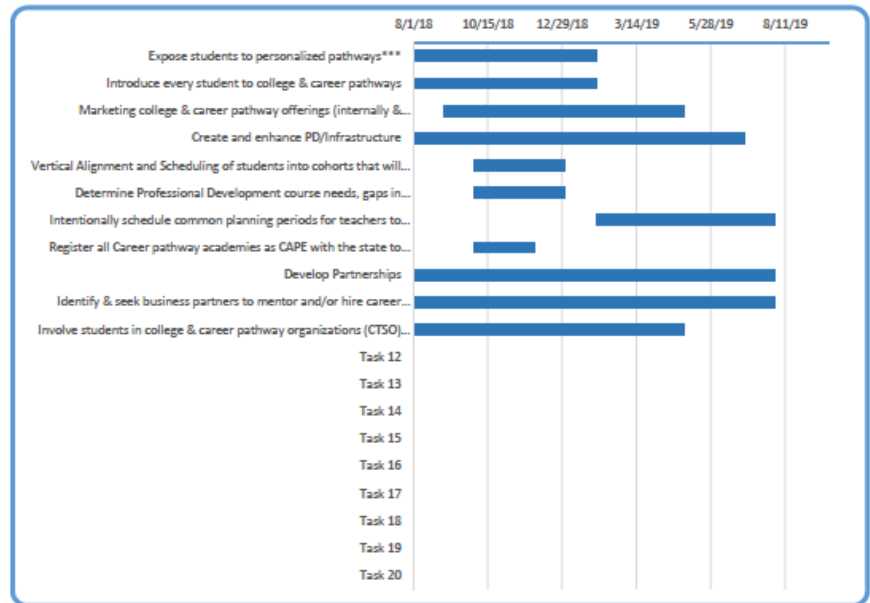
Last Modified: 07/31/19

Project Plan

College, Career, and Life Readiness: Personalized Pathways

Project Manager: Enid Valdez | Co-Manager: Jon Marlow

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Expose students to personalized pathways***	School Leadership	8/1/2018	2/1/2019	100%	100%	●	Low
Introduce every student to college & career pathways	School Leadership	8/1/2018	2/1/2019	100%	100%	●	Low
Marketing college & career pathway offerings (internally &	CTACE	9/1/2018	5/1/2019	100%	100%	●	Low
Create and enhance PD/Infrastructure	CTACE	8/1/2018	7/1/2019	100%	100%	●	Low
Vertical Alignment and Scheduling of students into cohorts	School Leadership	10/1/2018	1/1/2019	100%	100%	●	Low
Determine Professional Development course needs, gaps i	CTACE	10/1/2018	1/1/2019	100%	100%	●	Low
Intentionally schedule common planning periods for teach	School Leadership	2/1/2019	8/1/2019	99%	100%	●	Low
Register all Career pathway academies as CAPE with the st	CTACE	10/1/2018	12/1/2018	100%	100%	●	Low
Develop Partnerships	CTACE	8/1/2018	8/1/2019	100%	100%	●	Low
Identify & seek business partners to mentor and/or hire ca	CTACE/School L	8/1/2018	8/1/2019	100%	100%	●	Low
Involve students in college & career pathway organizations	School Leadership	8/1/2018	5/1/2019	100%	100%	●	Low
Task 12				0%	0%	○	
Task 13				0%	0%	○	
Task 14				0%	0%	○	
Task 15				0%	0%	○	
Task 16				0%	0%	○	
Task 17				0%	0%	○	
Task 18				0%	0%	○	
Task 19				0%	0%	○	
Task 20				0%	0%	○	

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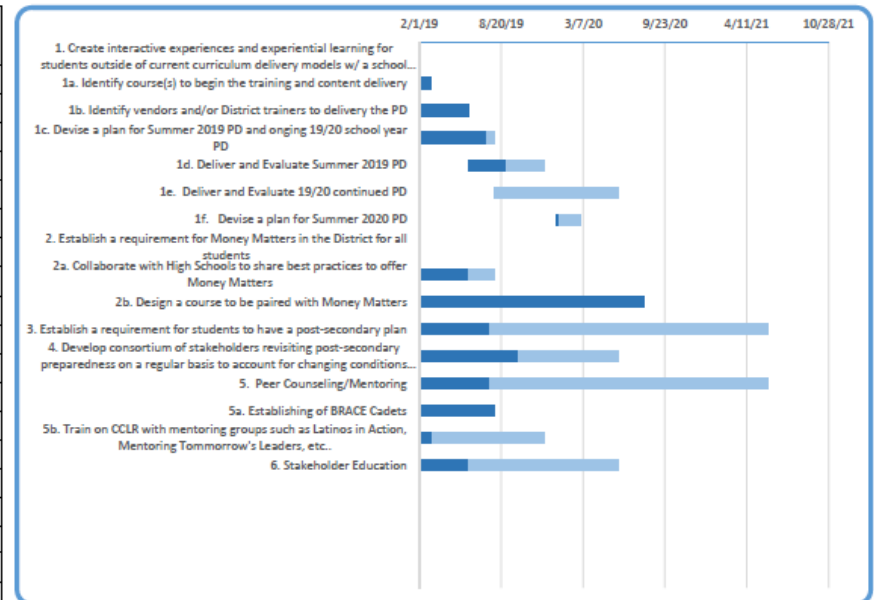
Last Modified: 07/31/19

Project Plan

College, Career, and Life Readiness: Post-Secondary Preparedness

Project Manager: Guy Barmoha | Co-Manager: Scott Fiske

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
1. Create interactive experiences and experiential learning f	Barmoha/Fiske/Lee			0%	0%	○	
1a. Identify course(s) to begin the training and content deliv	Barmoha/Fiske/Lee	2/1/2019	3/1/2019	100%	100%	●	Low
1b. Identify vendors and/or District trainers to delivery the	Barmoha/Fiske/Lee	2/1/2019	6/1/2019	100%	100%	●	Low
1c. Devise a plan for Summer 2019 PD and onging 19/20 sch	Barmoha/Fiske/Lee	2/1/2019	8/1/2019	99%	90%	●	Low
1d. Deliver and Evaluate Summer 2019 PD	Barmoha/Fiske/Lee	6/1/2019	12/1/2019	33%	50%	◑	Low
1e. Deliver and Evaluate 19/20 continued PD	Barmoha/Fiske/Lee	8/1/2019	6/1/2020	0%	0%	○	Low
1f. Devise a plan for Summer 2020 PD	Barmoha/Fiske/Lee	1/1/2020	3/1/2020	0%	10%	○	Low
2. Establish a requirement for Money Matters in the District	Barmoha/Fiske			0%	0%	○	
2a. Collaborate with High Schools to share best practices to	Barmoha/Fiske	2/1/2019	8/1/2019	99%	67%	◕	High
2b. Design a course to be paired with Money Matters	Barmoha/Fiske/Ca	2/1/2019	8/1/2020	33%	100%	●	Low
3. Establish a requirement for students to have a post-secon	Barmoha/Aiello	2/1/2019	6/1/2021	21%	20%	◔	Low
4. Develop consortium of stakeholders revisiting post-secon	Barmoha/Fiske	2/1/2019	6/1/2020	37%	50%	◑	Low
5. Peer Counseling/Mentoring	Barmoha/Aiello	2/1/2019	6/1/2021	21%	20%	◔	Low
5a. Establishing of BRACE Cadets	Barmoha/Aiello	2/1/2019	8/1/2019	99%	100%	●	Low
5b. Train on CCLR with mentoring groups such as Latinos in	Barmoha/Aiello	2/1/2019	12/1/2019	59%	10%	○	High
6. Stakeholder Education	Barmoha/Fiske	2/1/2019	6/1/2020	37%	25%	◔	Low
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	
				0%	0%	○	

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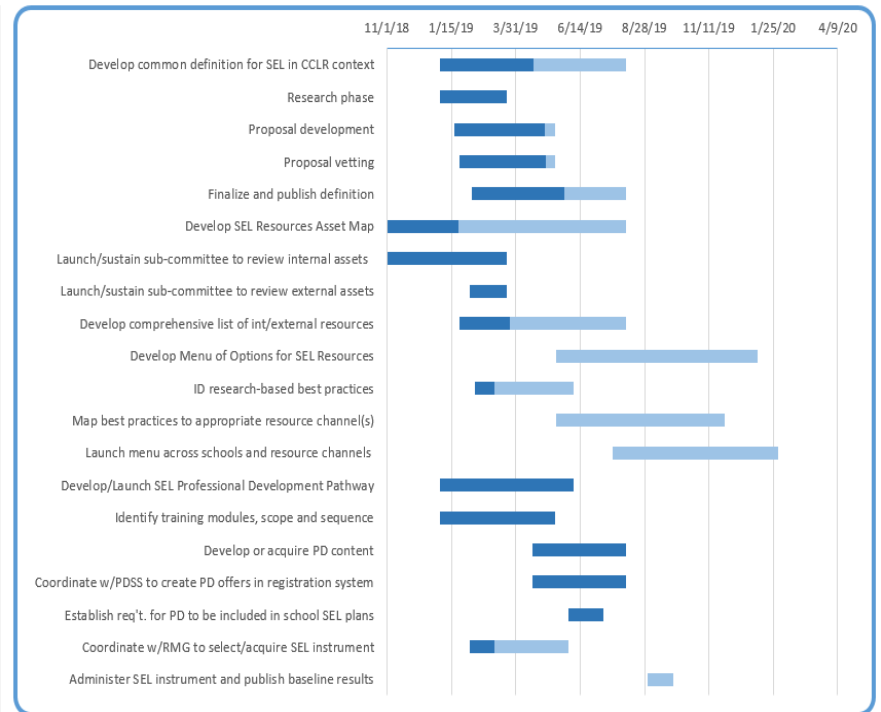
Project Plan

College, Career, and Life Readiness: Social and Emotional Learning

Project Manager: Ralph Aiello | Co-Manager: Brad Fatout

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Develop common definition for SEL in CCLR context	Aiello	1/2/2019	8/7/2019	100%	50%	◑	High
Research phase	Aiello	1/2/2019	3/21/2019	100%	100%	●	Low
Proposal development	Aiello	1/18/2019	5/16/2019	100%	90%	●	High
Proposal vetting	Aiello	1/25/2019	5/16/2019	100%	90%	●	High
Finalize and publish definition	Aiello	2/8/2019	8/7/2019	100%	60%	◕	High
Develop SEL Resources Asset Map	Aiello	11/1/2018	8/7/2019	100%	30%	◔	High
Launch/sustain sub-committee to review internal assets	Aiello	11/1/2018	3/21/2019	100%	100%	●	Low
Launch/sustain sub-committee to review external assets	Aiello	2/6/2019	3/21/2019	100%	100%	●	Low
Develop comprehensive list of int/external resources	Aiello	1/25/2019	8/7/2019	100%	30%	◔	High
Develop Menu of Options for SEL Resources	Aiello	5/17/2019	1/7/2020	37%	0%	○	High
ID research-based best practices	Aiello	2/11/2019	6/7/2019	100%	20%	◔	High
Map best practices to appropriate resource channel(s)	Aiello	5/17/2019	11/29/2019	45%	0%	○	High
Launch menu across schools and resource channels	Aiello	7/22/2019	1/31/2020	11%	0%	○	Low
Develop/Launch SEL Professional Development Pathway	Tritto	1/2/2019	6/7/2019	100%	100%	●	Low
Identify training modules, scope and sequence	Tritto	1/2/2019	5/16/2019	100%	100%	●	Low
Develop or acquire PD content	Tritto	4/19/2019	8/7/2019	100%	100%	●	Low
Coordinate w/PDSS to create PD offers in registration sys	Tritto	4/19/2019	8/7/2019	100%	100%	●	Low
Establish req't. for PD to be included in school SEL plans	Tritto	5/31/2019	7/11/2019	100%	100%	●	Low
Coordinate w/RMG to select/acquire SEL instrument	Shapiro	2/6/2019	5/31/2019	100%	25%	◔	High
Administer SEL instrument and publish baseline results	Shapiro	9/1/2019	10/1/2019	0%	0%	○	Low

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