

Miami-Dade School District Problem-Solving Implementation Plan

Goal: By August 2012, Miami-Dade School District will have a feasible and effective 3 tier Rtl process that will (a) provide evidence-based supports to all students who need them at all tier levels; (b) have knowledgeable district, region, and school-site staff who understand Rtl systematically promote school-wide practices that ensure the highest possible student achievement in both academic and behavioral pursuits within the Rtl framework with high quality instruction and intervention; and (c) have a method of measuring fidelity of the tier processes and monitoring student outcomes.

Component 1: Consensus Building

Action # 1: Develop an action plan to identify stakeholders in the district, share information and gain consensus to support Rtl.			
Step #1: Develop an action plan to identify stakeholders in the district, share information and gain consensus to support Rtl.			
NOTE: ACTION STEPS SPECIFIC TO INTERNAL SCHOOL-BASED STAKEHOLDERS APPEAR IN BLACK, INTERNAL STAKEHOLDERS GREEN AND EXTERNAL DISTRICT-BASED STAKEHOLDERS IN BLUE			
Outcomes Expected and Measure: Consensus will be established with at least 80% of stakeholders by June 2014 as evidenced by the Beliefs Survey			
Action Steps:	By Who:	By When:	Status:

Miami-Dade School District Problem Solving Implementation Plan

<ol style="list-style-type: none"> 1. Vet list of Stakeholders with DBLT. 2. Provide de-briefing of revised district plan. 3. Obtain approval for PD dates. 4. Prepare Beliefs Survey to measure the extent to which previous efforts have effectively built consensus among identified stakeholders at Rtl focus schools. 5. Prepare a Welcome Back letter to explain the role of the Problem Solving Core Team and provide details related to upcoming survey, including dates of administration and purpose. (Principal and AP will be tasked with providing names/titles of 6-8 staff members for School Based Leadership Team.) 6. Disseminate letter to school Principals and APs. 7. Administer survey via Survey Gold or Survey Monkey. 8. Monitor completion rate and initiate prompts as needed. 9. Analyze data from survey to identify levels of consensus and create graphic display of results. 	<ol style="list-style-type: none"> 1. Terry Vaccaro 2. Terry Vaccaro 3. Terry Vaccaro 4. Mirtha Brennan 5. Robin Morrison and Terry Vaccaro 6. Terry Vaccaro 7. Mirtha Brennan 8. Mirtha Brennan 9. Mirtha Brennan & Sylvia Arango Terry Vaccaro 	<ol style="list-style-type: none"> 1. Sept. 2010 2. June 10, 2011 3. June 17, 2011 4. July 31, 2011 5. July 18, 2011 6. Aug 15, 2011 7. Aug 17, 2011 8. Aug 24, 2011 November 15, 2011 9. Aug 31, 2011 November 30, 2011 December 16, 2011 	<p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p>
<ol style="list-style-type: none"> 1. Identify and expand opportunities to provide parents 	<ol style="list-style-type: none"> 1. Evelyn Prakash, Robin Morrison, Elyse 	<ol style="list-style-type: none"> 1. July 8, 2011 	<p>COMPLETE</p>

Miami-Dade School District Problem Solving Implementation Plan

information about PS/Rtl (i.e., parent brochures, opening of school procedures, beginning of year packets, town hall meetings, open house)	Wasserman, and Mirtha Brennan		
2. Community involvement specialist parent training for co-trainers	2.. Elyse Wasserman	2. Oct 5, 2011	COMPLETE
3. Develop a series of presentations providing information to parents of students receiving intervention	3. Elyse Wasserman	3. Sept. 1, 2011 Oct. 14, 2011 (R)	COMPLETE
4. Revisit meeting with Parent Academy to finalize region director planning sessions.	4. Terry Vaccaro	4. January 6, 2012 April 20, 2012 (R) August 31, 2012 (R)	COMPLETE
5. Work with principals and liaisons at Rtl Focus Schools to provide information and resources that can be shared with parents.	5. Elyse Wasserman and Evelyn	5. Feb. 14, 2013	COMPLETE
6. Confirm access to Survey Monkey	6. Terry	6. Dec. 21. 2012	COMPLETE
7. Develop informal survey for parents who attend the training	7. Elyse and Evelyn	7. April 5, 2013 (R)	COMPLETE
8. Analyze and disaggregate survey results.	8. Elyse and Evelyn	8. April 19, 2013 June 3, 2013(R)	In progress
9. Debrief with schools re: survey results	9. Core Team	9. May 3, 2013	In progress
10. Add direct link from parent portal to Rtl page	10. Terry	10. January 31, 2013 March 15, 2013	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

<p>11. Meet with Parent Academy and ensure fidelity of information shared parents, ensure reliable message and set stage for future presentations.</p>	<p>11. Terry Vaccaro</p>	<p>11. July 29, 2011</p>	<p>COMPLETE</p>
<p>1. Upload Beliefs Survey to Survey Monkey or Survey Gold for DBLT administration</p>	<p>1. Mirtha Brennan</p>	<p>1. June 15, 2011</p>	<p>COMPLETE</p>
<p>2. Email letter and survey link to DBLT</p>	<p>2. Terry Vaccaro</p>	<p>2. July 28, 2011</p>	<p>COMPLETE</p>
<p>3. Integrate survey results with infrastructure development and summary of policy changes that have come out of their departments</p>	<p>3. Terry Vaccaro and Evelyn Prakash</p>	<p>3. Aug. 8, 2011 Oct 17, 2011</p>	<p>COMPLETE</p>
<p>4. Meet with Ms. Goldman, and Dr. DeArmas</p>	<p>4. Terry Vaccaro</p>	<p>4. Aug. 18, 2011 Oct 31, 2011(R)</p>	<p>COMPLETE & Ongoing weekly</p>
<p>5. Meet with DBLT</p>	<p>5. Terry Vaccaro</p>	<p>5. Aug. 22, 2011</p>	<p>COMPLETE</p>
<p>6. Upload Beliefs Survey to Survey Monkey or Survey Gold for Region Chairs, Psychologists, SPED Supervisors, CSSs, SLPs, Staffing Specialists</p>	<p>6. Mirtha Brennan</p>	<p>6. July 22, 2011 Oct 7, 2011 (R)</p>	<p>COMPLETE</p>
<p>7. Communicate with SPED Dept. Heads re: survey and letter to above mentioned group and provide them with the letter and survey link</p>	<p>7. Terry Vaccaro and Mirtha Brennan</p>	<p>7. Aug. 18, 2011</p>	<p>COMPLETE</p>

Miami-Dade School District Problem Solving Implementation Plan

8. Integrate survey results with content of case management	8. Mirtha and Elyse	8. Sept. 1, 2011 Oct 21, 2011(R)	COMPLETE
9. Meet with above mentioned groups	9. Elyse, Evelyn and Mirtha	9. Sept. 30, 2011 Nov 14, 2011(R)	COMPLETE

Action # 2: Provide information to internal and external stakeholder about Rtl.

Step #1: Provide information about Rtl practices on the following:

- the definition of Rtl;
- components of Rtl;
- research on Rtl;
- benefits of implementing Rtl;
- barriers to implementing Rtl;
- changes to be expected when implementing Rtl;
- required commitments and resources needed to implement Rtl; and
- examples of exemplars of Rtl implementation.

Outcomes Expected and Measure: Information will be shared with 90% of all employee stakeholders and with at least 50% of parents.

Current level of progress (as of 6/8/11) with respect to provision of information to internal stakeholders is approximately 12% as evidenced by: attendance records for approximately 1200 participants in training sessions from various stakeholder groups; approximately 2000 participants have taken the online course through Florida PS/Rtl website (estimate to be verified through Staff Development records). Satisfaction and Change of Practice surveys (50% return rate) averaged 3.5 on a scale of 1 to 4 with 4 being "Strongly Agree".

Miami-Dade School District Problem Solving Implementation Plan

Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Review of Rtl literature to identify salient information on Rtl implementation 2. Refine the information for various subgroups within MDCPS consumption 3. Present draft technical information specific to the subgroup to Rtl Leadership Team for feedback 4. Finalize Rtl information to share 5. Distribute technical assistance information for the beginning of the 2009-2010 school year <p><i>*Actions to involve parents as key stakeholders and provide information are included in Action #1, Step 1. 6/8/11</i></p>	<ol style="list-style-type: none"> 1. Subgroup of Rtl Leadership Team 2. Subgroup of Rtl Leadership Team 3. Rtl Leadership Team 4. Subgroup of Leadership Tm. 5. Subgroup of Rtl Leadership Team 	<ol style="list-style-type: none"> 1. June, 2009 2. July, 2009 3. July, 2009 4. July, 2009 5. August, 2009 	<p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p>
<p>Step #2: Establish the rationale for district adoption of Rtl practices</p> <ul style="list-style-type: none"> • Demonstrate how Rtl systematically connects to the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA) and other federal and state statutes and regulations • Analyze and demonstrate how Rtl systematically connects and is interdependent with existing district goals, mission, priorities and initiatives. • Make connections to the potential impact on district values and beliefs. 			
<p>Outcomes Expected and Measure: By June 2013 the rationale for adoption of PS/Rtl will be evidenced through the sustained connections to ESEA and IDEA in related local policies and procedures and in the district's vision, mission, and values. Progress toward the accomplishment and maintenance of this outcome will be measured through annual permanent product review.</p>			
Action Steps:	By Who:	By When:	Status:

Miami-Dade School District Problem Solving Implementation Plan

<ol style="list-style-type: none"> 1. Participate in final editing process for Student Progression Plan. 2. Conduct district technical assistance needs assessment 3. Provide feedback to district from #2. 4. Examine the alignment between PS/Rtl and applicable federal, state, and local rules, policy, and procedural documents (ESEA revision, State Board Rules, School Improvement Plans (SIP), District Improvement and Accountability Plan (DIAP), Student Progression Plan, K-12 Reading Plan, Student Code of Conduct, and Special Programs and Procedures manual) and determine revisions of district-based policies and/or procedures. 	<ol style="list-style-type: none"> 1. Terry Vaccaro 2. Kelly Justice, Stephanie Martinez, and Larry Ruble 3. Kelly Justice, Stephanie Martinez, and Larry Ruble 4. Robin Morrison, Evelyn Prakash, Terry 	<ol style="list-style-type: none"> 1. June 30, 2011 2. July 14, 2011 3. July 15, 2011 4. May 31, 2012 	<p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>ALL DOCS COMPLETE</p>
<p>Step #3: Identify internal and external partners who have a vested interest in Rtl.</p>			
<p>Outcomes Expected and Measure: Internal and external partners are clearly identified as evidenced by Component 1, Action #2, Step 3.</p>			
<p>Action Steps:</p>	<p>By Who:</p>	<p>By When:</p>	<p>Status:</p>
<ol style="list-style-type: none"> 1. Identify all stakeholder groups: Cabinet, Central Office Administration, C&I Depts., Operations, DBLT, Academic Coaches, ETO staff, Union, Parents, Student Services 	<ol style="list-style-type: none"> 1. District Planning Team 	<p>September 2010</p>	<p>COMPLETE</p>

Miami-Dade School District Problem Solving Implementation Plan

personnel, School Psychologists, Placement Specialists, Regions, Teachers, DA Region V, MTSSS			
<p>Action #4: Develop a communication plan:</p> <ul style="list-style-type: none"> • identify who will provide the information; • how the information will be shared; and • when the information will be communicated. 			
<p>Outcomes Expected and Measure: An easily accessible, fluid, efficient, and reliable system that disseminates and updates PS/Rtl information while providing for inquiry and question clarification will be in place by November 2011 as evidenced by permanent products (Weekly Briefings, guides, revised policies, and website.).</p>			
Action Steps:	By Who:	By When:	Status:
1. Consult with Ms. Goldman regarding the Action Steps and assigning persons responsible for steps 6, 7, and 8 below.	1. Terry Vaccaro	1. June 17, 2011	COMPLETE
2. Final edit of PS/Rtl Guide	2. T. Vaccaro & R. Morrison	2. July 28, 2011	COMPLETE
3. Release first version of PS/Rtl Guide and Rtl B/FAB Q+A.	3. Robin Morrison and Terry Vaccaro	3. Aug 15, 2011	COMPLETE
4. Add discussion boards to PS/Rtl to collaboration site.	4. Mirtha Brennan and Evelyn Prakash	4. Aug 15, 2011	COMPLETE
5. Determine means for dissemination of communication resources.	5. Mirtha Brennan	5. Aug 15, 2011	COMPLETE
6. Develop guidelines for Ongoing Progress Monitoring and decision points to determine rate of response (good, questionable, poor).	6. Terry	6. Aug 15, 2011	COMPLETE
7. Develop guide that provides exemplars for both decision making	7. Mirtha and Elyse	7. Aug 15, 2011 Nov 14, 2011(R)	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

and documenting the decision making process that distinguishes between general education and ESE eligibility based on intensity of intervention required to sustain positive response.		Jan. 16, 2012 (R)	
8. Develop policy regarding private school ESE eligibility requirements (EBD, SLD, Sp/LI).	8. Elyse	8. Aug 15, 2011	COMPLETE
9. Add the Guide to Decision Making for Tier 3 Problem Solving to SST Manual.	9. Terry	9. April 13, 2012	COMPLETE

Goal # 3. Examine and define district structures to support our Rtl Initiatives			
Action 1: Identify current district/central office leadership structures.			
Outcomes Expected and Measure: The lead offices responsible for PS/Rtl implementation clearly identified as evidenced by DBLT agendas and meeting minutes.			
Action Steps:	By Who:	By When:	Status:
1. Identify key offices that will play a role in the implementation.	1. Subgroup of Rtl Leadership Team	1. June, 2009	COMPLETE
2. Designate Curriculum and Instruction/Rtl as lead contact.	2. Rtl Leadership Team	2. Aug 2010	COMPLETE
3. Determine reporting procedures for decision making process.	3. Rtl Leadership Team	3. Aug 2010	COMPLETE
4. Determine chair of DBLT	4. Millie Fornell	4. Aug 2010	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

Action 2: Identify roles and responsibilities of each administrator.			
Outcomes Expected and Measure: Roles and responsibilities related to PS/Rtl implementation are delineated as evidenced by permanent products.			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Identify key roles 2. Determine responsibilities of each key role 3. Assign responsibilities to key personnel 4. Outline responsibilities of key departments in a flow chart. 	<ol style="list-style-type: none"> 1. Rtl Leadership Team 2. Rtl Leadership Team 3. Rtl Leadership Team 4. Sylvia Arango and Mirtha Brennan 	<ol style="list-style-type: none"> 1. July, 2009 2. July, 2009 3. August, 2009 and annually 4. Sept 30, 2011 	<p>COMPLETE</p> <p>COMPLETE</p> <p>In Progress</p> <p>COMPLETE – SEPT. 2012</p> <p>COMPLETE</p>
Goal 3: Identify the current system(s) of accountability.			
Outcomes Expected and Measure: Current accountability procedures and data support systems clearly identified as evidenced by a map.			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Survey existing accountability and data support systems and develop map. 2. Determine how existing systems support PS/Rtl. 3. Information related to steps 1 & 2 (accountability and current practices) delineated in SPP and 	<ol style="list-style-type: none"> 1. Evelyn Prakash 2. Evelyn Prakash 3. Evelyn Prakash & Terry Vaccaro 	<ol style="list-style-type: none"> 1. Aug. 30, 2011 Nov 14, 2011 (R) 2. Aug. 30, 2011 Nov 14, 2011(R) 3. January 16, 2012 March 2, 2012 (R) 	<p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p>

Miami-Dade School District Problem Solving Implementation Plan

Ed Plan.		June 8, 2012 (R)	
<p>Goal 4: Define the leadership structures, roles and responsibilities of district/central office staff and systems of accountability needed to implement PS/Rtl; modify the current system as needed.</p>			
<p>Outcomes Expected and Measure: A model is developed to specify how leadership structures, roles and responsibilities of district/central office staff and systems of accountability should function for effective implementation of PS/Rtl as evidenced by a written recommendation for changes to current MDCPS structures.</p>			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Provide literature on successful large-scale district turn around to support PS/Rtl and improved student outcomes. 2. Review literature to identify necessary infrastructure 3. Determine how existing systems should be modified/augmented to further support PS/Rtl and create written recommendation based on findings 4. Conduct meeting with Dr. DeArmis and members of the DLT to follow up on recommendations for restructuring. 	<ol style="list-style-type: none"> 1. Kelly Justice 2. Terry Vaccaro and Robin Morrison 3. Terry Vaccaro and Robin Morrison 4. Terry 	<ol style="list-style-type: none"> 1. June 13, 2011 2. Aug. 30, 2011 Oct 31, 2011 (R) January 5, 2012 3. Aug. 30, 2011 Oct 31, 2011 January 5, 2012 April 30, 2012 	<p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p>

Miami-Dade School District Problem Solving Implementation Plan

Goal 5: Identify funding sources that may be used to support PS/Rtl.			
Outcomes Expected and Measure: Funding sources identified and designated for support of Rtl as evidenced by Budget Report finalized at July School Board Meeting.			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Funding resources identified 2. Funds designated for Rtl 	<ol style="list-style-type: none"> 1. Rtl Leadership Team, Office of Budget and Finance, Office of Grant Administration 2. Rtl Leadership Team, Office of Budget and Finance, Office of Grant Administration 	<ol style="list-style-type: none"> 1. Annually in the month of July 2. Annually in the month of July 	<p>In Progress COMPLETE 2012</p> <p>In Progress COMPLETE 2012</p>
Goal 6: Define the decisions to be made at the district level versus the building level (e.g., resource reallocation, purchasing materials.)			
Outcomes Expected and Measure: Define the district, regional and school decisions to be made as evidenced by the “Year-at-a-glance” section in the PS/Rtl Guide to be developed/revised by Aug. 15, 2011.			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Identify non-negotiables and options by content area as delineated in the SPP, K-12 Reading Plan, District Curriculum Plan, EMS/Rtl Data Resource Map 2. Collaboratively revise the at-a-glance section of the Rtl Guide 	<ol style="list-style-type: none"> 1. Elyse, Evelyn and Mirtha 2. Elyse, Evelyn and Mirtha 	<ol style="list-style-type: none"> 1. July 22, 2011 2. Aug. 15, 2011 	<p>COMPLETE</p> <p>COMPLETE</p>

Miami-Dade School District Problem Solving Implementation Plan

Issue # 4: Strengthen and sustain consensus and support from internal and external stakeholders.			
Goal 1: Identify the resources and commitments necessary to strengthen consensus			
Outcomes Expected and Measure: The resources and commitments to strengthen consensus will be evidenced by permanent products, professional development, contributions of personnel time in the coordinated support of Rtl resulting from DLT planning.			
Action Steps:	By Who:	By When:	Status:
1. DLT develops initial consensus building plan to delineate necessary resources	1. DLT	1. Sept. 2011	COMPLETE
2. Meet with Math and Science Dept. to facilitate PS training, consensus building and secure commitment for PS/Rtl implementation	2. Terry Vaccaro	2. Sept. 29, 2011	COMPLETE
3. Conduct ongoing conversations with the Bilingual Dept. regarding ELL and Rtl and secure commitment for PS/Rtl implementation	3. Mirtha and Evelyn	3. Sept. 29, 2011	COMPLETE
4. Meet with ETO principals to build consensus and layout support protocol	4. Terry and Robin	4. Sept. 29, 2011	COMPLETE
5. Review district activities and areas where consensus may need to be revisited or established	5. District Core Support Team	5. Ongoing –by assessment periods (3)	In Progress, ongoing COMPLETE – FALL 2012 COMPLETE – WINTER 2013 COMPLETE – SPRING 2013
Goal 2: Identify the rate of consensus development needed to achieve goal of 80% by 2014			
Outcomes Expected and Measure: Annual consensus measurements will indicate on-target progress toward			

Miami-Dade School District Problem Solving Implementation Plan

accomplishment of the 2014 goal (80% consensus).			
Action Steps:	By Who:	By When:	Status:
1. Establish baseline level of consensus with survey data from school teams, DLT, support groups	1. Evelyn and Terry	1. Oct. 14, 2011 Nov 14, 2011(R) January 15, 2012 (school teams)	COMPLETE – baseline 2.8
2. Establish an aimline for on-target progress and embed in Evaluation Plan.	2. Evelyn and Terry	2. Oct. 14, 2011 Nov 14, 2011 (R) Jan. 15, 2012 (R) Feb. 29, 2012 (R) May 18, 2012 (R) July 16, 2012 (R) Jan. 18, 2013 (R)	COMPLETE
3. Conduct OPM (Beliefs Survey) Vet consensus aimline for 2014	3. Elyse and Mirtha Terry and Kelly/Larry	3. 3x/yr in Aug., Jan. and May March 22, 2013 (send to schools) March 29, 2013	August 2012 – in progress Jan 2012 cancelled May 2012 COMPLETE In Progress – ongoing
4/26/13 team opted to regroup re: administration of Beliefs Survey			
4. Determine consensus measure for schools (including Ac and Bx)	4. Robin and Evelyn	4. July 31, 2013	4. In Progress
5. Explore the possibility of Miami-Dade piloting the updated SAPSI	5. Kelly, Larry and Stephanie	5. May 31, 2013	5. In Progress

Miami-Dade School District Problem Solving Implementation Plan

Goal 3: Obtain consensus from district/central office administration, internal and external stakeholders.			
Outcomes Expected and Measure: SEE COMPONENT 1, ACTION 1, STEP 1.1			
Action Steps:	By Who:	By When:	Status:
SEE COMPONENT 1, ACTION 1, STEP 1.1	SEE COMPONENT 1, ACTION 1, STEP 1.1	SEE COMPONENT 1, ACTION 1, STEP 1.1	SEE COMPONENT 1, ACTION 1, STEP 1.1
Goal 4: Document school-based agreements in writing.			
Outcomes Expected and Measure: 100 % of principals of supported schools will complete a Principal Compact prior to the provision of technical assistance.			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Revise current compact to reflect current support protocol. 2. Secure principals consensus agreement via group meetings and/or individual meetings 	<ol style="list-style-type: none"> 1. Terry and Evelyn 2. Terry 	<ol style="list-style-type: none"> 1. July 22, 2011 2. Sept. 29, 2011 	<p>COMPLETE</p> <p>COMPLETE</p>

Component 2: District Infrastructure Building

Issue # 1: Form a District Leadership Team.
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Miami-Dade School District Problem Solving Implementation Plan

Goal 1: Form a district leadership team that is representative of district departments or programs (e.g., administration, general education, special education, English language learners evaluation and accountability).			
Outcomes Expected and Measure: District Rtl Leadership Team formed and finalized			
Action Steps:	By Who:	By When:	Status:
1. Team identified and approved	1. AGB/VB/MA	1. May, 2009	COMPLETE
2. Team revised (Terry Vaccaro, Chair; Faye Henderson, Operations; Karen Spigler, LA; Terri Gomez, Mathematics; Special Education, Rosalie Gallo; Robin Morrison, PBS; Student Services, Debbie Montilla; Bilingual Deland Innocent; IT/Testing/Accountability, Joe Bain; PD, Gloria Katrody; ETO-Viviana Arias; Kim Cano-Rtl Specialist DA; Kelly Justice, RC PS/Rtl; Larry Ruble, RF PS/Rtl; Stephanie Martinez, PBS)	2. Terry Vaccaro	2. August 2011	
3. Talk to Gina Eyerman (State Region V DA RED) about DA participation (Kim Cano) on the DLT.	3. Terry Vaccaro	3. December 7, 2011	COMPLETE
4. Invite DA to participate on the DLT ensuring district DA requirements related to MTSS are monitored and completed.	4. Terry and Kim Cano	4. November 23, 2011 January 18, 2012 (R)	COMPLETE
5. Send email to Gina re: previous	5. Terry	5. April 13, 2012	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

discussion about Kim's participation on DLT			
Goal 2: Identify how the team will function (e.g., meeting dates and times, meeting processes, roles/functions within the team).			
Outcomes Expected and Measure: Schedule of meetings and roles defined			
Action Steps:	By Who:	By When:	Status:
1. Develop meeting schedule	1. Subgroup of DLT	1. August, 2011	Completed DLT & subgroup; developed begin every SY
2. Define team membership roles	2. Subgroup of DLT	2. August, 2011	Completed DLT & Subgroup
3. Reviewed and approved	3. Subgroup of DLT	3. August, 2011	Completed DLT & Subgroup
4. Develop an explanation of each departments/divisions role on the team	4. Terry Vaccaro	4. November 9, 2011	COMPLETE
5. Post explanation on the website and in district plan	5. Mirtha/Elyse	December 19, 2011 (R) 5. March 23, 2012	COMPLETE

Issue # 2: Identify the roles that District/Central Administration will play in implementing Rtl.			
Goal 1: Define the role(s) of district/central office administrators in implementing Rtl.			
Outcomes Expected and Measure: Delineate district office administrator roles and Regional Center offices roles			
Action Steps:	By Who:	By When:	Status:

Miami-Dade School District Problem Solving Implementation Plan

1. Identify key roles	1. Terry Vaccaro, Robin & DLT	1. November 30, 2011	COMPLETE
2. Determine responsibilities of each key role	2. Terry Vaccaro, Robin & DLT	2. Nov 30, 2011	COMPLETE
3. Assign responsibilities to key personnel	3. Terry Vaccaro, Robin & DLT	3. Nov 30, 2011	COMPLETE
Goal 2: Define the role of those who will supervise principals during implementation of Rtl.			
Outcomes Expected and Measure: Supervision and monitoring procedures will be defined			
Action Steps:	By Who:	By When:	Status:
1. Meet with Operations Rep from DLT to lay out the task & clarify need & create plan	1. Operations Rep (Fay Haynes, Terry Vaccaro)	1. November 15, 2011	COMPLETE
2. Revise the District Plan to add additional steps based on outcome of step 1	2. Core Team, PS/Rtl, PBS	2. December 6, 2011	COMPLETE
3. Receive draft from DLT and finalize.	3. Terry Vaccaro	3. February 1, 2012	COMPLETE
4. Revisit status of Operation's finalizing description of Principal's role in Rtl	4. Terry	4. Mar. 2, 2012	COMPLETE
Goal 3: Define the role of the building principal in implementing Rtl.			
Outcomes Expected and Measure: Description of principal's roles			
Action Steps:	By Who:	By When:	Status:
1. Develop description draft	1. Evelyn, Elyse, Mirtha	1. Nov 15, 2011	COMPLETE
2. Vet description with principals	2. Terry Vaccaro	2. Nov 30, 2011	COMPLETE
3. Posting in district plan, guide and	3. Mirtha	3. Dec. 13, 2011	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

website, 4. Utilize Weekly Briefing process to remind principals of their role as written in their SIP plan	4. Mirtha	4. Dec 13, 2011 January 12, 2012	COMPLETE
5. Send notification to Region sups & directors, C&I emphasizing Weekly Briefing	5. Terry	5. Dec 7, 2011 January 12, 2012 April 3, 2012 (R)	COMPLETE

Goal 4: Define the role of central office support staff in supporting the implementation of Rtl.

Outcomes Expected and Measure: Description of specific roles for each support staff

Action Steps:	By Who:	By When:	Status:
1. Develop suggested framework for description for Student Services, Operations, Reading/LA, Math/Science, Special Education, Bilingual, Professional Development (who, how integrate Rtl, etc.)	1. Sylvia, Terry, Robin	1. December 13, 2011	COMPLETE
2. Disseminate template framework to different departments	2. Robin & Terry	2. December 19, 2011	COMPLETE
3. Monitor & support completion of template by the departments	3. Robin	3. January 17, 2012	COMPLETE
4. Disseminate the completed framework on the website and plan	4. Mirtha, Elyse	4. January 20, 2012 March 23, 2012 (R)	COMPLETE

Issue # 3: Develop and complete a district-level needs assessment.

Goal 1: Analyze the district's instructional initiatives or frameworks that support universal instruction.

Miami-Dade School District Problem Solving Implementation Plan

Outcomes Expected and Measure: Completed analysis			
Action Steps:	By Who:	By When:	Status:
1. Completion of Resource Mapping for Core by subject and grade level by content (math, reading, bilingual) by Tier 1 & Tier 2 and includes progress monitoring tools & growth rates	1. DLT	1. June 2011	COMPLETE
2. Posted within the District Educational Plan	2. DLT	2. June 2011	COMPLETE
3. Add the behavior piece to the resource mapping	3. Robin Morrison, Dianne Halfaker, Sylvia Arango	3. November 30, 2011	COMPLETE
4. Incorporate feedback from PBS Project on behavioral framework	4. Dianne, Sylvia, Robin	4. January 6, 2012	COMPLETE
5. Finish and compile the indicators of positive response based on data type	5. Terry Vaccaro	5. November 15, 2011	COMPLETE
6. Disseminate indicators of positive response based on data type on sharepoint, SST Manual, Progress Monitoring Guide in the OPM section & website under resources	6. Mirtha/Elyse/Terry	6. December 19, 2011 March 23, 2012 (R)	COMPLETE
7. Disseminate guidelines for an effective core behavioral program by posting on Rtl website and place it in the weekly briefing	7. Robin Morrison/Mirtha/Terry	7. November 30, 2011 January 20, 2012 March 23, 2012 (R)	COMPLETE
8. Add core behavioral programming to, Code of Student Conduct and Educational Plan for the 2012-2013	8. Robin Morrison	8. August 2012	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

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Goal 2: Analyze the district’s instructional initiatives or frameworks that support strategic instruction (Tier II).			
Outcomes Expected and Measure: Completed analysis			
Action Steps:	By Who:	By When:	Status:
1. Completion of Resource Mapping for supplemental by subject and grade level by content (math, reading, bilingual) by Tier 1 & Tier 2 and includes progress monitoring tools & growth rates	1. DLT	1. June 2011	COMPLETE
2. Posted within the District Educational Plan	2. DLT	2. June 2011	COMPLETE
3. Add the behavior piece to the resource mapping	3. Robin, Dianne, Sylvia	3. November 30, 2011	COMPLETE
4. Finish and compile the indicators of positive response based on data type	4. Terry Vaccaro	January 20, 2012 4. November 15, 2011	COMPLETE
Goal 3: Analyze the district’s instructional initiatives or frameworks that support intensive instruction (Tier III).			
Outcomes Expected and Measure: Completed analysis			
Action Steps:	By Who:	By When:	Status:

Miami-Dade School District Problem Solving Implementation Plan

1. Re-establish collaboration with ESE group that was compiling this information	1. Elyse	1. October 20, 2011	COMPLETE
2. Work with ESE LRE group to complete the resource mapping for Core by subject and grade level by content (math, reading) for Tier III progress monitoring tools & growth	2. Mirtha, Elyse, Evelyn	2. January 12, 2012	COMPLETE
3. Work with ESE LRE group to complete the resource mapping for Core by subject and grade level by content (BILINGUAL) for Tier III progress monitoring tools & growth	3. Mirtha, Elyse, Evelyn, Rosalia G.	3 March 23, 2012	COMPLETE
Goal 4: Analyze the resources and support structures available to support the implementation of Rtl.			
Outcomes Expected and Measure: Identification of resources and support procedures			
Action Steps:	By Who:	By When:	Status:
1. Create a list of the resources and support structures with contact information	1. Evelyn, Mirtha, Robin	1. January 30, 2012 March 2, 2012 (R)	COMPLETE
2. Disseminate description by dept. on homepage	2. Mirtha	2. February 6, 2012 March 23, 2012 (R)	COMPLETE
Goal 5: Develop an action plan to address identified needs in the 35 Focus Schools			
Outcomes Expected and Measure: Analysis of district and school level Rtl needs			
Action Steps:	By Who:	By When:	Status:

Miami-Dade School District Problem Solving Implementation Plan

1. Facilitate completion of SAPSI	<p>**** Add direct support to school after ea. Debriefing by core team in addition to CSSs who are assigned (approx. 1 week later) In addition provided PD to district reading coaches, district SPED staff, staffing specialists, school psychs., school-based staff, interventionists, City Year</p> <p>1. CSSs 2. CSSs 3. Core team/CSSs 4. Core team 5. Core team/CSSs/School Psychologists 6. Core team/CSSs/School Psychologists 7. CSSs/ School Psychologists 8. CSSs/ School Psychologists/Core Team 9. Core team 10. Core team/CSSs/School Psychologists</p>	1. Aug. 30, 2012	COMPLETE – REPEAT
2. Facilitate completion of Tier 1 Observation Checklist		2. Sept. 9, 2012	2X/YR BOY/EOY COMPLETE
3. Conduct debriefing re: Tier 1 Observation Checklist		3. Sept. 15, 2012	COMPLETE
4. Conduct SIRS		4. Sept. 15, 2012	COMPLETE
5. Debrief re: SIRS		5. Oct. 7, 2012	COMPLETE
6. Use case management PLCs to plan coordinated supports to school between the CSSs and the school psychologists		6. Oct. 7, 2012	COMPLETE
7. Facilitate completion of Tier 2 Observation Checklist		7. Oct. 14, 2012	COMPLETE
8. Conduct debriefing re: Tier 2 Observation Checklist		8. Oct. 20, 2012	COMPLETE
9. Conduct SIRS – second round		9. Jan. 31, 2012	COMPLETE
10. Debrief re: SIRS – second round		10. Feb. 3, 2012	COMPLETE
11. Develop tool for graphic depiction of data to guide district level decision		11. Evaluation Plan Committee	11. May 30, 2012 July 6, 2012 (R)

Miami-Dade School District Problem Solving Implementation Plan

making for tiered school support.			
Goal 6: Develop an action plan to address identified needs of the “indirect support” schools.			
Outcomes Expected and Measure: Analysis of district and school level Rtl needs			
Action Steps:	By Who:	By When:	Status:
1. Facilitate the Rtl in Action training for Developmental Schools including an overview of the SAPSI	1. Evelyn, Elyse, Mirtha	1. May 31, 2011	COMPLETE
2. Conduct training survey re: satisfaction, self-rating of implementation and next steps for support/training.	2. Evelyn, Elyse, Mirtha	2. May 31, 2011	COMPLETE
3. Development and disseminate Rtl Guide, website and FAQs.	3. Terry	3. August 26, 2012	COMPLETE
4. Complete SST Manual	4. Terry	4. April 30, 2012	COMPLETE
5. Provide training on the SST Manual	5. Core Team	5. Sept. 15, 2012	COMPLETE
6. Initiate the process of assessing current capacity of the district and begin to match a multi-year scale up plan to those capacities.	6. Core team, Ms. Goldman, Ms. Fornell	6. June 15, 2012	COMPLETE
7. Create a multi-year district scale up plan and send to other Planning Team members for review.	7. Core Team	7. July 31, 2012	COMPLETE
8. Identify components – hierarchy of where to start and a general sequence for scale up	8. District PS Implementation Planning Team	8. July 3, 2012	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

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Issue # 4: Discuss and make decisions about the necessary components of Rtl across universal, strategic and intensive instruction.			
Goal 1: Analyze and make decisions about universal instruction:			
<ul style="list-style-type: none"> • What features are expected to be in place in universal instruction? • What does universal instruction look like at the elementary, middle school and high school levels? • Is there an instructional framework that articulates essential elements of effective instruction for all students? 			
Outcomes Expected and Measure: Clearly defined description of universal instruction, it has been disseminated, and is evidenced in implementation at the school level.			
Action Steps:	By Who:	By When:	Status:
1. Set up schedule for math, reading, science, behavior, bilingual	1. Terry, Robin	1. January 30, 2012	COMPLETE
2. Problem solving meeting around behavior specifically focusing on OSS for indicator 4.	2. Dianne	2. January 30, 2012	COMPLETE
3. Facilitate problem solving process at DLT team selecting one content area to analyze at a time start with behavior. Utilizing guiding questions above in Goal 1	3. Robin, Terry	3. May 30, 2012	COMPLETE
4. Facilitate problem-solving	4. Terry	4. Sept. 20, 2012	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

<p>process at DLT team focusing on Reading. Utilizing guiding questions above in Goal 1</p> <p>5. As follow up from 3. Review data and report out to the DLT re: analysis.</p> <p>6. Facilitate problem-solving process at DLT team focusing on Math. Utilizing guiding questions above in Goal 1</p>	<p>5. Terry</p> <p>6. Terry</p>	<p>5. October 18, 2012</p> <p>6. Feb. 22, 2012 July 31, 2013 (R)</p>	<p>COMPLETE</p> <p>In Progress</p>
<p>Goal 2: Discuss and make decisions about strategic instruction (Tiers 1 and 2):</p> <ul style="list-style-type: none"> • What features are expected to be in place in strategic instruction? • What does strategic instruction look like in a school? • Will the district use a standard treatment protocol or a diagnostic-prescriptive process for strategic instruction? • Can buildings select their own interventions or will they be asked to use a standard set of supplemental interventions? 			
<p>Outcomes Expected and Measure: Clearly defined description of targeted instruction, it has been disseminated, and is evidenced in implementation at the school level.</p>			
Action Steps:	By Who:	By When:	Status:
<p>1. Set up schedule for math, reading, bilingual, etc.</p> <p>2. Problem solving meeting around behavior specifically focusing on OSS for indicator 4.</p> <p>3. Facilitate problem solving process at DLT team selecting one content area to analyze at a time start with Reading</p>	<p>1. Terry, Robin</p> <p>2. Dianne</p> <p>3. Evelyn, Terry</p>	<p>1. January 30, 2012</p> <p>2. January 30, 2012</p> <p>3. May 30, 2012</p>	<p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p>

Miami-Dade School District Problem Solving Implementation Plan

4. Review definition of Tier 2 and resources to support Tier 2 implementation at the school level utilizing 8 step problem solving process	4. Terry	4. May 30, 2012	COMPLETE
5. Facilitate problem solving process at DLT meeting focused on behavior	5. Robin, Mirtha, Alina	5. Jan. 17, 2013	COMPLETE
6. Facilitate problem solving process at DLT meeting focused on math	6. Core Team	6. Feb. 22, 2013 July 31, 2013 (R)	In progress
7. Facilitate problem solving process at DLT meeting focused on developing consensus and resource mapping (outside PBS)	7. Robin, Terry, Alina	7. April 23, 2013 Aug. 20, 2013 (R)	In Progress
<p>Goal 3: Discuss and make decisions about intensive instruction (Tier 3):</p> <ul style="list-style-type: none"> • What features are expected to be in place in intensive instruction? • What does intensive instruction look like in a school? 			
<p>Outcomes Expected and Measure: Clearly defined guidelines identified in the SST manual, Tier 3 training protocols, and Tier 3 SST forms packet to assist in planning, implementing and monitoring Intensive Intervention for academics and behavior</p>			
Action Steps:	By Who:	By When:	Status:

Miami-Dade School District Problem Solving Implementation Plan

<ol style="list-style-type: none"> 1. Come to consensus on Tier 3 and develop written documentation (use Eligibility TAPs as a resource) 2. Meeting with Rosalia's LRE Group to build consensus between Rtl Core Team and ESE about Tier 3 3. Update and revise document based on LRE Group 4. Revise, disseminate, and train Tier 3 in SST manual document to school psychologists and staffing specialists 5. Revise, disseminate, and train Tier 3 in SST manual document to guidance counselors, social workers, SST teams, administrators 	<ol style="list-style-type: none"> 1. Mirtha, Evelyn, Elyse, Terry, Robin 2. Terry 3. Mirtha, Evelyn, Elyse, Terry, Robin 4. Terry, Robin 5. Core Team 	<ol style="list-style-type: none"> 1. November 17, 2011 April 20, 2012 2. January 12, 2012 April 20, 2012 3. January 12, 2012 April 20, 2012 May 18, 2012 (R) 4. August 2012 5. March 22, 2013 May 31, 2013 (R) 	<p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>In progress</p>
<p>Goal 4: Discuss and make decisions about the assessment system:</p> <ul style="list-style-type: none"> • What screening measures will be given in the district? • What diagnostic assessments will be used in the district? • What progress monitoring assessments will be used in the district? 			
<p>Outcomes Expected and Measure: Clearly defined guidelines identified in the SST manual, Tier 3 training protocols, and Tier 3 SST forms packet to assist in screening, monitoring, and evaluation.</p>			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Gather all the documents (Curriculum map, Testing/Assessment and PCG) that contain the screening & assessment 	<ol style="list-style-type: none"> 1. Terry, Evelyn 	<ol style="list-style-type: none"> 1. June 30, 2012 July 15, 2012 (R) 	<p>COMPLETE</p>

Miami-Dade School District Problem Solving Implementation Plan

tools, and dates (reading, math, science)			
2. Identify screening assessments and timelines for behavior	2. Robin, Sylvia, Dianne, Stephanie	2. May 30, 2012	COMPLETE
3. Gather screening assessments and timelines for bilingual from Deland Innocent	3. Terry, Evelyn	3. June 30, 2012 July 31, 2012 (R)	COMPLETE
4. Develop a map of assessments including timelines	4. Terry, Evelyn	4. July 15, 2012	COMPLETE

Issue # 5: Review and discuss the current performance of students in relation to universal, strategic and intensive instruction.

Goal 1: Identify the criteria for each of the three tiers of instruction (universal, strategic and intensive) based on research and mandates in the targeted content areas and grade levels.

Outcomes Expected and Measure: Criteria will exist in student progression plan, the reading and math curriculum plans, Rtl guide including the progress monitoring plan.

Action Steps:	By Who:	By When:	Status:
1. Criteria has been added to the student progression plan, reading & math curriculum plans, progress monitoring plan and the Rtl Guide	1. Terry	1. December 6, 2011	COMPLETE
2. Add the behavioral criteria within the Rtl Guide	2. Mirtha/Robin	2. Nov. 2011	COMPLETE
3. Add the Bx criteria to student code of conduct	4. Robin, Dianne, Sylvia	4. Jan. 30, 2012 Sept. 30, 2012 (R)	COMPLETE

Goal 2: Examine data to determine the percentage of students who are in need of each tier based on the

Miami-Dade School District Problem Solving Implementation Plan

identified criteria. Identify the desired percentage of students who are in need of tiered supports.

Outcomes Expected and Measure: Report by grade level and content area of students who are in need of supports at each tier based on the district criteria.

Action Steps:	By Who:	By When:	Status:
1. Analyze district data by grade level and by content area	1. Terry Vaccaro	1. January 16, 2012	COMPLETE
2. Talk to Assessment and Program Evaluation to determine if they would like to collaborate on the status report.	2. Terry Vaccaro	2. December 16, 2011	COMPLETE
3. Determine the appropriate means by which to disseminate the status report that includes the survey results.	3. Terry	3. January 16, 2012	COMPLETE
4. Create survey and distribute. Survey schools: ask schools for number of students by grade and content area that are receiving tiered interventions; and how students are responding to the interventions.	4. Terry Vaccaro, Mirtha	4. January 16, 2012;	COMPLETE
<p>5. Progress monitoring the effectiveness of tiered instruction across the district.</p> <p>UPDATE: Monitor progress relative to this task. Facilitate movement through discussion with Ms. Fornell that has already been proposed through Evaluation Committee action planning.</p>	5. Mirtha, Elyse, Terry	5. Ongoing, September, January, May (3xs/yr)	In Process - ONGOING COMPLETE May 2012 COMPLETE Jan 2013

Miami-Dade School District Problem Solving Implementation Plan

6. Follow up on the implications of the survey results in terms of making recommendations for the Comprehensive Plan	6. Evelyn/Terry	6. April 1, 2012	COMPLETE
7. Have a discussion with Math leadership re: current status Tier 2 support in Math	7. Evelyn, Elyse	7. April 30, 2012 June 8, 2012 (R) Oct. 17, 2012 (R)	COMPLETE
8. Survey 35 schools to determine ratio (currently needing: policy recommendation) of students identified as needing and receiving T2 and T3 support.	8. Terry, Mirtha, Evelyn, Elyse	8. June 1, 2012 Sept. 18, 2012 (R) Jan. 31, 2013 (R)	In Progress – ongoing COMPLETE
Goal 3: Analyze effectiveness of each tier. Compare the current percent of students' proficiency to the desired percent of proficient students and identify the gap between the two.			
Outcomes Expected and Measure: Status report will provide evidence of problem identification.			
Action Steps:	By Who:	By When:	Status:
1. Analyze results of survey of number of students receiving tiered supports.	1. Terry	1. February 6, 2012 May 1, 2012 (R) Sept. 28, 2012 (R) Jan. 31, 2013 (R)	In Progress COMPLETE
Goal 4: Analyze the data to determine why there is a difference in the desired outcomes and actual student performance at each tier (universal, strategic and intensive).			
Outcomes Expected and Measure: DLT will have a documented hypothesis generation and validation for tiered supports including hypotheses considered and data sources for validation.			

Miami-Dade School District Problem Solving Implementation Plan

Action Steps:	By Who:	By When:	Status:
1. DLT will review AP 3 data and FCAT data and engage in Problem Solving	1. Terry	1. May 30, 2012 Oct. 18, 2012 (R)	COMPLETE
2. DLT will be presented with the survey results of the number of students receiving tiered supports and asked to engage in problem analysis.	2. Terry	February 15, 2012 June 14, 2012 (R) October 18, 2012 (R) March 15, 2013 (R) September 10, 2013 (R)	In Progress

Issue # 6 : Identify an evaluation plan and data collection system.			
Goal 1: Develop a district-wide evaluation process to assess: <ul style="list-style-type: none"> • the extent to which site teams are implementing the features of Rtl; • the impact of Rtl on student outcomes; and • the effectiveness of various programs/practices used for strategic and intensive instruction. 			
Outcomes Expected and Measure: Have an operationalized evaluation plan that assesses the process integrity, fidelity of implementation, and student outcomes for the overall systems implementation and for various programs/practices for strategic and intensive instruction.			
Action Steps:	By Who:	By When:	Status:

Miami-Dade School District Problem Solving Implementation Plan

1. Formation of subcommittee to operationalize evaluation plan.	1. Kelly, Terry, Elyse, Mirtha, Evelyn, Stephanie	1. December 6, 2011	Complete
2. Initiate subcommittee meeting date.	2. Kelly	2. February 6, 2012	COMPLETE
3. Conducted the initial committee call to discuss guiding questions for assigned task.	3. Terry, Evelyn, Larry, Elyse, Mirtha, Stephanie	3. Feb. 16, 2012	COMPLETE
4. Conduct second committee call	4. Terry, Evelyn, Larry, Elyse, Mirtha, Stephanie	4. March 8, 2012	COMPLETE
5. Provide summary of committee progress to larger Implementation Plan Group at next meeting	5. Larry	5. April 17, 2012	COMPLETE
Goal 2: Determine the data management system that will be used to assist in maintaining and summarizing tiered data.			
Outcomes Expected and Measure: Develop a district based problem solving management system that incorporates existing data sources			
Action Steps:	By Who:	By When:	Status:
1. Identify existing data management system and come to consensus on standardized system	1. DLT	1. September 2011	COMPLETE
2. Cataloguing assessments, tiered supports, and problem solving processes that would be included in the system	2. DLT & PCG	2. October 2011	COMPLETE
3. Delineating the decision rules (e.g. this score means this, cut scores for at-risk) related to screening, diagnostics and response evaluation	3. DLT & PCG	3. November 2011	COMPLETE
4. Pilot a beta version in 4-6 schools	4. Core Rtl Team & PCG	4. August 2012	COMPLETE
5. Revise as necessary from pilot	5. DLT & PCG	5. September 30,	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

6. Expand to remaining 35 focus schools	6. Core Rtl Team	2012 6. December 1, 2012 January 19, 2013 (R)	COMPLETE
Goal 3: Assess district, and school sites use of technology for gathering and using data for Rtl.			
Outcomes Expected and Measure: Assessment of technology available for Rtl data gathering			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Completion of needs assessment of PCG. Results indicated that basic data components were there, but access and integration were limited. 2. Schedule meeting with IT, Linda Troupia. 3. Conversation with Instructional Technology about district capabilities for gathering and using data for Rtl. 4. Train CSSs and core team on new data system 5. Review assessment and instruction/interventions components of the system based on district policies and procedures 6. Increase DLT capacity for using the web-based PS/Rtl system by demonstrating system and providing access and training. 	<ol style="list-style-type: none"> 1. Terry 2. Terry 3. Terry 4. Terry/PCG 5. Core team 6. Core team 	<ol style="list-style-type: none"> 1. Oct. 31, 2011 2. December 16, 2011 3. January 30, 2012 4. April 25, 2012 5. Annually in June of each year July 15, 2012 (R) July 31, 2012 – ELL 6. Sept. 28, 2012 April 19, 2013 (R) 	<ol style="list-style-type: none"> COMPLETE COMPLETE COMPLETE COMPLETE In progress – ongoing COMPLETE – JUNE 2012 COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

Goal 4: Based upon the results of the technology needs assessment, establish and provide the necessary technological tools to facilitate the gathering and use of Rtl data.			
Outcomes Expected and Measure: Procedures for development and use of technological tools for gathering Rtl data			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. See above and reassess goals listed above. 2. Revise assessment and intervention matrix 3. Expand focus to Tier 1 and 2 group level problem solving 	<ol style="list-style-type: none"> 1. Core Rtl Team 2. Core Rtl Team 3. Terry 	<ol style="list-style-type: none"> 1. Annually in June of each year July 31, 2012 (R) 2. July 31, 2012 3. July 31, 2012 	<p>In Progress – ongoing Complete – Sept. 2012</p> <p>Complete – Sept. 2012 Complete – Sept. 2012</p>
Goal 5: Provide training on the use of the technology tools as needed.			
Outcomes Expected and Measure: Professional development training developed and scheduled for designated Rtl personnel on the use of the technology tools			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Develop training protocol for pilot schools of new data system 2. Train the CSS and School Psychologists how to provide technical support to the schools on its use. 3. Provide training and technical support to the pilot schools. 4. Revise training protocol as necessary based on feedback from 	<ol style="list-style-type: none"> 1. DLT team and Core Rtl Team 2. Core Rtl Team 3. Core Rtl Team, CSS, School Psychologists 4. DLT and Core Rtl Team 	<ol style="list-style-type: none"> 1. May 31, 2012 2. August 30, 2012 3. August 30, 2012 4. October 31, 2012 	<p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p>

Miami-Dade School District Problem Solving Implementation Plan

pilot schools.		
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Issue # 7: Review/Develop an action plan to guide the implementation of Rtl.			
Goal 1: Integrate Rtl with school improvement plans and other district initiatives.			
Outcomes Expected and Measure: Rtl integrated into SIPs and other district initiatives			
Action Steps:	By Who:	By When:	Status:
1. Develop recommendations to incorporate Rtl into revisions of: <ul style="list-style-type: none"> • School Improvement Plan (SIP) • K-12 Reading Plan • District Improvement • Student Progression Plan • Differentiated Accountability Plan 2. Revisions incorporated in plans	1. Rtl Leadership Team 2. Rtl Leadership Team	1. August 31, 2011 2. August 31, 2011	Complete Complete
Goal 2: Develop and deploy an integrated professional development plan across personnel (e.g., administrators, staff, parents) and across content domains.			
Outcomes Expected and Measure: Rtl PD developed and scheduled for administrators, staff, parents and across content domains			

Miami-Dade School District Problem Solving Implementation Plan

Action Steps:	By Who:	By When:	Status:
1. Develop Rtl PD	1. DLT & Rtl Core Team	1. September 30, 2011	Complete
2. Review and approve	2. DLT & Rtl Core Team	2. September 30, 2011	Complete
3. Schedule PD for 2012-2013	3. DLT & Rtl Core Team	3. May 31, 2012 July 31, 2012 (R)	COMPLETE
4. Review PD plan annually	4. DLT & Rtl Core Team	4. May annually August 3, 2012 (R)	In Progress – ongoing COMPLETE - 2012
Goal 3: Develop a plan for coaching support to build capacity and sustain support to sites that builds on the professional development plan.			
Outcomes Expected and Measure: Support mentoring and coaching plan developed			
Action Steps:	By Who:	By When:	Status:
1. School support protocol for CSS	1. Core Rtl Team	1. August 31, 2011	Complete
2. Revised school support protocol for CSS	2. Core Rtl Team	2. October 31, 2011	Complete
3. Review & revise ongoing school support protocol for CSS annually for next year	3. Core Rtl Team & CSSs	3. May 31, 2012, ongoing May 31 yearly July 31, 2012 (R) – reviewed annually	In Progress – ongoing COMPLETE - 2012
Goal 4: Develop a vehicle for feedback and problem-solving support (e.g., where to go for information and who to call with concerns).			
Outcomes Expected and Measure: Established support plan			
Action Steps:	By Who:	By When:	Status:

Miami-Dade School District Problem Solving Implementation Plan

1. Developed website & share point hosting resources	1. Core Rtl Team	1. September 30, 2011	COMPLETE
2. Complete departmental frameworks that will include who to contact and contact information	2. Core Rtl Team	2. January 16, 2012	COMPLETE
3. Post departmental frameworks on district website	3. Mirtha/Elyse	3. March 23, 2012	COMPLETE
<p>Goal 5: Identify a plan to develop strong, well-trained school-based problem-solving teams that can provide ‘on-the-ground’ support for teachers, students and parents.</p>			
<p>Outcomes Expected and Measure: Provide in-depth professional development and support plan for school based leadership teams.</p>			
Action Steps:	By Who:	By When:	Status:
1. Determine three levels of PD based on schools’ needs based on SAPSI, Beliefs Survey, & SIR reviews	1. Core Rtl Leadership Team	1. May 31, 2012 Sept. 18, 2012 (R)	COMPLETE
2. Offer Perception of Rtl Skills Survey to all schools via link on the Rtl Website as communicated through Weekly Briefing	2. Mirtha, Evelyn	2. April 30, 2012 June 3, 2012 Sept. 18, 2012 (R)	COMPLETE
3. Develop differentiated professional development for school teams based on needs assessment data	3. Core Rtl Team	3. June 30, 2012 Sept. 18, 2012 (R)	COMPLETE
4. Implementation of above plan (1-4 will be included in Scale Up Plan/Activities)	4. Core Rtl Team	4. May 31, 2013 Sept. 18, 2012 (R)	COMPLETE
<p>Goal 6: Determine how Rtl data will be used in evaluations for students suspected of having a disability and communicate this information to building staff.</p>			

Miami-Dade School District Problem Solving Implementation Plan

Outcomes Expected and Measure: Develop and implement procedures for use of Rtl data for use in eligibility determinations			
Action Steps:	By Who:	By When:	Status:
1. Collaborate to develop procedures.	1. Psychological services, ESE	1. November 30, 2010	Complete
2. Communicate procedures	2. Psychological services, ESE, Rtl Core Team	2. December 31, 2010	Complete
3. Revise procedures	3. Rtl Core Team	3. Ongoing	COMPLETE
4. Ongoing communication	4. Rtl Core team	4. Ongoing	In Progress - ongoing
Goal 7: Develop a systemic and thoughtful communication plan and schedule to follow as Rtl is implemented; identify the nature, amount and frequency of information needed by various stakeholders.			
Outcomes Expected and Measure:			
Action Steps:	By Who:	By When:	Status:
1. Survey stakeholders on communication tools & needs assessment for revisions	1. Core Rtl Team	1. September 30, 2012	COMPLETE
2. Review annually	2. Core Rtl Team	2. July 31 of each year	In progress
Goal 8: Define which decisions will be made at the district level and those to be made at the building level during the implementation of Rtl.			
Outcomes Expected and Measure: Identification within the different plans related to the different content areas and Rtl (e.g. Rtl Guide, Student Progression Plan, Reading Curriculum Plan, Math Curriculum Plan)			

Miami-Dade School District Problem Solving Implementation Plan

Action Steps:	By Who:	By When:	Status:
1. Define and communicate the roles and responsibilities of District, region, and school site personnel as pertaining to the decision making process of RtI 2. Evaluate on a yearly basis the decisions made by the district level and those made at the building level. 3. Participate in the development of and provide input for the Comprehensive Reading Plan	1. DLT 2. DLT 3. Evelyn/Terry	1. November 30, 2011 2. Jan. 31, 2012, Annually in June of each year 3. June 30, 2012	Complete COMPLETE FOR 2012 In Progress – ongoing COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

Component 3: District Implementation Plan

Issue # 1: <i>Develop a multi-year (at least 3-5 year) action plan to address implementation.</i>			
Goal 1: Specify, in writing, procedures for robust implementation of Rtl.			
Outcomes Expected and Measure: Multi-year scale up that applies to ALL schools in the district is delineated in a written plan, regardless of DA status.			
Action Steps:	By Who:	By When:	Status:
<ol style="list-style-type: none"> 1. Create Rtl Guide 2. Finalize the SST/PS Manual 3. Ensure representation of Rtl in appropriate district policies and procedures (e.g., SPP, CRP) 4. Review Rtl Guide semi-annually to ensure that it sufficiently characterizing robust implementation of PS/Rtl. 5. Develop a proposal for multi-year scale up that delineates: who (which schools) gets what (standard multi-year sequence of PD and support) by when (initiation of Year 1 implementation) 6. Review Rtl Guide and provide feedback re: accuracy and integration of behavior 	<ol style="list-style-type: none"> 1. Core Team 2. Terry 3. Terry 4. Evelyn, Elyse, Mirtha, Kelly, Stephanie, Larry 5. Terry, Evelyn, Robin 6. Kelly, Larry and Stephanie 	<ol style="list-style-type: none"> 1. August 2011 2. April 30, 2012 3. Annually in June of each year 4. Semi-annually – June and Dec. of each year 5. May 18, 2012 August 31, 2012 (R) 6. June 12, 2013 	<p>COMPLETE</p> <p>COMPLETE</p> <p>In progress – ongoing Complete for June 2012</p> <p>In progress – ongoing Complete for June 2012 COMPLETE FOR DEC. '12</p> <p>COMPLETE</p> <p>In progress</p>
Goal 2: Define, develop and provide district professional development tailored to staff needs and experiences.			
Outcomes Expected and Measure: A tiered system of PD that is guided by data will be delineated in writing and delivered			

Miami-Dade School District Problem Solving Implementation Plan

with fidelity as evidenced by completed plan, PD modules and data (skill assessment and Perception of Skills Survey) that demonstrates the match between PD content and participant need.

Action Steps:	By Who:	By When:	Status:
1. Create training experiences to develop content knowledge and skills needed by district and school-based personnel for robust implementation. SEE SCALE UP PLAN	1. Core Team	1. May 30, 2012 September 18, 2012 (R)	COMPLETE

Goal 3: *Develop a plan to build capacity at the district and school building levels.*

Outcomes Expected and Measure: A system in which:

- a. Support Staff from multiple content areas (Rd/Lang, Math, Science, Bilingual Ed, ESE, Student Services, Mental Health) have the skills necessary to support the establishment and maintenance of a multi-tiered system of support *at both the district and school level*;
- b. A technological infrastructure (Rtl EMS and Statewide Database) that can provide timely, fluid access to data and technical support and assistance;
- c. Up-to-date information (manuals, support documents, podcasts, tools, examples) is easily accessible.

Action Steps:	By Who:	By When:	Status:
a. 1. Identify who the district “Support Staff” are for each content area and identify opportunities for training the Support Staff a. 2. Vet the “PS at Tiers 1 and 2 Module” to ensure representation of	Terry Terry and Robin	May 25, 2012 May 18, 2012	COMPLETE COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

both academics and behavior			
a. 3.1 Deliver the “PS at Tiers 1 to District Support Staff	Terry and Evelyn	Sept. 28, 2012 Jan. 31 2013 (R)	COMPLETE
a.3.2 “PS Tier 2 Module” to District Support Staff	Core Team	April 30, 2013	COMPLETE
a. 4. Reassess in Summer 2013	Robin and the Rtl Core Team	July 15, 2013	In progress
b. 1. Gather information and revise/update system to reflect focus group feedback re: changes to tiered support and data choices used across the district	Rtl Core Team and Coral Martin-Cavage	June 29, 2012	COMPLETE
	Robin	June 1, 2012	COMPLETE
b. 2. Identify schools who will utilized the Statewide Rtl:B Database	PCG, Rtl Core Team and Robin	September 18 and 19, 2012	COMPLETE
b. 3. Train applicable schools on the Rtl:B Database and/or EMS - Reassess status	Core Team and Robin	Oct. 5, 2012	In progress – ongoing monthly – Reports provided by PBS and reviewed monthly by Robin and Stephanie
c. 1. Secure a process for updating website	Mirtha	May 18, 2012	COMPLETE
c. 2. Ensure guide and all materials are up to date and post	Core Team	June 15, 2012	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

<p>c. 3. Include website among the opening of schools items to be reviewed by principals</p>	<p>Terry</p>	<p>August 17, 2012</p>	<p>COMPLETE</p>
<p>c. 4. Include an announcement re: the available Rtl resources, email address for questions and SST Manual on the website in the Weekly Briefing</p>	<p>Mirtha and Terry</p>	<p>Sept. 7, 2012</p>	<p>COMPLETE</p>
<p>c. 5. Ensure coverage for responding to email questions</p>	<p>Mirtha, Evelyn</p>	<p>Sept. 4, 2012 JAN. 31, 2013 (R) March 22, 2013 (R)</p>	<p>COMPLETE</p>
<p>c. 6. Speak to C&I about making the website more accessible by linking from the C&I website to the Rtl page</p>	<p>Terry</p>	<p>May 25, 2012</p>	<p>COMPLETE</p>
<p>c. 7. Periodic reminders via CSSs and Psychs re: the website and posted resources</p>	<p>Evelyn, Elyse</p>	<p>Quarterly: September January March June</p>	<p>In progress - ongoing COMPLETE – JUNE 2012 COMPLETE – SEPT. 2012 COMPLETE – DEC 2012 COMPLETE - MAR 2013</p>

Miami-Dade School District Problem Solving Implementation Plan

Goal 4: Identify meeting times and structures for monthly Rtl support meetings.			
Outcomes Expected and Measure: A DLT schedule will be issued each year. Guidance will be provided to school-based teams via Rtl Guide and PS Tier 1 and 2 Module. (SBLT Tier 1 = 3x/yr., Tier 2 monthly, Tier 3 weekly – depending on need)			
Action Steps:	By Who:	By When:	Status:
1. Disseminate the DLT schedule annually	Terry	August of each school year	In progress – ongoing COMPLETE – AUG 2012
Goal 5: Include a plan to address the ongoing dissemination and sharing of implementation progress and outcome data.			
Outcomes Expected and Measure: Semiannually a report on current level of district-wide implementation will be presented to the DLT and posted on the website.			
Action Steps:	By Who:	By When:	Status:
1. Complete CCC training	Core Team, Robin, Dianne	July 3, 2012	COMPLETE
2. Review SAPSI and observation checklist with CSSs	Core Team	August 31, 2012	COMPLETE
3. Create schedule for <i>administration/completion and graphing</i> of implementation measures based on data sources and frequency indicated in the Evaluation Plan	Terry	August 3, 2012	COMPLETE
4. Initiate the collection of implementation data	Evelyn	September 17, 2012	In progress – ongoing quarterly Complete September 2012

Miami-Dade School District Problem Solving Implementation Plan

<p>5. Data graphed and prepared for dissemination</p>	Terry and Mirtha	Initially: October 1, 2012; SEE DATA COLLECTION SCHEDULE	<p style="color: red;">COMPLETE QUARTER 3 OF 12-13 SY</p> <p>In progress – ongoing quarterly Complete – Oct. 2012</p> <p style="color: red;">COMPLETE QUARTER 3 OF 12-13 SY</p>
<p>6. Post data on website and present to DLT</p>	Terry and Mirtha	Initially: October 17, 2012; SEE DATA COLLECTION SCHEDULE Jan. 2013 (R) Aug. 30 2013 (R)	<p>In progress – ongoing quarterly</p> <p style="color: red;">COMPLETE JANUARY 2013</p>
<p>7. Present outcome data of reading fidelity plan at beginning of year DLT meeting. (3rd grade outcome data and progress rates across year)</p>	Terry and Core Team	September 10, 2013	In Progress
<p>Action 6: <i>Develop a plan to address attrition or succession of staff.</i></p>			
<p>Outcomes Expected and Measure: Multiple personnel on a campus or within a department will have the skills and knowledge required to be a PS meeting facilitator. Role of team PS facilitator defined and meeting facilitation protocol developed for (i.e., sequencing and organizing meeting activities) and embedded procedural documents and training media (SST manual, PS Guide, Year at a glance Guide).</p>			
<p>Action Steps:</p>	<p>By Who:</p>	<p>By When:</p>	<p>Status:</p>
<p>1. Provide resources re: meeting facilitation to Mirtha and Elyse</p>	Stephanie and Larry	May 16, 2012	COMPLETE
<p>2. Include the description of the PS</p>	Mirtha, Elyse and Robin	June 29, 2012	COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

facilitator's roles and responsibilities in the PS Guide and training modules 3. Develop Facilitator Training Module as standalone resource	Core Team	July 31, 2012 April 5, 2013 (R)	In progress COMPLETE
4. Schedule Facilitator Trainings for September and January of every year	Core Team	Annually in August	In progress - ongoing
5. Deliver training	Core Team and Robin	September and January of each year	In progress – ongoing COMPLETE JAN 28, 2013
6. Reassess status (CSS check monthly regarding progress/weekly support for plan)	Core Team	February of each year	In progress – ongoing COMPLETE FEB 2013

Issue # 2: Implement the Rtl professional development plan - SEE "SCALE UP PLAN"

Goal 1: *Identify a district/central training team.*

Outcomes Expected and Measure: Scale Up Plan will delineate the members of the district training team.

Action Steps:	By Who:	By When:	Status:
1. Create Scale Up Plan to include professional development targets. Review/revise annually based on available personnel.	1. Core Team	2. August 31, 2012 – review annually	In progress - ongoing

Goal 2: *Provide the district training team with sufficient time and resources to plan, develop, adopt and/or adapt*

Miami-Dade School District Problem Solving Implementation Plan

<i>Rtl professional development for the district.</i>			
Outcomes Expected and Measure:			
Action Steps:	By Who:	By When:	Status:
Goal 3: <i>Train building level teams.</i>			
Outcomes Expected and Measure:			
Action Steps:	By Who:	By When:	Status:
Goal 4: <i>Have each building level team develop an implementation plan that includes an evaluation component.</i>			
Outcomes Expected and Measure:			
Action Steps:	By Who:	By When:	Status:
Goal 5: <i>Resources are delivered as planned by central office administration (e.g., professional development, personnel, funding) to support the implementation of Rtl.</i>			
Outcomes Expected and Measure:			

Miami-Dade School District Problem Solving Implementation Plan

Action Steps:	By Who:	By When:	Status:

Issue # 3: Implement the evaluation and data analysis plan for Rtl implementation.

Goal 1: *Data management systems and technology are implemented that allow the progress monitoring of district, school, classroom and individual student progress.*

Outcomes Expected and Measure: Evaluation data will be gathered on annually in June. The evaluation will result in data-based action planning.

Action Steps:	By Who:	By When:	Status:
1. Communicate the Evaluation Plan to all the internal and external stakeholders	1. Core Team	1. Nov. 2, 2012	COMPLETE
2. Select, mobilize and train, if necessary, "evaluation team" (i.e., CSSs, Core Team)	2. Core Team	2. Nov. 2, 2012	COMPLETE
3. Initiate implementation of the Evaluation Plan	3. Evaluation Team	3. Nov. 9, 2012	COMPLETE
4. Analyze and evaluate student outcome data during each assessment period (AP1, 2, 3)	4. Core Team	4. Oct, Feb, May of each year	In progress – ongoing Completed Feb 2013

Goal 2: Develop a method to evaluate the implementation of universal, strategic and intensive interventions and their

Miami-Dade School District Problem Solving Implementation Plan

impact on student achievement.			
Outcomes Expected and Measure: Evaluation Plan will house the data necessary to complete this evaluation.			
Action Steps:	By Who:	By When:	Status:
1. Initiate conversations with Regional Superintendents about the addition of a requirement for all schools to maintain a dynamic, fluid list of students receiving supplemental and intensive instruction to the SPP, CMP and CRP.	1. Terry/Core Team	1. August 31, 2012 January 31, 2013 (R)	COMPLETE
2. Evaluate schools who utilize the web-based PS/Rtl system	2. Core Team	2. January 15, 2013 May 24, 2013 (R)	In Progress
3. Develop method to evaluate the effectiveness for schools who do not utilize the web-based PS/Rtl system	3. Core Team	3. Nov. 15, 2012 May 24, 2013 (R)	In Progress
Goal 3: <i>Collect evaluation data for each building; aggregate these data up to the district level.</i>			
Outcomes Expected and Measure: Analysis will be evidenced by a system that will support systemic problem solving targeted at improving district wide instruction/intervention and ultimately student outcomes.			
Action Steps:	By Who:	By When:	Status:
SAME AS ISSUE 3, GOAL 1			
1. Initiate aggregate, district level analysis	1. Evaluation Team	1. Feb. 1, 2013	COMPLETED

Miami-Dade School District Problem Solving Implementation Plan

Issue # 4 Maintain the implementation of Rtl.

Goal 1: *Schedule regular meetings for the district leadership team to:*

- *review progress of sites;*
- *review evaluation data;*
- *manage project resources;*
- *troubleshoot any issues that arise; and*
- *adjust implementation plans as needed based upon the evaluation information.*

Outcomes Expected and Measure: District-based Leadership Team that will be consumers of evaluation data and utilize problem solving to support district Rtl implementation and support schools and students.

Action Steps:	By Who:	By When:	Status:
1. Send email re: continuation of monthly DLT meeting schedule	1. Terry	1. July 31, 2012	COMPLETE
2. Develop and disseminate a tentative agenda for first 5 meetings of SY 2012-13 <ul style="list-style-type: none"> • Review previous year's data • Review AP1 data and PS training • Presentation of the Evaluation Plan (see previous action steps) 	2. Terry and Robin	2. August 22, 2012	COMPLETE

Goal 2: *Implement the communication plan as designed.*

Outcomes Expected and Measure: Develop an ongoing communication system for sharing implementation and student

Miami-Dade School District Problem Solving Implementation Plan

outcome information with internal and external stakeholders.			
Action Steps:	By Who:	By When:	Status:
1. Develop an “efficiency and ease of use” survey for stakeholders	1. Terry and Dayana	1. Jan. 15, 2013 April 19, 2013 (R) May 31, 2013 (R)	In progress
2. Disseminate survey	2. Terry	2. Jan. 22, 2013 May 30, 2013 (R)	In progress
3. Analyze survey results	3. Core Team	3. Feb. 15, 2013 June 5, 2013 (R)	In progress

Issue # 5 Ensuring integration of academics and behavior services within the districts’ Multi-Tiered System of Supports (MTSS)

Goal 1: Ensure that PBS and Rtl focus schools develop capacity for academic and behavioral problem solving in a unified manner.

Outcomes Expected and Measure: 80% of components or benchmarks present as measured by CCC and BOQ or locally adapted measures.

Action Steps:	By Who:	By When:	Status:
1. Meet to develop format and concepts of cross training of staff (using existing materials and developing integrated content).	1. Terry, Robin, Core Team, PBS leadership team	March 18, 2013	In Progress COMPLETE

Miami-Dade School District Problem Solving Implementation Plan

<p>2. Survey staff to determine baseline knowledge of PS using paper version of Perceptions of Skills</p>	<p>2. Terry, Diana, Robin, Alina</p>	<p>March 21, 2013</p>	<p>In Progress COMPLETE</p>
<p>3. Analyze Perception of Skills Survey data to determine if plan addresses staff PD needs</p>	<p>3. Robin and Terry</p>	<p>March 21, 2013</p>	<p>In Progress COMPLETE</p>
<p>4. Explore existing summer institutes (Reading/LA, DA, ETO) to determine the viability of integrating PS as component (Explore DA and other summer trainings for support and alignment of message/materials.)</p>	<p>4. Robin, Alina, Evelyn</p>	<p>June 11, 2013</p>	<p>In Progress COMPLETE</p>
<p>5. Explore adding Rtl focus schools for summer training roster or replicate trainings for these schools during school year.</p>	<p>5. Terry</p>	<p>March 21, 2013</p>	<p>In Progress COMPLETE</p>
<p><i>4/24/13 Schools identified PD scheduled Access to data system granted Understand intent of process</i></p>			

Miami-Dade School District Problem Solving Implementation Plan

<p>6. Reassign level of support in existing schools</p> <p>7. Work out details of how 2 teams will work together</p> <p>8. Schedule the CSS trainings (2 days) (times, sites, propose to PD)</p> <p>9. Deliver the CSS trainings (2 days)</p>	<p>6. Core Team</p> <p>7. Robin and Terry</p> <p>8. Sylvia and Mirtha</p> <p>9. Terry and Robin</p>	<p>6. May 30, 2013</p> <p>7. May 28, 2013</p> <p>8. May 3, 2013</p> <p>9. June 4, 2013</p>	
<p>Goal 2: <i>Build an ongoing support and training model to support implementation of combined PS for academics and behavior.</i></p>			
<p>Outcomes Expected and Measure: A detailed support plan, including dates and participants, delivered to principals of supported (projected/anticipated) schools.</p>			
<p>Action Steps:</p> <p>1. Develop integrated support protocol for SY 2013-14 (Terry draft initial effort to be vetted by others)</p> <p>2. Determine new “way of work” between Core Rtl Team, CSSs and PBS leadership team (4 and ½)</p>	<p>By Who:</p> <p>1. Terry, Robin, Evelyn, Alina, Sylvia</p> <p>2. Terry and Robin</p>	<p>By When:</p> <p>March 18, 2013</p> <p>March 18, 2013 May 28, 2013 (R)</p>	<p>Status:</p> <p>COMPLETE</p> <p>In Progress and ongoing</p>

