

**Item 1:** In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Option 5: Hybrid: (Option 1 and Option 4) 9 schools ~ Lauderhill 6-12 #1391, \*Broward Estates Elementary #0501, \*Royal Palm Elementary #1851, \*Martin Luther King Elementary #1611, Pompano Beach Elementary #0751, Rock Island Elementary #3701, Westwood Heights Elementary #0631, Morrow Elementary #2691, Tedder Elementary 0571

## Part II: Stakeholder Engagement

### A. Community Assessment Team

*Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.*

**Item 2:** The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

Student Success Opportunity Schools (SSOS) is a strategic initiative by Broward County Public Schools (BCPS) to review the performance of schools utilizing a variety of criteria, such as student academic performance, school enrollment, climate, facilities and other local factors. SSOS provides an opportunity for the District to work with parents, students, staff and community members to discuss the potential educational options available for students that are sustainable and promote increased student achievement. The District's SSOS model provides for interactive dialogue involving the generation of problem solving ideas and the gathering of input from all community stakeholders. The community stakeholders encompass a wide range of community partners including parents, community advocates, local businesses, homeowner associations as well as elected officials. This process requires all identified schools progress through substantial reform/restructuring. The 30 identified Priority and Focus schools are automatically included for review, as well as any other schools that are performing below the required threshold on the District's 34 School Performance Framework (SPF) indicators (thus, school grades are not the only indicator for becoming an SSOS school). The Office of Portfolio Services and the Office of School Performance and Accountability (OSPA) in collaboration with district departments provide oversight of the SSOS process. Unique school demographics, including enrollment and capacity needs, as well as any changes in student assignment data is analyzed for review and proposal recommendation as well.

Participation of stakeholders at the earliest point in the SSOS/boundary process is critical. District staff examines academic performance, student attendance, school discipline, current enrollment, projected enrollment, programmed facility improvements, special programs such as Exceptional Student Education clusters, Headstart programs, and Magnet Programs, class size reduction, student reassignment information, and school feeder patterns. This information is also used to determine which schools are moving toward under/over-enrollment and/or will need academic and/or social-emotional interventions. There are several opportunities for public input during this process which allows district staff to work through input provided by the stakeholders to ensure that the needs of the communities, students, and staff are addressed through weekly district Chief of Staff meetings.

Chief of Staff meetings, headed by BCPS Chief Portfolio Services Officer, serves as the body of facilitation for the SSOS process. This is to provide individualized tailored attention to the schools and community's unique needs. Initial meetings are held with the administration and staff of each school to get first hand input from those closest to the students. After data from the District's 34 School Performance Framework (SPF) indicators has been analyzed a series of Community Forum meetings are scheduled and communicated to the

public. These Community Forums are designed in a segmented format: 1) General Session detailing the process, individual school data and next steps; 2) Breakout Sessions for each identified school in the process for gathering and recording additional (+/-) comments and input from stakeholders; 3) General Session Recap to present individual school/community questions and concerns generated from the breakout sessions; and 4) FAQs are then researched, developed and posted on the District's SSOS and Demographics & Student Assignments web pages.

## **B. Turnaround Option Selection Process**

**Item 3:** The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

In addition to the Community Forums and breakout sessions, individual school based meetings also occur. At the conclusion of the breakout sessions, a sign-up for community volunteers is requested in order to serve on the school level SSOS Steering Committees. Monthly meetings are scheduled to include these community stakeholders in the review and consideration of ideas as well as the decision making process for designing instructional models to transform schools. Throughout the entire process, district data resources are available for all schools to assist them with monitoring the effectiveness of academic and behavioral supports in reading, mathematics, science, writing, and engagement (e.g. behavior, attendance). In order to determine best instructional practices, each school is required to review and complete an inventory of resources that are available at their school site. Data indicators of success in these resources are used to determine next steps and which resources may continue or be eliminated for a better strategy. District curriculum specialists work very closely with each school as this curriculum and resource review process takes place. The SSOS Steering Committees engage in problem-solving activities to efficiently and strategically re-allocate resources appropriately in order to achieve the highest impact for curriculum programming and funding. Initial recommendations are shared with the District Chief of Staff (District Level SSOS Committee) committee for review and further refining of program implementation, allocation of resources, additional Community Forum meetings to share ideas and through a community consensus building process, finally, School Board approval.

The District's process of the development and implementation of turnaround plans (SSOS Plans) and other school-level interventions includes the principal's involvement with each component. As community meetings are held the principal plays a critical role in communicating directly with school level stakeholders as well as building staff and community momentum to effectuate significant change. The principal is essential in creating school level support through positive public announcements with the support of the District Public Information Office and orchestrates the on-site logistics for new or significantly revised programs. The principal is also a required part of the Steering Committee to develop recommendations to the District for Turnaround Option Plans. The seated principal or new principal is responsible for implementing the Turnaround Option Plan with support from district departments to include the appropriate hiring of staff, professional development plans, allocation of Board approved resources and the fidelity of interventions implementation in collaboration with the staff and Florida Department of Education Region Team.

## **Part III: Turnaround Option Selection**

*Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.*

### **A. Needs Assessment**

*The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.*

**Item 4:** Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

### **School Oversight and Realignment**

Our District is the sixth largest public school system in the United States and the second largest in the state of Florida with student enrollment of 225,554 students in 228 schools. BCPS recognizes being a district of this size makes it challenging to supervise and support our schools and increase student achievement while transitioning to new standards and bridging achievement gaps. Therefore, the District made attempts to address this issue through realignment of the organizational chart in 2011. Under our previous structure, there were three Regional Area Offices whose primary function was to provide school oversight including direct support to our most fragile schools. Under the new structure, Office of School Performance and Accountability was created which centralized oversight under one Chief. This provided additional principal supervisors (Cadre Directors), reducing the span of control and providing consistency in messaging and mandates to schools by level/type.

In addition to the shift in supervisory oversight to schools in 2011, our district has faced inconsistency over the last 4 years in one of our most key positions, Chief Academic Officer, and most recently our Chief Talent Development Officer. These roles are essential in helping to train and develop a deep knowledge of the instructional shifts required by the new standards, as well as what constitutes evidence of those shifts for principals, teachers, and principal supervisors. In addition, this cannot be monitored without providing timely and valid formative data at multiple points during the year allowing schools to gauge how they are doing and to identify how they can improve their practice. The collaboration and clean lines of communication between principal supervisors and central office staff are critical in terms of directing resources to schools and therefore will be addressed in order to accomplish the district's priority task of providing vital support and guidance to schools.

As a means to provide academic support, OSPA designed an instructional leadership approach through the facilitation of small Professional Learning Communities (PLCs) called cadre meetings. The PLCs provide the principal with professional development targeting their needs based on the Broward Assessment for School Administrators (BASA) standard chosen by the principal. BCPS has benefitted from this individualized leadership approach, but there are still challenges.

### **Central Office: Realignment, Collaboration and Communication**

Research from the Wallace Foundation and Council of the Great City Schools shows that the role of the principal supervisor is crucial in helping principals do their job better, but one that has been hampered by the changing and relatively ad hoc nature of how the position is defined. Each of the 11 Cadre Directors supervise a large number of principals at an average of 24:1. This has made it difficult to consistently provide supervision, support through coaching and mentoring, and improved principal performance due to the ratio of supervisors to principals. Our goal is to shift the role from one of overseeing compliance to shaping principals' instructional leadership capabilities. Principal supervisors are often the centerpiece of the support system for schools, particularly our most critical schools, but are one layer of support provided to principals.

The District has approved an organizational chart for the 2016-2017 school year that is aligned to ensure clear lines of communication and collaboration between principal supervisors and central office staff are connected to the work of supporting principal and teachers. However, alignment of the central office staff will not be enough to move schools. Under our proposed Hybrid Option, we have taken a deeper look at our performance trend data and qualitative information to develop a plan to address the greatest areas of need. This plan will outline specific steps of implementation and research based strategies that are key to fostering increases in student achievement. To support this work, Broward has entered into a 4-year agreement with the Wallace Foundation and support by the Council of the Great City Schools, which has a demonstrated record of fostering improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone.

### **Determining School Needs**

In an effort to develop a plan to target the needs of our most fragile schools, we conducted a data analysis over a two-year period. We also interviewed the principals of the nine schools in order to gather additional information with regards to specific leadership actions and level of expertise of teachers as well as intervention programs and materials used for instruction. We found the following trends in the schools that have increased student achievement:

- The principal's vision and leadership actions were comprehensive.
- Implementation of ongoing progress monitoring utilizing running records, use of common formative assessments and common planning

For the schools that maintained or decreased their level of achievement, the following trends were found:

- Instructional personnel changes were common (internal shifts and/or external transfers).
- A lack of cohesion among the components being implemented
- 60% had a change in leadership within the last three years.

Therefore, it is apparent that administrators and teachers in this setting need levels of support and guidance beyond what they have been receiving. A detailed analysis and deliberate focus on academic leadership effectiveness as well as leadership gaps is a vital component in the improvement of performance of teachers and raising student achievement.

### **Data**

#### **Literacy:**

78% of the schools increased proficiency levels in ELA in grade 3. 78% of the schools increased proficiency in ELA in at least two grade levels. 67% of schools increased proficiency levels in ELA in grade 5. 33% of schools increased proficiency levels in ELA in grade 4. Therefore, the data indicates progress is being made in the area of Literacy; however, schools still need support to continue growing their proficiency rates, particularly in fourth grade.

#### **Math:**

78% of the schools increased proficiency levels in Math in grade 3. 67% increased their proficiency levels in Math in at least two grades. 33% of schools increased proficiency levels in Math in grade 4. 56% of schools increased proficiency levels in Math in grade 5. Therefore, the data indicates progress is being made

in the area of Math; however, schools still need support to continue growing their proficiency rates, particularly in fourth grade.

**Science:**

56% of the schools increased proficiency levels in the area of Science. The data indicates Science is progressing; however, at a slower rate than most of the other content areas. As a result, support needs to be provided to schools to increase their proficiency rates.

Research has shown the quintessential element for a school to succeed is great leadership. Through recent work with the Wallace Foundation and the Council of the Great City Schools it is our belief the role of the Principal Supervisor is paramount to helping principals do their jobs more efficiently and effectively. Effective instructional leadership is an innate practice for most principals. For some with whom effective instructional leadership is not innately acquired, it is necessary to provide ongoing support, guidance and coaching. BCPS believes innovative, research-based leadership development and reform is key to success. We are committed in our plans to cultivate and foster independence and sustainability. It is necessary that for our divisions that directly support principals and schools work in tandem. For this purpose, we are bringing the Leadership Development Department into the Division of OSPA. Therefore, the furtherance of professional development for coaching and supporting Cadre Directors and other District leadership will be the focus of the Leadership Development Department.

In order to effectively address each schools' greatest areas of need across the domains

***BCPS recognizes that Key Components for Success include:***

- **Effective Leadership**
  - Expand instructional leadership capacity: Coach and mentor instructional leaders, i.e. principals, assistant principals
- **Public and Collaborative Teaching & Ambitious Instruction and Learning**
  - Refine student intervention/enrichment programs for student success
  - Improving the quality of instruction: Improving instruction by raising the quality of human capital in a building and by changing practice through new structures and supports
  - Provide timely and valid formative data at multiple points during the year allowing schools to gauge how they are doing and to identify how they can improve their practice
- **Safe and Supportive Environment**
  - Expand “wraparound” services for students: Provide social and emotional supports for students in need of services
- **Family and Community Engagement**
  - Increase parental involvement: Provide parent academics, literacy nights, etc. to increase parental involvement

***BCPS Deliberate Actions ~ Major tasks embedded in our work incorporating the techniques of Formative Evaluation (gathering data for the purpose of program improvement)***

***Realign*** systems of leadership, team collaboration, outside support from experts, and central office or professional networks so that all resources are focused on implementing turnaround goals.

***Redesign*** curriculum, instruction, and school context (climate, student behavior, and parent/community involvement) to address priority needs based on available accountability, assessment, and other available

data, and create a plan to achieve your turnaround goals.

**Refine** and revise your program based on plan implementation and outcome data.

A Realign-Redesign-Refine process captures the three purposes of data-driven decision making:

- To use data to identify problems in teaching and learning - Use local assessments for diagnosing specific learning needs, curriculum areas in need of revision and to understand student needs
- To use data to monitor student progress toward school goals and/or to monitor adequacy of program implementation – Administration of Common Formative Assessments:
  - Periodic or interim assessments collaboratively designed by grade/subject level teams of teachers
  - Designed as matching pre- and post-assessments to ensure same-assessment to same-assessment comparison of student growth
  - Similar in design and format to district and state assessments with items representing essential standards Administered to all students in grade level or course several times during the quarter, semester, trimester, or entire school year
  - Student results analyzed in Data Teams to guide instructional planning and delivery
- Use data to judge the effectiveness of changes in curriculum, instruction, and school context interventions in promoting student achievement (reflect on lessons learned)

#### ***Realign ~ Create Structures for Turnaround Work***

- Through partnership with Wallace, OSPA will study and reconfigure select portfolios of schools to create a system of targeted support to halt the downward trend in our schools with the most need. Two specific cadres, each consisting of the schools currently in Differentiated Accountability, will be aligned and categorized as a rapid program improvement model.
- Through partnership with Wallace, two Cadre Directors will serve as principal coaches and mentors for the two cadres identified above. An Instructional Review Team functioning as an oversight committee with ongoing progress monitoring as well as a cadre of staff (OSPA Instructional Facilitators, Academics, ESE, ELL and RtI) will be available to each cadre director for the purpose of providing direct support to these identified schools.
- Through partnership with Wallace, Cadre Directors will focus deeply on instruction and effective coaching of these principals through a leadership cycle of inquiry. Through frequent school visiting the nine most critical schools and increasing direct support two days, every two weeks.
- Placement of instructors to ensure each and every classroom has a highly qualified instructor secured from the first day of school until the last day of school. BCPS will monitor vacancies/placement weekly and monthly during the months of June and July. A Job Fair is scheduled for June 29, 2016 and in July 2016 to fill any vacancies in these identified nine schools. Backfill staffing using district instructional personnel for any and all unfilled, open positions will take place.
- The Academics Division will conduct an extensive Instructional/Curriculum and Data Audit/Review of the identified critical schools to compare and contrast the use of resources and specific teaching and learning taking place in each classroom, grade level and school (effective and ineffective).
- An MTSS/RtI Instructional Facilitator will be assigned to each school to provide direct support with analyzing SAM data to create an action plan with a deliberate focus on the lowest levels of implementation and alignment with the school improvement plan, and school-wide positive behavior plan. The instructional facilitator will also provide professional development on data-based problem-solving to further build the infrastructure for MTSS implementation.
- A Family and Community Engagement (FACE) team will work with the critical schools to implement a new engagement model; work will focus on mobilizing (a) local resident support

through creating on-the-ground relationships with families inside of the communities served, and (b) local community, business, and municipal support to provide/streamline resources geared towards strengthen family units

- The Regional Executive Director (RED) and the Director of Service Quality will meet monthly to discuss the progress and needs of the schools.
- The Superintendent and his Cabinet will conduct High Quality Instructional reviews.

### ***Redesign ~ Use Data to Create the Turnaround Plan***

- A redesign of curriculum and instruction will take place at the primary level focusing on a Balanced Literacy approach incorporating progress monitoring of student's growth through the use and study of ongoing Running Records results. The expectation is that all of our students will be independent readers by the end of third grade.
- A paired school model approach where a struggling school is partnered with a successful school with similar characteristics will be initiated based on the Instructional/Curriculum and Data Review. Sub-cadre PLC meetings will concentrate on the identified area of focus/learning plan (Primary focus goals).
- Sub-cadre PLC days will be organized: 1) Half of the day dedicated to improving teaching and learning (principal with two primary teachers) attend and they get instructional leadership support from the Academics Department. 2) Second half of the day dedicated on leadership development with Cadre Director. Some examples of topics: closing achievement gaps, mastering standards based instruction, and aligning instructional initiatives through sharing best practices.
- The Sub-cadre sessions will be hosted at identified model schools to conduct classroom walkthrough observations of intervention implementation in action for teachers and principals.
- Further Professional learning from the Center for Great Teachers and Leaders around the unique challenges of a turn-around school will also be provided regarding strategies that can be implemented to support turnaround teachers, principals and Cadre Directors.

### ***Refine ~ Evaluate and Revise the Turnaround Plan***

- Refine and Redesign: Data will be analyzed regarding this rapid program improvement model to determine success and/or revisions necessary to produce desired outcomes through the use of multiple data sources as evidence.
- BCPS will further collaborate with key partners, such as, the Council of the Great City Schools to provide ongoing reflective data and observational analysis for system-wide continuous improvement.
- BCPS will also implement and utilize a Leader Tracking System to provide comprehensive data to inform decision-making as it pertains to training, hiring, professional development, support and succession planning for school administrators and central office support.

### **Teacher Capacity Building**

- All critical schools will receive support for new educators in the form of a Full-release Induction Coach. These highly trained coaches provide intensive support to new teachers in instructional practices, lesson planning, classroom management, and analysis of evidence of student learning.
- Six elementary schools currently in turnaround will be engaged in developing Marzano Demonstration Classrooms in their school. Four volunteer teachers from each participating school will transform their classrooms into rigorous, standards-based places of student-centered teaching

and learning. Principals will select Demonstration Classroom teachers who are growth-minded, recognized as leaders by their colleagues, and ready to do the hard work to deepen their pedagogy. These selected teachers will receive intensive professional development and coaching in Marzano elements, and will showcase their classrooms as laboratories of high-quality, tier-1 core instruction. In this way, their peer teachers will see, first hand, what the shift to rigor looks like and how to observe and measure student growth through demonstrated evidence of learning.

- Each school will have three Teacher Mentors who will receive professional development and will work with struggling teachers in instructional practices, lesson planning, classroom management, and analysis of evidence of student learning.
- Each critical elementary school will receive support for school-based coaches. The Master Coach assigned to the school will assist coaches with teacher support and collaborate with school-based coaches in developing quality professional development delivered on site that is targeted to the needs of the school. Master Coaches will also provide support to the TIF Mentors.
- Each critical elementary school will be assigned a full-time Master Teacher who will focus on working with Early Literacy Teachers. These highly trained coaches will provide intensive support to PreK-2 teachers in early literacy strategies, instructional practices, lesson planning, classroom management, and analysis of evidence of student learning.
- Schools will participate in the Wolf Trap Foundation for the Performing Arts Institute for Early Learning Through the Arts. This institute offers professional development to early childhood teachers built on the philosophy that the arts can help young children master skills across a range of subjects. Research has found that this approach, termed arts integration, has great potential for improving student learning in multiple disciplines (Burnaford, 2007; Goff & Ludwig, 2013; Rabkin & Redmond, 2004).
- Selected new teachers in critical schools will be part of a cohort of new teachers who will work with Florida Atlantic University to receive specialized professional development in instructional practices and core content while students learn with university faculty. Induction Coaches will attend the professional development with their assigned new teacher and provide coaching and feedback loops based on the skills learned.

**B. Turnaround Option Selection**

**Item 5:** The district must select from the following turnaround options based upon the school’s needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

**Option 1: District-Managed Turnaround**

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of “D” for three consecutive years must implement the district-managed turnaround option.*

**Option 2: Closure**

The district will reassign students to another school or schools and monitor progress of each reassigned student.

**Option 3: Charter**

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

**Option 4: External Operator**

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

**Option 5: Hybrid**

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

**Item 6:** Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

BCPS has implemented a District-Managed Turnaround model for under performing schools for the last three years. This has been accomplished through the SSOS initiative, whereas schools have been restructured to meet the unique needs of the school and surrounding communities. While this model is effective, research has supported that principal supervisors' span of control has a direct impact on school/student success. BCPS believes, by reducing the span of control for principal supervisors by 50% lower than our current average of 24:1 we can make a positive impact on our most critical schools ~ 10:1 ratio. BCPS believes, through the use of research suggesting this reduction is necessary for improved performance, coupled with research-based professional development, including our partnership/collaboration between the Wallace Foundation, the Council of the Great City Schools and BCPS, all schools can and will be successful.

**Phase 2**

*Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.*

**Option 1: District-Managed Turnaround (DMT)**

**Areas of Assurance**

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

**DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2**

*The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.*

Key personnel make up the Broward County Public Schools District Leadership Team. This team includes the Superintendent's Cabinet (Division Chiefs), The Senior Leadership Team (Executive Directors) and the Agenda Preparation Group (various School-based level chairs of Executive Boards and District-based Directors and Chiefs).

**DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c**

*The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.*

The Chief of the Office of School Performance and Accountability and Cadre Directors meet on a weekly basis to provide updates on upcoming events, the delivery of information from the Superintendent's

Cabinet as well as any topics concerning school processes and procedures regarding OSPA. OSPA Cadre Directors meet weekly for the purpose of calibration and planning within and across all levels concerning performance of schools. District departments communicate and present the implementation of District initiatives and rollouts.

OSPA Cadre Directors serve as leaders of learning providing tailored content modules for interactive Sub-Cadre learning aligned to BASA indicators and surveyed schools' needs facilitated in small groups: 1/2 day with teams of teachers and principals with Academics & 1/2 day Cadre Directors facilitating principal's learning. There will be a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to governance (operations) & Board processes, setting expectations, acquiring the Council of Chief State School Officers (CCSSO) Standards and content related to academic improvement within the schools that they support.

Former managerial oversight of operational support services such as budget, boundaries, school psychologists, social workers, parent/community concerns and audits were realigned to other district divisions and within OSPA. The Office of Service Quality (OSQ) will serve as the division's customer service arm by acting as the district's liaison between the schools, parents, and the community. OSQ provides assistance to principals with school improvement planning, accreditation, and implementation of state/federal educational standards. These structures shift the workload of each Cadre Director, allowing for a laser focus on improving principal performance.

**DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1**

*The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.*

The Chief of Office of School Performance and Accountability is the turnaround lead. The OSPA Chief revisits current portfolios of schools for the purpose of analysis of effectiveness of Cadre Directors matched with turnaround schools. These portfolio of schools are fluid to provide the most conducive and effective type of support and guidance to maximize school success. The OSPA Chief reports directly to the superintendent.

**DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d**

*The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.*

Within the District, operational flexibility is implemented through strategies that support schools through effective leadership. Appropriate resources are provided to schools to design the master schedules, provide common planning time for data-based decision making within the problem-solving process, and to participate in job-embedded professional development and PLCs with Lesson Study Groups. For instructional placements, principals at schools implementing a District-managed turnaround model have the option to advertise and hire new teachers to the District or transfer teachers if no other vacancies exist. The District annually works with the Broward Teachers Union to exempt these schools from reduction in force or receiving surplus teachers through a Memorandum of Understanding. The BCPS provides opportunities to waive District policy or contract items that may impede progress of the School Improvement Plan activities, including but not limited to, Professional Study Days, changes in instructional schedule, and exam exemption.

School-Based leadership is charged with implementing common planning to fidelity. Common Planning occurs by grade level at the elementary level and among subject area and/or teaming at the secondary level.

Common planning technical assistance is offered by the District, with the support of the Florida Department of Education Region Team. Monitoring of school-based leadership, to include common planning, occurs at the District level.

**DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b**

*The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.*

A teacher candidate must provide at least two acceptable references, one being from their last principal. Broward teachers that received a less than effective evaluation are not eligible for rehire. Former Broward teachers' overall evaluation ratings are available for the hiring principal to review and the office of Talent Acquisition verifies acceptable references/evaluations upon recommendation.

**DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b**

*The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.*

**Instructional Practices District-wide on a daily basis** ~ Once a teacher earns 5 Beginning/Not-Using Datamarks within the BrIDGES Evaluation System/iObservation, we communicate with the administrator to ensure the Performance Interventions are being provided:

- Once an educator receives 5-7 Beginning/Not Using data marks, administration is encouraged to have informal discussion with the educator to share recommended strategies for improvement.
- Once an educator receives 8 Beginning/Not Using data marks, an administrator meets with the educator to discuss the areas of concern, provide assistance, and explain possible consequences if the employee fails to improve.
- Once an educator receives 10 or more Beginning and/or Not Using data marks, an average IP Score of Needs Improvement or Unsatisfactory, and at least 2 formal and one additional observation, a Performance Development Plan (PDP) may be written. If a plan is developed it shall be done so by a credentialed administrator in collaboration with the educator.

We have ten Peer Reviewers on our staff that are deployed to assist teacher improve their practices. Once receiving assistance (school/district support), teachers are considered to be on a Cycle of Assistance. If they improve, the support is gradually released to ensure success continues. If performance is not improved, the administrator may formalize assistance through a PDP.

**Implementation Plan**

**DMT Item 7:** Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

**Area of Focus 1**

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and

follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

***Area of Focus 2***

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

***Area of Focus 3***

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

***Area of Focus 4***

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

***Area of Focus 5***

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

**DMT Item 8:** In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

### **Area of Focus 1**

- The BCPS Literacy Department will ensure that all these schools access, understand, and implement the components of the District's Literacy Field Guide along with the expectations of the State's K-12 Reading Plan. The main components are evident in the Literacy Guide and in the K-12 Reading Plan are as follow: 1) Effective Literacy Coaches and support models (Reading Endorsement should be required) 2) Appropriate use of formative assessments to identify literacy needs and drive instruction 3) Relevant professional development
- The Literacy Field Guide is built on the Multi-tiered Systems of Supports and establishes an instructional balanced literacy framework that defines key instructional practices and strategies for all educators to plan and implement in their daily instruction. In order for teachers at these schools to understand and implement a standards-based balanced literacy approach, they are expected to participate in the core courses offered by the District.
- In essence, the BCPS Literacy Department wants to ensure that schools implement with fidelity a multi-tiered system of student supports and data-driven collaborative problem solving process to target the literacy development needs of ALL students, at all instructional levels.
- The BCPS Literacy Department wants to add the importance of using formative assessments (diagnostic and progress monitoring tools) such as the Benchmark Assessment System K-5 (running record) and FAIR-FS 6-12 to identify the individual literacy needs of students so that teachers can meet students where they are.

### **Area of Focus 3**

- To meet the individual needs of students, the district will ensure that each school has an effective RtI/MTSS process in place and being used with fidelity. Also all critical schools will implement small group instruction and will be a strategy in their School Improvement Plan.

### **Area of Focus 4**

- BCPS will also implement and utilize a Leader Tracking System to provide comprehensive data to inform decision-making as it pertains to training, hiring, professional development, support and succession planning for school administrators and central office support.

Phase 2

Option 4: External Operator

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall enter into a contract with a school turnaround organization or Education Management Organization (EMO) to operate the school(s), following established district policies and procedures for contracting with external providers.

Assurance 2

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

Assurance 3

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

**External Operator Item 1:** For this option, the district shall use the 2016-17 DIAP in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of the school(s) identified in Phase 1. In the box below, provide the page numbers of the attached DIAP where these items are addressed.

Assurance 2

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

BCPS, as a Grant recipient, has selected and has been working in collaboration and in partnership with The Wallace Foundation and the Council of the Great City Schools through our Principal Supervisor Initiative.

The Wallace Foundation

The Wallace Foundation is a New York City-based philanthropy whose mission is to improve learning and enrichment opportunities for children, particularly those living in distressed urban areas. To achieve this mission, the foundation focuses on the following goals:

- Improving the quality of K-12 school leaders through the principal pipeline initiative
- Improving the quality of principal supervisors
- Improving the quality of and access to out-of-school time programs
- Providing disadvantaged students with more time for learning during the summer and through an expanded school day
- Expanding arts learning opportunities for children both in and outside of school.

In all of these areas, Wallace works with its partners to develop and test useful ideas "on the ground," commissions the development of tools to support practitioners in the work, gathers credible evidence on the results of significant innovations, and then shares what it has learned with the individuals and institutions that can help bring the best ideas to life in ways that benefit children.

Related to this, a synthesis of 31 studies from a variety of sources on what it takes to be an effective principal supervisor or middle manager revealed that there are five main skills needed by those in these positions,

namely the abilities to:

- Identify the training needs of the principals they supervise and provide this on an individualized basis
- Manage learning networks among the principals with whom they work
- Strengthen principals' accountability by setting goals and objectives, supporting them in achieving them, and holding them accountable for the results
- Strategically marshal resources and relationships in the community and serve as a buffer for principals with local groups
- Develop clear and shared visions and policies that focus on instructional improvement.

The initiative consists of two inter-related parts:

- *Grants to Districts:* It will help selected districts shift the role of the principal supervisor from overseeing compliance to shaping principals' instructional leadership capabilities. This will include improving their training and support of principal supervisors, reducing the number of principals each individual supervises and creating plans for central office redesign.
- *The Research Project:* The initiative will support research and evaluation of the grantees' efforts in order to derive lessons useful to the field – most notably whether and how developing and supporting principal supervisors makes a difference in principal effectiveness and school metrics. The study will be conducted by independent researchers and its results will be published.

### **Council of the Great City Schools**

Based on a combination of site visits to six study districts, the survey of 41 districts, and the Council's decades of experience observing and working with large school districts across the country, they determined how internally consistent and well positioned these systems are to support and advance the critical work of principals and principal supervisors. They have tried to identify those structures and practices that are most likely to result in stronger school leaders, better classroom instruction, and higher student achievement.

Nine recommendations for building more effective principal support and supervision systems:

1. Define and clearly communicate throughout the organization the role and required competencies of principal supervisors.
2. Narrow principal supervisor responsibilities and spans of control
3. Strategically select and deploy principal supervisors, matching skills and expertise to the needs of schools.
4. Provide principal supervisors with the professional development and training they need to assume new instructional leadership roles.
5. Establish information-sharing policies or procedures to ensure clear lines of communication and collaboration between principal supervisors and central office staff
6. Provide early and sustained support to new principals in the form of coaches.
7. Hold principals—and principal supervisors—accountable for the progress of schools, and ensure alignment in the processes and measures used to assess teacher, principal, and principal supervisor performance.
8. Provide clear, timely, and actionable evaluation data to principals.
9. Commit district resources and engage external partners in the process of developing future school and district leaders.

*Rethinking Leadership: The Changing Role of Principal Supervisors*, Council of the Great City Schools, October 2013

## Phase 2

### Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

#### Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** to document compliance with the assurances.

#### Assurance 1

*In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.*

#### Additional Assurances

*If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.*

#### Implementation Plan

**Hybrid Item 1:** *The 2016-17 DIAP shall include the details of how the district will implement the strategies in the school(s) identified for turnaround in order to meet the needs of the school(s) as identified through the needs assessment in Phase 1. Use the box below to enter a brief summary of the strategies the district has included in Part III of the DIAP to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.*

BCPS believes in "Educating today's students to succeed in tomorrow's world." Our District is committed to educating all students to reach their highest potential. Strategies BCPS has identified to reduce or eliminate internal barriers and address the needs of the identified schools in the 2016-17 DIAP:

The BCPS District Strategic Plan is currently being recalibrated and will be communicated and begin to be implemented in July 2016 to address the need for realignment of specific identified district divisions.

Reducing the span of control will serve as a strategy to narrow the responsibilities by increasing site-based support for principals and strengthening the leadership skills of cadre directors (principal supervisors) and Intern Directors alike. The Board approved a four-year agreement between the District and The Wallace Foundation that focuses on improving the professional practice of our principal supervisors (Cadre Directors).

Our Principal Supervisor Initiative will sustain differentiated coaching and mentoring for Cadre Directors. This personalized professional development will create coherence and clarity of the principal supervisor role and in turn will improve principals' instructional practices. Cadre Directors will be able to dedicate time helping principals grow as instructional leaders, including assisting them in developing strategies that promote teaching and learning and providing opportunities for on-site observations in schools. Furthermore, Cadre Directors will be able to tailor support and feedback based on individual principals' needs and act as brokers between principals and the central office.

Broward is currently studying and reconfiguring select portfolios of schools to reflect a new initiative “One Voice, Two Directors” turnaround model and take deliberate steps to reduce the span of control of the Cadre Directors. A paired school model approach where a struggling school is partnered with a successful school with similar characteristics will be initiated. Successful schools coach struggling schools to help them improve.

The creation of **One Voice-Two Directors** will oversee the turnaround of “Talented Twenty” underperforming schools. Supporting schools by articulating a clear instructional and operational vision, providing support for achieving a vision and holding schools accountable for student achievement. Talented Twenty Schools are defined as Twenty (20) “F” schools with two directors sharing the same philosophy and vision. These cadre directors will serve as a principal coach and mentor with an Instructional Review Team serving as an oversight committee with ongoing progress monitoring. A cadre of staff (OSPA Instructional Facilitators, Academics, ESE, ESL Rtl) will be available to each cadre director for the purpose of direct support to schools.

Through the Office of Academics specific instructional reviews will be conducted to analyze curriculum as well as the fidelity of instruction taking place in each of the identified schools and within their classrooms. The identified schools will be organized in tiers and the instructional reviews will take place for each tier in phases. Certain non-negotiables will be expected such as the use of specific Data Collection Software, Progress Monitoring, creative and effective master scheduling of students and teachers, individualized support and professional development (including summer), as well as effective and research-based External Learning Opportunities.

#### **Paired School Model ~**

At the start of the 2016-2017 school year all elementary schools will be surveyed to identify desired areas of focus through SES Band Visits. At Sub Cadre meetings, schools will be asked to provide information regarding a selection of school(s), identified need, and provide a rationale for choice.

Schools will also be asked to provide areas of strengths and willingness to host visits at their school. These strengths will be selected based on proven success within an area. Some Examples of Desired Focus Areas include, but are not limited to, Rigorous Learning Goals and Performance Scales, Innovation Models, ELA/Writing/Intermediate Writing, Authentic/Quality Assessments, Standards Based Planning, Instruction & Assessments, Early Literacy, Reading, Science, Math, Response to Intervention, Digital 5, CARE (Curriculum, Assessment, Remediation and Enrichment) Cycle, and Accountable Talk. Information will be collected and analyzed. A database will be created to assist with pairing of schools for SES Band Visits within and across SES Bands in Broward County as well as reaching out and visiting schools in other Districts in the State of Florida.