



Turnaround Option Plan – Phase 2

Broward County Public Schools

North Side Elementary School

This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

0041-North Side Elementary School

District Managed Turn-around

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

North Side Elementary is one of over 130 elementary schools in Broward County. The vision is to develop a healthy community of learners who are academically proficient, effective communicators, and responsible citizens. The mission also aligns by affording each student the opportunity to receive a quality education within a safe and secure learning environment. As a Title 1 school, it is in the state's lowest Socio-Economic Status Band with over 95% economically disadvantaged students and a 99% minority student rate. North Side Elementary has had DA designation for three out of the past five years and maintained their FLDOE school grade designation in 2016-2017 of a "D".

The needs assessment process was comprehensive and focused on the entire school. Stakeholders (District departments, School, Community, Broward Teachers Union, American Federation of Teachers, and others) collected, examined, and provided feedback and strategies based on data from a variety of sources to identify priority need areas in all aspects of school operation. The focus of the needs assessment identified strengths of the current program, but also identified weaknesses, obstacles and barriers.

In the development of a plan to target the needs of our most fragile schools, district departments and principal supervisors conducted data analysis to gather information to develop this whole-school transformation plan. The focus for North Side Elementary centered on specific leadership actions, level of expertise of teachers, as well as intervention programs and materials used for instruction. All stakeholder groups also had input into this plan via Annual Stakeholder Surveys, School Advisory Council meetings, Family and Community Engagement Department Collaborative Community Conversations and TOPS planning meetings.

The four areas targeted in the needs assessment were: Student Achievement, Annual Stakeholder Survey, Instructional Staff Teacher Attrition Data and Instructional Evaluation Data.

North Side Elementary School – Student Achievement Data Comparison

North Side's Overall FSA ELA Data Results From 2016 to 2017:

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

FSA Categorical Data Results From 2016 to 2017:

Grade 3:

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

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Grade 4:

- 58% DECREASE in Key Ideas and Details (100% to 42% - Are these data accurate?)
- 10% INCREASE in Craft and Structure (47% to 57%)
- 0% CHANGE in Integrating of Knowledge and Ideas (42% to 42%)
- 10% INCREASE in Language and Editing Task (57% to 67%)
- 0% CHANGE in Text Based Writing (50% to 50%)

Grade 5:

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

BAS* Below Grade Level Proficiency Data Results for AP3:

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

* Benchmark Assessment System (BAS) 3rd Edition by Fountas and Pinnell is the universal diagnostic and progress monitoring instructional tool for students in kindergarten through grade 3 and struggling readers in grade 4 and 5. This tool provides teachers with behavioral evidence of students' reading behaviors and abilities that will inform the most effective responsive instruction possible within an effective Multi-Tiered System of Supports (MTSS) framework.

FSA Mathematics Data

	Proficiency	Learning Gains	Learning Gains of the lowest 25%
2016	42	47	30
2017	35	38	38
Percent increase/decrease	7 percent decrease	9 percent decrease	8 percent increase

FSA Math Categorical Data from 2016 to 2017

Grade 3:

	Operations and Algebraic Thinking Number and Operations in Base 10	Number and Operations: Fractions	Measurement, Data Geometry
2016	19	5	13

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2017 (school)	16	5	11
Point Increase/decrease	-3	0	-2

Grade 4:

	Operations and Algebraic Thinking	Number and Operations in Base 10	Number and Operations-Fractions	Measurement, Data Geometry
2016	5	7	6	10
2017	6	7	10	8
Percent increase/decrease	+1	0	+4	-2

Grade 5:

	Operations and Algebraic Thinking	Number and Operations Base 10	Measurement, Data Geometry
2016	11	8	9
2017	9	7	7
Point Increase/decrease	-2	-1	-2

Annual Stakeholder Survey Data

AdvancEd is the accreditation agency for Broward Schools. Broward uses AdvancED ASSIST Stakeholder Surveys, which focus on the 5 Standards for quality schools:

- 1. Purpose and Direction**-Maintain/communicate a purpose/direction that commit to high expectations for learning as well as shared values/beliefs about teaching/learning.
North Side Results: Parents - 4.34 Students - 2.97 Staff - 4.17
District Results: Parents - 4.14 Students - 2.91 Staff- 4.15
- 2. Governance and Leadership**-Operate under governance/leadership that promote/support student performance/school effectiveness.
North Side Results: Parents - 4.23 Students - 2.48 Staff - 4.05
District Results: Parents - 4.05 Students - 2.6 Staff- 4.08
- 3. Teaching and Assessing for Learning**-Curriculum/instructional design/assessment practices guide and ensure teacher effectiveness/student learning.

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North Side Results: Parents - 4.32 Students - 2.75 Staff - 4.04
District Results: Parents - 4.09 Students - 2.75 Staff- 3.99

4. Resources and Support Systems-Resources/services that support purpose/direction to ensure success for all students.

North Side Results: Parents – 4.3 Students - 2.69 Staff - 3.92
District Results: Parents - 4.11 Students - 2.75 Staff- 4.01

5. Using Results for Continuous Improvement-Implementation of a comprehensive assessment system that generates a range of data about student learning/school effectiveness and uses results to guide continuous improvement.

North Side Results: Parents - 4.44 Students - 2.72 Staff - 4.15
District Results: Parents - 4.11 Students - 2.61 Staff- 4.12

Stakeholders were invited to complete surveys through meetings, school/district websites/social media, and phone messages. Students/staff completed surveys online. Parents completed surveys online and paper. North Side Elementary had the required 60+% Staff, 20+% Parents, and 40+% Students complete the surveys. AdvancED collected the data and provided results, which were shared with stakeholders and used in decision-making for improvement planning at the district and school levels.

Note: Response Scales for Students (out of 3) 3-"I Agree" to 1-"I Don't Agree" and Staff/Parents (out of 5) 5-"Strongly Agree" to 1-"Strongly Disagree"

Instructional Staff Teacher Attrition Data

To develop a plan for identifying, recruiting, retaining, and rewarding instructional personnel for the North Side Elementary, teacher attrition data for the years 2014-2015, 2015-2016, and 2016-2017 was collected and analyzed. The number of teachers leaving North Side Elementary due to resignation, retirement, and transfers to other schools is included in this data. The percentage of teachers leaving the school is calculated and compared to Broward County Public Schools’ teacher attrition rate and the national teacher attrition rate. Broward County Public Schools’ Director of Talent Acquisition and Operations-Instructional, Director of Coaching and Induction, and the Supervisor, Coaching and Induction participated in the formulation of this plan.

Teacher vacancy data at North Side Elementary was collected and analyzed. This data included the number of teacher vacancies for the years 2015-2016 and 2016-2017 and the length of time to fill each teacher vacancy. Analysis of teacher attrition data for North Side Elementary School is indicated below:

North Side Elementary School

School Year	# of Instructional Staff	Average years of experience	New Hires during School Year	Transfers Hired in School Year	Total Hired	Transfers granted	Retired	Resigned	Total Leaving School	% of staff leaving school
2014-15	26	13.85	5	1	6	3	2	1	6-	23.08%
2015-16	32	12.00	6	1	7	4	0	3	7-	21.88%
2016-17	35	10.09	9	4	13	6	0	4	10-	28.57%

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

Teacher vacancy data at North Side Elementary was collected and analyzed. This data includes the number of teacher vacancies for the years 2015-2016 and 2016-2017 and the length of time to fill each teacher vacancy. The same vacancy may be advertised more than once if the position becomes vacant during the school year.

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North Side Elementary School

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

This data is being used to create the school transformation plan, to develop strategies to implement to identify, recruit, retain, and reward instructional personnel. Our goal is to develop and implement strategies to reduce the teacher attrition rate at these schools and to reduce the average time to fill teacher vacancies.

Teacher Evaluation Data

School	AVERAGE Instructional Practice Score	AVERAGE Deliberate Practice Score	AVERAGE Student Performance Score	AVERAGE Overall Score
NORTH SIDE ES 0041	3.13	2.74	2.98	3.07
DISTRICT ES	3.23	2.91	3.11	3.19

Instructional Practice Score, Deliberate Practice Score, Student Performance Score and Final BRIDGES Rating for Classroom and Non-Classroom Teachers: Rating Scale Highly Effective 3.450 – 4.000, Effective 2.500 – 3.449, Needs Improvement 2.000 – 2.499, Unsatisfactory 1.000 – 1.999

Summary of Results to Create the Whole School Transformation Plan

The following trends have positively impacted student achievement:

- The principal's vision and leadership actions were comprehensive to focus on increases in student achievement.
- Implementation of ongoing progress monitoring utilizing running records, use of common formative assessments and common planning in all grade levels.

The following trends negatively impacted student achievement:

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

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It is imperative that administrators and teachers are provided with levels of support and guidance beyond what they have been receiving. A detailed analysis and deliberate focus on academic leadership effectiveness as well as instruction is a vital component in the improvement of teacher performance and raising student achievement.

Item 2: Rationale for the turnaround option(s) selected.

Broward County Public Schools (BCPS) Florida Standards Assessment 2016-2017 results show continued improvements across the District, especially in District Managed Turnaround Schools. Among the highlights in the 2017 results:

- 85 percent of innovative District schools in the state’s “turnaround” status improved by one letter grade, with 82 percent earning a “C” or higher.
- Only two District schools earned an “F,” compared to 10 in 2016. Six schools earned a “D,” compared to 29 the prior year.
- BCPS reduced the number of District schools earning a “D” or “F.”
- 96 percent of innovative District schools earned an “A,” “B” or “C.”
- 95 percent of innovative District schools maintained or increased their letter grade.
- 59 innovative District schools earned an “A”, an increase from 41 in 2016. Of these schools, 39 maintained their “A” from 2016.
- 13 innovative District schools increased by two or more letter grades.
- BCPS reduced the number of District schools earning a “D” or “F.”
- Overall, BCPS earned a District grade of “B” for the fourth year in a row.
- BCPS exceeded the state’s average for the percentage of “A” schools in 2017.

In order to focus on providing high-quality education and ensure we are meeting the diverse needs of students and families, BCPS has implemented a District-Managed Turnaround model for under performing schools for the last four 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 has reduced the span of control for principal supervisors by 50% lower than our previous ratio of 24: 1. This has allowed us to make a positive impact on our most critical schools with a 10:1 ratio. BCPS believes, through the use of research that suggests this reduction is necessary for improved performance, coupled with research-based professional development that includes our partnership/collaboration between the Wallace Foundation and the Council of the Great City Schools, all schools can and will be successful. The District Managed Turnaround option for the identified schools has been chosen to allow for opportunities for the District and schools to work collaboratively with parents, students, staff and community members to promote educational options for students that are sustainable and support increased student achievement.

Although this initiative has helped us to achieve great success this past year, we realize that we need to increase the training and coaching in sustainability efforts. Broward County realizes that professional development is critical to the success of District Managed Turnaround. It is not only important that principals attend professional development, but district leadership and support staff must be included in receiving professional development because the professional development will provide competencies to ensure this initiative will be successful. There one specific course that has been pre-identified that will provide specific training for District Managed Turnaround Schools. It is the expectation of the district leadership that the principals and school leadership will partake in this

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professional development as outlined. The courses are designed to deliver professional development to identify effective school management practices, researched based leadership competencies and aligning all resources to increase student achievement.

The District Managed Turnaround Development Program will be implemented through:

University of Virginia

Darden/Curry Partnership for Leaders in Education

100 Darden Boulevard

Charlottesville, Virginia 22903

434-924-8719

DardenCurry@Darden.Virginia.edu

www.dardencurry.org

The school principals, along with their leadership team school, and district personnel working with each school will attend the University of Virginia School Turnaround Program (UVA-STP). This professional development will assist district leadership, principals and their respective leadership teams to work together to better identify needs, address key issues and develop strategies to meet the needs of low achieving students and to turn around schools that are underperforming.

The University of Virginia School Turnaround Program is a three-year program of integrated work where “school leaders are taught to rethink, reignite, redesign and ultimately transform their school.” The UVA-STP will focus on four areas for development. These areas are vital in ensuring achievement in a low-performing school: leadership, instructional infrastructure, differentiated support and accountability.

Planning: Initially, a needs assessment will be conducted. The university team will conduct an assessment of all systems in place. The UVA-STP will meet with district personnel to assess the ability of the district to engage in a turnaround initiative. The UVA-STP will also recommend next steps and commitments. During the Planning phase, turnaround leadership (one system leader per participating school) will attend a Boot Camp in Charlottesville, Virginia. A small district team will participate in a one-day training for Behavioral Event Interviewing and Capacity Training. Also during Planning, tailored consultation and planning visits will take place.

Core Implementation Year Services: During Implementation, the district leadership and principals will participate in residential executive development programs located at Darden School. This is a six-day course, in which district leadership and principals will focus on change efforts, decisions based upon data, create focused execution plans to sustain the turnaround efforts being put forth, building success, addressing gaps and promoting systemic change efforts that overcome resistance.

Mid-Year Winter Retreats: Two to three-day executive education retreats will be held in January and February of each year. District leadership, principals and three school leadership team members will engage in leadership which involves solving critical issues and exchange ideas and practices. The focus will be on teamwork, data and mid-course corrections.

Regular Development Opportunities for District Shepherd (High Level District Official charged with overseeing turnaround initiative): The district administrator in charge of this initiative will attend a daylong

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summit in the summer. This summit will focus on strategies needed for turnaround success. Topics will include promoting principal effectiveness, facilitating differentiated support to teachers and effective school visits.

In-State Retreats: There are two In-State Retreats. The district leadership, principals and key teacher leaders will participate in the one-day retreat. The retreat will focus on resource allocation and helping leaders determine lessons and practices that will drive transformation. The UVA-STP will work with Broward County School District to provide school site visits, follow-up support and additional professional development.

Part II: Implementation Plan

A. Areas of Assurance

Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

District Capacity and Support

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).

The district has adopted a new governance structure for the schools, which includes, but is not limited to, requiring the principals to report to a "turnaround lead" at the district level. The Chief of Office of School Performance and Accountability is the turnaround lead and regularly reports directly to the Superintendent. The schools are divided into fifteen Cadres with a Director as the lead for each Cadre. The OSPA Chief regularly revisits current portfolios of schools, Cadres, to analyze the effectiveness of Cadre Directors matched with turnaround schools. These portfolios of schools are fluid to provide the most conducive and effective type of support and guidance to maximize school success.

The Chief of the Office of School Performance and Accountability (OSPA) 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 the Broward Assessment for School Administrators (BASA) indicators and surveyed schools' needs facilitated in small groups: half day with teams of teachers and principals led by the Office of Academics and the other half day, Cadre Directors facilitate principal's learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to

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governance (operations) and Board processes, setting expectations, acquiring the Council of Chief State School Officers Standards and content related to academic improvement within the schools they support.

Collaborative school visits, coordinated by the principal supervisor will include classroom walkthroughs with the instructional coach, assistant principal, principal, and district staff from academics. The inclusion of the instructional coach allows for the opportunity to provide real time feedback and corrective action on the spot. Additionally, the principal supervisor will be able to observe the principal “coach” the instructional coach during the walkthrough cycle. After the classroom walkthroughs, the principal supervisor will meet with the principal to provide coaching feedback on her coaching. Through this process the assistant principal is an observer and an active learner throughout the process.

As an addition to the principals’ monthly professional learning, an intense focus on three of the seven leadership levers of school improvement adopted from *Leverage Leadership: A Practical Guide to Building Exceptional Schools* by Paul Brambrick-Santoyo will occur. The seven leadership levers are (1) data driven instruction, (2) observation and feedback, (3) instructional planning, (4) professional development, (5) student culture, (6) staff culture, and (7) managing school leadership teams. In order to dig deeper, only three levers will be the focus of study during the year-long professional learning. The three levers of study for the 2017-18 school year will be Data Driven Instruction, Staff Culture, and Student Culture.

Cadre Directors that supervise Turnaround schools have instructional teams that specialize in literacy, mathematics and science to provide support aligned to the specific needs of the schools. These Instructional Facilitators also provide professional learning opportunities, academic support and technical assistance for site-based instructional coaches and teachers based on the needs assessments, data review and ongoing progress monitoring results. Instructional Coaches monthly professional learning for the 2017-18 school year will focus on two of the seven leadership levers of school improvement. Under the direction of the principal supervisor, instructional facilitators will facilitate monthly learning on the following levers: Observation and Feedback, and Instructional Planning. Continual support for instructional coaches will be provided by the instructional facilitator during school visits.

School Capacity

Administrators

Selection Process

Broward’s process for principal selection is initiated by The Office of School Performance and Accountability (OSPA). Desired experience and competencies include the following:

- Hold a master's degree or higher from an accredited institution
- Have five (5) years of public school experience
- Three (3) years of the five (5) years shall be successful experience as a principal or assistant principal, or district administrator
- Hold a Florida Department of Education Educator Certificate indicating Educational Leadership
- Be a participant in or have completed the Broward's Principal Preparation Program or a similar leadership training program in another district or state or serve as a current principal

When an opening occurs, the selection process begins when OSPA drafts a site-specific leadership profile. OSPA works in collaboration with School Board Members to hold a community conversation to announce the principal

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vacancy and explain the process going forward to select the next principal of the school. OSPA Cadre Directors facilitate meetings with school employees and community stakeholders to solicit feedback for the final leadership profile and recruit members for the Stakeholder panel that will be involved in the selection process. The Office of Talent Acquisition will then advertise the vacancy with the site-specific central themes. Internal and external applicants must submit applications to the Office of Talent Acquisition to be screened for eligibility. OSPA will select principal candidates to be considered for the vacancy. Selection shall be made through a District interview process based upon both the site-specific leadership profile, the employee meeting and the Community conversations. Candidates will be rated on all sections of the interview to move forward in the process. The highest scoring candidates will meet with the Stakeholder Panel individually. After the Stakeholder Panel Meeting, the facilitating Cadre Director will discuss the Stakeholder Panel Feedback with the Chief School Performance and Accountability Officer to recommend a candidate to the Superintendent. Once approved by the Superintendent, the OSPA Chief will notify the recommended candidate, Talent Acquisition and the School Board Members. The Superintendent will make the final recommendation to the Board. In unique circumstances, the Superintendent has the discretion to appoint a qualified individual without going through the selection process.

Administrator Recruitment and Retention Incentives

Recruitment and retention incentives are provided through the Teacher Incentive Fund (TIF) and Teacher and School Leader Grant (TSL). North Side Elementary School is part of TIF Cohort 5 that will begin in the 2017-2018 school year. Through the TOP 3 Grant the district will request additional funding to will provide similar incentives. All current North Side teachers, principals and assistant principals will be eligible to opt into these plans, and currently all principals and assistant principal have opted into the pay-for-performance plans. Additional bonuses for administrators will be dependent on the complexity of their assigned school as determined by the following factors: percentage of students eligible for free and reduced lunch, English language learners, students with disabilities, percentage of students at reading levels 1 and 2 and percentage of students at reading levels 4 and 5. Additional salary dollars will be added to the school leader’s base salary based on total complexity points.

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.

Principal Information

North Side Elementary School’s proud principal, Ms. Heilange Porcena, started with the District in September of 1995. Previous experience includes serving as a Teacher for 16 years working with At-Risk students to Gifted. She earned over 2000 inservice points through district professional development to improve her craft, along with earning National Board Certification. She quickly established herself as a Teacher Leader amongst her colleagues. She was

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the Teacher of the Year at two different schools in 2004 and 2006. She served as a Curriculum Specialist for 2 years at Sunland Park Elementary K-5, which was a Turnaround school at the time. She was appointed as an Assistant Principal in September of 2011 and served in this role at two separate locations: Park Ridge Elementary and North Side Elementary. She was promoted to Principal at North Side Elementary in September 2016 and will be retained for the 2017-2018 school year.

While Ms. Procena was working at Sunland Park, the school was identified by the FDOE as a Differentiated Accountability school that required support and intervention. It eventually was modified as a PreK – 3 Academy as part of the SSOS process. Ms. Procena's track record of success started at Park Ridge Elementary which services a large Haitian, ELL and FRL population. Her Haitian-Creole ethnicity helped her to act as a conduit to the community for this school. Transferring to North Side Elementary in December of 2014, the school was graded "D". The following school year North Side decreased to an "F" and then increased to a "D" while serving as the Assistant Principal (only 3 percentage points away from a "C"). The largest gains were in Math. For the 2017-18 school year, North Side will be a TIF 5 school. Principal will be participating in trainings provided by Center for Educational Leadership. She will be eliminating the Science Coach position to replace with a reading resource teacher for additional support for push-in and pull-out services. The Literacy Coach position has been filled with a highly effective veteran Literacy Coach.

Educators

Selection Process

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.

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 receive less than effective evaluation are not eligible for rehire. Broward teachers' overall evaluation ratings are available for the hiring principal to review and the office of Talent Acquisition verifies references/evaluations upon recommendation.

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 Districtwide - 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. The following are the next steps:

- 5 Beginning/Not -Using Datamarks within the BridGES Evaluation System/iObservation, communication with the administrator is initiated to ensure the Performance Interventions are being provided

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- 5-7 Beginning/Not Using Datamarks, administration is encouraged to have informal discussion with the educator to share recommended strategies for improvement
- 8 Beginning/Not Using Datamarks, an administrator meets with the educator to discuss the areas of concern, provide assistance, and explain possible consequences if the employee fails to improve
- 10 or more Beginning and/or Not Using Datamarks, 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

The District has Peer Reviewers that are deployed to assist teachers in improving their practices. Once receiving assistance (school/district support), teachers are 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 Professional Development Plan (PDP). Turnaround schools have priority in hiring. Hiring is the responsibility of the school principal.

Teacher Recruitment and Retention Incentives

As previously stated for administrators, recruitment and retention incentives are provided through the Teacher Incentive Fund (TIF). North Side Elementary School is part of TIF Cohort 5 that begin in 2017. Through the TOP 3 Grant the district will request funding to provide additional incentives. All current teachers, principals and assistant principals will be eligible to opt into these plans, and currently all principals and assistant principal have opted into the pay-for-performance plans. Educators receive salary increases on their performance evaluated on a four-rating scale: *highly effective*, *effective*, *needs improvement* and *unsatisfactory*. Those rated *highly effective* receive the largest salary increase percentage available, and those rated *effective* receive a salary increase between 50-75 percent of the increase percentage for the highly effective rating.

Broward County Public Schools (BCPS) has several “High-Need” schools that have benefited from the Teacher Incentive Fund (TIF 4 and TIF 5) Leading Excellence and Achievement in Performance (LEAP) and (LEAP Ahead) projects. The TIF 4 (LEAP) and TIF 5 (LEAP Ahead) currently provides incentives for recruitment, pay-for-performance, attendance, career ladder positions, career continuum and coaching support for new and experienced teachers and leaders at North Side Elementary School.

Through the TIF funding a performance based salary structure was created for the identified high-need schools: (1) providing salary increases for instructional staff (including teachers and other personnel) and principals who receive an overall rating of Effective or higher under the evaluation system, (2) providing salary increases for Effective or Highly Effective teachers and principals who take on career ladder assignments, (3) providing additional compensation for teachers in critical shortage areas who are rated Effective or higher and who transfer to a high-need school from a non-high-need school or accept employment in a high-need school and previously worked in another LEA with a comparable evaluation system. Specifically, each bargaining unit employee (Instructional Staff), principal and assistant principal in the three, identified high-need receive a salary adjustment, provided the employee has met the following criteria:

- Received an Effective or Highly Effective rating on the overall score of the performance evaluation.
- Served as an active Instructional employee, assistant principal or principal at a participating school for one day more than half of the employee's assigned work calendar during the current and previous school years. Part-time Instructional employees or Full- Time Instructional employees, with split duties between schools, may be eligible to receive a pro-rated bonus. Each bargaining unit employee (Instructional staff) or principal at an identified high-need school who assumes a career continuum role as a teacher mentor, STEM coach, literacy coach, teacher peer

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reviewer or principal mentor, principal coach, or principal peer reviewer will be eligible for salary beyond the Highly Effective level, provided the employee has met the following criteria:

- Received an Effective or Highly Effective rating on the overall score of the performance evaluation.
- Successfully completed required training for the career continuum role.
- Fulfilled a career continuum role at a participating school for one day more than half of the employee's assigned work calendar during the current school year.
- Recruitment awards for Effective and Highly Effective Teachers of Critical Shortage Areas.
- Received an Effective or Highly Effective rating on the overall score of the performance evaluation in the previous year.
- Received an Effective or Highly Effective rating on the overall score of the performance evaluation in the current year.
- Transferred to a participating high-need school from a non-high-need school in the LEA or was hired to work in a participating high-need school, and previously worked in another LEA with a comparable evaluation system.
- Served as an active instructional employee at a participating school for one day more than half of the employee's assigned work calendar during the current school year. Part-time Instructional employees or Full-Time Instructional employees, with split duties between schools, may be eligible to receive a pro-rated bonus.
- Serves as a classroom teacher in a critical shortage area. Critical shortage areas include reading, mathematics, an area of science, or special education with content area certification.
- Effective or Highly Effective teachers who miss no more than three days during the school year will receive a monetary reward at the end of their working calendar year.

Professional Development

To insure that teachers have strong professional support, Broward's system for professional development, through the Department of Teacher Professional Learning and Growth will offer school-based and individualized professional development for educators based on multiple sources of data, as it engages educators in creating individual growth plans to guide professional development through the deliberate practice portion of the evaluation. Designing effective professional development offerings will begin with locating the precise needs of the District's students and educators. Needs assessments involve collection, analysis and the review of data that include the following: disaggregated student achievement score from the FSA, benchmark assessments; learning gains reports; school accountability reports; teacher performance evaluation reports; principals' performance evaluation reports; iObservation data; school discipline data; parent satisfaction survey data; school climate surveys; graduation rates; and input from teachers and union representative. In addition, the district will seek to address how teachers in high poverty schools can create socially and emotionally responsive classrooms through three focus areas of professional development: social emotional learning, early literacy and teacher residency.

In addition, the Department of Teacher Professional Learning and Growth will provide Standards, Shifts and pedagogy professional learning with an intentional focus on providing rigorous and inquiry-based learning practices that improve teacher efficacy. During a collaborative conversation with each school staff to review their previous training and professional development to better understand how these offerings have impacted teacher and student growth, we learned:

- The school felt that their teachers had undertaken a number of trainings, as a school and individually
- Some or parts of the new knowledge or skills from these trainings were not implemented effectively in the classroom
- Teachers needed deliberate and intentional support from subject-matter experts (staff developers) who could support their teachers in the new knowledge and skills

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- Without the use of a gradual release support model, which includes mentoring, modeling and coaching, teachers would continue to struggle understanding new knowledge or skills, particularly as the concepts get more complex

In an effort to bring coherence and relevance to the professional learning experience and connect our work to existing support structures (TIF Induction Coaches, Instructional Support Coaches, Master Coaches, Master and Lead Teachers), North Side Elementary will be given professional development through an ongoing support cycle framework provided by Teacher Professional Learning and Growth (TPLG). In this framework, Dillard will undergo various facets that individualize the cycle of support needed to instill the practices desired for teacher growth and student achievement. The school and TPLG will conduct a Needs Assessment based on culture, expectations, level of support, school data, timelines, and the professional growth plan. Once the needs are determined, TPLG will design a professional learning plan (standards/shifts/pedagogy) that supports the needs assessment. Staff developers will deploy research-based teacher strategies aligned with our high quality professional development offerings that schools will experience via on-site professional learning. The TPLG professional development promotes a growth mind set, building relations, as well as identifying on-site experts who will be empowered to continue building the capacity of teacher teams and coaches alike following the cycle of support.

Following the delivery of professional learning, TPLG and TIF will work collaboratively reviewing student artifact, unpacking lesson study, conducting learning walks to provide a learning context that supports the next stage of the TPLG cycle: Implementation. Together, we will be working hand-in-hand to calibrate the learning and provide strategic support to teachers in need of intensive support in remediation or enrichment of the new knowledge or skills.

The Implementation Phase of the TPLG cycle will include collaboration within PLCs in order to provide a continued level of support throughout the academic year. Similar to the RtI Model for supporting students, teachers will be supported within a Tier I- Tier III cycle enabling staff developers to both differentiate and monitor the implementation of learning. In Tier I, teachers will be supported and monitored via consultation and reflection. In Tier II, teachers will be supported and monitored via modeling, classroom-based feedback, and peer-modeling. Tier III will support teachers and monitor learning by providing ongoing coaching, modeling, as well as observation and feedback to include collegial discourse of practice. Both Tier I and Tier II supports will include the development of a plan to support teachers based on student outcomes ultimately resulting in a gradual release once new learning is embedded in observable student and teacher practices. All levels of support will provide teachers with access to an online learning community, encouraging increased professional efficacy. This support cycle and Tier I- Tier III seeks to build capacity of the teacher through our ongoing work with the site-based Induction Coaches, Instructional Support Coaches, Master Coaches and the classroom teacher. We believe this partnership provides the best recipe for success and addresses the school's initial concerns around professional development and support.

In addition to the initial needs assessment, assessment of impact will be imbedded throughout the professional learning cycle of support. TPLG assessment of impact will include but is not limited to text analysis, pre/post survey, teacher portfolios including student artifacts and the teacher deep reflection tool. School-based assessments may include I-Ready, Achieve 3000, School City and iObservation reports. District common assessments such as STAR, BAS, BSA, the 3rd Grade Portfolio and the FSA will all be utilized to determine school and individual teacher needs as well as to track the successful implementation of learning and student achievement as a direct result of the TPLG Professional Learning Framework. Each measure of impact also provides the opportunity to celebrate, recognizing both teachers and school leaders for participation, progress and support in the professional learning cycle. Ongoing recognition of the participating schools for their academic achievement as a result of participating in the professional learning cycle promotes the model school.

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In collaboration with TPLG, selected schools will be responsible for implementing the new learning, completing pre-assessments and post-assessments to identify the levels of growth, and follow the assessment required based on the PD given (portfolios/artifacts). The areas of need will be supported with an intentionally designed set of courses that provides a range of foundational knowledge and skills to mastery and expertise. TPLG foundational courses include Text Complexity to Raise Rigor in Reading and Hitting the Target 2.0 - Transformational Shifts in Standards Based Instruction. Text Complexity will build knowledge and practice in the quantitative and qualitative analysis of text as well as the considerations for reader and task when delivering lessons with complex text. Hitting the Target 2.0 will result in teachers developing a better understanding of their grade level standards and the rigor of the student tasks embedded within those standards. Through the process of deploying these two courses, providing ongoing support year-long, and assessing the impact of the professional learning, teachers will achieve a high quality of instruction in order to advance student achievement.

Teachers who are new to the profession are given substantial coaching support by a full release induction coach. Induction Coaches work extensively with the new teachers and provide support for their first two years of teaching through the use of Formative Assessment Tools designed to accelerate teacher instructional practice. Induction Coaches also work with school administrators to provide guidance for teacher teams in Professional Learning Communities and Analyzing Student work to guide the Professional Learning Communities. The Induction Coaches have been trained extensively in Analyzing Student Work and Professional Learning Communities using the Inquiry Process.

Broward County through the fund of TIF 4 (LEAP) developed an expanded career ladder system that will train effective educators to provide high-quality, differentiated professional development to teachers and administrators at the school level, and at the same time offer career pathways for educators as they grow into valued leaders in challenging roles with increased financial and non-financial benefits. Broward County's emerging Career Continuum for working administrators is based on the theory that a group of experienced, effective principals with additional leadership training will have a tremendously positive influence on professional development and student achievement as Mentors, Coaches, and Principal Peer Reviewers. Each step in the continuum develops in Principal Leaders the skills necessary to providing novice and struggling school leaders the support they need to maximize teaching, learning, achievement and goal attainment for the betterment of teachers, students, and schools. Principal Mentors provide vital support to new principals as they translate their academic knowledge into practical knowledge for maximum achievement in their schools. Candidates must have a minimum of 5 years of experience as principals and have earned an evaluation rating of Highly Effective for at least the 3 years prior to beginning the Principal Leadership Program. Principal Coaches are essential to providing specialized and targeted support in the leadership. Principal Coaches are essential to providing specialized and targeted support in the leadership development of school principals. Combining the unique expertise of each Principal Coach.

BCPS' Teacher Leadership Career Continuum is a professional development program for teachers who desire to increase their professional leaning and commitment to assist in the professional development of their colleagues for school- and system-wide improvement and personal reward. Teacher Leaders possess a positive and passionate commitment toward the teaching profession, and a strong dedication to the belief that collaboration and support improves instruction. There are three stages along this track of the Career Continuum: Teacher Mentor, Teacher Coach, and Master Teacher and Peer Review. Master Teachers and Peer Reviewers are expert practitioners in youth instruction, but also experts in providing adult instruction, assessing student achievement and educational strategies, mentoring developing teachers, and designing professional development opportunities targeted to improve specific areas of need.

BCPS designed a Teacher Leadership Career Continuum with TIF 5 (Leap Ahead) funding, and pilot the programs in the identified high-need schools. BCPS' Teacher Leader Career Continuum program authorizes schools to recruit, retain, reward and recognize high performing teachers in high need schools. BCPS' Teacher Leader Career

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Continuum allows high quality teachers to continue to build on their expertise while specializing in an area of interest, build leadership skills, mentor and support other teachers without having to leave the classroom. Teacher leaders engage in broad-based professional development opportunities to include mastery of content, effective teaching strategies and cultural relevant strategies to teach diverse groups of students. Through job embedded training and coach credentialing, teacher leaders learn how to provide a contextual level of support to other teachers at their school sites. The goal is for teacher leaders to help teachers use knowledge of standards and pedagogy to enhance teaching practices and to increase student outcomes. Teachers are provided with opportunities for advancement without ever leaving their school sites. These opportunities provide teachers with additional responsibilities, professional growth, incentive pay and increased recognition.

Goals:

- Increase teacher effectiveness as they progress through stages of their career.
- Create a teacher leadership program that contributes to instructional excellence.
- Strengthen practices of beginning and struggling teachers through mentoring and induction experiences.
- Help teachers improve their teacher practices, by providing teachers with leadership training and opportunities to develop other teachers' effectiveness.

BCPS recognizes that one of the most important elements for teacher satisfaction and retention is providing opportunities for career advancement at the school site. According to Victor Lipman of Forbes (2013), clear opportunities for career advancement are an "especially powerful" employee motivator. Teacher leaders participating in the BCPS' Teacher Leader Career Continuum have the opportunity to partake in a professional growth pathway. At the completion of their coursework in the professional growth pathway, teacher leaders receive credentialing certification. Some of the coursework include graduate level classes through Florida Atlantic University (FAU) with a focus on multicultural education and educational leadership. This model of professional growth pathway enables the teacher leaders to take part in professional learning that are progressively more content focused and tailored to the students' performance data at the individual school site. In addition, financial support will be given for completion of each level of the professional growth pathway, as well as, meeting all required duties and responsibilities. BCPS' Teacher Leader Career Continuum framework facilitate engagement that leverage teachers, as leaders to support district-wide initiatives in high need schools. Opportunities are identified throughout the school year and are need-based, with teachers delivering solutions. Teacher leadership opportunities have varying degrees of pay, selection criteria and level of expertise and time required.

Instructional teachers who have an overall Effective or Highly Effective rating for the previous three years will have the opportunity to become a Peer Teacher, Lead Teacher or Master Teacher through BCPS' Teacher Leader Career Continuum program. According National Comprehensive Center for Teacher Quality, (2010)

Teacher leadership can:

- Improve teacher retention
- Build teacher capacity
- Facilitate school staffing innovations
- Strengthen the teaching profession
- Teacher leaders provide needed support and assistance for principals

Beginning Teachers

Teachers at this stage may have prior experience in BCPS, while others are new to the teaching profession and have just successfully completed BCPS' competitive selection process. Whether new or returning, all teachers at this

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stage are committed to leading their students to ambitious achievement and to continuing to refine their instructional practices

Peer Teachers

These teachers have proven their effective teaching skills and have led their students to solid achievement gains. Peer Teachers also demonstrate an ongoing commitment to their own learning and improvement, and may begin to take on leadership roles within their schools.

Lead Teachers

Teachers at this stage have been among the District's most effective for several years, and their students continually demonstrate strong achievement results. Many of these teachers have also taken on leadership roles within their schools.

Master Teacher

These teachers are some of the district's top performers and have a record of exemplary student achievement. These teachers have consistently demonstrated a deep understanding of instructional best practices and may serve as models to colleagues who are still developing their skills. Teachers at this stage are masters of their craft, honed in BCPS' classrooms over the course of many years. Their students demonstrate exceptional learning gains each year, regularly exceeding even the most ambitious achievement goals. Many of these teachers also serve in various leadership roles within their schools and extend their reach by developing curriculum, mentoring colleagues, and participating in fellowships. The goal of BCPS' Teacher Leader Career Continuum Academy is to provide targeted professional development on the pedagogical practices of teachers who serve in high-need schools. Broward County Public Schools has developed a unique collaboration with Florida Atlantic University, the Office of School Performance and Accountability (OSPA), the Office of Academics and Broward Teacher Union (BTU) to jointly develop theoretically grounded professional development for teachers that will facilitate academic engagement and achievement of students in high-need schools.

BCPS' Teacher Leader Career Continuum Academy will build capacity of teachers' effectiveness in each of the high-need schools over a five-year period. Selected teachers will engage in broad-based professional development opportunities to include mastery of content, effective teaching strategies and cultural relevant strategies to teach diverse groups of students. The focus is to increase teacher effectiveness and student achievement in the identified high-need schools. In addition, we will enable schools to build capacity of effective teaching practices, address teachers' individual area of weakness, and retain teachers through early support research based professional learning. Selected teachers receive intensive professional development. Each participant will receive one year of coaching support by a district master coach. The master coach will facilitate classroom observations; provide feedback and coaching to strengthen the teacher leader's teaching practices.

Objectives:

- Engagement in professional learning to increase student learning
- Creating and maintaining collaboration and professional partnerships to advance teaching practices and student learning
- Use of knowledge of academic standards, pedagogy and research to advance educator practice and student learning
- Use of culturally responsive pedagogy
- Facilitation of inclusive and community oriented classroom and school climates
- Participation in well-structured and facilitated professional learning communities
- Increase student engagement including but not limited to evidence of student motivation, school attendance, interest in learning, and academic achievement

B. Areas of Focus

Item 4: Area(s) of Focus selected by the district based upon the school’s needs assessment.

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. Assessments | <input checked="" type="checkbox"/> 4. School Leadership |
| <input type="checkbox"/> 2. Instructional Programs | <input type="checkbox"/> 5. Increased Learning Time |
| <input checked="" type="checkbox"/> 3. Differentiated Instruction | |

Item 5: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

Area of Focus 1 (Assessments):

The BCPS Literacy Department promotes the importance of using formative assessments (diagnostic and progress monitoring tools) such as the District provided Benchmark Assessment System K-5 (Running Records) and FAIR-FS 6-12 to identify the individual literacy needs of students so that teachers can meet students at their present levels. Critical schools will be encouraged to monitor the progress in literacy for all students on a regular basis using consistent data collection procedures. Professional development regarding these progress monitoring tools will be offered on a monthly basis.

The Elementary Learning Department will generate a school profile report and analyze data with the principal and cadre director. The School Profile Report contains English Language Arts, Math, and Science Achievement data, overall Learnings Gains, Learning Gains for the Lowest 25%, a breakdown of Levels 1-5 overall for Math, ELA, and Science, the achievement percentage by reporting category for ELA, Math, and Science, and writing score distribution for 4th and 5th grades from Level 0 through Level 10. In the primary grades, Benchmark Assessment System (BAS) data is illustrated and compared to District levels. Attendance rates, number of referrals/incidents by grade level, number of students in the RtI/MTSS process by grade level, and ACCESS for English Language Learners data will also be discussed to ensure all students are receiving the necessary supports and services to achieve on grade level.

Area of Focus 3 (Differentiated Instruction):

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. All critical schools will implement small group instruction and this will be a strategy in their School Improvement Plan.

In an effort to differentiate instruction to ensure schools are meeting the diverse learning needs for all students, especially subgroups not meeting targets, teachers will be trained on the use of data to drive instruction. The District has determined that many data-gathering tools are accessible to schools; however, the data is used inconsistently to drive instruction. Therefore, the District will implement the following process to ensure school leadership, faculty, and staff are prepared to utilize data appropriately to meet the needs of their students and deliver high-quality, differentiated instruction:

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Through Sub-Cadre training related to differentiating instruction, instructional guidance will be provided to school based administrators and academic coaches to transition to new academic standards and bridge achievement gaps through the use of data.

School administrative staff will provide feedback to teachers on the effectiveness of implementation of differentiated instruction. Feedback is based on data that is collected regularly and includes student data from classroom assessments, classroom "look-fors" using a self-reflection tool or rubric aligned with the academic needs or discipline specific instructional practices to be implemented, and data collected using Marzano's iObservation.

Ongoing progress throughout the year will be closely monitored by the Elementary Learning Department staff to ensure teachers are impacting student performance and adjustments to the action plans and teacher support will be revised as needed. Data-driven instruction will create an evidence-based approach to better serve the students. Using a longitudinal data system such as the School Profile Report to monitor student achievement in content areas and by subgroups as well as identify the degree of intervention and support needed, the Elementary Learning Department and Dillard will be able to design a system that incorporates multiple tiers or levels of support that differ in their nature and intensity as well as create a set of strategies that leverage resources in order to empower Dillard to act independently moving forward to make improvements. Dillard will work with the Elementary Learning Department to determine the necessary ongoing professional learning and supports needed to build teacher knowledge and ability to provide rigorous, high-quality, standards-based, tier one instruction and tiers two and three interventions as part the School Support Plan. The school support plan will also maximize existing resources and focus on:

- Providing coherent experiences for students with a solid foundation grounded in state standards, behaviors, and skills
- Developing strong academic language (vocabulary and syntax)
- Ensuring a steady growth of knowledge in all content areas
- Providing experiences that lead to the use of comprehension strategies
- Establishing an environment for students to express thoughts and learning clearly through speaking and writing
- Building the capacity to sustain motivation of engaged reading
- Focusing on **complexity** (Regular practice with complex text and its academic language), **evidence** (Reading, writing and speaking grounded in evidence from text, both literary and informational), and **knowledge** (building knowledge through content-rich fiction)
- Shifting from teaching individual skills to focusing on standards-based instruction

Area of Focus 4 (School Leadership):

Beginning in the 2013-2014 school year, the District restructured schools into Sub-Cadre groups that have proven to be successful. Principals from approximately ten schools with both like and unlike characteristics meet on a monthly basis to discuss special curriculum topics that include intervention implementations. The Principals share best practices that are supported by data, for consideration at their own schools. The Sub-Cadre sessions are held at a host school and include classroom walkthroughs for first-hand, eye witnessing of intervention implementation in action. The Principals of the Sub-Cadre schools can arrange for additional dialogue, as well as continued communication between members of leadership teams to collaborate. The structure of these Sub-Cadre groups includes activities for principals and other members of the leadership team as follow-up. This permits information to be shared across Sub-Cadre groups.

The Office of School Performance and Accountability and the Cadre Directors are within the same division. This alignment streamlines the approval and implementation of this new initiative for sharing information across Sub-Cadres. The Cadre Directors will also participate in the facilitation of sessions to

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support schools and learn information from schools in other Sub-Cadres supervised by other Directors. The Office of School Performance and Accountability will work closely with the Division of Academics on the implementation of interventions as well as supporting teaching and learning in schools. Specialists from the Division of Academics will actively participate at the Sub-Cadre sessions, offering information on the theory behind why the selected interventions used at one or more schools are best practices and the most effective forms of implementation. Professional development for school leaders and staff is essential in sustaining continuous school improvement efforts. There is a plethora of District-based leadership professional learning opportunities available for new and veteran administrators to support and advance leadership skills. Some examples are: The Disciplined Leader-Prioritizing for Effective Leadership, iObservation Deliberate Practice, The Reflective Leader, The Change Leader, to name a few. These opportunities are essential in the growth of educational leaders. The growth of staff is also critical in sustaining and growing school success. In addition to the myriad of learning opportunities available, identified staff schools will also attend Summer Academies to increase knowledge and professional practices. By attending professional development, participants will engage in collaborative conversations with other schools to share best practices and learn about innovative strategies.

The Office of School Performance and Accountability in collaboration with the Office of Teacher Professional Learning and Growth and the Office of Academics have teamed up to provide an activity of professional development for site-based and district-based administrators. This process is called Collaborative Visits. The problem-solving process calls for the principal to identify a problem of practice based on data to share with representatives from the various departments mentioned above. The evidence to support this problem and the current plan to address it is also shared with the team. Non-evaluative classroom visits are conducted to observe areas related to the problem of practice. The team then shares what they noticed as they visited and asks questions about things that they wonder about. Next steps are determined based on what is going well and areas of growth that are still needed. Support is arranged to assist the principal and the school team. Feedback is then provided to the Cadre Director based on the coaching conversation with the principal.

In addition, Broward County Public Schools has made a concerted effort to reduce the span of control for principal supervisors by 50% lower than the current ratio of 24:1. The most critical schools have been reduced to a 10:1 ratio. BCPS believes, through the use of research suggesting this reduction is necessary for improved performance, coupled with research-based professional development, that includes our partnership/collaboration with the Wallace Foundation and the Council of the Great City Schools, all schools will be successful.

In order to implement or increase and sustain these efforts in the Turnaround Schools, the District would require additional funding sources. Through TOP 3 Grant, our most fragile schools would be able to flourish as a result of the increased turnaround opportunities the financial support would provide.