



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

06 - Broward

Mr. Robert Runcie, Superintendent
Gayle Sitter, Region 5 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Educating today's students to succeed in tomorrow's world.

Provide the district's vision statement

Broward County Public Schools (BCPS) is committed to educating all students to reach their highest potential.

Supports for School Improvement

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School Improvement Grant (SIG) and Focus and Priority schools will receive District support from various District departments. Personnel will visit schools regularly to provide support that includes modeling and collaboration in alignment with the school's SIP. Site visitations are being documented on a District database (Service Ticket). Other District schools can voluntarily request support, appropriate personnel is dispatched as needed. All schools use the same monitoring plan document. Title IIA provides instructional coaches for Priority schools. Title III provides funding for highly qualified teacher and teacher assistant positions to support and enhance instruction at schools with a significant ELL population. These teaching positions are beyond the earned FTE allocation at each site. Title I and Title III also provide supplemental instructional supplies and/or materials to facilitate the teaching of ELLs (Title III) and low socio-economic schools (Title I).

The District has created a process called the Student Success Opportunity Schools (SSOS) that includes all schools that go through substantial reform/restructuring. Priority and Focus schools are automatically included, 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 School Performance and Accountability in collaboration with District departments provide oversight of the SSOS process. Monthly meetings have been scheduled to include community stakeholders in the decision making process for designing instructional models to transform schools. 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). Schools are required to complete an inventory of resources that are available at their school site. 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.

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

The District provides adequate funding for appropriate resources to ensure that every PreK-12 student has access to the technology, innovative programs, high quality teachers and support staff. This distribution of resources enables schools to meet the state mandated requirements for high school graduation. The educational programs and services are delivered in a safe and secure environment for all students to experience success. The District reviews the allocation of resources according to weighted FTE cost factors each year. Funding is differentiated for particular educational programs to meet the needs of all subgroups. Resources are monitored at the end of each school year to when principals meet with the District Budget Office to review current expenditures and determine budget guidelines for the upcoming school year.

District Policies and Practices

Beginning in the 2013-2014 school year, the District restructured schools into Sub-Cadre groups that have proven to be successful, and thus will continue during the SIG program period. Principals from approximately ten schools with both like and unlike characteristics meet on a monthly basis to discuss special curriculum topics which 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 include activities for principals and other members of the leadership team as follow-up.

In addition, the Director of the Office of Strategic Achievement (OSA, the District's Turnaround Office), will facilitate quarterly sessions of SIG school-based leadership teams to share intervention implementation successes and challenges for collaboration with each other. Given that SIG schools are not within the same Sub-Cadre groups, this permits information to be shared across Sub-Cadre groups.

The OSA and the Cadre Directors are within the same division, the Office of School Performance & Accountability (OSPA). This alignment streamlines the approval and implementation of this new initiative for sharing information across Sub-Cadres for SIG schools. The Cadre Directors will also participate in the facilitation of SIG sessions to support schools and learn information from schools in other Sub-Cadres supervised by other Directors.

The OSPA 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 SIG sessions offering information on the theory behind why the selected interventions used at one or more SIG 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 are 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 from SIG Cohort 3 schools will also attend the Differentiated Accountability Summer Academy each year of the grant and beyond to increase knowledge and professional practices. By attending state-led professional development, participants will engage in collaborative conversations with other schools to share best practices and learn about innovative strategies.

Provide the district's definition of “operational flexibility” provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting

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 Professional Learning Communities (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 School Board of Broward County provides opportunities to waive District policy or contract items that may impede progress of the School Improvement Plan activities. Each year, several schools apply for waivers, such as Professional Study Days, changes in instructional schedule, and exam exemption, to name a few. The Office of Strategic Achievement monitors the waiver process through a database and the implementation of waivers for a period of up to five years.

Sustainability of Improvement

Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements

Broward County Public Schools has implemented a district-wide, fully functioning initiative called Student Success Opportunity Schools (SSOS). The initiative includes all schools that require substantial reform/restructuring due to barriers that may impede success. Priority and Focus Schools are automatically included in the process, as well as any other schools that are performing below the required threshold based on the District's 34 School Performance Framework indicators (thus, school grades are not the only indicator for becoming an SSOS school). The input of all stakeholders is critical to the success of schools and the district. Cultivating collaboration between schools and community through effective and transparent communication, engagement, and accountability is one of the main goals within the District's Strategic Plan for schools and is the cornerstone of the SSOS process.

SSOS schools are supported by the District with internal and external resources that are financial and non-financial. During the School Improvement Grant (SIG) period, the accompanying funds are part of what will be used to reform/restructure the school. Additional funding will be provided by the District's general fund, other District grants (entitlement and competitive), and continued partnerships with internal and external stakeholders. This supports the ability for all SSOS schools to develop unique design concepts unique to the learning needs and growth of their school populations. As an example, the SSOS program at Westwood Heights Elementary School (candidate for SIG Cohort 3) includes a partnership with local community colleges and universities to provide pre-service student teachers and pre-service community health resources. This kind of partnership exemplifies a fundamental shift into 21st century thinking and learning. It also gives students a head start in preparing for college and future careers.

The SSOS process provides an opportunity for the District to analyze the efficiency of the use of resources (including financial) and re-allocate more appropriately. Past history, for example, shows that the District's reform/restructuring efforts of curriculum programming at 5 schools incurred a cost savings of approximately \$5.5 million in a one-year period. This amount was dedicated back to the same schools. This exemplifies that the average amount of funding to the schools is at a comparable amount to the SIG program funds and thus a current plan exists in order to sustain reform/restructuring in schools inclusive of SIG schools.

The District will continuously partner with the Broward Teachers Union (BTU) in order to closely

monitor that effective educators are teaching in SIG schools. The BTU and the District have a long history of negotiating and compromising through Memorandum of Understandings (MOUs) to agree on such types of issues that are independent of the collective bargaining contract. As part of the reform/restructuring of identified schools, these partnerships would continue beyond the SIG program period. Upon the expiration of the SIG program, the District will continue to support the reform/restructure through the general fund and/or other grants.

To consistently support the sustainability of improvements, operational flexibility is essential. As stated in Assurance 18, 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 Professional Learning Communities (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.

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The facets of the SSOS initiative and pertinent District policies, processes and procedures support the efforts of the Office of Strategic Achievement (District Turnaround Office) to effectively impact SIG schools. Through the continuous improvement process, the District regularly reviews data and procedural guidelines to address any barriers that may hinder implementation and the schools' ability to make progress. For example, identified schools participate in the Superintendent's Roundtable Discussion for High Quality Instruction with district leaders to address sustainability of reform measures.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131415>

Describe the district's **ongoing** mechanisms for engaging families and the community in school improvement efforts.

The Broward County Public School district provides several family and community forums on the statistical progression of our schools. The District Advisory Council (DAC) and schools individual School Advisory Council (SAC) meetings are held regularly. In addition, Title I, Head Start/VPK, ESE and ESOL parent council groups meet to review and plan enrichment activities for the populations they serve. The district/school leadership team examines, with stakeholders, data from state and local quarterly assessments (Benchmark Assessment Tests). Academic achievement, social, and emotional concerns are reviewed at these meetings as well. Meeting discussion includes: innovative strategies and researched-based programs that are implemented within our schools to improve academic proficiency levels. Parent and community feedback is solicited in the development of all district-planned activities. Each Title I school develops a parent involvement plan that serves as a roadmap with action-steps on how the school will work with staff and parents to improve student performance. The LEA has developed a parental involvement plan that supports the schools by implementing district parent and community activities that build capacity for more involvement. It is through these perspective initiatives that opportunities for more outreach and increased parent engagement is considered to affect student achievement.

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

The District's process of the development and implementation of turnaround plans and other school-level interventions includes the Principal involvement with each component. As community meetings are held the Principal makes the public announcement and orchestrates the on-site logistics. The Principal is a required part of the Steering Committee to develop recommendations to the District for Turnaround Option Plans. The Principal then is responsible for implementing the Turnaround Option Plan to include the appropriate hiring of staff and the implementation to fidelity of the interventions. Support direction, both internally and that include the Florida Department of Education Region Team, are developed by the Principal to include Instructional Review sessions.

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

Blackburn, Desmond, desmond.blackburn@browardschools.com

Employee's Title

Administrator

Employee's Phone Number

(754) 321-3827

Employee's Phone Extension

2009

Supervisor's Name

Robert W. Runcie

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

The Office of School Performance and Accountability manages and coordinates all turnaround efforts within the district.

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Hudge, Veda, veda.hudge@browardschools.com	
Title	Director
Phone	(754) 321-3950
Supervisor's Name	Dr. Desmond Blackburn
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Supervisor of School Improvement Grant, Accreditation, School Improvement Plans, Differentiated Accountability, School Advisory Councils, Common Core Support and District Waivers.

Quintana, Mark, mark.quintana@browardschools.com	
Title	Director
Phone	754-321-3850
Supervisor's Name	Veda Hudge
Supervisor's Title	Director
Role and Responsibilities	Supervisor of School Improvement Grant, Accreditation, School Improvement Plans, Differentiated Accountability, School Advisory Councils, Common Core Support and District Waivers.

Educator Quality

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team

The district analyzes a number of components regarding school administration in determining the school-based assignment. Training for Principals and Assistant Principals requires assignments in multiple schools with targeted school characteristics. Candidates are placed in schools for which they have experiences through their training programs. Academic achievement of schools from which the candidate was a part of the leadership team is analyzed, again targeting the achievement of sub-groups that are prominent in the school for assignment. There is an annual review of leadership, in alignment with the evaluation process, for administrators that is used to retain or replace administration. The review includes academic data as well as, for example, climate and school culture data.

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes

The District first considers the type of intervention programs to be implemented at Focus and Priority schools, and then decides on the skill set required for such implementation with fidelity. If the intervention is one that requires general educator expertise staff can be retained, but also offered the opportunity to voluntarily transfer as outlined in Memorandum of Understandings with the teachers

union. If the intervention is one that requires a specialized expertise, working with the teachers union, the educators can be offered an interview to remain but are not guaranteed a position at the same school. In alignment with the collective bargaining agreement, teachers not retained by their current school will be placed at another school in the District if they do not secure a placement themselves.

Public and Collaborative Teaching

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

Common Planning occurs by grade level at the elementary level and among subject areas at the secondary level. Due to budget constraints of the low 300 elementary reading and the class size initiatives common planning occurs among several educators of the same grade level and subject areas but not all. Common planning technical assistance is offered by the District, with the support of the Florida Department of Education Region Team. School-Based leadership are charged with implementing common planning to fidelity. Monitoring of school-based leadership, to include common planning, occurs at the District level.

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

The District provides a Literacy Coach for all schools. These positions are funded by the State Reading allocation and the District's general fund. The assignment of a math and reading coach is tiered based on schools with the lowest student achievement. These positions are funding by the District's Title IIA grant. Once the available funds are exhausted, as with the Florida Department of Education Region Team, support for Math and Science occurs through the District and/or the FL DOE Region Team.

Ambitious Instruction and Learning

Instructional Programs

Reading

Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan
Yes

Writing

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Journeys

Program Type	Core
School Type	Elementary School
Description	

Buzz About It

Program Type	
School Type	Elementary School
Description	

Foundations**Program Type****School Type**

Elementary School

Description**Phonics for Reading****Program Type****School Type**

Elementary School

Description**Great Leaps****Program Type****School Type**

Elementary School

Description**Super QAR****Program Type****School Type**

Elementary School

Description**Accelerated Literacy Learning****Program Type****School Type**

Elementary School

Description**Wilson Reading****Program Type****School Type**

Elementary School

Description**Intermediate Rewards****Program Type****School Type**

Elementary School

Description**Soar to Success****Program Type****School Type**

Elementary School

Description**Wilson Reading****Program Type****School Type**

Elementary School

Description

PWImpact 6.1, 7.1, 8.1**Program Type****School Type**

Middle School

Description**Program Type****School Type****Description****Mathematics**

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Grades K - 5: HMH Go-Math Series Florida Standards Edition**Program Type**

Core

School Type

Elementary School

Description

GO Math! is a comprehensive K–5 mathematics program developed to support the Common Core State Standards for Mathematics. The program emphasizes the critical areas and depth of understanding through interactive lessons, research-based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.

Grade 6 - 8 (including advanced courses): HMH Go-Math Series Florida Standards Edition Grades 6-8**Program Type**

Core

School Type

Middle School

Description

GO Math is a comprehensive K–8 mathematics program developed to support the Florida Standards for Mathematics. The program emphasizes the critical areas and depth of understanding through interactive lessons, research-based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.

Algebra 1: HMH Analyze, Connect, and Explore (ACE)**Program Type** Core**School Type** Middle School, High School

Description Algebra 1: Analyze, Connect, Explore was written to support the Common Core State Standards for Mathematics with a focus on depth of instruction and the integration of the Standards for Mathematical Practice in every lesson. The program promotes 21st-century skills through comprehensive digital resources like interactive, device-agnostic digital Student Editions.

Algebra 1H, Geometry, Algebra 2: Florida Explorations in Core Math**Program Type** Core**School Type** Middle School, High School

Description Houghton Mifflin Harcourt Florida Algebra 1, Geometry, and Algebra 2 © 2015 is a comprehensive online high school mathematics program supported with by consumable Explorations in Core Math worktext. The worktext leads with conceptual investigations and tasks and is paired with online lessons and resources that continue to support conceptual understanding while also developing important procedural skills.

Algebra 2H, Geometry H: HMH Larson Series**Program Type** Core**School Type** Middle School, High School

Description Holt McDougal Larson Geometry and Algebra 2 develops a deeper understanding of mathematical concepts to help students extend their math knowledge beyond the classroom. The program delivers a rigorous middle and high school math curriculum that includes the Common Core Standards and prepares students for STEM careers. Integration of the Standards for Mathematical Practice takes students beyond “doing” the math to “understanding and explaining” it. - See more at: <http://www.hmhco.com/shop/education-curriculum/math/secondary-mathematics/holt-mcdougal-larson-algebra-1-geometry-algebra-2-with-pre-algebra#sthash.CyPiPTgM.dpuf>

Defining The Core (Mathematics) - CCSS Monthly Math Focus**Program Type** Supplemental**School Type** Elementary School, Middle School, High School**Description** Supplemental mathematics activities aligned to the Florida Standards

Elementary & Secondary Mathematics Wikis

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	Supplemental mathematics activities aligned to the Florida Standards

Algebra Blueprint Power Standards - Activities and Investigations

Program Type	Supplemental
School Type	Middle School, High School
Description	Activities and Investigations related to Algebra standards

Science

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Customized Hands-On Science Kits built for Broward by Delta Education

Program Type	Core
School Type	Elementary School
Description	aligned to District Plan - Grade-level-specific K-5 - Hands-On Guided Inquiry - Comprehensive Teacher's Guide - Step-by-step instructions

Houghton Mifflin Harcourt Florida Science Fusion

Program Type	Core
School Type	Elementary School
Description	Including inquiry activities, digital resources, and leveled readers.

Broward County BEEP Science Lessons

Program Type	Core
School Type	Elementary School
Description	Customized lesson plans integrating core instructional material and supplemental materials

K-5 STEM Inquiry Guide

Program Type	Core
School Type	Elementary School
Description	Guide for K-5 inquiry investigations, including engineering design projects.

FCAT Explorer**Program Type** Supplemental**School Type** Elementary School**Description** Online interactive science concept reinforcement created by the State**Engineering is Elementary****Program Type** Supplemental**School Type** Elementary School**Description** An inquiry-based STEM curriculum that teaches students thinking and reasoning skills and how to solve problems systematically. Lessons are built around the engineering design process and are project-based activities that integrate science.**Content Academic Vocabulary Systems (CAVS)****Program Type** Intensive Intervention**School Type** Elementary School**Description** Content Academic Vocabulary Systems (CAVS) (K-5) is comprehensive hands-on research-based science vocabulary system designed to build background for content academic vocabulary. Provides systematic instruction, practice, and reinforcement of vocabulary. (Can be used in Gen Ed, also)**Content Essentials for Science****Program Type** Intensive Intervention**School Type** Elementary School**Description** Content Essentials for Science (K-6) is a standards-based program that uses concise academic language, graphic organizers and strong visuals to pre-teach vocabulary. It provides differentiation in language-levels and offers a technology component that provides animation, interactive activities, photo libraries and videos on important science concepts. (Can be used in Gen Ed, also)

Holt: Science Fusion and Technology

Program Type Core

School Type Middle School

Description - Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, history channel videos, and leveled readers).

National Geographic Explorer Magazine

Program Type Supplemental

School Type Middle School

Description - Science-based information text resource
- Includes articles, videos, picture galleries, games, a teacher edition, interaction edition, projectable edition, and interactive whiteboard lessons.
- <http://ngexplorer.cengage.com/pathfinder/index.html>

Smithsonian Education

Program Type Supplemental

School Type Middle School

Description - Online resource for science teachers of field trips, professional development, lesson plans and for students (Articles, Games, and Activities).
- http://www.smithsonianeducation.org/students/explore_by_topic/science_nature.html

iMACS Island

Program Type Supplemental

School Type Middle School

Description - The Interface for Scientific Learning and Natural Discovery (ISLAND) is an online curriculum where middle school science students are actively involved in their learning process and constantly engaged in thinking scientifically, while still focusing their energy on learning the required standards.

Gateway to Science

Program Type Intensive Intervention

School Type Middle School

Description A program designed to introduce ELLs to content-area knowledge and skills. Uses picture dictionary and textbook formats to assist students in acquiring key vocabulary, concepts, and learning strategies

ACCESS Science

Program Type Intensive Intervention

School Type Middle School

Description - Supports and scaffolds different levels of language proficiency through oral language and hands-on activities for ELLs. It is a standards-based curriculum that helps ELLs build language and communication skills and is designed for students with few or no English skills.

Holt Earth Science

Program Type Core

School Type High School

Description - Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, history channel videos, and leveled readers).

Holt Biology

Program Type Core

School Type High School

Description - Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

Holt Chemistry**Program Type** Core**School Type** High School

Description - Adopted textbook student and teacher edition. Electronic version available via BEEP.
 - Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

Holt Physics**Program Type** Core**School Type** High School**Description** Holt Physics**Holt AP Biology****Program Type** Core**School Type** High School

Description - Adopted textbook student and teacher edition. Electronic version available via BEEP.
 - Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

Holt AP Chemistry**Program Type** Core**School Type** High School

Description - Adopted textbook student and teacher edition. Electronic version available via BEEP.
 - Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

Holt AP Physics**Program Type** Core**School Type** High School

Description - Adopted textbook student and teacher edition. Electronic version available via BEEP.
 - Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

Holt AP Environmental Science

Program Type Core

School Type High School

Description - Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

Pearson Anatomy and Physiology

Program Type Core

School Type High School

Description - Adopted textbook student and teacher edition. Electronic version available via BEEP.
- Includes teacher materials and ancillaries (long-term projects, video-based projects, lab manuals, virtual simulations, etc.)

Target Science Educational Tools, Inc

Program Type Supplemental

School Type High School

Description Science content and process skills development with reading passages
Contact 800-586-9940

Inquiry in Action

Program Type Supplemental

School Type Elementary School, Middle School

Description - Resource for elementary and middle school teachers; addresses major concepts of matter through guided-inquiry; helps teachers understand the process of inquiry and how to guide their students through the inquiry process; contains simple physical science activities to be conducted under adult supervision.
- Can be downloaded FREE of charge at <http://www.inquiryinaction.org/>

Discovery Education Techbook

Program Type Supplemental

School Type Elementary School, Middle School

Description - web-based teaching and learning tool that offer multi-modal resources such as a core interactive digital text and interactive glossary both with Spanish support resources, and mythbusters and discovery channel videos.

GLIDES (Global Learning Initiative Through Digital Education for Students)

Program Type Supplemental

School Type Middle School, High School

Description Teachers incorporate project-based learning strategies into the instructional process. The GLIDES program initiative is a best practice to use as a model that supports the acquisition of reading, writing, critical thinking, and collaboration skills.

Timed Readings Plus in Science; Glencoe McGraw-Hill

Program Type Intensive Intervention

School Type Middle School, High School

Description - Reading-based resource that uses science content to build reading rate, fluency, comprehension, reading stamina and critical thinking skills.

Utah Education Network

Program Type Supplemental

School Type Middle School, High School

Description - Online learning resources including science interactives, and virtual labs.
- <http://www.uen.org/7-12interactives/index.shtml>

PASCO Probeware with Laboratory Curriculum

Program Type Supplemental

School Type Middle School, High School

Description Electronic data collection devices with laboratory curriculum and inquiry-based activities included.

CPALMS

Program Type Core

School Type Elementary School, Middle School, High School

Description - an online toolbox of information, vetted resources, and interactive tools that help educators effectively implement teaching standards.

Broward STEM Website

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description - an Online toolkit of information and resources to supplement the core curriculum.
- Includes curriculum maps, curriculum tools, competitions, field trips, science safety, etc.)

netTrekker Active Learning Resources

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description - digital learning resource library with curated digital resources tagged, organized, and aligned to standards for teachers, students, and parents.

GIZMOS

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description - Gizmos (ExploreLearning)
- Interactive, inquiry-based science online program

Instructional Alignment and Pacing

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals

There are systems in place to monitor the implementation of the District's core instructional and intervention programs. These include the following:

1. The leadership team monitors the implementation of the four-step, data based problem-solving process. The district has developed tools on an electronic data system that can be utilized to monitor the schools' use of the critical elements of the problem-solving process. The CPS Team

Benchmark Checklist can also be considered for use.

This 4-step process includes the following steps:

- 1) Problem Identification
- 2) Problem Analysis
- 3) Intervention Design/Implementation
- 4) Progress Monitoring

2. The essential elements of the MTSS process are monitored. These include program evaluation leadership support and the provision of professional development. One tool to measure MTSS elements

is the Self-Assessment of Problem-Solving Implementation (SAPSI). The Collaborative Problem Solving

(CPS) Team Benchmark Checklist can also be used to determine the extent to which a school is implementing a CPS team approach.

3. The leadership team needs to monitor the delivery of instruction and intervention across the three tiers. The interventions can be monitored and tracked through BASIS. Also, at Tier 2 and Tier 3, the Intervention Records contain the data that can be used to examine the effectiveness of Tier 2 and Tier 3

supports

Data is collected regularly and includes student data from classroom assessments, classroom “look-fors” using a self-reflection tool or rubric aligned with the literacy needs or discipline specific literacy practices to be implemented, and data collected using the Marzano Model of Causal Teacher evaluation and iObservation. In addition, school and district leadership make observation visits, and district assessments such as the Benchmark Assessment Test (BAT) and the Florida Assessments for Instruction in Reading (FAIR) and other assessments provide progress-monitoring data.

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another

Will the district use its Student Progression Plan to satisfy this question?

No

Provide the hyperlink to the plan

Provide the page numbers of the plan that addresses this question

Description

The Student Success Opportunity Schools (SSOS) process in Broward County Public Schools tracks academic, behavior and other student centered data as students move from one school to another. The data is compiled by the District's Student Assessment & Research Department and shared with District leaders in regularly monitoring the comprehensive SSOS process. The District has a committee that is scheduled to meet weekly to discuss all facets of the SSOS process to include priority and focus schools, as well as schools undergoing district initiated reform not otherwise mandated by their Differentiated Accountability status.

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science

Yes

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	69%	59%	No	72%
American Indian	69%	63%	No	72%
Asian	83%	78%	No	85%
Black/African American	57%	44%	No	61%
Hispanic	71%	63%	No	74%
White	80%	75%	No	82%
English language learners	51%	37%	No	57%
Students with disabilities	50%	32%	No	55%
Economically disadvantaged	60%	48%	No	64%

Mathematics
Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	70%	61%	No	73%
American Indian	72%	66%	No	75%
Asian	87%	84%	No	88%
Black/African American	59%	46%	No	63%
Hispanic	73%	65%	No	76%
White	81%	75%	No	83%
English language learners	59%	45%	No	63%
Students with disabilities	53%	34%	No	58%
Economically disadvantaged	62%	51%	No	66%

Step Zero

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

District Action Plan for Improvement

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Implementation Timeline

Professional Development

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

Technical Assistance

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

Budget Rollup**Summary**

Description	Total
Grand Total	0