

UNISIG APPLICATION

06 - Broward



Mr. Robert Runcie, Superintendent

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Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

LEA Eligibility and Program Requirements

Eligible LEA and Allocations

LEA Assurances

Request for Applications

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

General Terms, Assurances, and Conditions

We understand the LEA must have a signed statement by the agency head certifying applicant adherence to FDOE's General Terms, Assurances, and Conditions for Participation in Federal and State Programs.

YES

Risk Analysis

We understand the LEA must have a Risk Analysis (DOE 610) on file with the Florida Department of Education in order to apply for UniSIG.

YES

Supplement, not Supplant

We understand that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

YES

Allocation to Schools

We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools.

YES

Alignment of Strategies

We understand strategies to be implemented under this program must be aligned with Florida's State Board of Education Strategic Plan.

YES

Alignment of School Improvement Plans (SIP)

We understand each strategy to be funded under this program must be identified as an **Activity** (within the Standard SIP) or an **Area of Focus** (within the Pilot SIP), with associated budget lines for each school to be served.

YES

Greatest Need

We understand programs, activities, or strategies to be implemented must specifically address the academic achievement of schools and students that demonstrate the greatest need.

YES

Instructional Programs

We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time

We understand that extended learning time activities required of an elementary school designated as one of Florida's lowest performing must not be funded through UniSIG.

YES

Deliverables and Monitoring

We understand deliverables will be monitored quarterly by the LEA for each school site funded through UniSIG. The LEA must monitor deliverables and be prepared to submit them to the Bureau of School Improvement (BSI) upon request. BSI reserves the right to do desktop or on-site monitoring of each school site and LEA.

YES

Supports for School Improvement

Improvement Planning

Describe how the LEA will support each school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

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 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 Office of School Performance and Accountability (OSPA) Chief regularly revisits current portfolios of schools 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 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 roll-outs.

OSPA Cadre Directors serve as leaders of learning providing tailored content modules for interactive 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 and assistant principal's learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to governance (operations) and Board processes, setting high 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 Cadre Directors will include classroom

walkthroughs with the instructional coaches, assistant principal, principal, and district staff from academics. The inclusion of the instructional coaches allows for the opportunity to provide real time and effective feedback and corrective action on the spot. Additionally, the Cadre Directors will be able to observe the principal “coach” their own instructional coach during the walkthrough cycle. After the classroom walkthroughs, the Cadre Directors meets with the principal to provide coaching feedback on their coaching. Through this process the assistant principal is an observer and an active learner.

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 2018-19 school year will be Data Driven Instruction, Staff Culture, and Student Culture.

Cadre Directors that supervise Turnaround schools have instructional teams that consist of Instructional Facilitators that specialize in literacy, mathematics and science to provide support aligned to the specific needs of the schools. The 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 will participate in monthly professional learning for the 2018-19 school year that will focus on two of the seven leadership levers of school improvement. Under the direction of the principal supervisors, instructional facilitators will facilitate monthly learning on the following levers: Observation and Feedback, and Instructional Planning. Continual support is provided by the Cadre Director, instructional facilitators and staff from the Office of Academics during school visits. The initial focus of visits to schools is the development and implementation of the School Improvement Plan. Schools review data by accessing Step Zero in CIMS, implement the 8-Step Planning Process and meet with key stakeholders to provide input for the goals and action steps. This targeted support for improvement allows the school to take a comprehensive look at all improvement efforts and evaluate what is working and identify areas of improvement.

The ongoing comprehensive support for the school year is based on their School Improvement goals and action steps. To ensure the elimination of barriers, continual progress monitoring focuses on data, instructional practices, and student achievement.

Alignment of Resources

Describe the process through which the LEA 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 comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) 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.

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 Chief Officer in the Division of Office of School Performance and Accountability (OSPA) 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 the portfolio of schools contained in each Cadre to analyze the effectiveness of Cadre Directors as assigned. This regular review informs the Chief of changes that are necessary to ensure the most effective type of support and guidance needed within individual schools to maximize success.

The Chief of the Office of School Performance and Accountability (OSPA) and Cadre Directors meet weekly to discuss information from the Superintendent's Cabinet, school processes and procedures, and school data. OSPA Cadre Directors meet weekly for the purpose of calibration and planning within and across all levels regarding school performance. District departments periodically communicate and present the implementation of District initiatives and roll-outs through an online communication tool, and via Chief OSPA Officer's School Operational Meeting.

OSPA Cadre Directors serve as leaders of learning for principals to provide tailored content modules. These modules are delivered through interactive Sub-Cadre meetings and are aligned to the Broward Assessment for School Administrators (BASA) indicators, as well as individual needs assessments that focuses on instructional standards and delivery. During monthly meetings, half of the day includes teams of teachers and principals and is led by the Office of Academics. The other half-day is led by Cadre Directors to facilitate principals' learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to 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.

Within the school, collaborative classroom visits coordinated by the Cadre Director include classroom walkthroughs with district staff from Academics, the principal, assistant principal, and instructional coach(s). The inclusion of the instructional coach creates the opportunity to provide real time feedback and corrective action on the spot. Additionally, the Cadre Director is able to observe the principal providing feedback to the instructional coach during the walkthrough cycle. After the classroom walkthroughs, the Cadre Director will meet with the principal to provide coaching feedback. Through this process the assistant principal is an observer and active learner.

Cadre Directors that supervise schools have teams of instructional facilitators that specialize in literacy, mathematics and science to provide support as 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.

District Policies and Practices

Identify specific policies and practices the LEA shall seek to add, modify, or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The 2016–19 Strategic Plan recalibration builds on the 2012–15 efforts that delivered improved services to schools, investment via the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program, and the building of a strong academic foundation. We must now improve our focus and align our resources on students as learners. High-quality instruction requires a standards-driven content, a commitment to teacher development, effective teaching practices, appropriate learning environments and experiences, appropriate monitoring of performance, and ongoing professional learning at all levels.

Our expectation is that all students will be independent readers by the end of third grade, in alignment with the national standard for that grade level. In order to progress toward meeting that goal, as stated in the 2016 2017 Strategic Plan Tactics, the District will:

- Implement Balanced Literacy through development of a Literacy Field Guide.
- Assign the most highly skilled teachers in literacy acquisition to early grades.
- Refine the use of running records to standardize tools, measures and implementation.
- Prioritize literacy acquisition by aligning organizational and instructional materials in the classroom and supporting resources.
- Work with private schools and childcare to encourage readiness for early literacy.
- Enhance the implementation of the District's a Multi-Tiered System of Supports/Response to Intervention

Framework to provide early support for students' academic, behavior, and social emotional needs.

The BCPS Strategic Plan focuses on a systemic, comprehensive approach that focuses on improving outcomes and learning environments for all young adolescents in the District. The combination of acceleration, remediation and extension that teachers need to orchestrate for students is best accomplished through project- and problem-based learning environments. In order to progress toward meeting that goal, as stated in the 2016 2017 Strategic Plan Tactics, the District will:

- Redesign middle grades experience to be organized around project- and problem-based interdisciplinary learning.
- Embed Social-Emotional Learning (SEL) standards in core academic classes.
- Connect MTSS/RtI with graduation readiness metrics.
- Improve academic and social transition between eighth and ninth grades.
- Extend literacy support to include applied learning as a form of expression in all content areas.

Beginning in the 2013-2014 school year, the District restructured schools into Cadre groups that have proven to be successful, and thus will continue during the 2018-2019 school year. This practice has resulted in a sharp reduction in the number of Differentiated Accountability (DA) schools. For example, in 13/14, the number of DA schools in BCPS was 31. In 16/17 the number of DA schools was reduced to 8 across all K-12 schools. 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.

As previously stated, 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 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 Cadre Directors will include classroom walkthroughs with the district staff from Academics, the site based principal, assistant principal, and instructional coach(es). The inclusion of the instructional coach(es) 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.

In the cadres with highest percentage of fragile schools, in addition to the principals' monthly professional learning, cadre directors will lead 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 2018-19 school year will be Data Driven Instruction, Staff Culture, and Student Culture.

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.

As previously stated, The Chief Officer in the Division of Office of School Performance and Accountability (OSPA) 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 the portfolio of schools contained in each Cadre to analyze the effectiveness of Cadre Directors as assigned. This regular review informs the Chief of changes that are necessary to ensure the most effective type of support and guidance needed within individual schools to maximize success.

In addition, Cadre Directors that supervise schools have teams of instructional facilitators that specialize in literacy, mathematics and science to provide support as 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.

In order to continue to effectively address schools greatest areas of need across the domains, BCPS recognizes that the key components for success include:

Effective Leadership

- Increasing support for schools through strengthening Central Office structures and communication, particularly between the Office of School Performance and Accountability and the Office of Academics
- Reducing the ratio of supervisors to principals which increases consistent support through coaching and mentoring leadership
- Improving the quality of instruction by raising the quality of human capital in a building and by changing practice through new structures and supports
- Expanding instructional leadership capacity through coaching and mentoring

Public and Collaborative Teaching & Ambitious Instruction and Learning

- Refining student intervention/enrichment programs for student success by including a focus on effective Tier 1 instruction
- Incorporating professional development on Florida Standards to increase effective standards-based planning and instruction
- Implementing Professional Learning Communities to focus on discussions on standards and data analysis to improve overall instructional practices
- Integrating support for school-based coaches through Professional Learning Communities
- Providing coaching and modeling to teachers facilitated by school-based coaches

Safe and Supportive Environment

- Expanding “wraparound” services for students by providing social and emotional supports as needed
- Improving Response to Intervention (RtI) processes by targeting appropriate tiered resources and monitoring implementation

Family and Community Engagement

- All BCPS schools are required to complete an annual Family and Community Engagement Plan
- Increase parental involvement by providing parent academic nights, access to resources and improving communication
- Survey the community to identify needs that will assist with supporting the home-school connection
- A new district department, Strategic Partnership Development, will work with schools to expand the collaborative efforts between schools and the community

Operational Flexibility

Provide the LEA’s definition of “operational flexibility” provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

Because there is a great need for operational flexibility in schools that have historically under-performed, BCPS intensifies the activities and strategies utilized in these schools.

Efforts to increase school-level autonomy have as a foundation, leadership and staff development needs, as well as student and family needs. With respect to school ecology, there is a growing body of research that affirms the benefits of these intensified efforts toward personalized and effective family, school, and community partnerships. This research further affirms that disadvantaged students stand to gain the most from these strategies. Consequently, it will assist districts in closing achievement gaps.

Within BCPS, operational flexibility, at the most elemental level, is implemented by identifying the most appropriate school leadership. Secondly, resources are provided to schools to design master schedules to include common planning time to allow for data-based decision making within the problem-solving process, as well as participate in job-embedded professional development and Professional Learning Communities.

With regard to staffing, principals at schools that implement a District-managed turnaround model have additional latitude in hiring instructional personnel. The District annually works with the Broward Teachers Union to exempt these schools from a reduction in force or from receiving teachers that have been released from other schools, but remain on the District's placement list. This is accomplished through a Memorandum of Understanding with the Teachers Union, thereby waiving certain contractual agreements.

Additionally, the School Board of Broward County provides opportunities for schools to waive District policy or contractual agreements that the school's stakeholders perceive as a barrier to its school improvement goals.

External Partners

Describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner.

Broward County Public Schools believes in improving student performance by forging meaningful connections between the education and business communities. It has consistently been one of our best practices to cultivate partnerships to sustain a high performing school district. Businesses, community organizations and government agencies that engage in partnerships with our schools provide an easy and exciting means to prepare today's students for tomorrow's workforce. Business partners are recognized as leaders in the community for their efforts to increase student achievement. Their employees are energized by extending themselves in the classroom and often learn as much from the students as they teach. And, students learn that the community cares about education, about their academic success and about their futures.

In Broward, Partners In Education, Inc. helps schools and businesses develop partnerships that support schools and students. For the past 30 years, Partners In Education has built partnerships between businesses, government agencies and community organizations with individual public schools in Broward County. The parties commit to specific activities intended to benefit students, improve student achievement and accomplish school improvement goals. A partnership is initiated in two ways: (1) a school recruits a partner from the business community, or (2) a prospective partner contacts either Partners In Education or an individual school. Businesses, government agencies and community-based organizations are eligible to become partners and do not need district approval. Rather, any restriction on a partnership is based on the appropriateness of the proposed activities. Each partnership shall comply with State and Federal law as well as all policies and guidelines established by both the School Board and the individual school. In addition, all individuals involved in a partnership are required to complete the Volunteer Application prior to working with students.

Dissemination

Provide the methods for dissemination of this application to stakeholders (i.e., students, families, school staff and leadership, and local businesses and organizations) and describe the methods and timelines for reporting student progress, including how communication is provided in a parent-friendly, understandable format, and in multiple languages, if necessary.

The Public Information Office is responsible for the majority of the District's internal and external communications and is the liaison between the District and the news media. From media releases to the District's website - to events and press conferences, the Public Information Office continually looks for ways to engage the community, while sharing the incredible achievements of Broward County Public Schools. To consistently share information about the District's purpose, goals, successes and challenges, the Public Information Office has set up a district website (browardschools.com), a Twitter account (Twitter @Browardschools) and Facebook account (facebook.com/browardschools) Most recently, the District now has free BCPS mobile application that enables parents to access their student's grades, attendance, a even the lunch account. From the District's webpage, you can learn about our District via BCPS publications or you can get connected to information on topics ranging from the District's attendance policy and Code Book for Student Conduct to the school year calendar, information on enrolling your child, and so much more.

The BCPS Launch Pad provides single-sign-on access to Instructional and Digital Resources available to based on the role one has in the School District. From the Launch Pad all district stakeholders can access the Districts technology to enhance the communications loop. Textbooks and instructional materials are available through the LaunchPad as well as programs to assist parents monitor current student progress, reported in real time. Virtual Counselor on line program allows parents and families to stay connected in real time with information on their child's academic performance, lunch account balances, bus pick-up and drop-off times and so much more.

Pinnacle allows parents to access and monitor grades throughout the marking period, prior to report cards being issued. Microsoft's Student Advantage Program provides free downloads of the full version of Microsoft Office (Microsoft Word, Excel, PowerPoint, Outlook, OneNote, Publisher, Access, etc.) for all students in Broward County Public Schools, for use on their personal and mobile devices (Android and iOS).

Student Assessment and Research is a department within the Academics Division. Throughout the year, the Student Assessment arm of the department assists schools with all aspects of Broward's assessment program including preparing, administering, and reporting of state-required and district tests. The Research arm releases briefs, reports, and evaluations that provide knowledge and support to strengthen decision making by the Superintendent, the School Board, and district and school-based administrators.

As we move forward, the District will continue to make sure the community is aware of our purpose, goals, successes and challenges. Every student, parent, employee and community member has a vested interest in the success of BCPS so will communicate with our stakeholders in meaningful ways to keep stakeholders informed about where we have been, where we are going and how we plan to educate all students to reach their highest potential.