

THE WALLACE FOUNDATION
GRANT AGREEMENT: TERMS AND CONDITIONS

Grantee: The School Board of Broward County, Florida
Grant Amount: \$800,000
Purpose of the Grant: To continue to participate in Wallace’s Principal Supervisor Initiative
Term: July 1, 2016 – June 30, 2017
Grant ID#: 20160141

1. Use and Management of Grant Funds

- (a) The scope of work and budget for the Grant are in the attached Appendices A and B. The Grant is to be used as agreed-upon and represented in this Grant Agreement (“Agreement”) including appendices, and may not be used in any other way or for any other purpose without Wallace’s prior written approval. The Grant will support the work described in Appendix A (“Project”).
- (b) In all cases it is expected that Grant funds will be used exclusively to further your public charitable purposes consistent with your tax-exempt status.
- (c) The Grant funds are to be invested in U.S. Treasury Bills or an FDIC-insured certificate of deposit, checking or savings account or a money market mutual fund that is registered under the Investment Company Act of 1940 (Section 270.2a-7) until such time as the funds are expended to meet the purposes of the Grant, unless otherwise mutually agreed to in writing by you and Wallace. Any income earned by the Grant funds prior to expenditure may be used only for the projects and activities covered by this Agreement. You agree to include and specifically identify in your financial reports to Wallace any income earned by the Grant funds.
- (d) You agree to track all expenditures of Grant funds against the approved budget found in Appendix B.
- (e) You agree to maintain a record of all expenditures of Grant funds for a period extending at least three (3) years following the expenditure by you of all Grant funds received from Wallace and to permit Wallace or its representatives reasonable access during regular business hours to such financial records for the purpose of making such financial audits, verifications or other evaluations as Wallace deems necessary or appropriate, including the right to make copies of such information.

2. Representations and Warranties

- (a) Organization status
 - (i) You represent that your official name is “The School Board of Broward County, Florida”; that you are recognized by the Internal Revenue Service (“IRS”) as a tax exempt organization because you are a governmental entity; that you are not a private foundation or a supporting organization;

that such tax status remains in effect; and there is no issue presently pending by the IRS that could result in any change in your tax status. Your acceptance of any advances under this Agreement shall be deemed to constitute a reaffirmation of each and every representation by you in this Agreement.

- (ii) You represent that the execution and delivery of this Agreement and the performance of your obligations hereunder will not violate the terms of your certificate of authority, or government charter or status, and that this agreement constitutes a valid, legal and binding obligation by you, enforceable in accordance with its terms.
- (a) **Compliance with anti-lobbying regulations**
Because the Code places certain restrictions on the use of grants made by private foundations such as Wallace, you agree that no portion of this Grant may be used for lobbying or to attempt to influence legislation (within the meaning of section 4945 (d)(1) of the Code or the outcome of any specific public election, or for voter registration within the meaning of section 4945(d)(2) of the Code.
- (b) **Compliance with anti-terrorism regulations**
You agree to abide by United States laws, statutes and regulations prohibiting the financing of terrorism and restricting U.S. persons from dealing with any individuals, entities or groups subject to sanctions by the U.S. Treasury Department's Office of Foreign Assets Control. You will not promote, support or engage in violence, terrorism, or the destruction of any State, nor will you make subgrants or other payments to any entity that engages in such activities.

3. Withholding Payment and Termination or Expiration of Grant

Wallace reserves the right to withhold payment or terminate this Agreement under any of the following circumstances:

- (a) You fail to comply with the terms and conditions of this Agreement, including submitting timely deliverables and reports as described in Appendix A.
- (b) Any representations or warranties by you shall be or become untrue, and such failure or misrepresentation has not been corrected within thirty (30) days of receiving written notice from Wallace describing such failure. In such event Wallace shall provide a written notice of cancellation specifying a date of cancellation of not less than thirty (30) days from the date of such cancellation notice.
- (c) Significant changes in the organization's leadership or key project staff occur that Wallace believes, in its sole judgment, may threaten the implementation of the Program.
- (d) You become unable for any reason to carry out the purpose of the Grant.

In the event of termination of this Agreement, or upon expiration of the Grant, your previously approved expenditures and obligations incurred in good faith prior to the effective date of termination or expiration date, as the case may be, shall be considered authorized expenses under this Agreement. All other Grant funds must be returned to Wallace within ten (10) business days of the effective date of termination or expiration, as the case may be, unless Wallace agrees, in writing, that the Grant funds may be used to support other work.

Notwithstanding any termination of this Agreement you shall remain obligated to comply with the remaining provisions of the Agreement.

4. Publications, Presentations and Materials

- (a) If during the term of the Grant you create publications or other public materials related to the scope of this Grant, including but not limited to reports, webinars, articles produced for newsletters, email blasts or other in-house periodicals (hereinafter collectively referred to as “Products”), you shall retain the copyright to all such Products. However, you hereby grant, transfer and assign to Wallace a non-exclusive, royalty-free license to use, reproduce, excerpt, summarize, copy and distribute for non-commercial purposes any and all such Products for the full term of copyright, in all countries, in all languages and in all media now known or hereafter developed. You shall send Wallace an electronic version, in WORD and PDF format, of all such Products.
- (b) In addition, in the course of performing the work outlined in Appendix A, you may create conferences, lectures, panel discussions, webinars, or podcasts featuring Wallace-commissioned research or other Wallace Products (hereinafter collectively referred to as “Presentations”). You agree to provide Wallace the opportunity to review and comment on your recommended topics and speakers for all Presentations. These recommendations will be shared with Wallace with sufficient time to enable Wallace to suggest alternative or additional topics and speakers for your consideration, provided that such suggestions are received in a timely manner to meet your planning deadlines.

5. Reports

To provide an opportunity to reflect on the funded Project, its accomplishments, challenges, progress and lessons learned, Wallace requires narrative and financial reports on the outcome of the work supported by this Grant. Wallace is interested in your critical analysis of the progress made compared to your original goals (a plan vs. performance analysis), your reflections about what worked and what did not and why, and your observations about future directions your organization might take as a result of your funded work. Reporting requirements are included in Appendix A.

6. Participation in Studies and Evaluations

To support our shared goal to test ideas and practices that we can learn from and share broadly with the field, many grants require studies, evaluations or other efforts to elicit

lessons and observations from grant-funded activities. These studies and evaluations result in public reports that are widely disseminated.

As partners in knowledge development, you agree to cooperate fully with Wallace and its designees, including cooperating with data collection activities.

7. Participation in Grantee Meetings, Learning Communities and Advisory Boards

- (a) You understand and acknowledge that Wallace asks all its grantees to: attend periodic meetings with other grantees and experts to facilitate the exchange of ideas; share experiences and documentation that contribute to Wallace's understanding of your work; advise about issues that may be relevant to the field in which you are working; and provide data and information that may be useful to Wallace's creation of certain knowledge products. In furtherance of these efforts, you agree to attend such meetings and provide such information as Wallace may reasonably request. You are authorized to use Wallace Grant funds to defray reasonable and necessary expenses incurred in connection with the activities described in this paragraph.
- (b) You agree to give Wallace advance written notice of all major meetings to be held in connection with the work related to the Grant, and to work with Wallace to schedule such meetings so its staff can attend.
- (c) If in carrying out the terms of the Grant you create an advisory board, you agree that, at Wallace's request, a member of our staff will serve ex-officio.

8. Public Announcements and Acknowledgement

- (a) Wallace reserves the right to announce the Grant publicly in a manner and at a time of its choosing. You may make your own announcement, subject to Wallace's right to approve the release and time before it is issued.
- (b) Acknowledgment of the Grant should include: a general acknowledgment of "The Wallace Foundation" among your list of annual funders on your website and all appropriate print and electronic programs, publications, and public announcements for the Grant period; and specific acknowledgment of Wallace's support of the Grant activities on all related electronic and printed materials including but not limited to your website, e-announcements and e-newsletters, books, posters, brochures, press releases, and in public announcements (both in person and online) referring to the Grant activities. Prominence of acknowledgment should be commensurate with the level of Wallace's support relative to other funding sources.
- (c) Wallace typically includes a link on www.wallacefoundation.org to the grantee's website. Wallace's website contains hundreds of free resources and you may want to consider a link from your site to Wallace's Knowledge Center.

(d) Neither party shall use the logo of the other without the prior written permission of the other.

9. Miscellaneous

(a) This Agreement shall be governed by and construed in accordance with the laws of the State of New York, and may not be modified except by written agreement executed by both parties. A waiver of any breach shall not be construed as a waiver of any subsequent breach.

(b) No third party beneficiary rights are created by virtue of this Agreement.

(c) This Agreement sets forth the entire agreement between the parties and supersedes all prior written or oral representations or understandings between the parties, all of which are merged herein.

(d) Notwithstanding any provision of law or regulations to the contrary, you expressly agree that Wallace and its successors and assigns shall have the right and judicial standing to enforce any and all provisions of this Agreement, irrespective and separate and apart from, any rights which the Attorney General of the State of New York or the State of Florida may possess under law.

Signatures

Each signatory below represents and warrants that he or she has been duly authorized and has legal capacity to execute and deliver this Agreement, making it binding on his or her organization.

For The Wallace Foundation

Will Miller
Will Miller
President

7-6-16
Date

ACCEPTED AND AGREED:
The School Board of Broward County, Florida

By: _____
Signature

Date

Name: _____

Title: _____

V.H.

FOR SBBC

(Corporate Seal)

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

ATTEST:

By _____
Dr. Rosalind Osgood, Chair

Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:

Office of the General Counsel

APPENDIX A
PRINCIPAL SUPERVISOR INITIATIVE

Grantee of Record: The School Board of Broward County, Florida
Grant Amount: \$800,000
Grant Term: July 1, 2016 – June 30, 2017
Grant ID #: 20160141

Wallace's mission is to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. We seek to catalyze broad impact by supporting the development, testing and sharing of new solutions and effective practices.

Our approach of working collaboratively with others both to create benefits for the people these organizations serve and to develop new knowledge and insights to catalyze broad impact depends on establishing and maintaining strong, effective partnerships with grantees. We have learned from our grantees that our approach means your experience working with Wallace may be similar to your experience with other foundations in some respects, and different in others. Here is what you can expect in working with Wallace:

- The key to successful partnerships is a mutual commitment to open, candid, ongoing and respectful communications. We commit to be clear and timely in communicating our goals, strategies and expectations. In turn, we ask that you share with us what's working well, if something isn't working as expected, and what you are learning. We take seriously our own accountability as a foundation to use philanthropic resources wisely, which means regularly assessing whether the work we are funding is creating hoped-for results and benefits.
- To support our shared goal to test ideas and practices that we can learn from and share broadly with the field, many grants require studies, evaluations or other efforts to elicit lessons and observations from grant-funded activities. These studies and evaluations result in public reports that are widely disseminated. As partners in knowledge development, you agree to cooperate fully with Wallace and its designees, including cooperating with data collection activities.
- To support shared learning, we ask grantees to participate in learning communities with other grantees and experts to discuss experiences and challenges in the work, exchange ideas, share expertise, and advise members of the community on issues that may be relevant to your work. In turn, we commit to organize these convenings so that you will find them a valuable use of your time.

A. Initiative strategy and purpose

Wallace's *Principal Supervisor Initiative* recognizes that this is a crucial position to help principals do their jobs better, but one that has been hampered by the changing and relatively ad hoc nature of how the position is defined, and how candidates are recruited, hired and evaluated. Those in the principal supervisor position often have little experience or training for the job, the number of principals they supervise prevents them from focusing on improving principal

performance, and the principal supervisor role needs to move from a compliance focus to a focus on improving principal performance. To ensure that principal supervisors' work is well supported in a sustained way, the participating districts will undergo an assessment of the current organizational structures of their central office and design detailed and feasible plans for their restructuring.

The goal is to assess whether, if the role of principal supervisors shifts from overseeing compliance to shaping principals' instructional leadership capabilities, and if they are provided with the right training, support and number of principals to supervise, this will improve the effectiveness of the principals with whom they work.

B. Goals/Deliverables

➤ **The Principal Supervisor Picture in the District**

As reflected in the analysis provided by the Council of Great City Schools, Broward County Public Schools (BCPS) has shown improvement with School Leadership and Academic division collaboration. It has been the mission of Cadre Directors (principal supervisors) to strengthen their role as central office leaders by joining and working with operational departments for the purpose of aligning district priorities and initiatives.

Individualized professional development will be provided to enhance instructional leadership capacity of the principal supervisors and principals based on a needs assessment. Cadre Directors' roles and responsibilities have placed greater emphasis on time spent in schools working with principals as instructional leaders. The supervisory workload of Cadre Directors is aligned to level/type specific instructional cadres to match supervisor background and expertise. Cadres are currently composed of an average of 20 principals. In June of 2016 four (4) new Cadre Directors will be hired for the 2016-2017 school year. This will bring the total number of principal supervisors to 15, thus reducing the span of control to 15:1 or 16:1. In an effort to better align the talents of Cadre Directors with the schools that they support, BCPS is currently studying portfolios of schools for redesign and assignment. Additionally, the Academics Division is being realigned to improve its focus of early learning and language acquisition, deploy its curriculum specialist resources in alignment with the District's "level" structure, and infuse new resources to support critical District initiatives. These departments are recommended to be realigned within the Office of School and Performance Accountability and the Academics division, in an effort to improve the execution of the District's BEST Blueprint initiative. This recommendation is to better align professional development opportunities for teachers and school based leaders, while reducing opportunities for the "silo" effect by infusing these critical resources within the two primary division delivering core support services to our schools and teachers.

During the 2016-2017 school year, the District will expand its leadership development pipeline by continuing to offer a Principal Supervisor Intern Program for principals. It will provide a one-year residency where a current Cadre Director will mentor an Intern Director. The Intern Director will be relieved of principal duties during this experience and will provide oversight to a number of schools. This initiative will reduce the span of control while establishing a pool of highly trained individuals well positioned to assume future roles as principal supervisors and/or Central Office staff.

➤ **Goals of this project (where do you want to be at the end of 4 years?)**

One of the goals for attainment at the conclusion of the four-year project will be to further reduce the span of control, thus increasing opportunities for Cadre Directors to support their principals. The development of the Intern Director program will serve as a strategy to narrow the responsibilities by increasing site-based support for principals and strengthening the leadership skills of selected Intern Directors. A succession plan will be developed to ensure a continuous supply of Intern Directors to be trained as principal supervisors through the creation and use of a Leader Tracking System. The ultimate goal of this innovative concept is to ensure principals' performance will positively impact student achievement.

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

➤ **Key Partners (Including all sub-contractors)**

(List key partners to accomplish the following scope of work)

- Center for Educational Leadership (University of Washington)
- Center for Great Teachers and Leaders
- SAP SuccessFactors
- Axum Management Capabilities Inc.
- Discovery Education (Val-Ed)
- Council of Great City Schools

➤ **Main approaches toward reaching the goals for July 1, 2016 – June 30, 2017**

Summary of work in year 3 – July 1, 2016 – June 30, 2017

The focus of year three (3) will target individualized professional learning of Cadre Directors and Intern Cadre Directors through an analysis of leadership behaviors and gaps as well as the implementation of leadership strategies to close these gaps. Content training centered around the inquiry cycle will be utilized to increase the Cadre Director's ability to support and develop principal performance as an instructional leader. In addition, a direct focus of professional development will be placed on the acquisition of governance (operational) and Board processes knowledge. In order to measure the effectiveness of Cadre Directors and Intern Cadre Directors, BCPS will study other districts' use and success of evaluation tools to implement as a recommendation from the Council of Great City Schools.

The interview process for Cadre Directors has also been revised to reflect a more comprehensive understanding of their leadership practices and effectiveness and will be used to hire four (4) new Cadre Directors. BCPS will continue collaboration with the Council of the Great City Schools to plan and launch the 2017 National Summit for Principal Supervisors. Additionally, in 2017 BCPS will study and reconfigure select portfolios of

schools to reflect a new initiative “One Voice, Two Directors” turnaround model and take deliberate steps to reduce the span of control of the Cadre Directors. A paired school model approach where a struggling school is partnered with a successful school with similar characteristics will be initiated. Successful schools coach struggling schools to help them improve. Based on the research of Dave Blackburn, Virginia’s Newport News School District has pioneered a successful paired school model to support underperforming schools.

In June 2016 four (4) new Cadre Directors will be hired. This will bring the total number of Cadre Directors for elementary from an average of 24:1 to 15:1 or 16:1 thus reducing the span of control. The ultimate goal is to reduce the span of control for Cadre Directors to supervise 10-12 principals in total.

BCPS will also implement and utilize a Leader Tracking System to provide comprehensive data to inform decision-making as it pertains to training, hiring, professional development, support, and succession planning of principal supervisors.

In an effort to strengthen our Central Office Structures it has been a priority of the district to promote effective tools used in communication with our schools. It is our intention to create a toolbox of web-based resources for purchase by other district across the nation.

➤ **Component 1: Revising the Position Descriptions**

Describe the position description of the principal supervisor position as it currently exists and elaborate on how it would change. Please include plans to distinguish the principal supervisor’s role for supporting new principals vs. mid-career principals vs. successful, experienced principals.

Overall description of Component 1

Broward County Public School’s job descriptions for the principal supervisor (Cadre Director), Principal, and Assistant Principal was revised in 2012. In the school year 2014-2015 (Year 1 of the Wallace grant), the job description of the principal supervisor position was aligned to the Principal Supervisor Standards Development Committee of the Council of Chief State School Officers (CCSSO) and Board approved in the Fall of 2015. BCPS will use the new job description in year three (3) for hiring four (4) new Cadre Directors for the 2016-2017 school year. BCPS will devise an evaluation process to measure cadre supervisors on the work they do and the academic progress of the schools under their guidance.

List up to 3 main strategies for July 1, 2016 – June 30, 2017:

1a. Continually reassess the principal supervisor (Cadre Director) job description to ensure that it reflects alignment with the essential performance responsibilities and national standards.

➤ **Component 2: Expanding the Capacity of Principal Supervisors**

Professional development for principal supervisors is an important way to support their effectiveness in their newly redefined positions. Topics of such professional development might include, but not be limited to, the following:

- Setting performance goals;
- Facilitating networks and learning communities among principals;
- Evaluating the performance of principals and use those evaluations to improve their performance;
- Designing and conducting professional development for groups of principals;
- Coaching principals; and
- Using tools effectively.

Describe how the district will develop, conduct and evaluate such programs and include which outside organizations will assist with this portion of the work, if applicable.

Overall description of expanding the capacity of principal supervisors:

The capacity of the principal supervisors (Cadre Directors) will be expanded through collaborative work with the Office of Talent Development (OTD) and the Center for Educational Leadership (CEL). A 2nd year of robust year-long professional development experience centered around the inquiry cycle for the Chief of Office Performance and Accountability and Cadre Directors will be provided. Cadre Directors will effectively coach principals through a leadership cycle of inquiry to demonstrate their growth as instructional leaders. Professional learning from the Center for Great Teachers and Leaders around the unique challenges of a turn-around school will also be provided regarding strategies that can be implemented to support turnaround Cadre Directors and Principals. The district will gain an understanding of how to develop and support turnaround leaders, examine high quality adult learning and implications for competency-based development of turnaround principals. Through their learning, they will explore how to leverage principal supervisors and others to increase turnaround principal competencies. The practice of analyzing school leader behaviors to identify evidence of competencies will be conducted and studied for leadership improvement.

Professional learning aligned to the CCSSO and Florida Standards to ensure effective instructional practices will be provided. OTD, the Cadre Directors and CEL will collaborate to develop and communicate the structures and processes that support the sub-cadre work. They will review the Vanderbilt Assessment of Leadership in Education survey (VAL-ED) results, principal surveys and BASA to help refine and strengthen strategies that support and foster collaboration with the central office to support principals as instructional leaders.

Results of the VAL-ED survey were interpreted against a set of Performance Standards: Core Components (High Standards of Student Learning, Rigorous Curriculum, Quality Instruction, Culture of Learning & Professional Behavior, Connections to External Communities, and Performance Accountability) & Key Processes (Planning, Implementing, Supporting, Advocating, Communicating, and Monitoring) that research has shown to influence student achievement. These Core Components and Key Processes were rated *Below Basic, Basic, Proficient, and Distinguished* using a performance scale. An overall data analysis has yielded the following results identifying areas for District-wide professional growth were consistent for 2013-2014 and 2015-2016: *Connections to External Communities, Performance Accountability, and Rigorous Curriculum.*

Positive restructuring outcomes have developed over the past few years in BCPS as a result of this survey initiative and analysis. The results of this data have been instrumental in the design and successful District-wide implementation of Broward's BEST Blueprint: Best Practices. An informed and well-received recalibration of District-wide Cadre/Sub-Cadre Professional Learning Communities have also been attributed to this study. These results have also been the driving force in the District's Initiative to reduce the Span of Control, providing Professional Development for Cadre Directors and Intern Directors through Wallace's *Principal Supervisor Initiative* providing direct support to school principals. BCPS will manage the fourth district-wide administration of the VAL-ED during the 2016-2017 school year.

The principal supervisors will attend national conferences and collaborate with the central offices from other school district across the nation for the purpose of sharing and learning principal supervisor best practices. To further collaboration across the nation, BCPS will host the 2nd National Principal Supervisor Summit in May 2017.

List up to 5 main strategies for July 1, 2016 – June 30, 2017:

- 2a. Create individualized professional learning plans that strengthen principal supervisor's capacity to support the unique needs of their portfolios
- 2b. Develop principal supervisor evaluation system aligned with the district's principal evaluation system
- 2c. Utilize data (VAL-ED) to create individualized learning plans for principals
- 2d. Develop a plan to utilize Title I and/or Title II funds to support training for principal supervisors
- 2e. Strengthen the effectiveness and improve outcomes of the 2nd National Summit for Principal Supervisors

➤ **Component 3: Ensuring a Continuous Supply of Qualified Leaders to Assume the Principal Supervisor Position in the Future**

Describe how the district plans to develop a pipeline of up-and-coming potential principal supervisors to fill these positions now and in the future. This should include succession planning (identifying high potentials), pre-position training, hiring criteria and support for new principal supervisors on the job.

Demonstrate how you will collect, analyze and use comprehensive data for aspiring principal supervisors in the selection, training and hiring process. You may consider developing a "Leader Tracking System."

Overall description of Component 3

BCPS will enhance and build upon the Principal Supervisor Intern Cadre Director program and professional learning developed and implemented during Year 2 of the Grant. Once Intern Directors are selected they will engage in monthly professional learning communities on topics related to governance (operations) and Board processes, setting expectations, acquiring the CCSSO Standards and content related to academic improvement within the schools that they support. Selected Intern Cadre Directors will be provided with job embedded experiences and personalized learning to strengthen their leadership skills. The identification and development of strategies for specific leadership gaps is also a crucial piece of learning that will take place for Intern Cadre Directors working directly with the support of the Cadre Directors.

An enhancement of year 2 professional learning will occur for Intern Principals (IP) and Intern Assistant Principals (IAP). The development of ongoing checkpoints for assessing the effectiveness of IP and IAP is necessary to ensure success. IP and IAP will identify and develop strategies for specific leadership gaps with individualized support and professional development from their District Mentor. BCPS will build a more intentional and focused connection with the communication of the grant and its research. IP and IAP will attend monthly meetings and engage in learning opportunities with 1st Year Principals and Assistant Principals (Book Studies and Webinars) as well as attend OTD/CEL District trainings to make connections and build rapport and relationships with district-based personnel.

List up to 3 main strategies for July 1, 2016 – June 30, 2017:

3a. Refine principal supervisor pipeline (Intern Director Program) based on analysis of pilot program results

3b. Develop leadership abilities of backfill teachers and assistant principals to utilize data to develop strategies for improvement within all aspects school

3c. Implement and utilize a Leader Tracking System to provide comprehensive data to inform decision-making for succession planning and professional development

➤ **Component 4: Reducing the Span of Control**

Describe how the district will approach reducing the number of principals supervised by each principal supervisor.

Overall description of Component 4

The Broward County Public School district is the sixth largest public school system in the United States and the second largest in the state of Florida with student enrollment of 225,554 students in 228 schools.

In June 2016 four (4) new Cadre Directors will be hired. This will bring the total number of Cadre Directors for elementary from an average of 24:1 to 15:1. The ultimate goal is to reduce the span of control for Cadre Directors to supervise 10-12 principals in total by the end of year 4.

Reducing the **span of control** will serve as a strategy to narrow the responsibilities by increasing site-based support for principals and strengthening the leadership skills of Cadre Directors (principal supervisors) and Intern Directors alike. The ultimate goal of this innovative concept is to ensure principals' performance will positively impact student achievement. BCPS has benefitted from an individualized leadership approach provided by Cadre Directors. In order to reduce the span of control we will hire four (4) new Cadre Directors for the 2016-2017 school year. BCPS will use the new Cadre Director three (3) phase interview process to select the most qualified candidate that will support their transition into the new positions.

In an effort to raise student achievement while reducing the span of control we are currently revisiting the portfolio structure of schools for all Cadre Directors and leveraging their expertise to obtain the desired result. Intern Cadre Directors will be assigned to a specific portfolio of schools to support Principals and their development as instructional leaders. As the newly enacted education law, Every Student Succeeds Act (ESSA) outlines the necessity to provide, encourage and sustain "school leader training and recruitment" BCPS will develop a plan to use Title I and Title II funding to support this initiative. To further reduce the span of control Cadre Directors will also be provided with Office of Service Quality (OSQ) Instructional Facilitators to facilitate the School Improvement process and provide instructional support to schools. Streamlining processes for operational tasks and parent concerns through the Office of Service Quality will also continue to take place.

List up to 3 main strategies for July 1, 2016 – June 30, 2017:

4a. Hire four principal supervisors (Cadre Directors) to reduce the span of control for each to an average of 15:1

4b. Strategically onboard four principal supervisors (Cadre Directors)

4c. Develop a plan to use Title I and Title II funding to support new principal supervisor (Cadre Director) hires in 2017.

➤ **Component 5: Strengthening the Central Office Structures**

Describe the current structural configuration of the central office and district plans to strengthen the structure to more effectively facilitate and support the functioning of principal supervisors.

Overall description of Component 5

The Offices of School Performance and Accountability, Academics and Talent Development have strengthened their relationship to support principals as instructional leaders. BCPS has realigned the Divisions of Academics and Talent Development to better support Cadre Directors and schools. Performance Management and the BEST Blueprint will continue to be leveraged to realign department work around the focus of student achievement and to align District resources to assist Cadre Directors and schools. Professional development for District personnel through CEL District trainings will serve as a bridge for communication and alignment.

The BCPS District Strategic Plan aligned with the Broward's BEST Blueprint has been recalibrated to strengthen Central Office structures. Communication tools and customer service intake (web based Toolbox) will be further developed and provided to streamline Central Office school communications, manage parent concerns, and inform system-wide improvements through interval reporting. The consultation with BCPS Legal Department will take place to develop the process for copywriting the web-based toolbox of resources. A consultant will be hired to develop and package (market) the product toolbox for national sale.

List up to 3 main strategies for July 1, 2016 – June 30, 2017:

5a. Redesign Central Office structures to promote and increase support for schools

5b. Develop a strategic communications plan

➤ **District-Wide Scale (Describe what will be scaled widely and deeply)¹**

Programs and incentives do not determine the success of a school, the instructional leadership does. The Principal Supervisor Initiative has laid the foundation for continuous and sustainable changes in individual principal supervisor behaviors in supporting schools in Broward County. The skill acquisition and fluency obtained through Professional Learning Communities (sub-cadres) has broadened the level of accountability and created a common vision across the district that supports coaching and mentoring of principals. This model will be scaled up in all schools. Principals will facilitate PLCs with their staffs to broaden the instructional expertise of their teachers.

¹ **Examples of characteristics of a program going to scale include:** core elements of the program have been identified and replicated faithfully; local adaptations of the program have been incorporated in addition to the replicated core elements; the program has spread widely enough to make a difference and reach a “tipping point.”

➤ **Sustainability² (Describe how the principal supervisor work will be consistently supported by the district's budget, policies and culture and how you plan to lessen your reliance on TA)**

- **Budget:** The District is committed to continuing the reduction of the span of control for principal supervisors in the 2017-2018 school year. The reduction will enable the principal supervisor to coach and mentor principals to improved instructional leadership. District staff will need to rethink how they structure and allocate resources from various departments and redefine district roles that support the shift.
- **Policies:** The District will assemble work groups inclusive of district staff and principals to develop a process that will inform policies and job descriptions and make recommendations for the purpose of hiring personnel and providing professional learning.
- **Culture:** The District is positioned to transform and strengthen relationships between school and Central Office leadership to support teaching and learning. This transformation will provide stability at the District level and enable schools to withstand any systemic changes of leadership. This collaborative culture will provide a strong foundation for the District's Strategic Plan to be fully implemented and align all resources to support school leaders and principal supervisors. Hence, BCPS will be positioned to establish and sustain a high performing learning culture in each and every school.

Plans to lessen your reliance on TA:

BCPS is committed in our plans to cultivate and foster independence and sustainability. The process for shifting responsibility, bridging communication and easing the transition from vendor based reliance and training has occurred in collaboration with BCPS personnel and the providers. The following components regarding the Principal Supervisor Initiative will be overseen, facilitated, and directed by the following BCPS Divisions:

- Furtherance of Professional Development with CEL – The Office of Talent Development is collaborating with CEL and will transition to be the professional development providers for Cadre Directors and Intern Directors.
- Leader Tracking System Development – The Office of Information and Technology has been involved since the initiation of LTS and will be fully versed in all facets of the LTS development and functioning.
- National Summit Principal Supervisors – As this was developed by the Office of Service Quality, we will be well prepared to take over this initiative.
- Reducing the Span of Control – The District will look to reallocate resources, general funds and grants, to support the new Cadre Director positions.

² **Examples of characteristics of sustainability of a program include:** funding stability either from diversified sources or guaranteed funding for multiple years; being embedded in supportive school board and/or district policies/procedures; being entrenched in the culture based on evidence of effectiveness.

➤ **Leader Tracking System (Describe how the leader tracking system will support the district's principal supervisor work)**

BCPS continually strives to strengthen school leadership to ensure that successful and results-oriented leaders are placed in every school. BCPS recognizes that the principal plays a critical role in advancing student achievement by providing the right conditions for success and establishing high expectations for every student to succeed. Without effective school leadership, closing the achievement gap and preparing students for successful futures is difficult to conceive or achieve.

BCPS will be implementing the Leader Tracking System (LTS). A Leader Tracking System is an "integrated data management tool that provides comprehensive information on the experience, performance, and competencies of assistant principals, principals, and principal supervisors throughout the trajectory of their careers."

BCPS believes that the implementation of LTS will address many leadership identification and selection issues by focusing on the following:

- Leader Preparation
- Selective Matching and Hiring
- Professional Development and Support
- Succession Planning

BCPS is currently in the final stages of the design and implementation of a Leader Tracking System which will provide BCPS with a centralized repository of school leadership talent profiles.

Stakeholder analysis and management is critical to the success of this project. With engagement, support, and buy-in from applicable stakeholders the probability of success significantly increases. Below are the identified stakeholders who are associated with this system:

- School Board, Superintendent and Cabinet
- Office of School Performance and Accountability
- BCPS Cadre Directors and Principals
- BCPS Assistant Principals

BCPS will continue to work with an identified vendor to negotiate and collaborate on expense, functions, and services as well as to finalize the determination of identifiers for informed decision-making as it pertains to training, hiring, professional development, support and succession planning. The identification of items requiring Board approval is occurring as well as the development and buildout of the BCPS Leader Tracking System. Completion of the development and preparation for District-wide deployment is scheduled to take place in September 2016.

Measures

Measures will be identified and negotiated during the course of the grant.

Wallace Network Activities

Selected districts will participate in:

- The third-party evaluation
- Technical assistance provided to all districts by Wallace as appropriate:
 - Council of Great City Schools
 - Prince George's County Public Schools
 - University of Washington District Leadership Design Lab (DL2)
- Wallace convenings and professional learning community activities
 - Personal participation of the Superintendent in two one-day PSI PLC meetings during this scope period
- Regularly-scheduled conference calls with your Wallace contact
- Other conference calls and virtual activities

C. Changes to the Grant

You must make a request, in writing, to your Wallace staff contact prior to making any changes to the Grant, including but not limited to:

- Revision of a budget line or budget category of more than \$5,000, subject to a cumulative cap of \$45,000
- Change in the scope of work or strategy
- To add, delete or change a deliverable
- To substantially change the level of involvement of a staff member or members considered key to the Project

If the approved budget includes indirect costs, such costs will be identified in a separate budget line, and generally may not exceed 15% of direct costs. Indirect costs are shared costs that are not directly attributable to the project itself, such as rent, utilities, allocated charges for administrative departments (e.g., Accounting, HR, Development), information technology, telephone and supplies. The indirect rate should be applied to actual expenditures for each grant payment period.

If unexpended funds will remain at the end of the grant term, you should have a discussion with your Wallace staff contact about the use of the remaining funds at least three months prior to the end of the grant term. Your request should identify the remaining funds and proposed plan for spending down.

D. Deliverables

- ✓ Workplan for year 3 due August 15, 2016
- ✓ Progress report and financial reports for year 3 due March 17, 2017
- ✓ Final financial reports and final report on workplan actions completed for Year 3 due September 29, 2017

E. Payment Schedule

Within thirty (30) days of Wallace's receipt of this grant agreement signed by you, Wallace will send you an electronic ACH transfer in the amount of \$800,000.

V.H.

FOR SBBC

(Corporate Seal)

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

ATTEST:

By _____
Dr. Rosalind Osgood, Chair

Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:

Office of the General Counsel
