



Broward County Public Schools

District Strategic Plan – Recalibrated 2016/17 Review and 2017/18 Update

August 15, 2017

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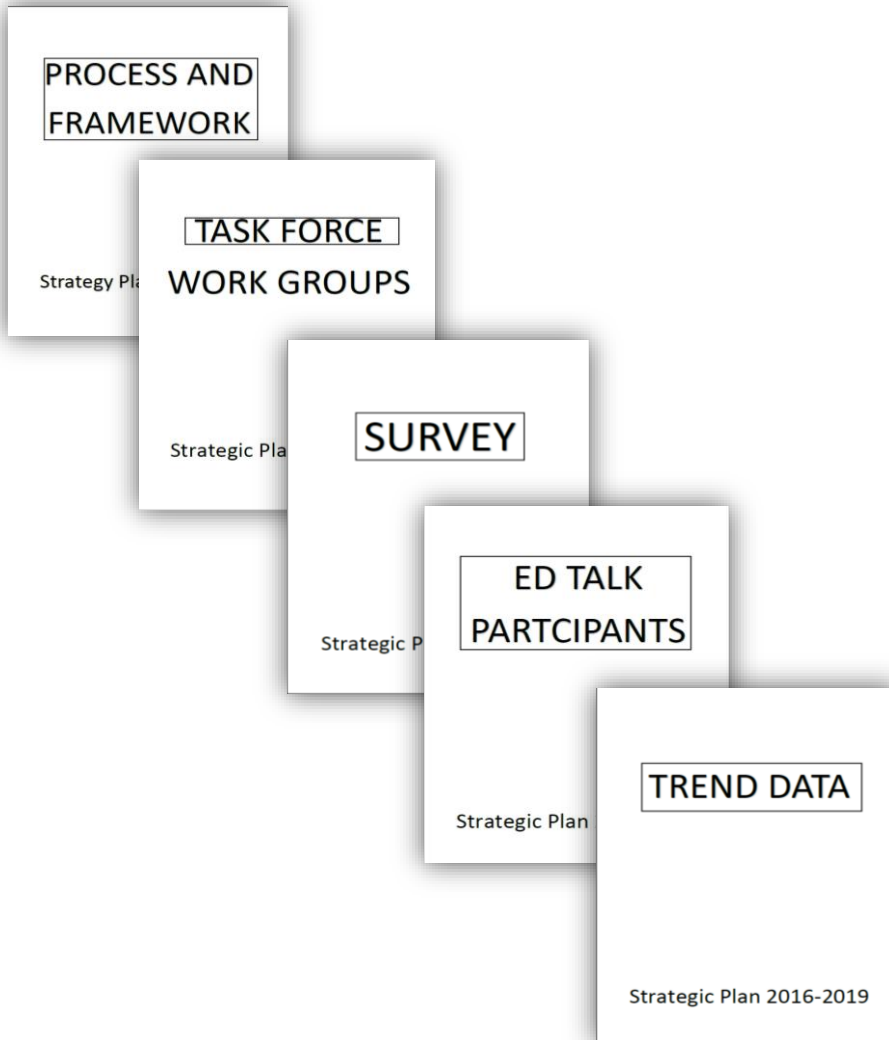


Agenda

TOPIC	TIME (Minutes)
Review: <ul style="list-style-type: none">2016/19 Strategic Plan Process	5
2016/17 Progress Report: <ul style="list-style-type: none">What We Have Accomplished - Literacy and Early Learning Efforts	15
2017/18 Planning: <ul style="list-style-type: none">What We are Considering - Middle Grade Learning	10
<ul style="list-style-type: none">School Board Feedback and Guidance	OPEN
Appendices: <ul style="list-style-type: none">Overview of Strategic Plan Progress on High-Quality InstructionDeep Dive on Year-One Benchmark Assessment System PerformanceEarly Literacy Stakeholder Outreach	



“Moving Forward on the Right Path”



- We listened to stakeholders about not changing the direction of the organization too frequently
- Vision and mission remain unchanged
- Our new strategy maintains our commitment to the three (3) core goals . . . with a heightened focus on the instructional core and Safety Music & Art, Athletics, Renovations and Technology (SMART)



Broward County Public Schools Vision and Mission

OUR VISION

Our vision statement vividly describes our ideal environment and outcomes—a picture of the future we want to create. It inspires, energizes, and provides a long-term view.

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

OUR MISSION

Our mission statement defines our purpose—why we exist and what we do to achieve our vision. It provides direction and focus, and helps guide all goals and decisions. It reminds us why we do the work we do.

**Broward County Public
Schools is committed to
educating all students
to reach their highest
potential.**



Strategic Plan Management Framework

The Who/How? – Management of The Plan

Abbreviated Process

- Leverage existing Strategic Plan
- Develop a clear, actionable path forward
- Building leadership cohesion
- Focus existing resources

Collaborative Theories-of-Action

- Unchanged vision and mission
- Collaborative (e.g., work groups) goals and action plans
- Guides decision-making

Planning & Execution

- Defines work by establishing initiatives
- Identifies goals, leading, and lagging indicators
- Enhances accountability

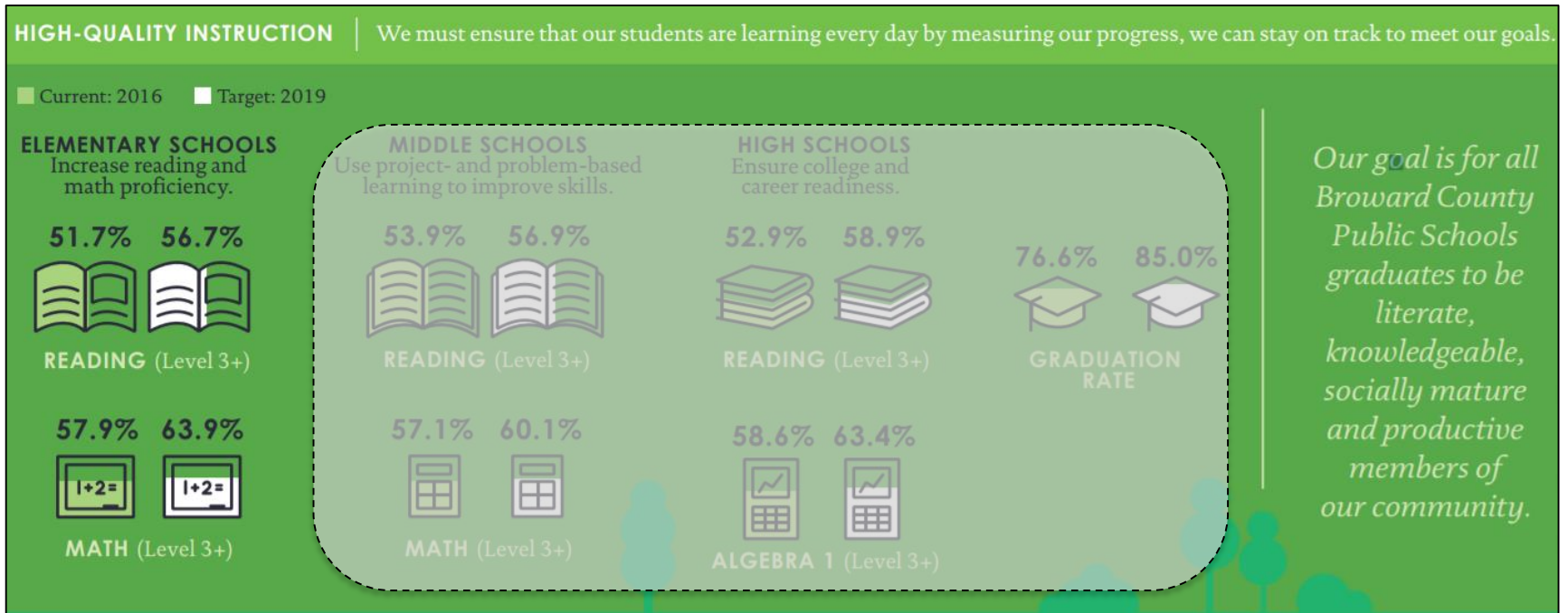
Report Progress

- Periodic School Board progress updates
- Focal areas of performance management
- Annual reviews of progress (plans, budget, resources, etc.)

Communications Plan



2016/17 – Progress Report



Year-One Review,
 “What We Have Accomplished”




Moving Forward on the Right Path . . .

Our Strategy . . .

Goal 1: High-Quality Instruction

Literacy and Early Learning



Literacy is the ability to read independently, write clearly, and understand and create information in different forms of media.

Student learning begins at birth with parents, extended families, caregivers and the entire community. We are committed to working with families, social organizations and communities to improve the quality of learning that students experience before they enter school.

We work with private providers of childcare and early learning to ensure the environments and instruction are developmentally appropriate, rich in resources and grounded in purposeful play. We must support high-quality Head Start programs, maximize enrollment in Voluntary Pre-Kindergarten, and educate all parents and service providers about the BCPS standards for kindergarten readiness.

Students come to kindergarten with a wide variety of backgrounds and abilities. We must work with students who are developmentally advanced and those who are delayed. We must support those who have learning challenges, such as vision difficulties, dyslexia and/or cognitive differences. BCPS students must be fluent in English; some are also fluent in one or more additional languages.

Our approach to reading is known as Balanced Literacy. It begins with phonics, continues with guided reading, and then uses content-based and fiction texts for independent reading. We monitor the development of students' reading skills with running records until students are independent readers.

We must support students who have learning challenges, such as vision difficulties, dyslexia and/or cognitive differences.

We guide students to become independent readers and writers by having them explore the classroom, their community and the world. 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. Some students reach this point earlier; others struggle to meet this goal.

Broward needs teachers in the early grades who are specialists in reading and early childhood development.


OBJECTIVES/TARGETS

	ELEMENTARY SCHOOLS*			
	STATE AVERAGE	BCPS BASELINE	2019 DESIRED TARGET	2019 STRETCH TARGET
READING	53.0	51.7	56.7	59.6
MATH	57.0	57.9	63.9	65.4

*Number of schools included and data are school-level grades K-3. Percentage of students level 2 and above.

2014-17 TACTICS

- 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 Multi-Tiered System of Supports: Response to Intervention Framework to provide early support for students' academic, behavior, and social emotional needs.



2016/17 Focus . . .

Understanding that education in the early grades is critical for student long-term success, for the initial year of the strategic plan, Broward County Public Schools (BCPS) has committed to investing in early literacy.

This year has seen us strengthen the roots of early literacy. We have worked to train our staff, improve awareness of student performance, and engage the community in helping us to reach our students early in their education stages."



Portfolio of Prioritized Initiatives: Literacy and Early Learning

2016/17 Initiatives	Theory-of-Action Driving Logic Model	Benefits
<p>Promote literacy prior to Kindergarten (Birth-Pre-K)</p> <p>Implement Balanced Literacy framework, K-2</p> <p>Performance: monitor and analyze student outcomes</p> <p>Multi-Tiered System of Supports and Response to Intervention (MTSS/RTI): Deploy necessary interventions</p> <p>Quality Assurance for school-based implementation</p>	<p>IF we assign highly-skilled teachers to grades K-2, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system,</p> <p>Then on-grade level literacy will increase and Florida Standards Assessments (FSA) in English Language Arts (ELA) level 1 scores will decrease in 3rd grade for ALL students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students)</p>	<p>Incremental:</p> <ul style="list-style-type: none"> • Aligned work-streams ✓ • Decision-making with a common instrument ✓ • Increased family/community engagement ↗ <p>Cumulative:</p> <ul style="list-style-type: none"> • Grade 3: Decreased Level 1 (-3)¹ • Grade 3: Increased Level 3 and above (+3)¹ • No BCPS schools in lowest 300 (TBD)¹

(1) Based on 2017 FSA results of the District's **traditional** schools



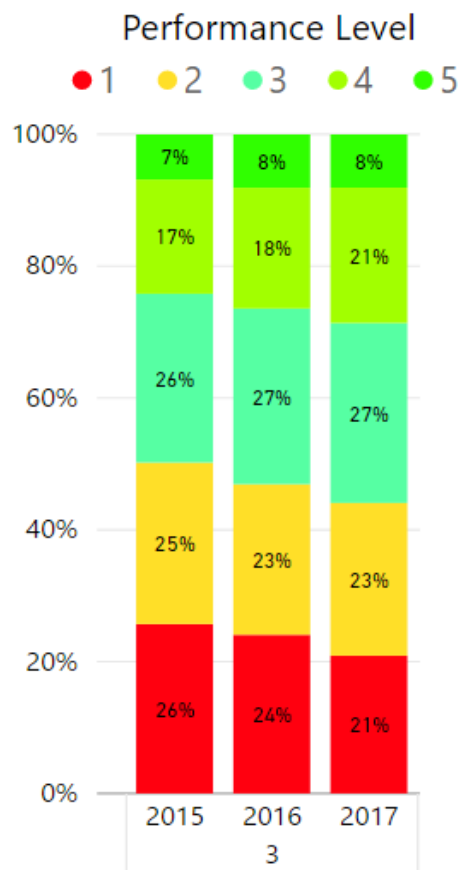
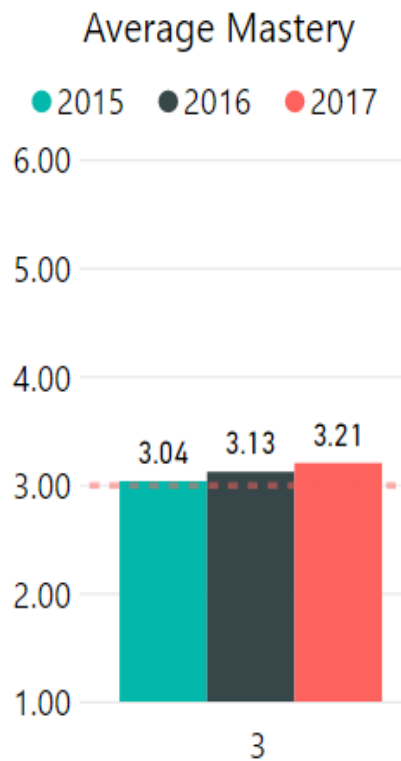
Benchmark Assessment System (BAS) Can Be A Very Informative Tool to Guide the District's Actions Toward Desired Outcomes

	Finding	Evidence	
1. Are the BAS scores <u>reliable</u> ?	• District-wide administration of BAS was CONSISTENT	• Strong RELATIONSHIP between Advanced Placement (AP) AP1 and AP2 and AP1 and AP3	<p>The District made a critically important decision when it approved a common tool for monitoring K-3 student progress. Year-One outcomes give us reason to CELEBRATE that decision.</p>
2. Are the BAS levels <u>valid</u> ?	• Our BAS end-of-year cut points are GOOD INDICATORS for knowing where students are & where they need to be	• Meeting BAS end-of-year 3 rd grade expectation STRONGLY MAPS to FSA success	
3. Are 3 rd grade BAS scores able to <u>predict</u> FSA?	• 3 rd Grade BAS results are PREDICTIVE of FSA ELA performance	• VERY STRONG ASSOCIATION between BAS and FSA ELA results	
4. Are students making <u>progress</u> ?	• Students are demonstrating INCREASED COMPETENCE through the school year	• SIGNIFICANT IMPROVEMENTS in BAS scores across administration periods	
5. Are there <u>exemplar schools</u> ? (3 & 4)	• Over 30 schools meet EXEMPLAR CRITERIA on BAS-FSA alignment and students making progress	• SMALL DELTA between BAS and FSA ELA results and Large percentage of students registering PROGRESS	

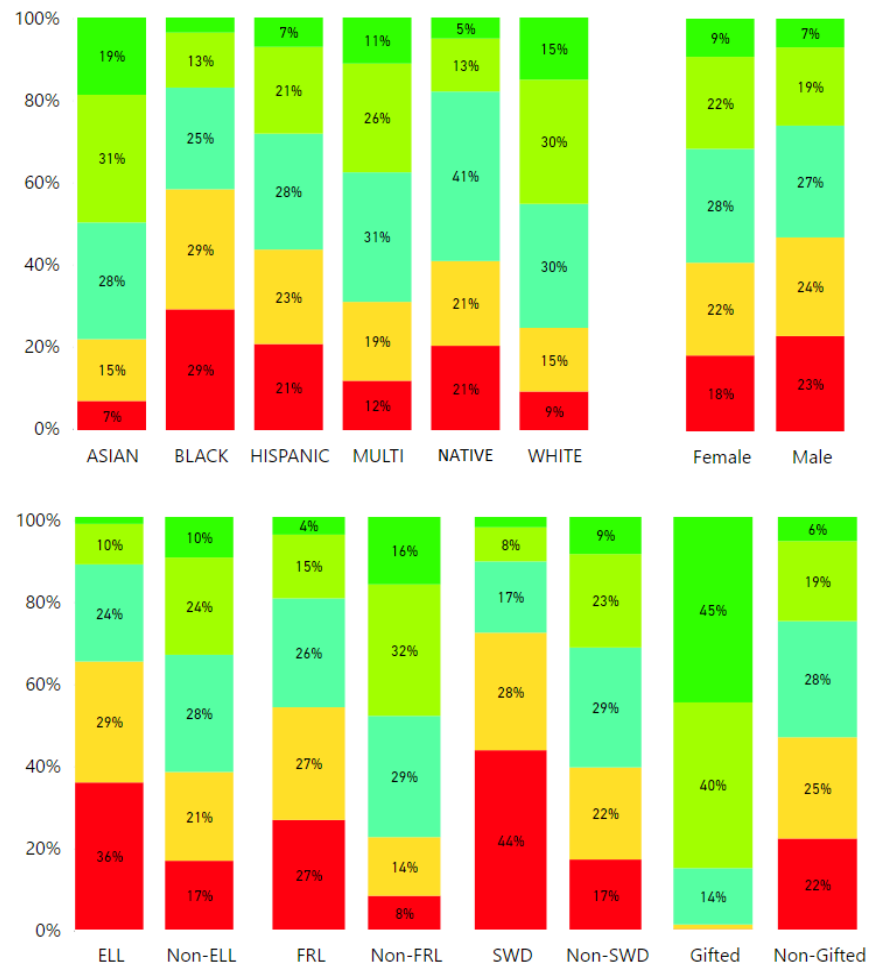


2016/17 RESULTS: Grade 3 FSA- Decreased Level 1, Increased Level 3 and Above

Source: State Exams Dashboard



2017 Subgroup Results



Summary based on District traditional schools only.



2017/18 – Reimagining Middle Grades

HIGH-QUALITY INSTRUCTION

We must ensure that our students are learning every day by measuring our progress, we can stay on track to meet our goals.

■ Current: 2016 ■ Target: 2019

ELEMENTARY SCHOOLS

Increase reading and math proficiency.

51.7% 56.7%



READING (Level 3+)

57.9% 63.9%



MATH (Level 3+)

MIDDLE SCHOOLS

Use project- and problem-based learning to improve skills.

53.9% 56.9%



READING (Level 3+)

57.1% 60.1%



MATH (Level 3+)

HIGH SCHOOLS

Ensure college and career readiness.

52.9% 58.9%



READING (Level 3+)



76.6% 85.0%

GRADUATION RATE

58.6% 63.4%



ALGEBRA 1 (Level 3+)

Our goal is for all Broward County Public Schools graduates to be literate, knowledgeable, socially mature and productive members of our community.

Year-Two Planning,
“What We Are Considering”



Moving Forward on the Right Path . . .

Our Strategy . . .

2017/18 Focus . . .

Goal 8: High-Quality Instruction

Middle Grades Learning

The critical importance of the middle grades has become more apparent.

The focus in the middle school years (grades 6–8) is the application of learning and skills with projects and problems that integrate prior knowledge and extend understanding through new experiences. These activities are designed to utilize the mix of independence and insecurity that are characteristic of early adolescence. By engaging students with developmentally appropriate pedagogy, an interdisciplinary curriculum, individual challenges and global perspectives, we will build a solid foundation for college and career success.

The middle grades have been largely neglected during national conversations about school improvement. Many considered them an unimportant way station on the path to high school—a chance for students to deal with the challenges of adolescence, but with minimal expectations for achievement. Recently, the critical importance of the middle grades has become more apparent.

For example, researchers have found a few basic factors from the middle grades (grades, attendance and behavior) can predict, with 75 percent accuracy, which students will drop out—long before they do. Too often, students who leave eighth grade without the essential skills they will need for college and career readiness never catch up. If these students are identified in the middle grades, schools can create targeted and timely interventions that can dramatically improve the chance of high school success.

We will improve our curriculum and instruction to ensure the future success of DCPS students. We must have 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 retention that teachers need to enhance for students is best accomplished through project- and problem-based learning environments.

To improve middle grades learning, we must provide intensive training for educators and parents in four key areas:

- 1 understand adolescent development and its implications for instruction, discipline and the organization of middle grade schools;
- 2 use data (including, but not limited to, test scores) to design and implement rigorous and customized instruction;
- 3 help teachers collaborate across grade levels and subjects to create thematic curriculum units that make learning engaging and challenging; and
- 4 establish college and career awareness and readiness programs to prepare students earlier to opportunities available after high school.

	MIDDLE SCHOOLS*			
	STATE AVERAGE	DCPS BASELINE	2017 DESIRED TARGET	2019 STRIVE TARGET
READING	52.0	53.9	56.9	59.1
MATH	55.0	57.1	60.1	62.1

*Includes all schools (traditional and charter schools) enrolled grades 6–8. Percentage of students level 2 and above.

2016–17 TACTICS

- > 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.



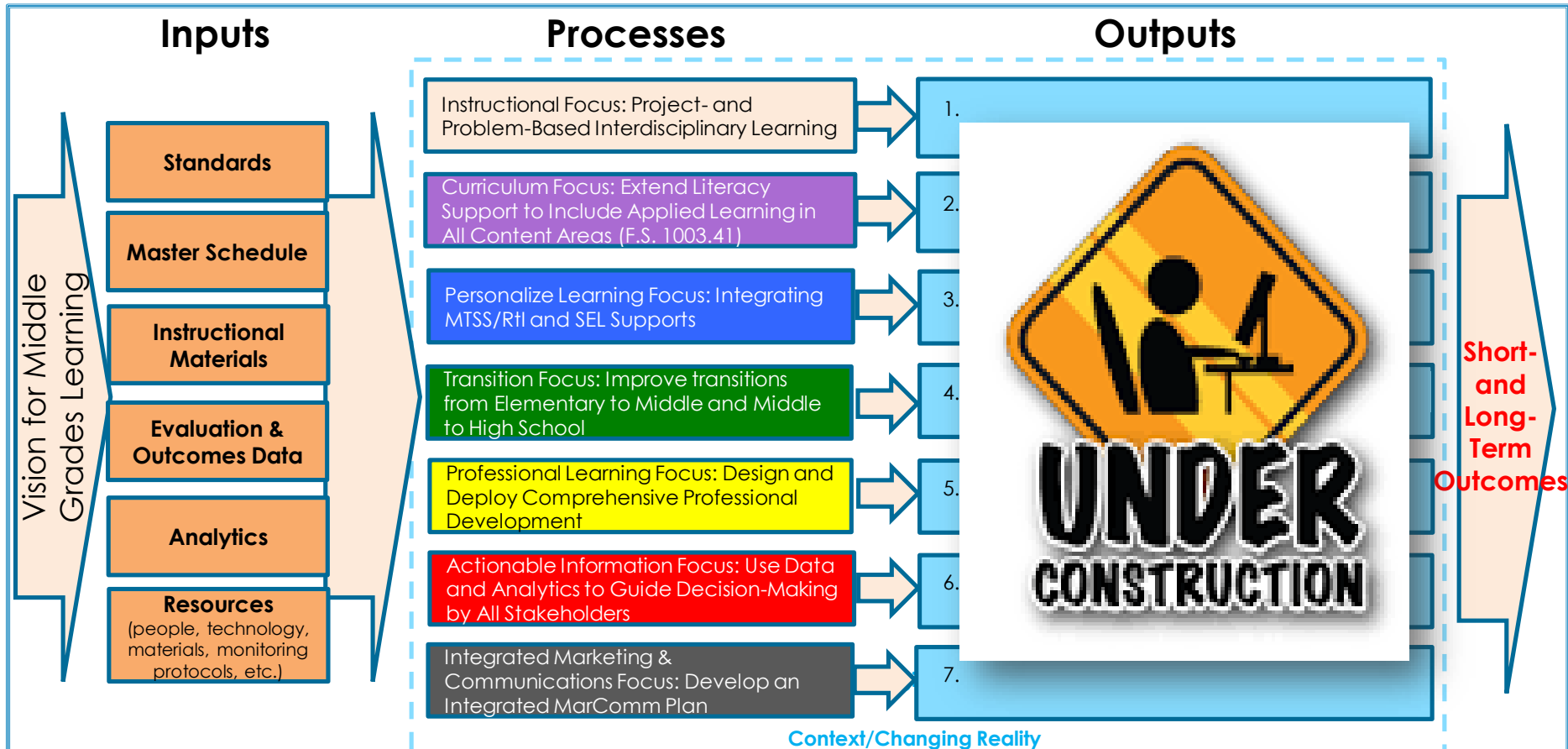
Portfolio of Prioritized Initiatives: Reimagining Middle Grades

2017/18 Tactics	Theory-of-Action Driving Logic Model	Benefits
<p>Redesign middle grades experience to be organized around project- and problem-based interdisciplinary learning</p> <p>Embed Social-Emotional Learning (SEL) standards and metrics in middle grades learning</p> <p>Connect MTSS/RtI with graduation readiness metrics</p> <p>Embed literacy support to include applied learning as a form of expression in all content areas</p> <p>Quality Assurance for school-based implementation</p>	<p>IF we redesign the middle grades experience so that students engage in project- and problem-based interdisciplinary learning, are supported in a warm environment where their unique educational needs are met, and have an opportunity to express themselves in all academic content areas,</p> <p>Then on-grade level performance will increase in both English-Language Arts and mathematics and they will transition successfully to high school</p>	<p><u>Incremental:</u></p> <ul style="list-style-type: none"> • Increased student engagement and motivation • Connections drawn across content domains • Individual student-centered support <p><u>Cumulative:</u></p> <ul style="list-style-type: none"> • Increased Level 3 and Above in ELA and Mathematics in Grades 6 to 8 • Increased proportion making year's worth of growth in a year's time



Logic Model (Driven by Theory-of-Action)

SMART Goals: Percent of Middle Grades Students (Grades 6 to 8) Level 3 or Higher in ELA by 2019:
-59.1% (Baseline 2015: 53.9%, 2016: 54.0%) **and in Math:**
-62.1% (Baseline 2015: 57.1%, 2016: 57.7%)



Board Guidance

Feedback; Questions and Answers



Appendices

- Overview of Strategic Plan Progress on High-Quality Instruction, 2016/17
- Deep Dive on Year-One BAS Performance, 2016/17
- Early Literacy Stakeholder Outreach

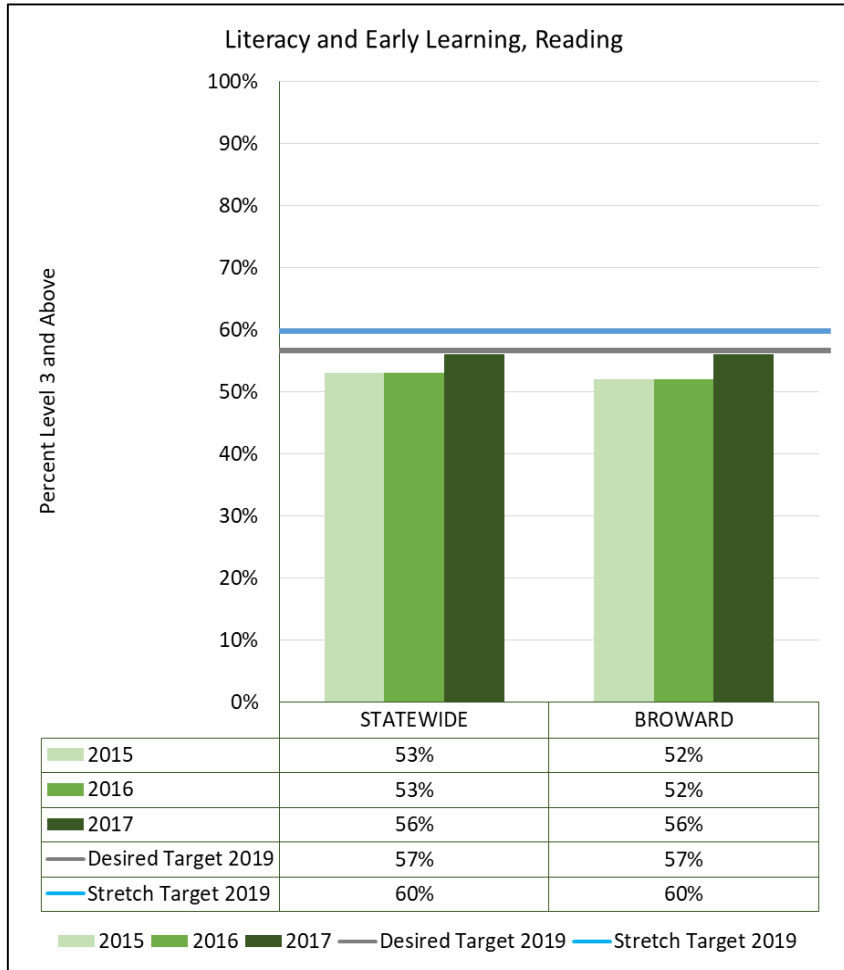


Overview of Strategic Plan Progress on High-Quality Instruction – 2016/17

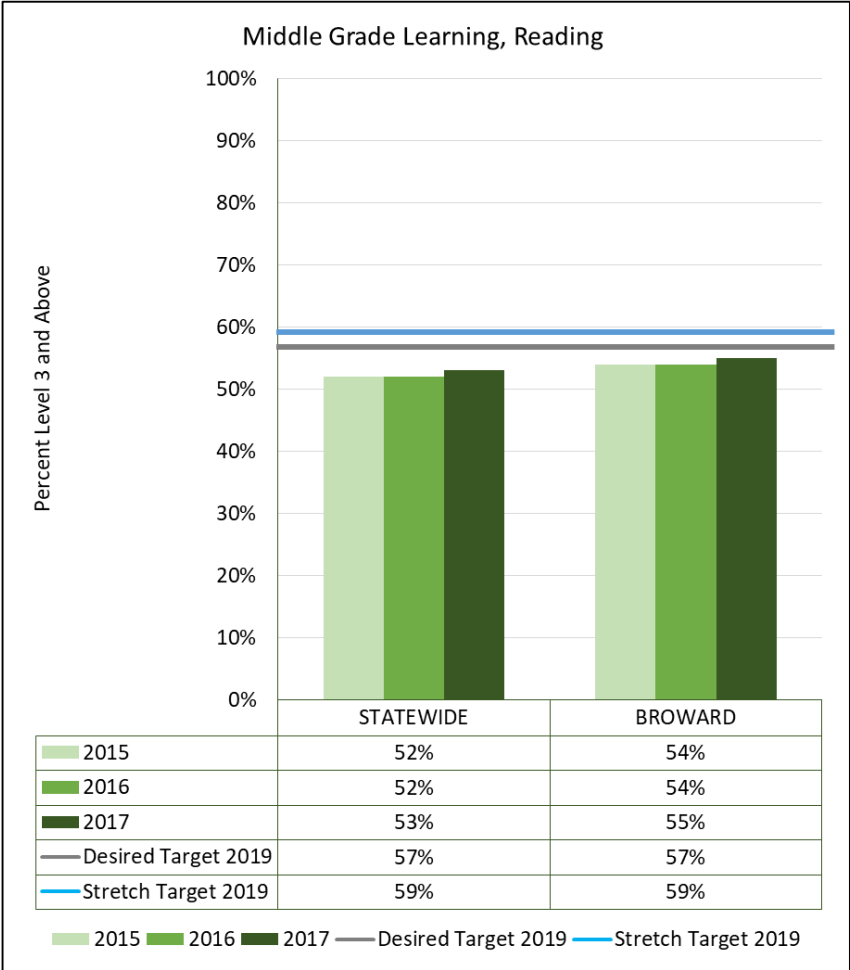
- **Elementary Learning:** Reading and Math
- **Middle Grades:** Reading and Math
- **High School/College and Career Readiness:** Reading and Algebra 1



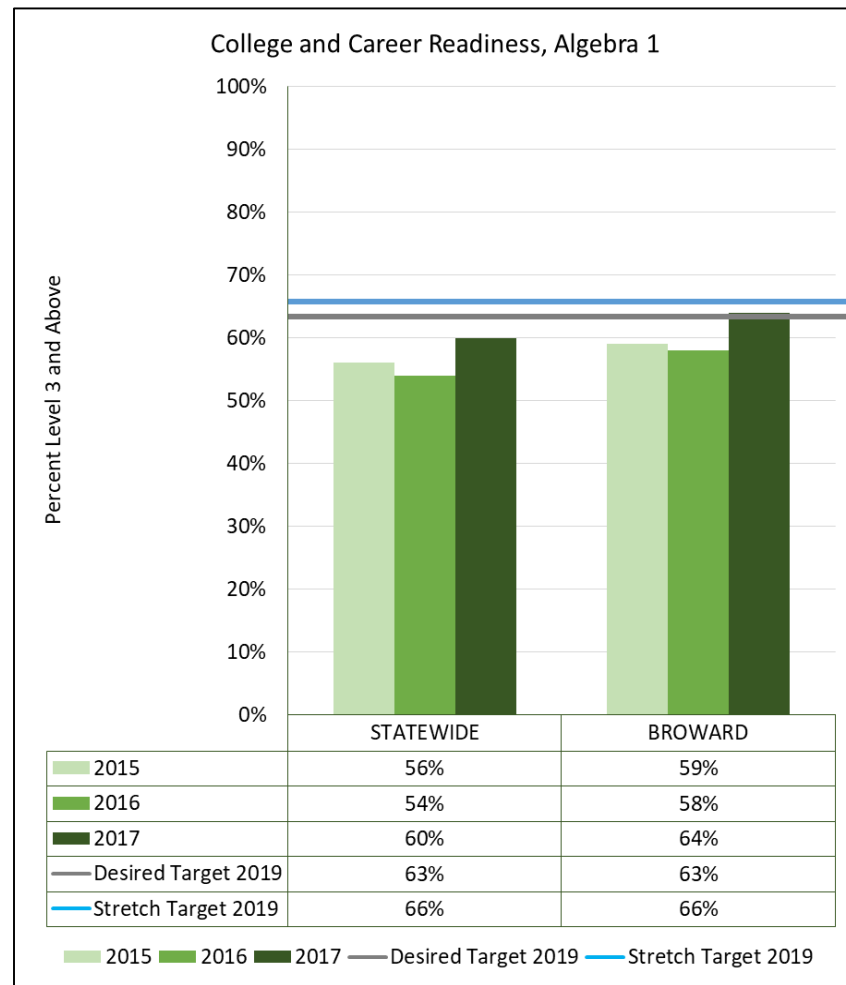
Elementary Learning – Reading and Math



Middle Grades – Reading and Math



High School/College and Career Readiness: Reading and Algebra 1



Deep Dive on Year-One BAS Performance – 2016/17

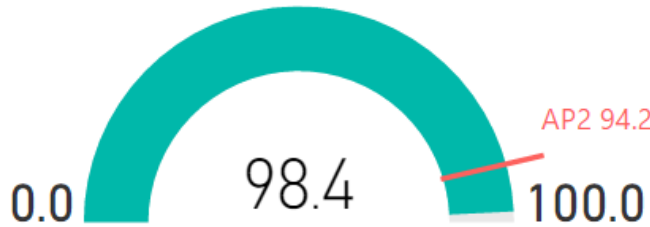
- BAS Performance



SIGNIFICANT IMPROVEMENTS in BAS Scores Across Administration Periods (Kindergarten)

Source: BAS Performance Monitoring Dashboard (AP3)

Percent Assessed Districtwide

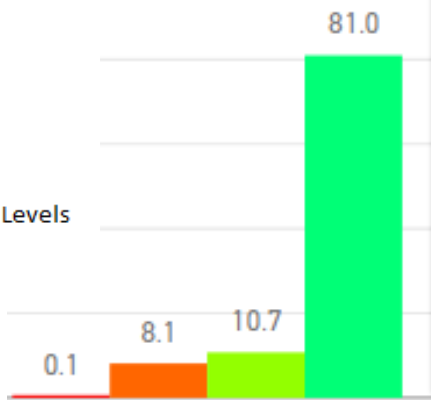


BAS Progress AP1 To AP3

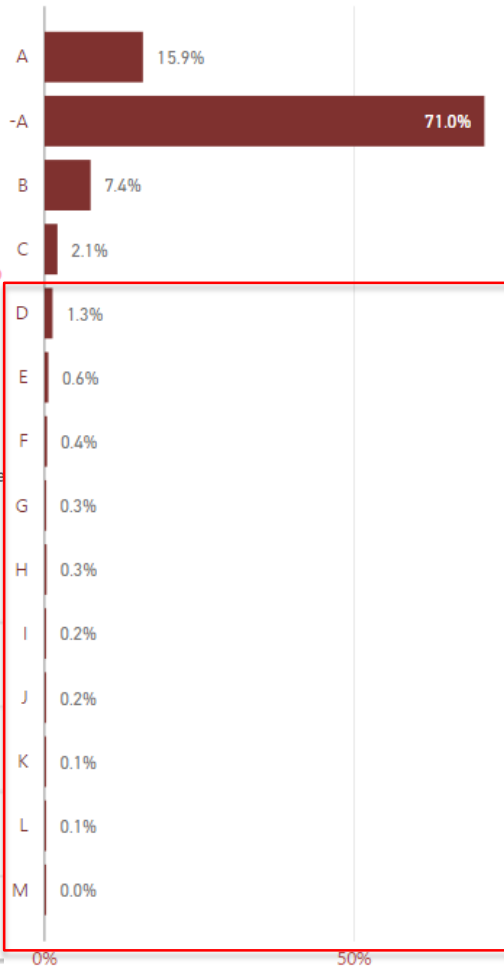
Increase One Letter Increase Two Or More Letters Increase One or More Letters

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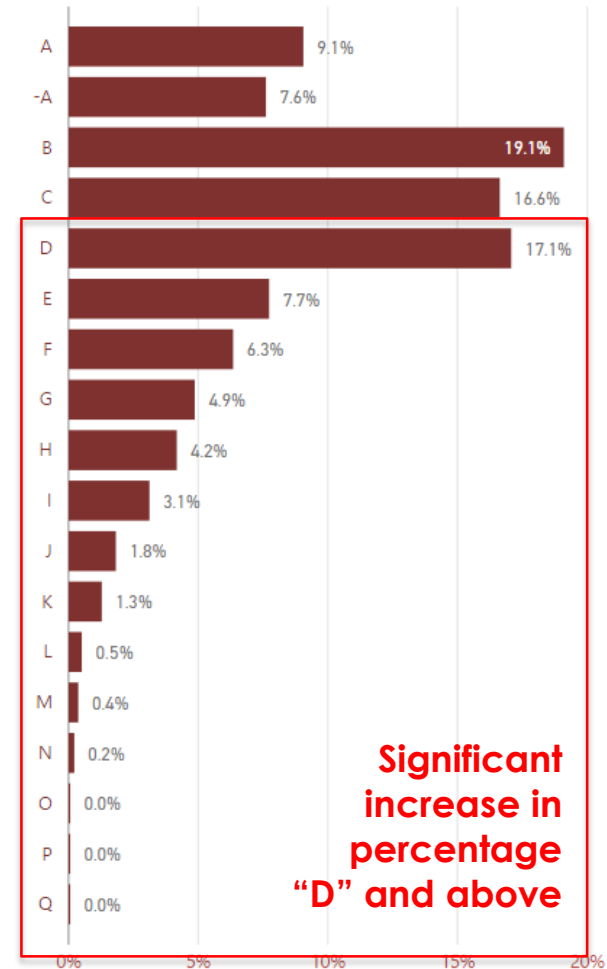
- Negative Progress
- No Progress
- Increase 1 Level
- Increase 2 or More Levels



Percent Independent Level AP1



Percent Independent Level AP3



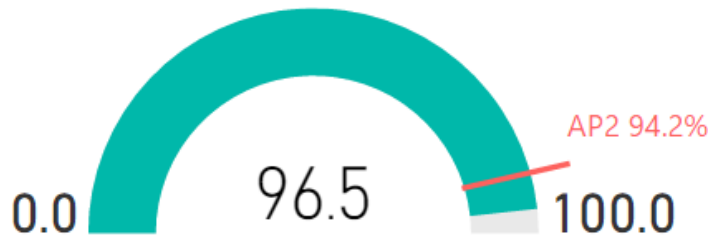
Significant increase in percentage "D" and above



SIGNIFICANT IMPROVEMENTS in BAS Scores Across Administration Periods (Grade 3)

Source: BAS Performance Monitoring Dashboard (AP3)

Percent Assessed Districtwide

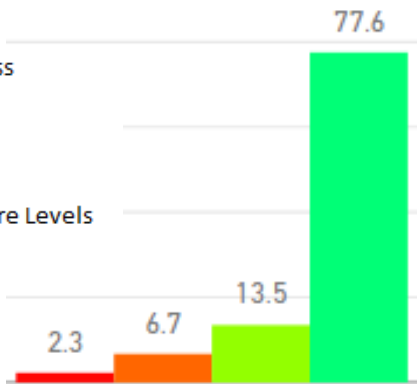


BAS Progress AP1 To AP3

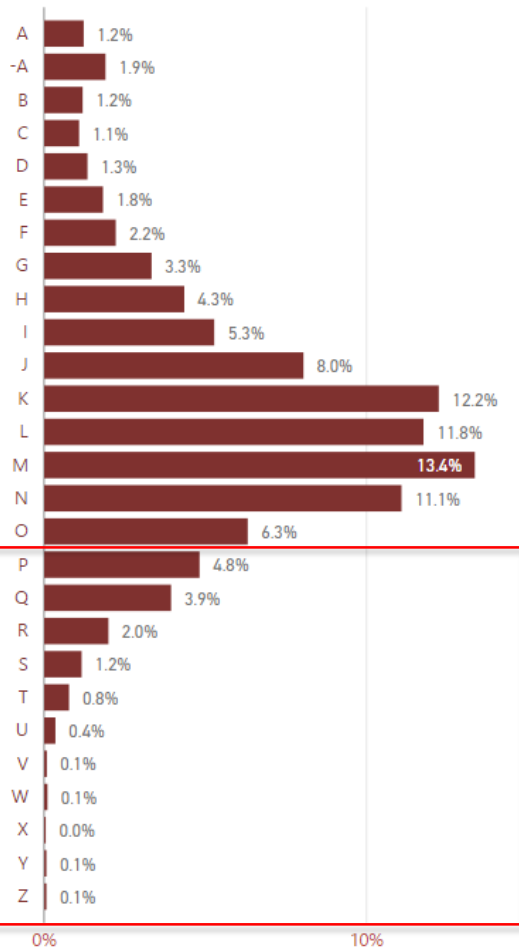
Increase One Letter Increase Two Or More Letters Increase One or More Letters

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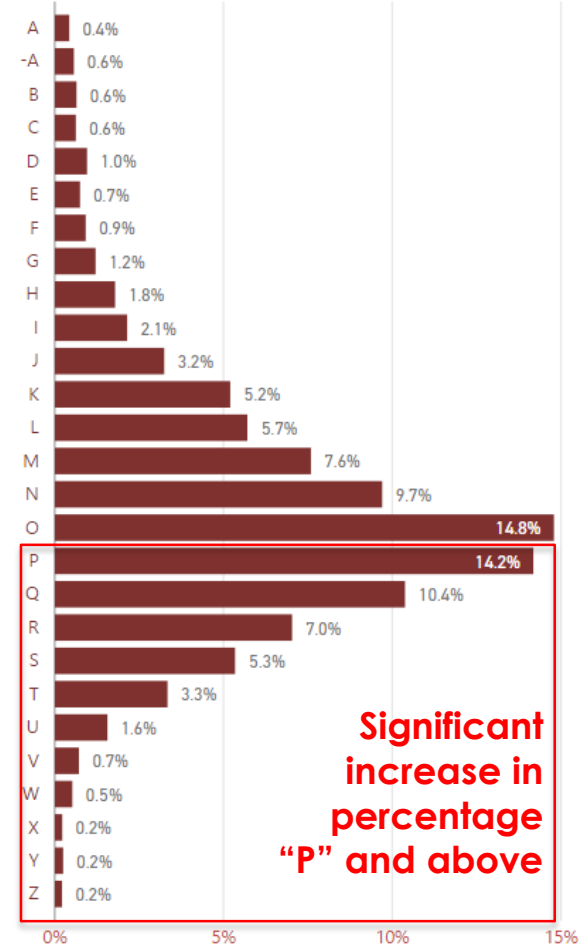
- Negative Progress
- No Progress
- Increase 1 Level
- Increase 2 or More Levels



Percent Independent Level AP1



Percent Independent Level AP3



Significant increase in percentage "P" and above



Early Literacy and Stakeholder Outreach

- Family Outreach
- Immigrant and English for Speakers of Other Languages (ESOL) Outreach



Early Literacy and Family Outreach

Channel	Purpose	Organizer	Attributes			
			Emphasis on Early Literacy	Setting	Delivery Format	Frequency & Reach
Parent-Teacher Conferences	Engage parents to understand their child's progress	Teacher	Primary	Classroom	1:1	<ul style="list-style-type: none"> • 2/year • Parents of ~60,000 children
Gulfstream Lab	Family strengthening	Early Learning and Language Acquisition (ELLA)	Primary	Lab, Media Center	Varies by service	<ul style="list-style-type: none"> • On-demand¹ • All parents
Parent Leadership Training Institute	Pair resources with access to wrap-around services	Family Central	Embedded (Pre-K)	Public Libraries	Some: Many	<ul style="list-style-type: none"> • 5-week course • Hundreds of parents
Head Start Comprehensive Services	Prepare children for success in school	Head Start	Primary (Pre-K)	Home Visits	1:1	<ul style="list-style-type: none"> • Weekly • Parents of ~2,000 children
Family Literacy Action Group	Literacy strategies for parents of children not enrolled in Pre-K	ELLA and Student Support Initiatives - Family and Community Engagement	Primary (Pre-K)	Lauderdale Manors Media Center	Some: Some	<ul style="list-style-type: none"> • 8/summer • 10-20 parents per session
Community Workshops	Share strategies around parent's role in educating their children	Municipal Parks/ Recreation Departments	Embedded	Community Recreation Centers	Some: Some	<ul style="list-style-type: none"> • 4-6/year • Hundreds of parents (total)

⁽¹⁾ Open during 180-day school year calendar



Early Literacy and Immigrant and ESOL Outreach

Channel	Purpose	Organizer	Attributes			
			Emphasis on Early Literacy	Setting	Delivery Format	Frequency & Reach
Literacy Nights	Provide literacy strategies to immigrant parents and students	Bilingual/ESOL Department	Primary	Regional Libraries	1:Some	<ul style="list-style-type: none"> • Four 4-week workshops • ~20 parents + >20 students on average per 4-week workshop • Total = ~ 80 parents; ~90 students
ESOL Family Game Nights	Disseminate study tips to families for assisting and communicating with their children through games in specific content areas	Bilingual/ESOL Department	Embedded	School-based (Libraries, Cafeterias, etc.)	1:Some	<ul style="list-style-type: none"> • 10 Schools • Average of 3 game nights per school • Average of 25 attendees per game night • Total attendees = 529



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