BCPS Strategic Initiatives

1. Reimagining Middle Grades: Workshop 2
2. Systems for Ensuring Literacy Development in the Early Years: Update

Academics
Office of School Performance and Accountability
Portfolio Services
Strategic Initiative Management

December 12, 2017

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Part 1 Presented by:

Daniel F. Gohl, Chief Academic Officer
Valerie S. Wanza, Ph.D., Chief of School Performance and Accountability Officer
Leslie M. Brown, Chief Portfolio Services Officer
Maurice L. Woods, Chief Strategy & Operations Officer
Jermaine Fleming, Ph.D., Cadre Director, Reimagining Middle Grades Portfolio Manager

Project Managers:
Guy Barmoha, Director, Secondary Learning
Sandra Skinner, Ph.D., Research Specialist
Mary Claire Mucenic, Ph.D., Director, Exceptional Student Learning Support Services
Susan Cantrick, Director, Applied Learning
Patrick Sipple, Director, Demographics & Student Assignments
Christine Semisch, Cadre Director

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Reimagining Middle Grades

Purpose of Today's Meeting:

- Board Workshop Timeline Review
- Reimagining Middle Grades: What and How
- The Reimagining Middle Grades Network
- Proposals
- Board Conversation

Timeline for 2017-2018 Board Workshops

1	2	3	4
Discovery & Foundations	**Preliminary Proposals**	**Finalized Proposals (January 30, 2018)**	**Year-End Updates (June/July)**

• Principal & Stakeholder Engagement
• Challenges and Opportunities
  • Description of Current State
  • Supporting Data
• Theory-of-Action
	• Proposals
	  – Descriptions
	  – Logic Model: Inputs, Processes, Outputs
	  – Scope, Reach
	  – Timelines
		• 2018-19 Priorities
		• Output Finalization
		• Budget Discussion
			• Progress Monitoring
			• Course Corrections
			• Multi-Year Calendar
			• Metric Finalization

Prioritized Initiative: Reimagining Middle Grades
(Portfolio Manager: Dr. Jermaine Fleming)

Tactics	Theory-of-Action Driving Logic Model	Project Manager	Intended Benefits
PROGRAM SPONSOR: Dan Gohl Redesign middle grades experience to be organized around **project- and problem-based** interdisciplinary **learning** (1) Embed **Social-Emotional Learning** (SEL) standards and metrics in middle grades learning (2) Connect **MTSS/RtI** with graduation readiness metrics (3) Embed literacy support to include **applied learning** as a form of expression in all content areas (4) PROJECT SPONSOR: Leslie Brown Align community needs and preferences with well-planned **induction of new school prototypes** (5) PROJECT SPONSOR: Valerie Wanza **Quality Assurance** for school-based implementation (6)	**IF** we redesign the middle grades experience so that ALL students engage in project- and problem-based interdisciplinary learning (1, 5, 6), are supported in a warm environment (2, 6) where their unique educational needs are met (3, 5, 6), and have an opportunity to express themselves in all academic content areas (4, 6), **THEN** on-grade level performance will increase in both English-Language Arts (ELA) and Mathematics and they will transition successfully to high school.	Guy Barmoha (PPBL) (1) Dr. Sandra Skinner (SEL) (2) Dr. Mary Claire Mucenic (MTSS/RtI) (3) Susie Cantrick (Applied Learning) (4) Patrick Sipple (New Prototypes) (5) Christine Semisch (Quality Assurance) (6)	Incremental: • Increased student engagement and motivation (2) • Connections drawn across content domains (1, 4) • Individual student-centered support (3) Cumulative (1-6): • 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%, 2017: 55.2%);
in Math – 62.1% (Baseline 2015: 57.1%, 2016: 57.7%, 2017: 58.6%)

Vision for Middle Grades

Inputs

- **Standards**
- **Master Schedule**
- **Instructional Materials**
- **Evaluation & Outcomes Data**
- **Analytics**
- **Resources** (people, technology, materials, monitoring protocols, etc.)

Traditional Black Box

Policy & Guidance

Processes

- **Instructional Focus:** Project- and Problem-Based Interdisciplinary Learning
- **Curriculum Focus:** Extend Literacy Support to Include Applied Learning in All Content Areas (F.S. 1003.41)
- **Personalized Learning Focus:** Integrating MTSS/RtI and SEL Supports
- **Transition Focus:** Improve transitions from Elem to Middle and Middle to High School
- **Professional Learning Focus:** Design and Deploy Comprehensive Professional Development (1)
- **Actionable Information Focus:** Use Data & Analytics to Guide Decision Making by All Stakeholders
- **Integrated Marketing & Communications Focus:** Develop an Integrated MarComm Plan

Appraisal | **Communication**

School Improvement Planning

PENDING REVIEW

Outputs

- Common Vision and Instructional Models for PBL (1). SEL embedded in Curriculum (2, 6). School Prototypes: Agriculture, Cambridge, Gifted Aca. ()
- Embedded Literacy Standards in Applied Learning and Core Courses(4, 6). Summer Institute Elective Courses (4, 6).
- Vision, Inst. Models, and Resources for SEL (2). SEL Imp. Framework (2, 6). MTSS/RtI Exemplars (3). MTSS/RtI Roadmap (3, 6).
- Supportive Environments for Students and Teachers (2, 6). Student / Parent / Community Events (6)
- Teachers & Administrators Trained on PBL; MTSS/RtI (1, 3, 4). Content-specific PLCs (1, 3). PD on Teacher-Student Relationships (2).
- Method for Gauging SEL Development (2). Integrated Business Practices for MTSS/Rti Delivery (3).
- Multi-channel communications to District Leadership and Community (1). Principal & Teacher Guides to MTSS/RtI (3, 6).

Systems Integration
- Policies & Guidance
- Appraisals (DASA/BASA, Wallace Foundation, PD)
- Communications (FACE, SBBC Committees)
- School Improvement Plans (informed by Surveys, RBA)

Short and Long Term Outcomes

The Reimagining Middle Grades Network

Project Teams are Engaging a Wide Cross-Section of Subject Matter Experts around Design & Implementation

Work-Stream Team Representation	Schools				Office of Academics															OSPA	Portfolio Services	Information & Technology	Facilities	Transportation	Community Foundation of Broward
	Principals	Assistant Principals	Teachers	School Counselors	Applied Learning	Before & After Care	CTACE	Diversity, Prevention & Intervention	Exceptional Student Education	ESOL	Innovative Learning	ELLA	PD: Standards & Services	School Counseling	Secondary Learning	Student Assessment & Research	Teacher Professional Growth & Learning	Instructional Facilitators							
Problem- and Project-based Learning	✓		✓		✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓			✓			
Social Emotional Learning	✓		✓	✓				✓	✓		✓			✓	✓	✓		✓	✓	✓					
MTSS-RTI	✓	✓	✓	✓	✓			✓	✓		✓	✓		✓	✓			✓	✓			✓			
Literacy through Applied Learning	✓		✓		✓	✓			✓	✓	✓	✓			✓			✓							
New Prototype Induction	✓		✓		✓						✓								✓	✓	✓	✓	✓		
Quality Assurance	✓		✓																✓						✓

PROPOSALS

Proposal: Project- and Problem-Based Learning (PBL)

Project Manager: Guy Barmoha

Implementation Options

Whole School Implementation

Pros:
- All stakeholders
- Culture Change
- Focused PLCs

Cons:
- Difficult to monitor
- Professional Development
- Stakeholder buy-in
- No pilot to learn from

Grade Level Implementation

Pros:
- Phased in approach
- Professional Development
- Grade level buy-in

Cons:
- Not every student
- Continuity of pedagogy

Subject Area Implementation

Pros:
- Focus on standards
- Professional Development
- Department buy-in
- All students

Cons:
- Not fully interdisciplinary
- Not every stakeholder
- Stakeholder buy-in
- No pilot to learn from

Teacher Teams Implementation

Pros:
- Interdisciplinary
- Professional Development
- Microcosm of school
- Buy-in

Cons:
- Not every student
- Challenges of a full grade level implementation

Proposal: Project- and Problem-Based Learning (PBL)

Project Manager: Guy Barmoha

Scheduling Options

Teaming

Pros:
- Stronger teacher/student relationships
- Teacher planning

Cons:
- Difficult to accommodate all students
- Balancing section size

Block

Pros:
- More student choice
- Project based electives
- Longer class periods

Cons:
- More teacher preps
- Longer class periods

Project Fridays

Pros:
- Dedicated time to research and create products
- Teachers act as facilitators
- Student self-direction

Cons:
- Student self-direction
- Logistics

Flexible Scheduling

Pros:
- More/Less time when needed
- Personalized
- Student self-direction

Cons:
- Schedule inconsistency
- Logistics
- Student self-direction

Proposal: Project- and Problem-Based Learning (PBL)

Project Manager: Guy Barmoha

Vision and New Instructional Models

- Create a **common definition and components** of PBL
- Develop through deliberate, iterative outreach to **Teachers and Students**
- Leverage research-based insights and curriculum from PBL leaders.

Professional Development

Summer Institute:
- **Teacher Track**
- **Administrator Track**

- Embed with **equity and access** for ALL and SEL standards
- Focus on **Classroom Management**
- Includes effective **cooperative learning** stations/centers
- **Content-specific PLC** work with PBL
- Identifies **best practices**

Communication

- **SLT Video**
- **Parent Night**
- **SAC/SAF Presentations**
- **Marketing Brochure**
- **PBL Exposition**
- **EdTalk**

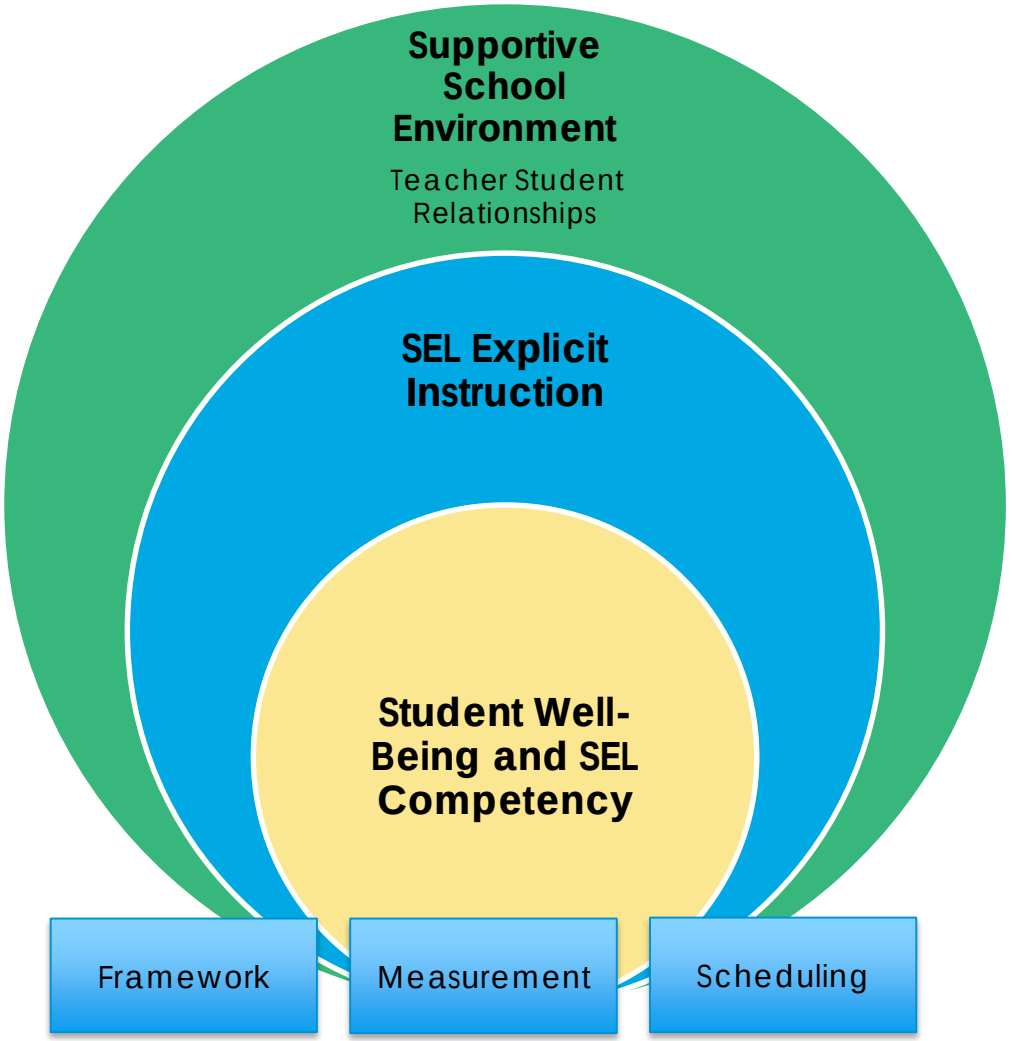
- Utilizes multiple channels and venues to reach **Parents and the Community**
- Regularly informs **District Leadership** through Board Workshops, Collaborative Team Meeting, and Directors Meetings

Proposal: Social Emotional Learning

Project Manager: Dr. Sandra Skinner

Levels of Implementation

- Standardized
- School Choice
- Distributed Pilot



Scope of Work Steam

- Extra support Mentoring; clubs, etc.
- Embed SEL in Content Areas

Proposal: Multi-Tiered System of Support (MTSS) and Response to Intervention (RtI)

Project Manager: Dr. Mary Claire Mucenic

Implementation Models	• Exemplars of best practice • Identification of critical components of models of implementation • Roadmap for successful implementation • Identification of personnel for specific MTSS and SEL duties/tasks
Resource Mapping	• Identification of existing resources (time/schedule, personnel, intervention programs, funds/grants)and resource gaps • Effective models of resource usage
Professional Development	• Principal and Administrator: models of implementation • Teacher: embedded within all existing and future PD and tailored to content areas
Technology Support	• Streamline BASIS for easier RtI documentation • Canvas lesson planning
Communication	• Rebranding of MTSS/RtI • Principal guide (Middle Grades-specific) • Teacher guide (Middle Grades-specific)

Proposal: Literacy through Applied Learning

Project Manager: Susan Cantrick

Performance Based Unit of Instruction

- Created by Applied Learning program to be utilized within Applied Learning courses (Optional for core area teachers)
  - Strategies for personalized learning
  - Individual and collaborative opportunities
  - Embedded literacy standards

Applied Learning Institute (ALIgn)

- Expand student experiences in elective programs through summer Institute
- Reinforce student achievement in literacy through creation of interest and engagement in elective programs

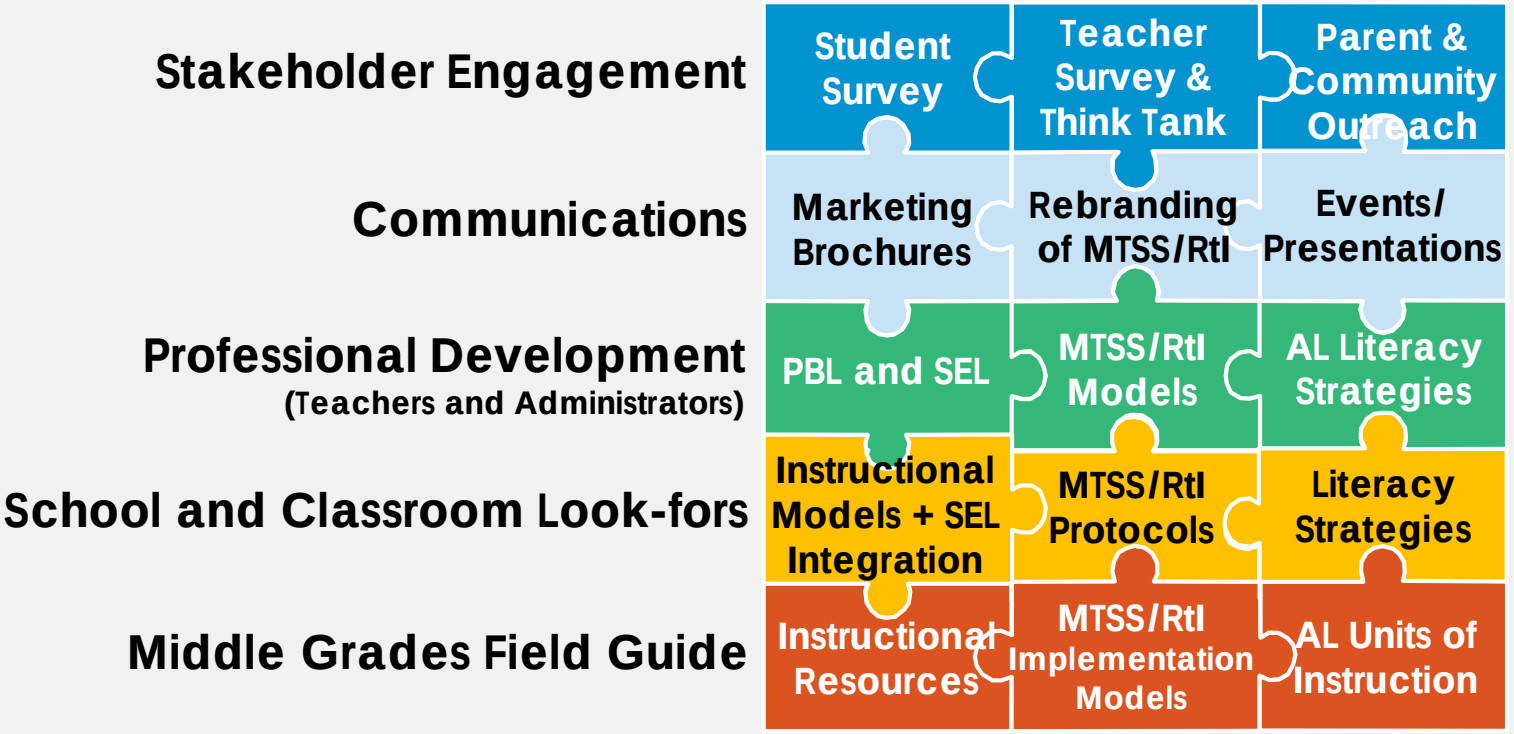
Professional Development

- Literacy Professional Development for Applied Learning Teachers
- Applied Learning-specific Professional Development for core teachers -optional
  - Performance/project-based teaching strategies
  - Tactics for teaching literacy
  - Applied learning program overview

Proposal: Induction of New School Prototypes
Project Manager: Patrick Sipple

Phases	Process	Timing
Concept Development	**Academic Prototypes** • Whole school learning experience around Controlled Environment Agriculture • Middle-to-High School feeder pattern continuity around Cambridge programs • A learning environment tailored to the needs of academically talented youth • Personalized learning • Future Prototype development	*Complete*
Awareness/ Desire	**Enrollment and Space Analysis** • Feasibility analysis based on space utilization, location, demographics, and enrollment trends • Principal and Staff Committee data review • Principal and Staff Committee school configuration model research	*December 2017 – January 2018*
Knowledge Builder	**Identification of Available Space and Configuration Alternatives** • Delineation of physical space, IT infrastructure, curriculum, professional development, transportation, and other requirements • Cost/Budget estimates developed	*8 to 12 Weeks*
Implementation	**Alignment and Coordination for Delivery of Prototype** • Includes required contracts, procurements, installations, staffing, training, communications, etc., as applicable	
Monitor	**Analyze, Assess, and Evaluate** • Identify deliverables • Benchmarks/Tactics • Timelines • Set Targets	*Annual Cycle*

Middle Grades Quality Assurance
Project Manager: Christine Semisch



Acronyms: MTSS/RtI = Multi-tiered System of Supports/Response to Intervention; PBL = Project- and Problem-based Learning; SEL = Social Emotional Learning; AL = Applied Learning

Finalized Proposals will articulate Intent, Reach, Impact, Timelines and Requisite Processes

Deliverable(s)

Intent

- ☐ Enrichment
- ☐ Remediation
- ☐ SEL
- ☐ Improved Instruction
- ☐ Improved Processes

Reach

- ☐ All Schools
- ☐ Specific School(s)
- ☐ All Students
- ☐ Specific Students
- ☐ Initial Pilot

Impact

- ☐ Academic Outcomes
- ☐ Student Behaviors
- ☐ Adult Behaviors
- ☐ Process Efficiencies

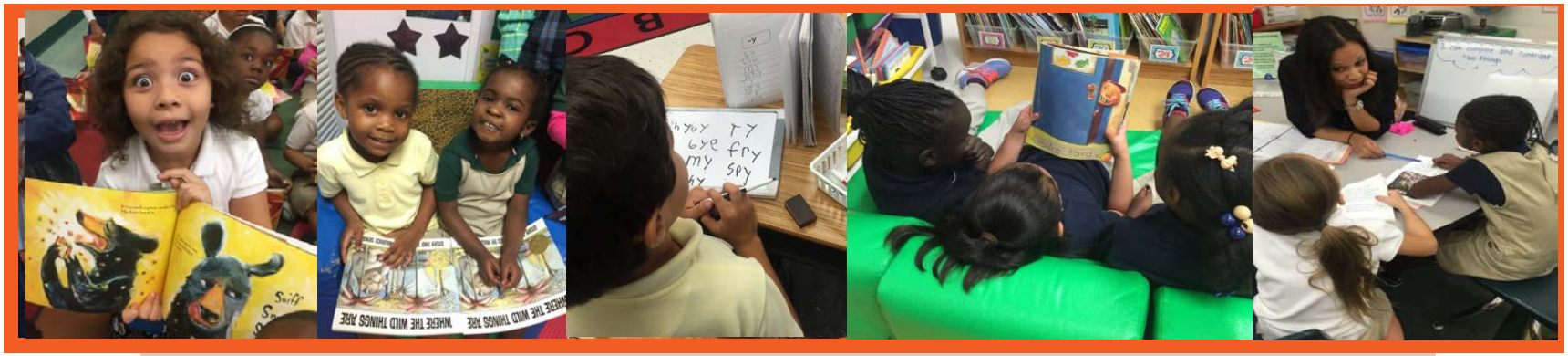
Time to Implement

2017-2018 | 2018-2019 | 2019-2020 | 2020-2021

Processes

- ☐ BEST/CARE
- ☐ Procurement
- ☐ Scheduling
- ☐ Budget
- ☐ Professional Dev.
- ☐ School Choice
- ☐ Facilities
- ☐ Transportation
- ☐ Emp. Evaluations
- ☐ SIP
- ☐ MTSS/RtI

Board Discussion



Part 2

Systems for Ensuring Literacy Development in the Early Years
Year 2, Update #1

December 12, 2017

Presented by:

Daniel F. Gohl, Chief Academic Officer

Dr. Valerie S. Wanza, Chief School Performance and Accountability Officer

Maurice L. Woods, Chief Strategy and Operations Officer

Dr. Lori Canning, Executive Director, Early Learning/Language Acquisition, Portfolio Manager

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Prioritized Initiative: Literacy and Early Learning

(Portfolio Manager: Dr. Lori Canning)

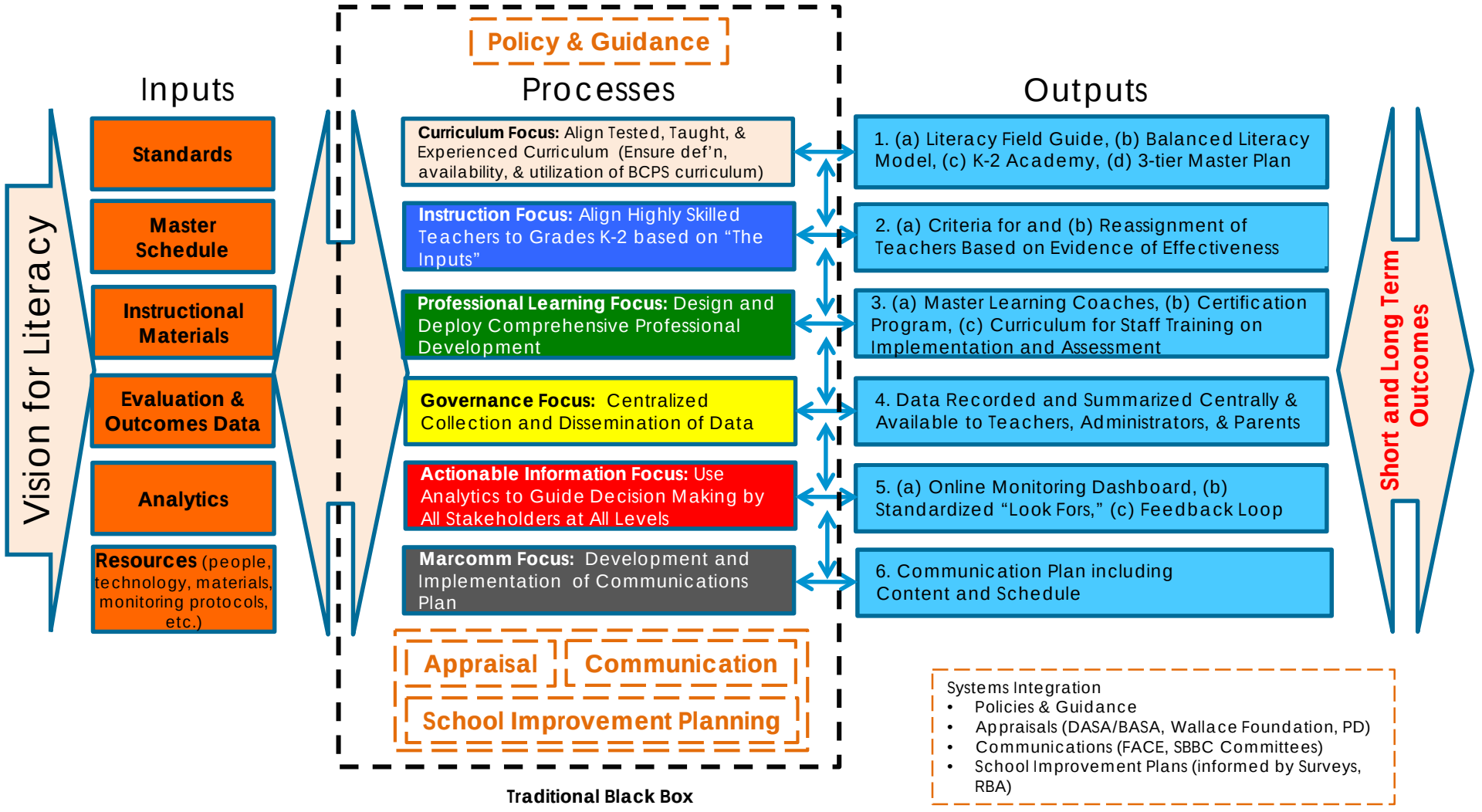
2016/17 Tactics	Theory of Action driving Logic Model	Project Manager*	Benefits
<u>PORTFOLIO SPONSOR: Dan Gohl</u> Promote literacy prior to Kindergarten (**Birth-Pre-K**) Implement **Balanced Literacy** framework, K-2 **Performance**: monitor and analyze student outcomes **MTSS/RtI:** Deploy necessary interventions <u>PORTFOLIO SPONSOR: Val Wanza</u> **Quality Assurance** for school-based implementation	**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, **THEN** on-grade level literacy will increase and FSA 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).	Angela Iudica (Birth – Pre K) Mildred Grimaldo (Balanced Literacy) Nicole Mancini (Performance) Nadia Clarke (Family & Community Engagement) Adrienne Dixson-Paul (MTSS/RtI) Mark Narkier (Quality Assurance)	Incremental: • Aligned work-streams ✓ • Decision-making with a common instrument ✓ • Increased family/community engagement ↗ Cumulative: • Grade 3: Decreased Level 1 **(-3)**[1] • Grade 3: Increased Level 3 and above **(+3)**[1] • No BCPS schools in lowest 300 **(-6)**[1]

*RACI matrix for individual projects is elaborated in Project Plans

[1]Based on 2017 FSA results of the District's **traditional** schools

Logic Model (driven by Theory of Action)

SMART Goals: Percent of Elementary Students (Grades 3 to 5) Level 3 or Higher in ELA by 2019 – 59.6%
(Baseline 2015: 51.7%; 2016: 52.5%; 2017: 55.6)

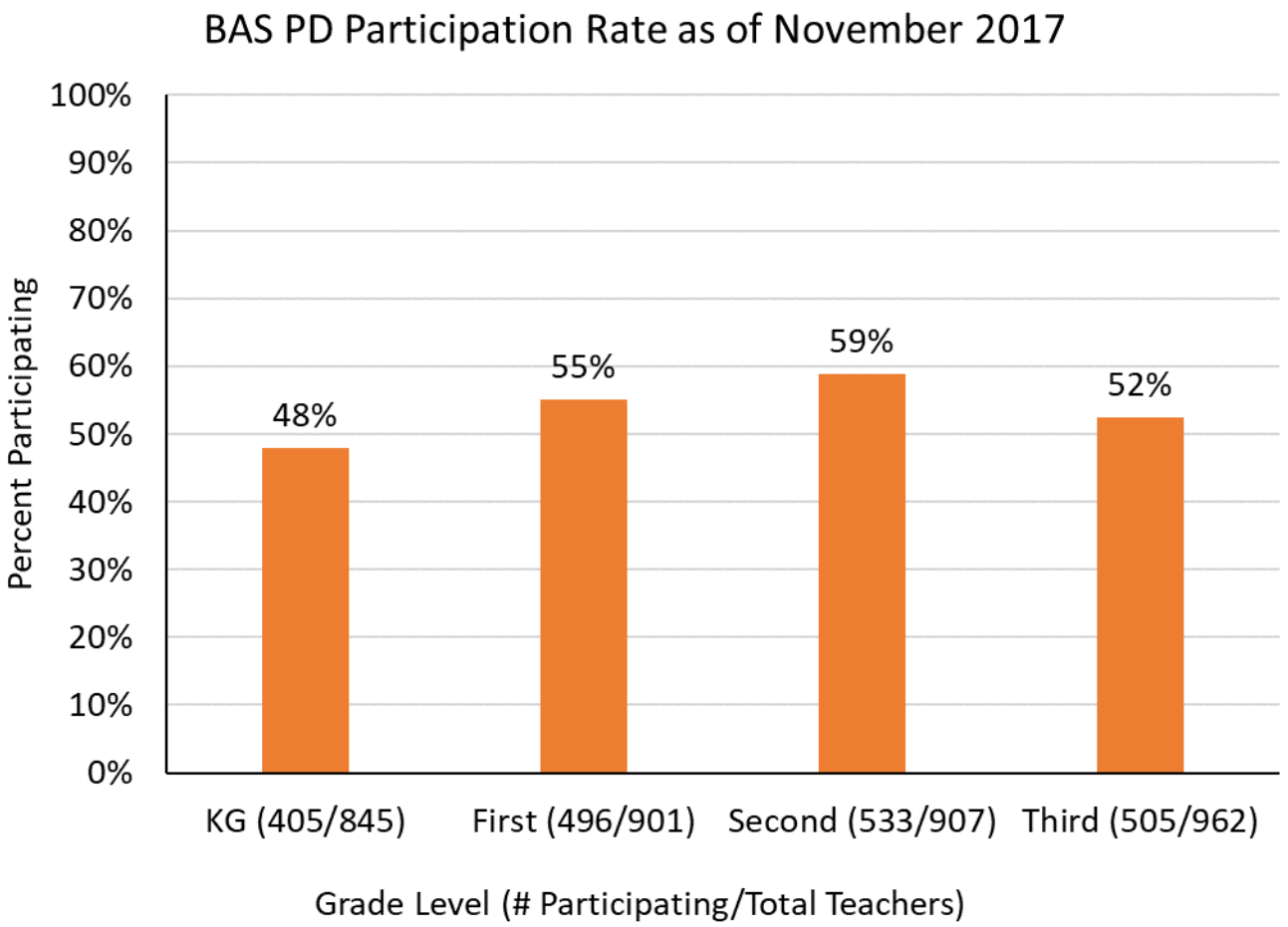


Literacy and Early Learning

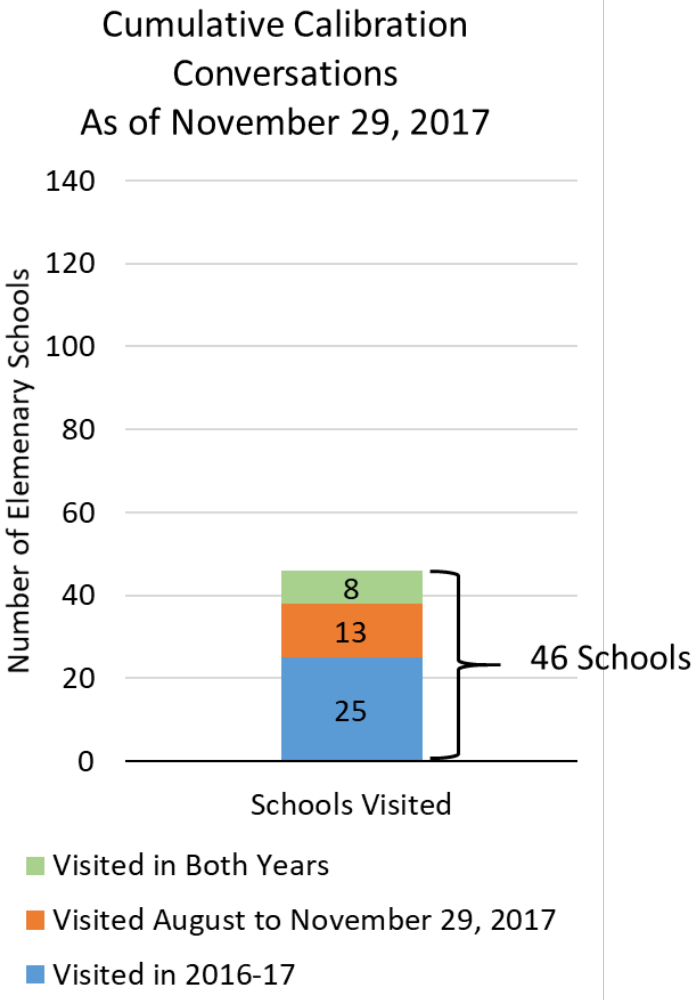
Purpose of Today's Meeting:

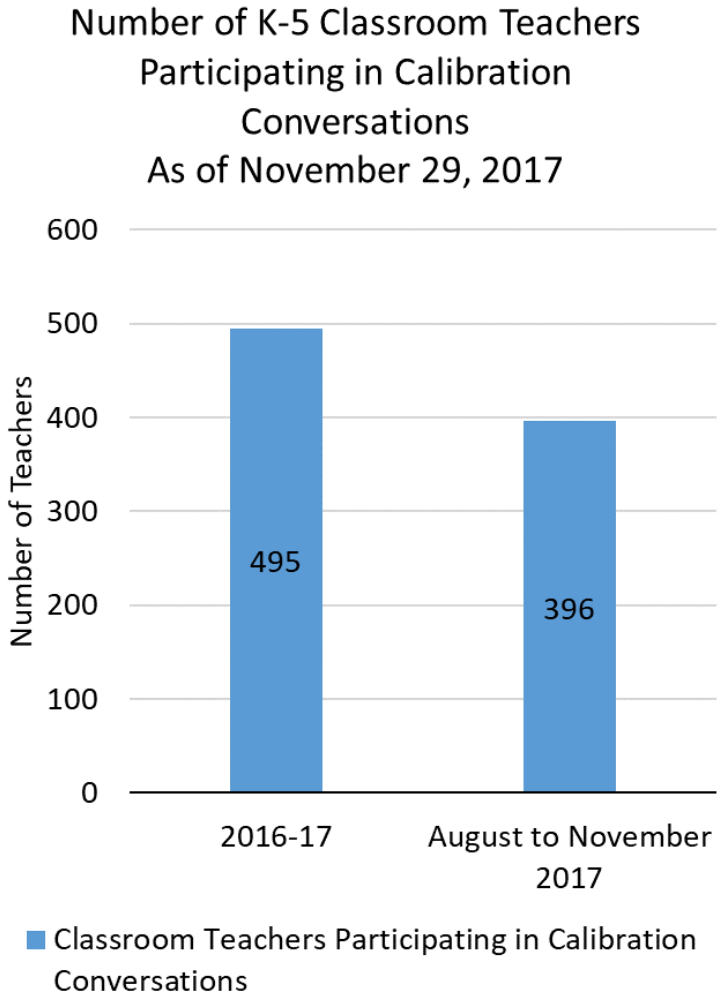
- Update on Teacher Professional Development
- Update on Calibration Conversations
- Review of Administration Period 1 BAS Data
- Preliminary Year-to-Year Student Trends on BAS Data
- Additional Early Literacy Metrics

Substantial Participation in BAS Professional Development



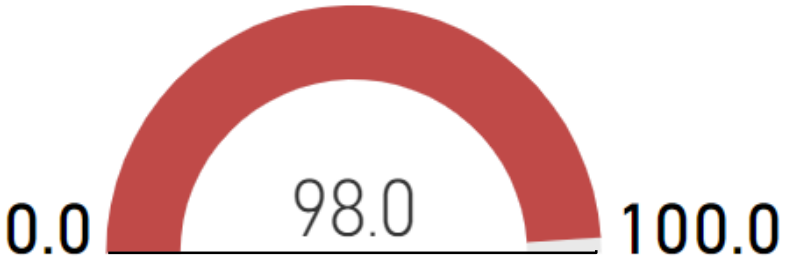
Calibration Conversations





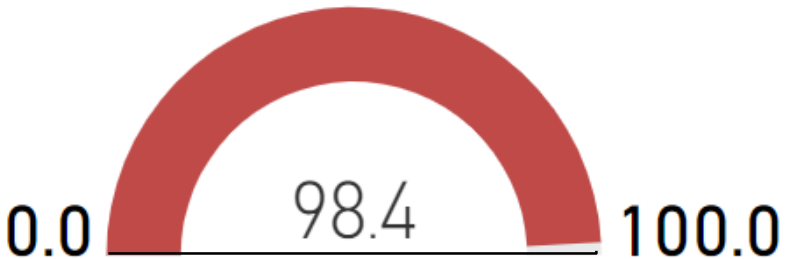
BAS Participation Rates AP1, 2017-18
Exceeds Prior Year

Kindergarten



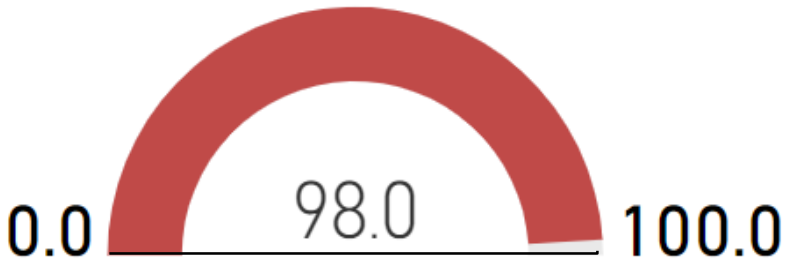
2016-17: 93.7

First Grade



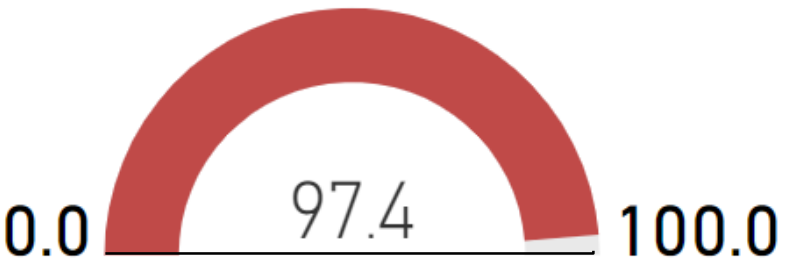
2016-17: 96.9

Second Grade



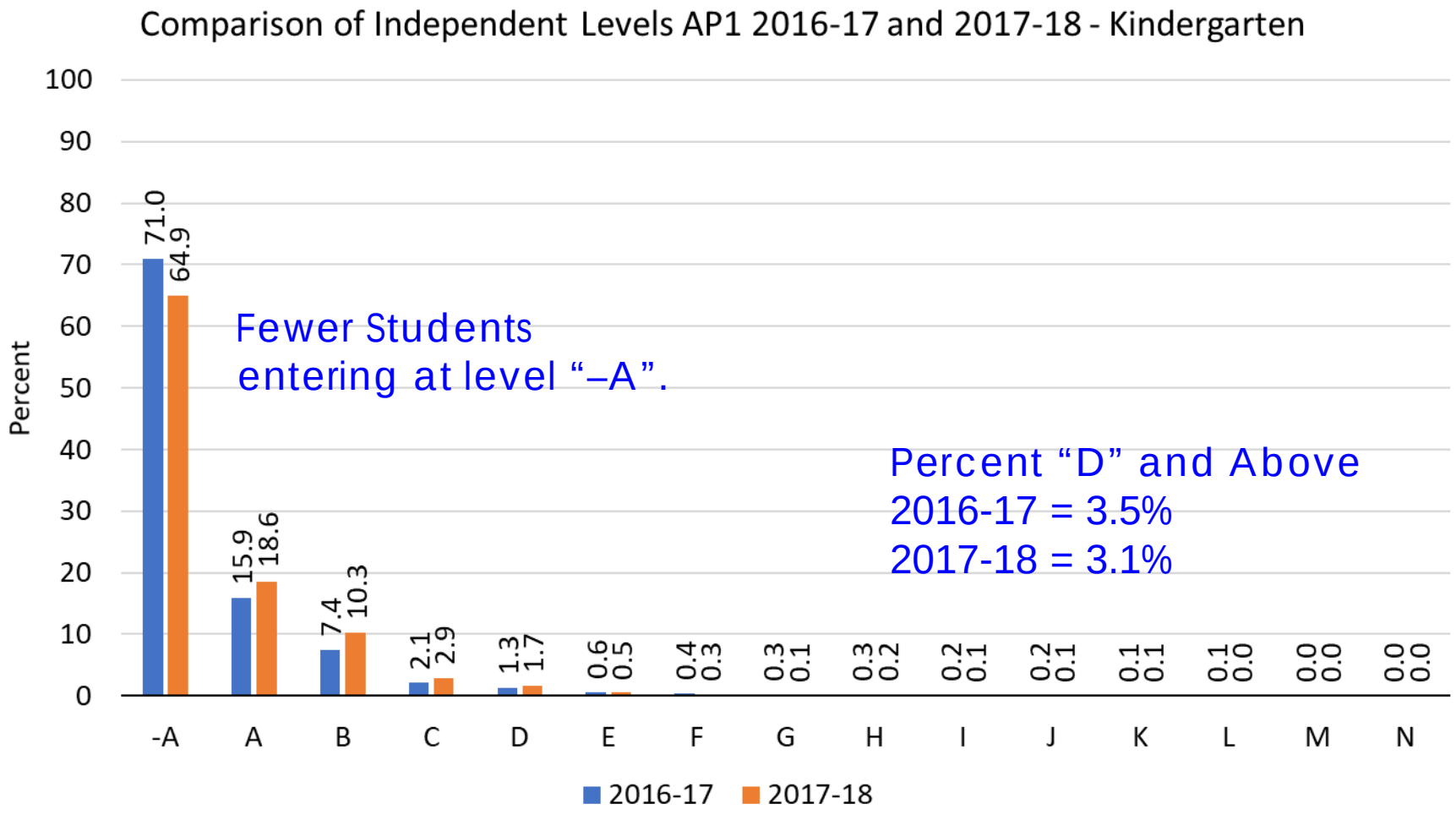
2016-17: 94.7

Third Grade

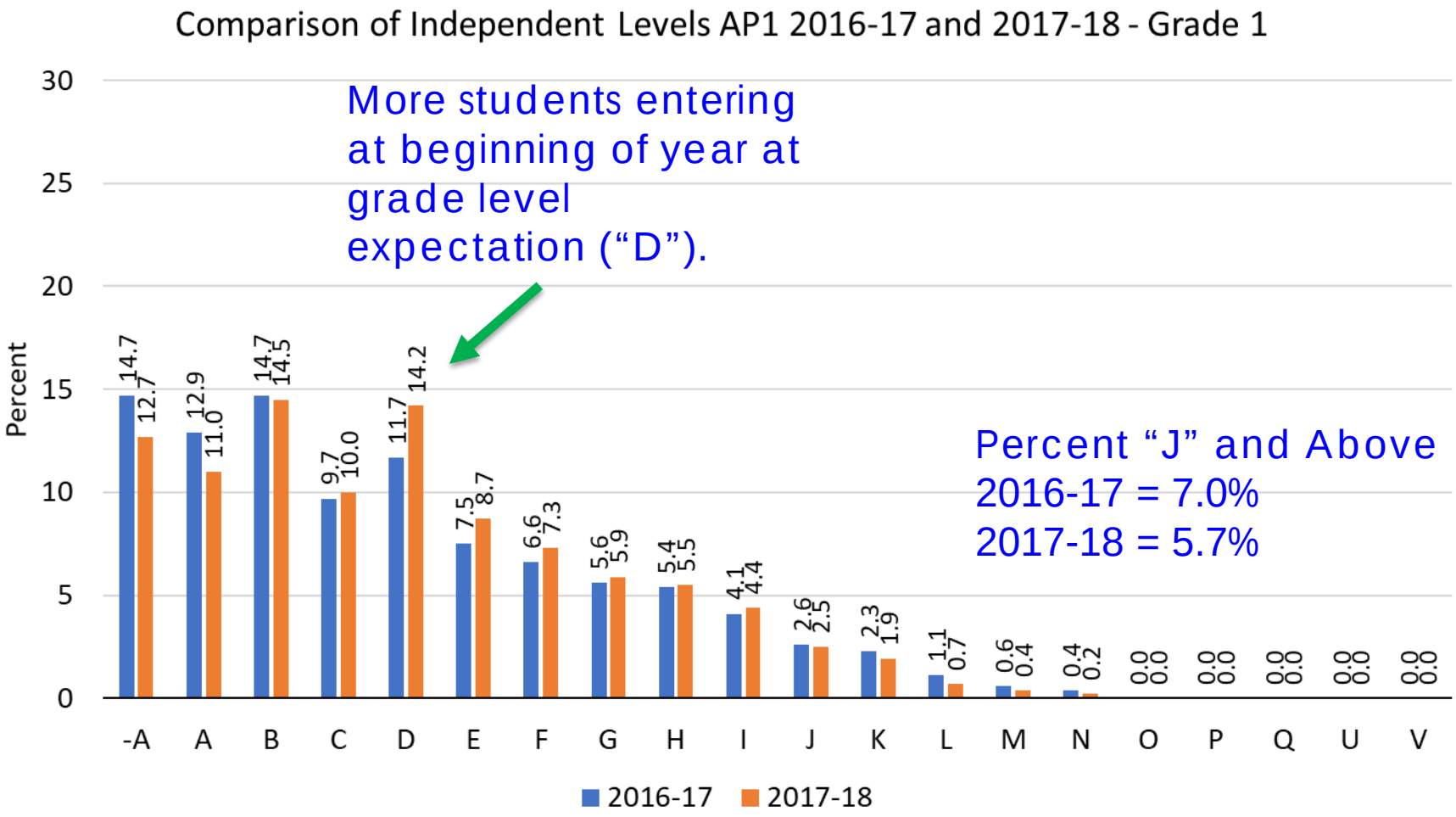


2016-17: 95.0

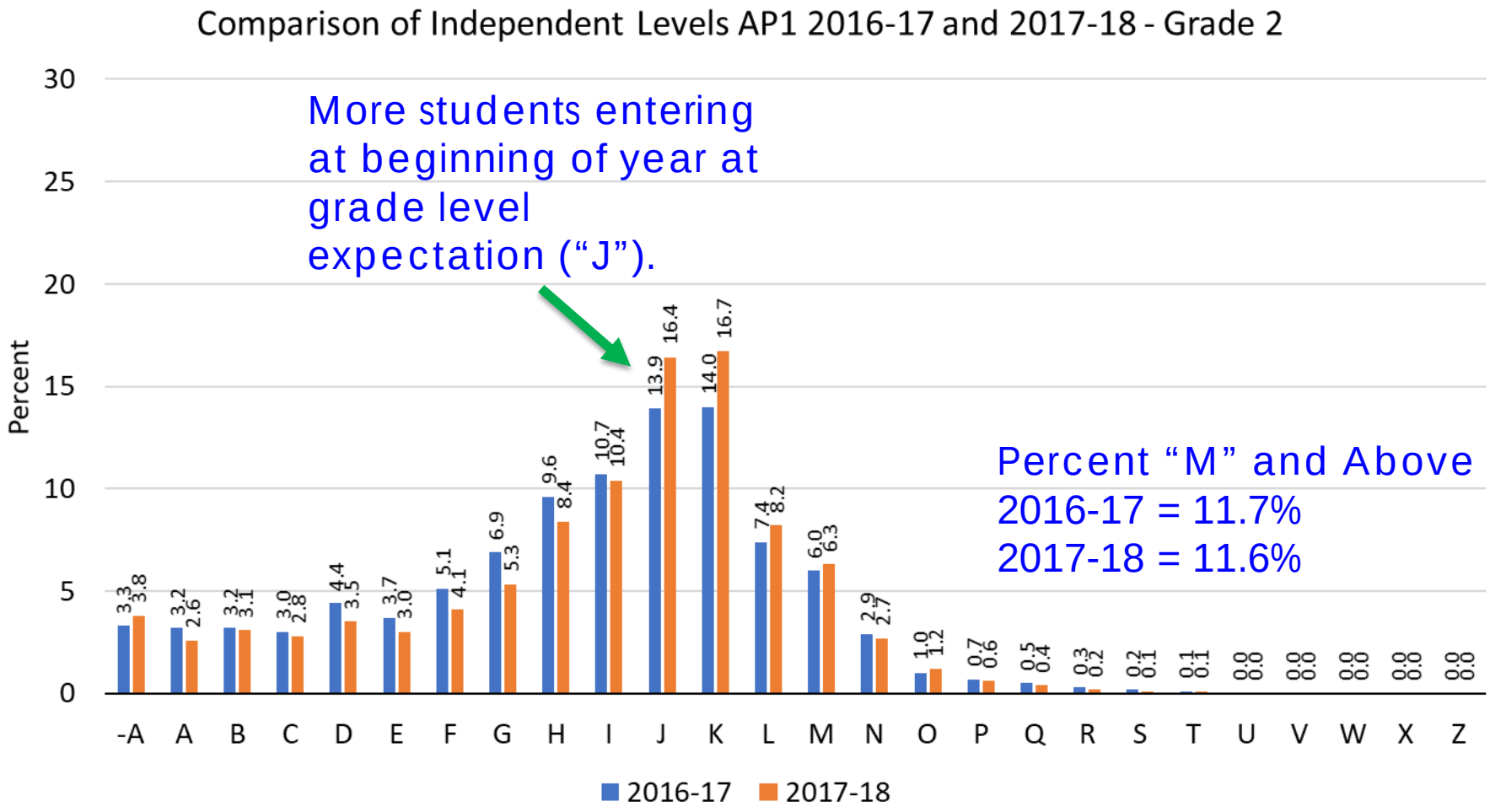
Distribution of AP 1 Scores 2016-17 Compared to AP 1 Scores 2017-18, KG (Class of 2029 vs. 2030)



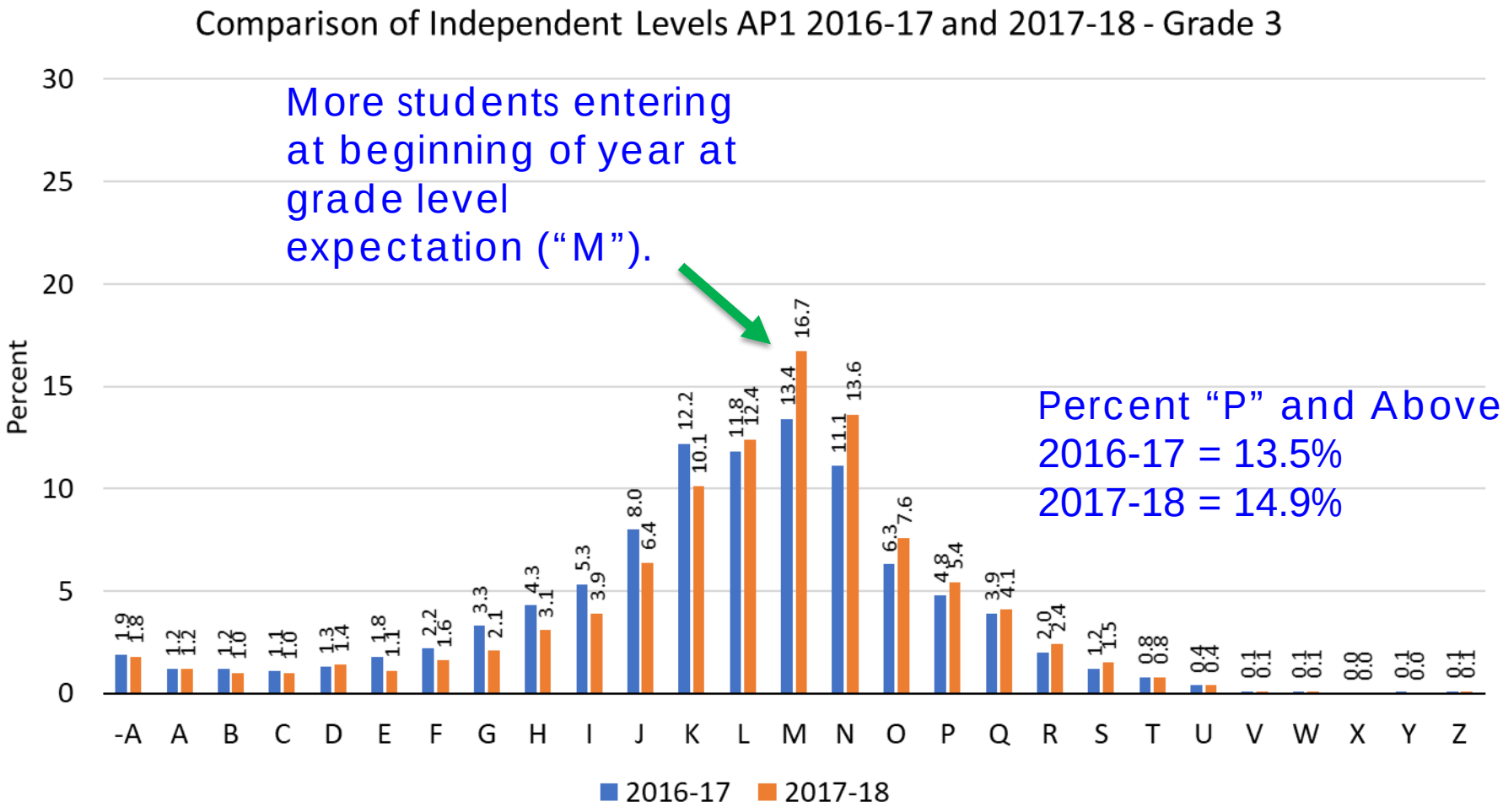
Distribution of AP 1 Scores 2016-17 Compared to AP 1 Scores 2017-18, Grade 1 (Class of 2028 vs. 2029)



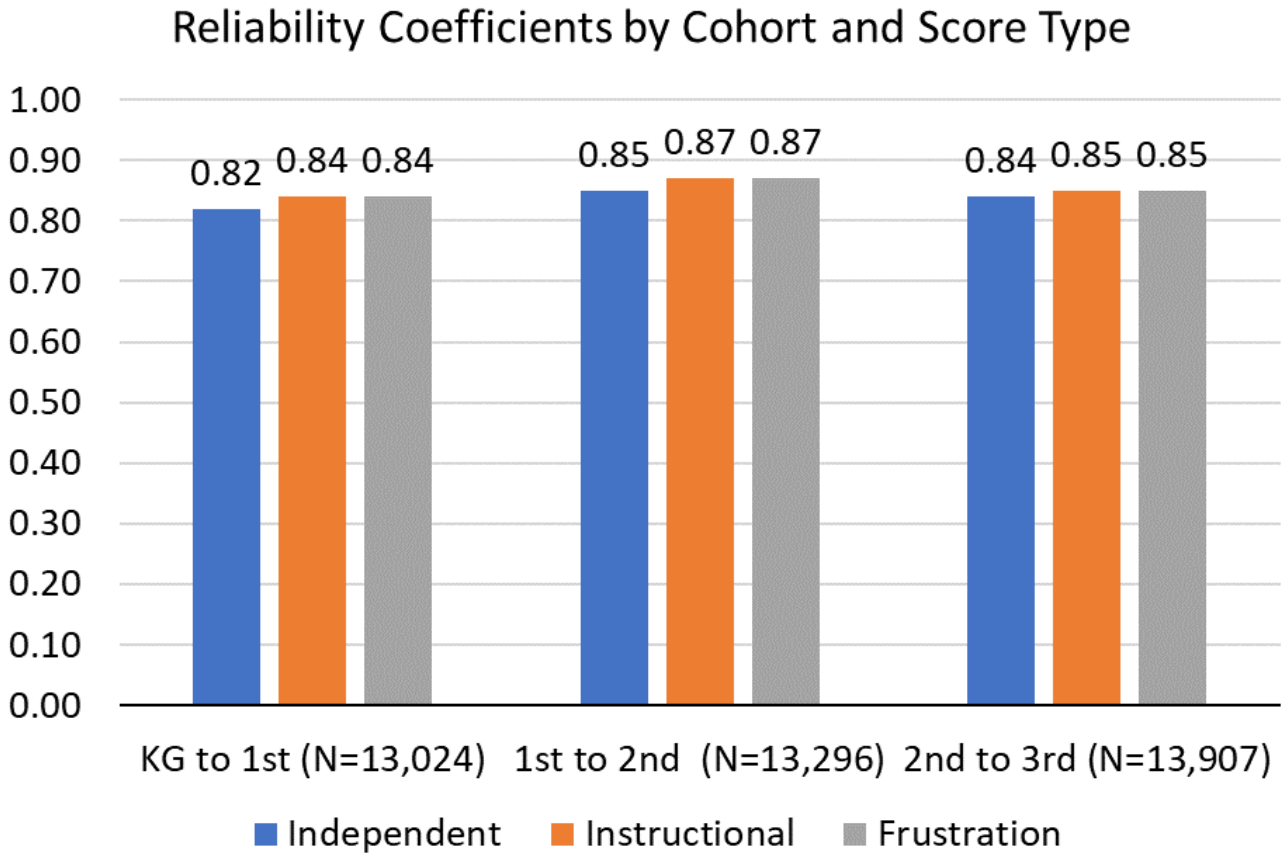
Distribution of AP 1 Scores 2016-17 Compared to AP 1 Scores 2017-18, Grade 2 (Class of 2027 vs. 2028)



Distribution of AP 1 Scores 2016-17 Compared to AP 1 Scores 2017-18, Grade 3 (Class of 2026 vs. 2027)

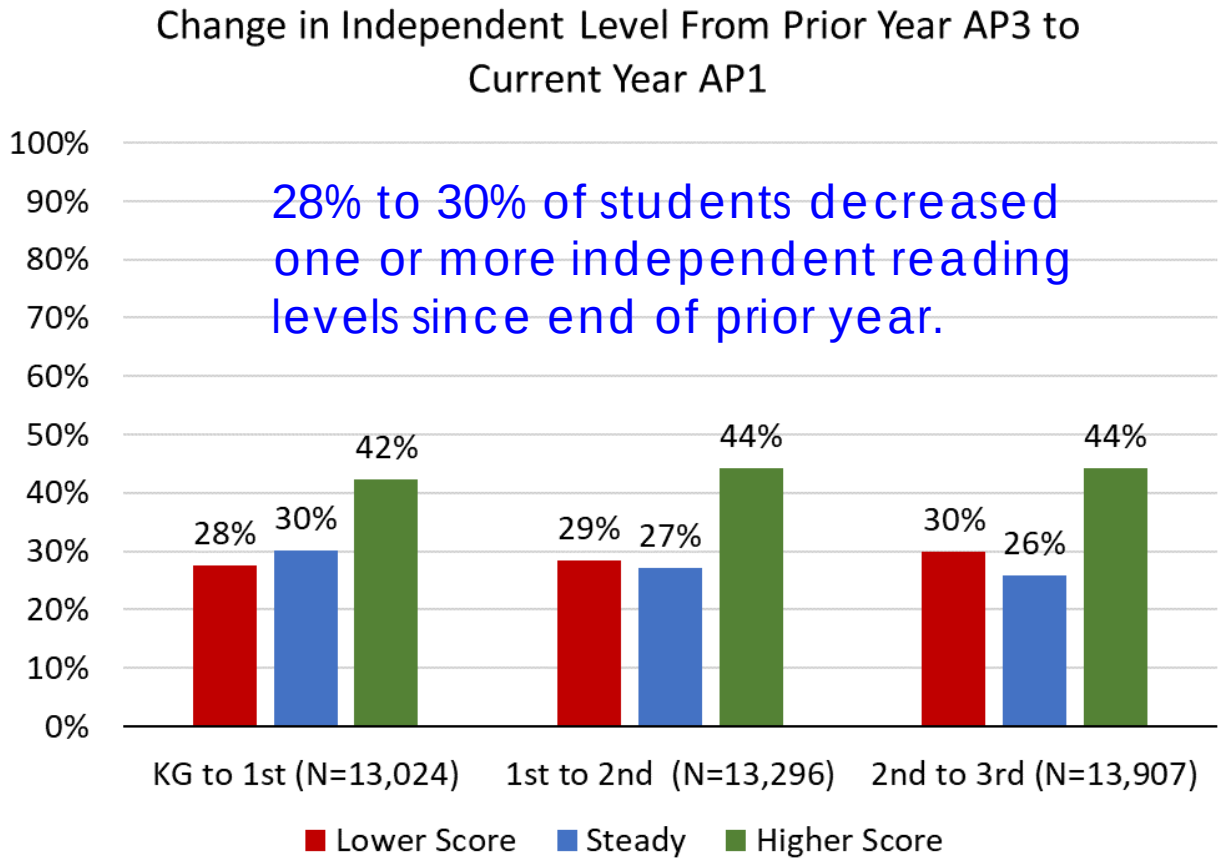


Prior-Year BAS AP3 Scores are Strongly Related to Current Year BAS AP1 Scores



Student-level scores were linked from AP3 in 2016-17 to AP1 in 2017-18 to address whether scores remain consistent between school years and different teacher/BAS administrators.

Understanding "Summer Slide" Change from AP3 to AP1



Student-level scores were linked from AP3 in 2016-17 to AP1 in 2017-18 to address whether individuals maintained reading level from prior year to current year.

Additional Metrics

Metric	Data
Early Literacy Grant Applications	4
Win rate of early literacy grant applications	2 (50%)
Total amount of grant dollars awarded	$130,000
Students across the county in structured Pre-K programs	16,000
Voluntary Pre-Kindergarten (VPK) providers served by Early Learning/Language Acquisition team	18 Direct in BCPS RTCO Program, 50 overall in RTCO program, and 200 in Countdown to Kindergarten Program
Municipalities joining Broward Reads Campaign with a focus on Early Literacy	20 out of 31

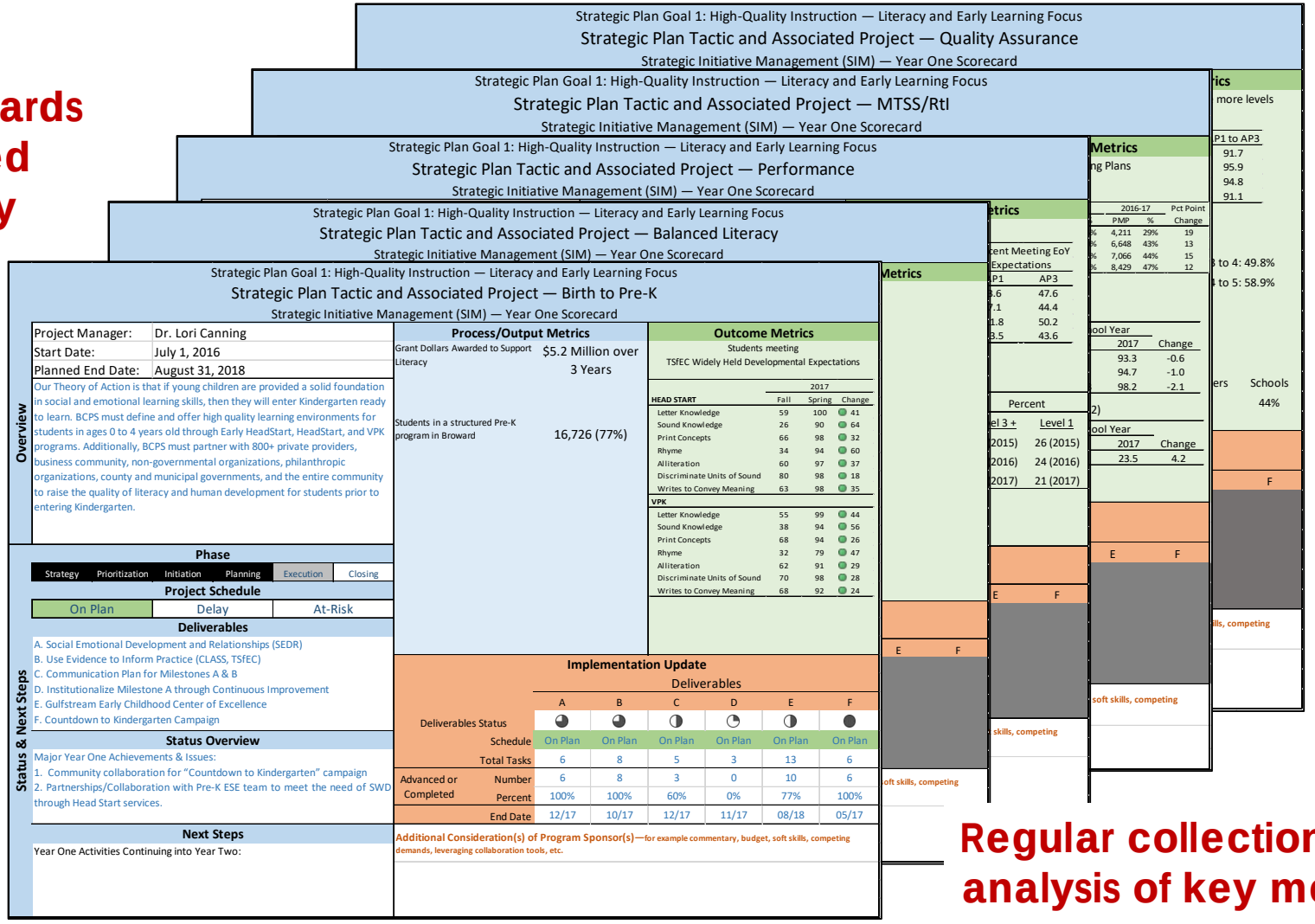
Next Steps

Continue to integrate literacy focus in all areas:

- Upper grades (Lexile Measurement)
- Professional Development (Balanced Literacy Pathway)
- Integration of literacy and SEL
- Early Childhood foundations both internally and externally
- Dyslexia Taskforce to ensure the needs of all students are met
- Further integration of literacy with ELL and dual language initiatives
- Integrate focus of ESE for meeting needs of all children within the Balanced Literacy Framework
- Community Partners (Broward Reads Campaign)

The SIM* Process Supports the Sustainability of the District's Early Literacy Strategy

Project Scorecards Updated Monthly



*Strategic Initiative Management

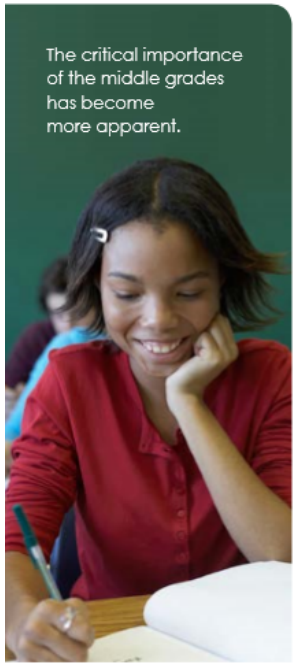
Regular collection and analysis of key metrics

Board Discussion

Appendix

BCPS Strategic Plan
Middle Grades Learning

Middle Grades Learning



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 BCPS 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 extension that teachers need to orchestrate for students is best accomplished through project- and problem-based learning environments.

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.

http://browardschools.com/SiteMedia/Docs/Info/pdf/2016-BCPS-Strat-Plan.pdf

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