



ACHIEVING EXCELLENCE TOGETHER

A Comprehensive Look at Broward Schools

Board Workshop – December 17, 2019

Broward County Public Schools Strategic Plan

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

OUR MISSION: *Educating all students to reach their highest potential.*



OUR GOALS

- High Quality Instruction
- Safe & Supportive Environment
- Effective Communication

FLDOE STATE ACCOUNTABILITY

Florida Department of Education

Accountability System

School Grades



School Improvement State System of Support for Deficient & Failing Schools

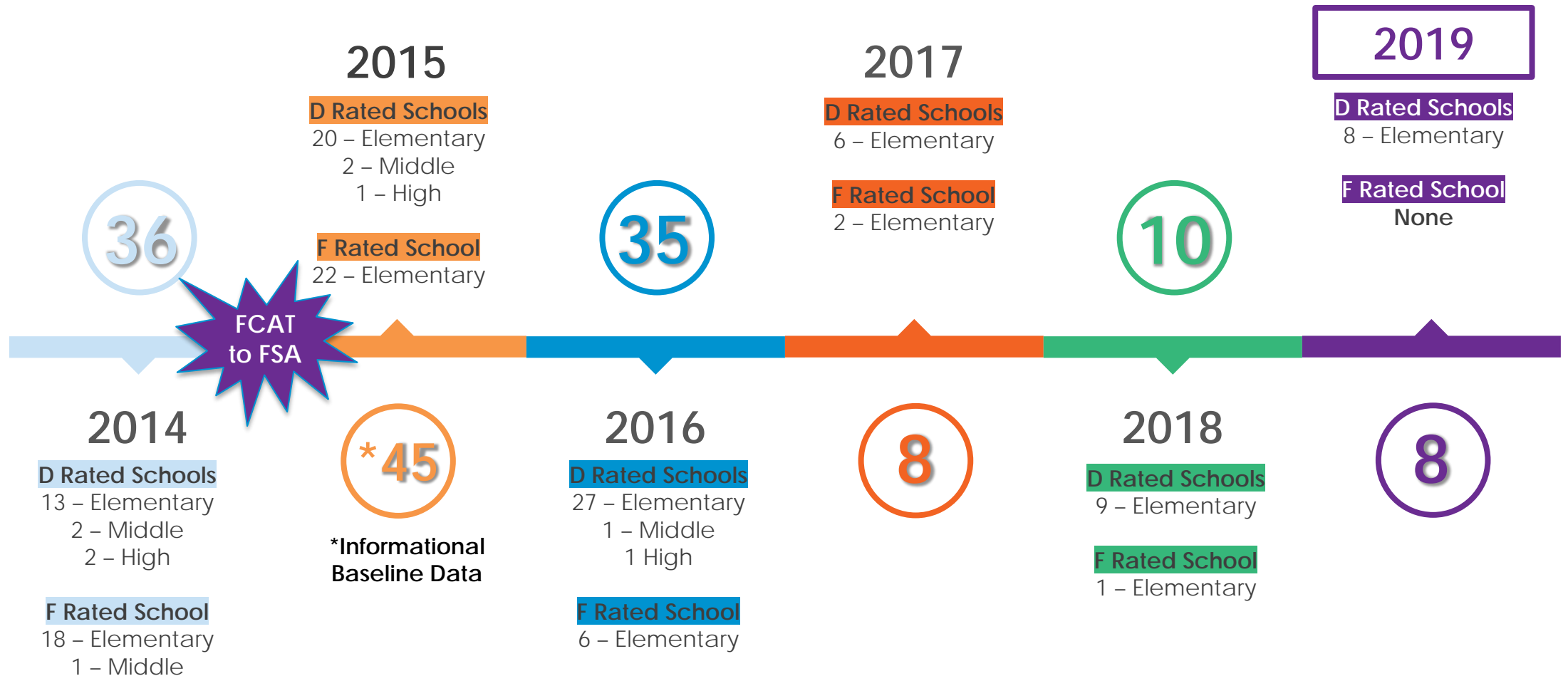
Formerly known as Differentiated Accountability (DA)

Turnaround Schools

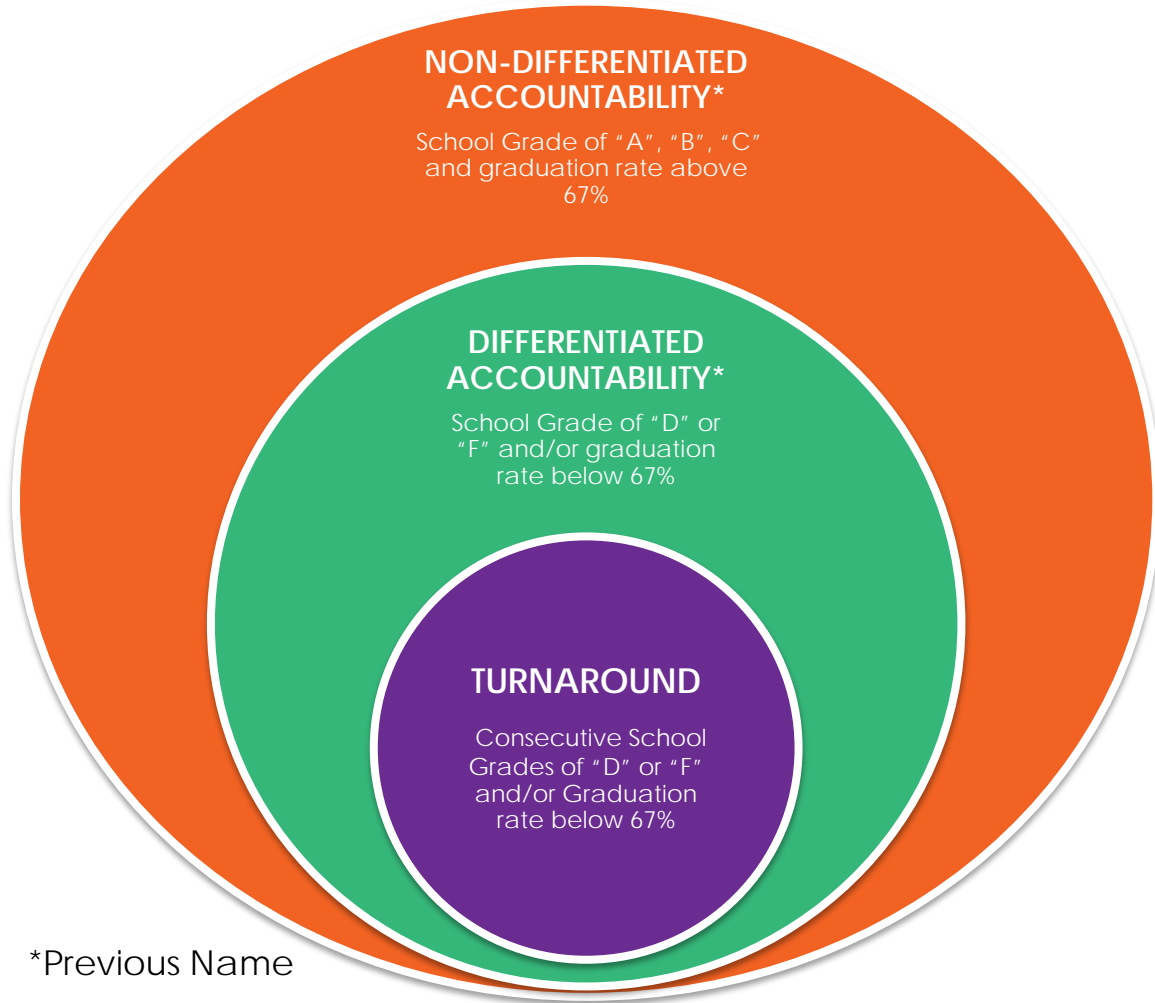


Broward County Public Schools

STATE ACCOUNTABILITY IN BROWARD



WHAT IS TURNAROUND?



	# DIFFERENTIATED ACCOUNTABILITY	# TURNAROUND SCHOOLS	TURNAROUND SCHOOLS
2019	8	1	Larkdale ES
2018	10	2	Larkdale ES* North Side ES
2017	8	3	Markham ES Dr. MLK ES Walker ES

*Larkdale was granted a one-year extension in 2018

SCHOOL IMPROVEMENT PLANS (SIP)

Federal law requires all schools in DA to complete a State SIP.



COLLABORATIVE SCHOOL VISITS

Problem of Practice and Root Cause

The problem of practice identifies an observable instructional practice that would make a difference for student learning, if improved.

Leading and Lagging Data

Lagging indicators are the data points most commonly used in schools—for example, standardized test scores, graduation rates, and end-of-course exams. Examples of leading indicators include attendance records, early reading proficiency, enrollment levels in key courses like Algebra, formative assessments, and formative teacher quality data.

Classroom Learning Walks

A focused classroom visit is a snapshot of instructional practices and student engagement that is non-evaluative.



Noticings and Wonderings

The Noticings and Wonderings protocol allows for quick, focused narrative feedback on what the observer notice and what they wonder about classroom instruction. It draws attention to an element of instruction that will spur teacher reflection.

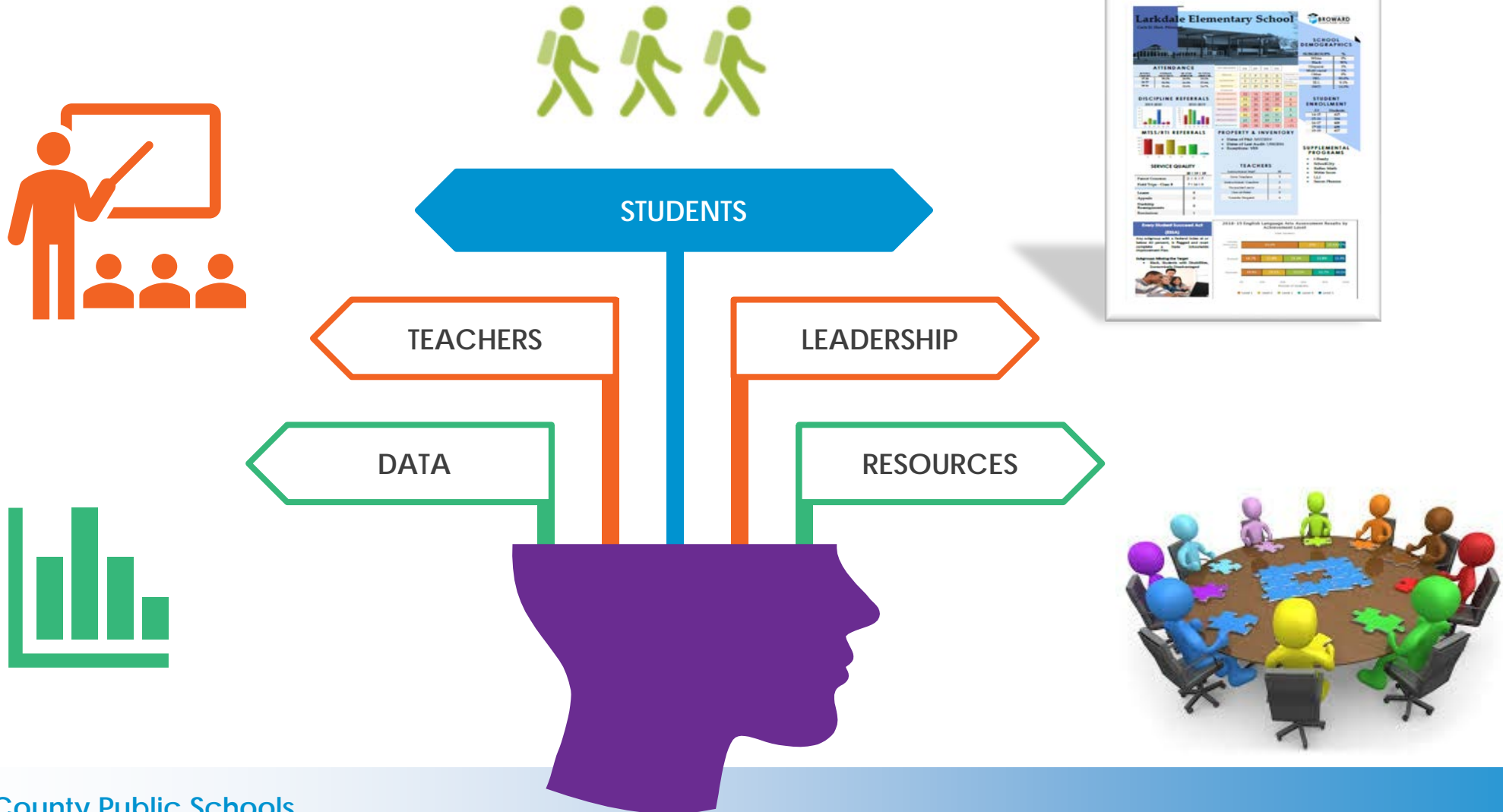
Feedback and Support

Help teachers and leaders reflect on the impact of instructional practices, leadership, and student outcomes. Feedback must be specific and actionable.

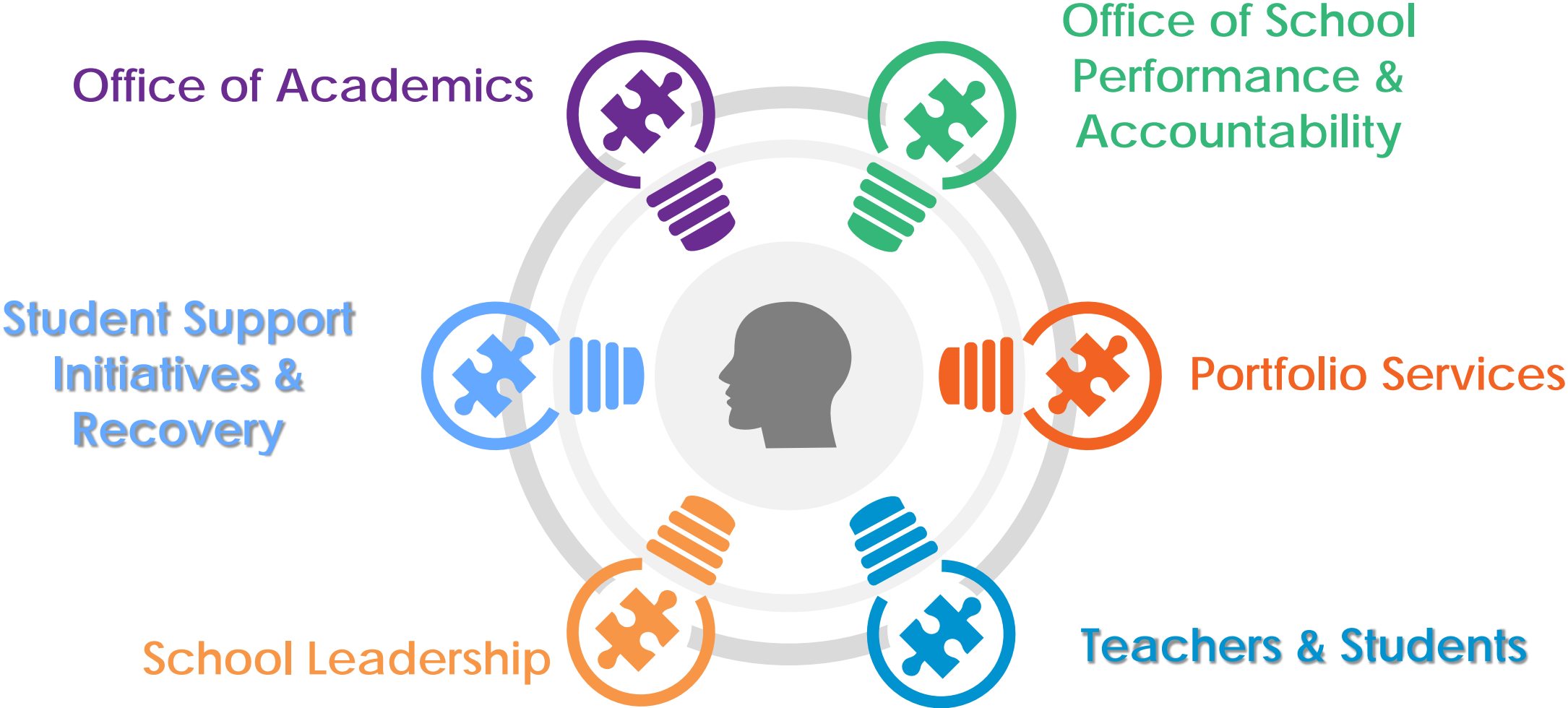
Request for support may be accessed from the District Support Hub for Professional Learning, Training, and/or Support.



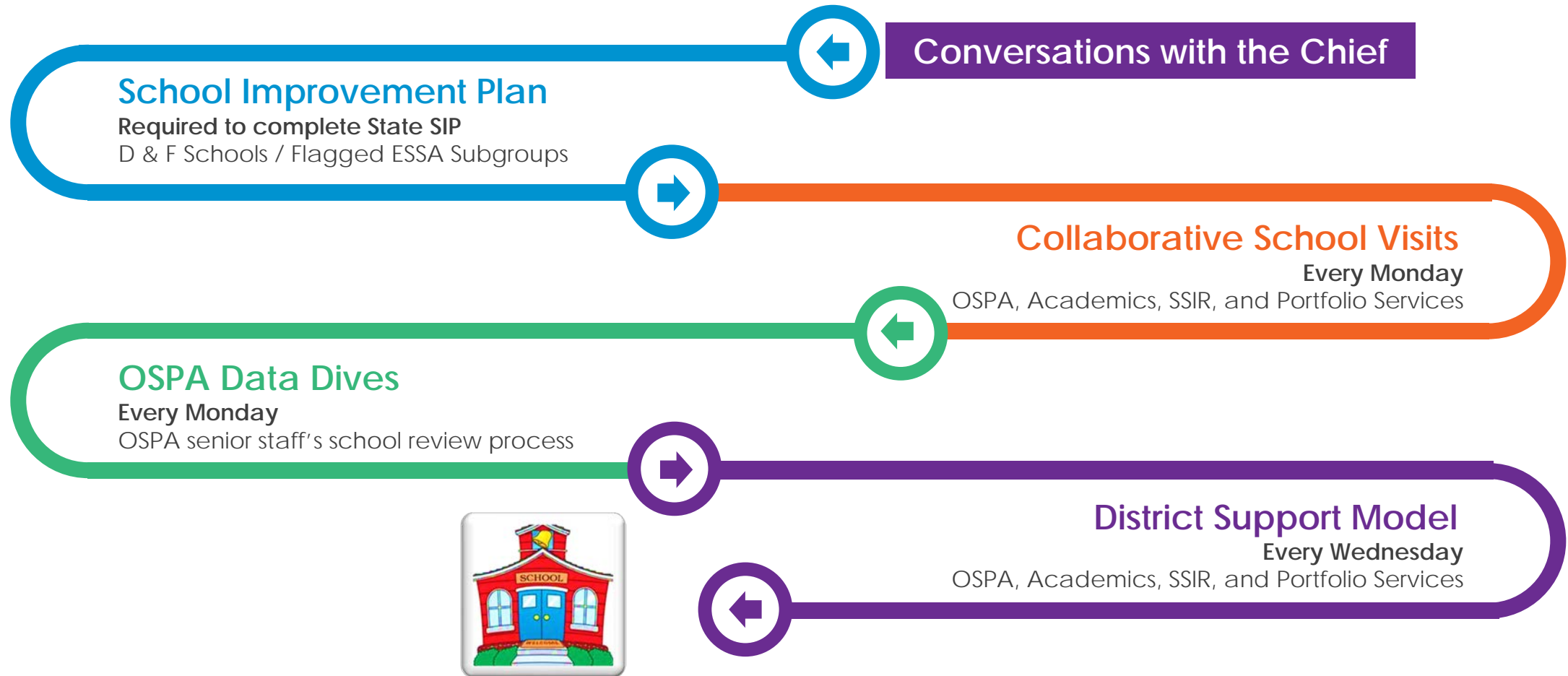
OSPA DATA DIVES



DISTRICT SUPPORT MODEL



CONTINUOUS IMPROVEMENT PROCESS



PRINCIPAL SUPERVISOR'S KEY ACTIONS

The Principal Supervisor's role is to increase the instructional capacity of school leaders resulting in improved student achievement.

Wallace Foundation, 2014



Tiered School Support



Monitor Problem of Practice



Review of Student Progress



Monthly Cadre Meetings



Instructional Facilitators

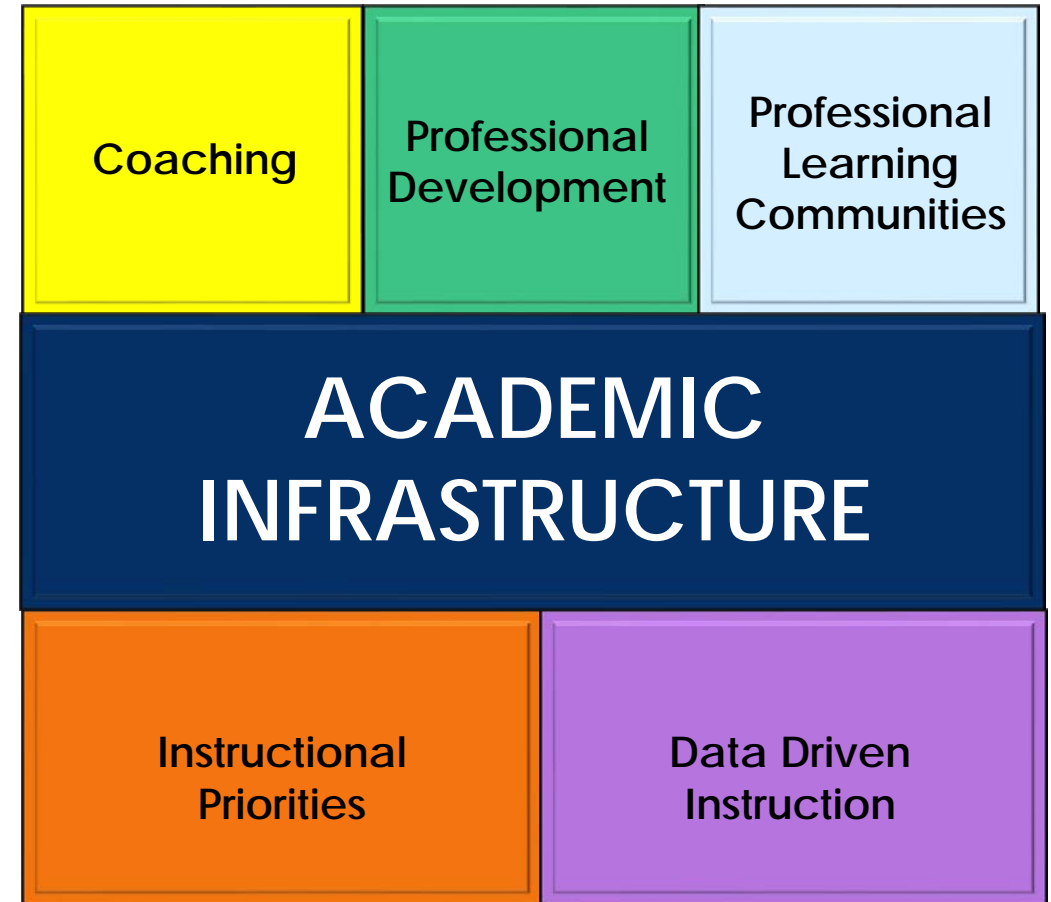


RESEARCHED-BASED PRACTICES

Seven Correlates of Effective Schools



Building Academic Infrastructure



INSTRUCTIONAL FRAMEWORK

Instructional Practices

Data Driven Instruction

Professional Development

Observation and Feedback

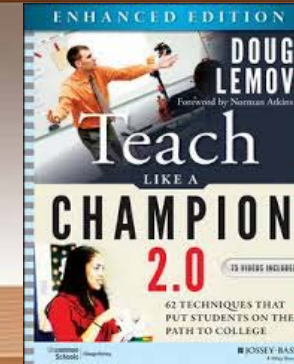
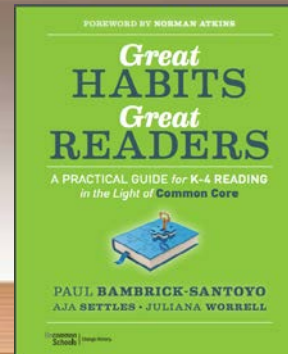
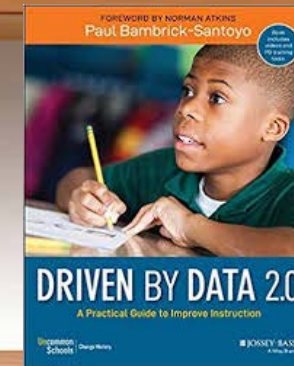
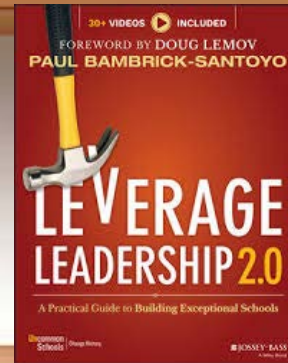
Instructional Planning

School Culture

Student Culture

Staff Culture

Managing Instructional Teams



BROWARD UNCOMMON SCHOOLS INITIATIVE

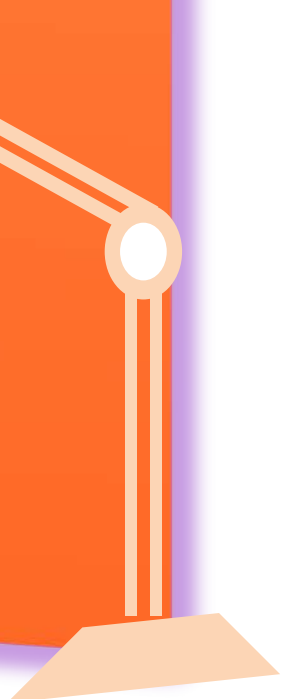
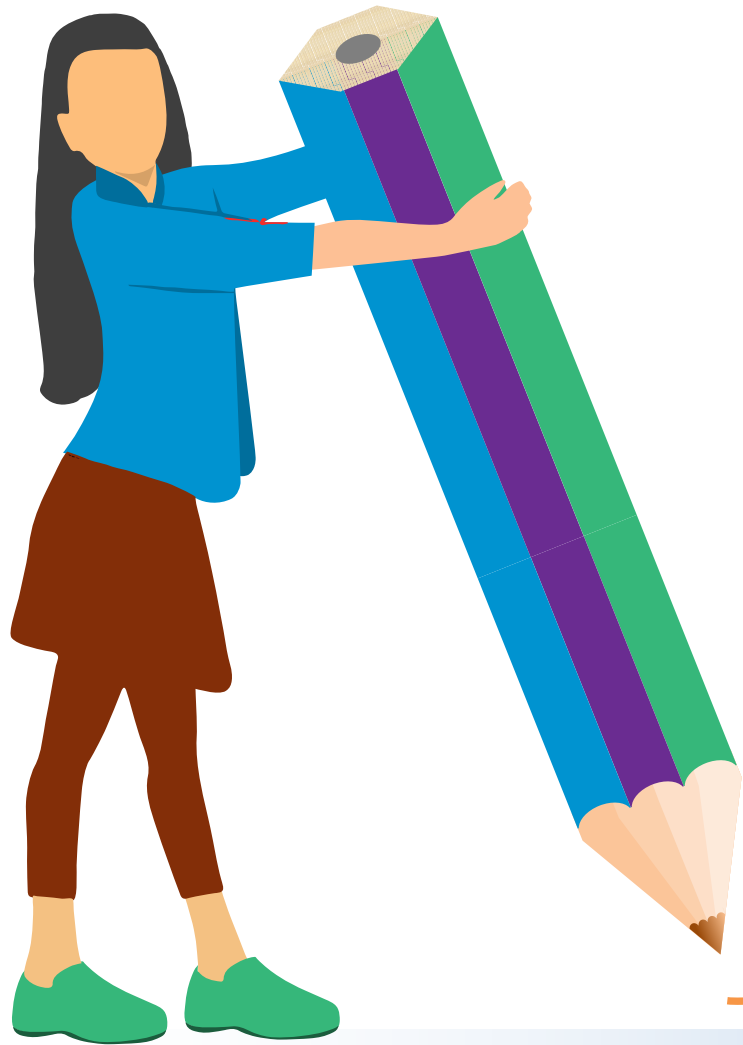


The Office of School Performance and Accountability (OSPA) along with the Department of Teacher Professional Learning & Growth (TPLG) have partnered together to provide intentional support and pedagogical practices to **empower educational leaders in creating sustainable change in Broward Schools.**

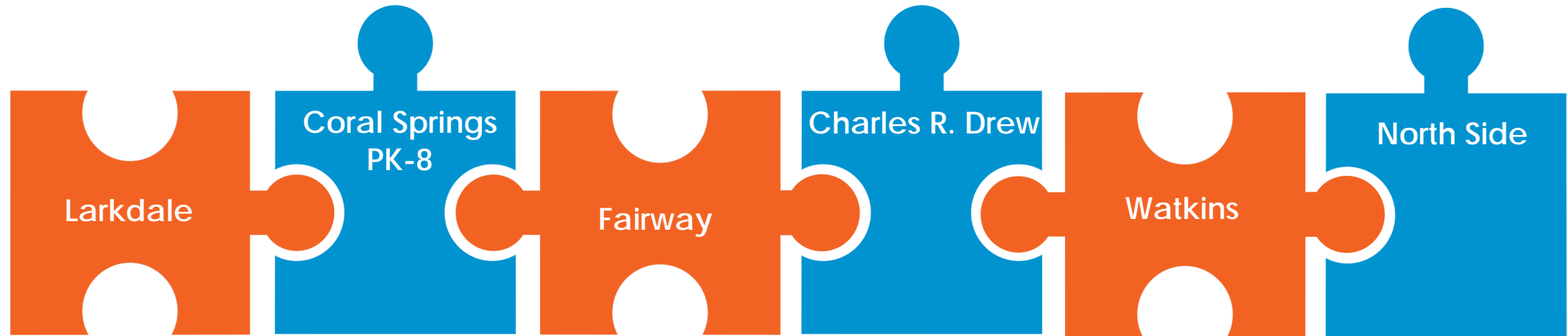
The Broward Uncommon Schools Initiative provides current **research-based Professional Learning and Adaptive Leadership** approaches centered around **Equity and Advocacy.**



A CLOSER LOOK AT SCHOOLS



SCHOOL GRADE DATA



School Name	Grade 2019	Grade 2018	Grade 2017	Grade 2016	Grade 2015**	Grade 2014
LARKDALE ELEMENTARY SCHOOL	D	D	F	C	F	F
CORAL SPRINGS PK-8	D	C	C	D	C	C
FAIRWAY ELEMENTARY SCHOOL	D	B	C	C	D	D
CHARLES R. DREW ELEMENTARY SCHOOL	D	C	C	D	F	C
WATKINS ELEMENTARY SCHOOL	B	C	B	D	D	F
NORTH SIDE ELEMENTARY SCHOOL	C	F	D	D	F	D

**Informational Baseline Data



EVERY STUDENT SUCCEEDS ACT (ESSA)

ESSA SUBGROUPS

- Economically Disadvantaged (ED)
- Students with Disabilities (SWD)
- English Language Learners (ELL)
- Ethnic Groups:
W= White, B= Black, H= Hispanic, A= Asian, NH= Native Hawaiian or PI= Pacific Islander, AI= American Indian or AN= Alaska Native, M=Multiracial

SCHOOL IMPROVEMENT PLANS

- Any subgroup performance on the Federal Percent of Points Index (FPPI) that is 40% or lower will be flagged
- All schools with a flagged ESSA Subgroup must complete a State SIP



FEDERAL PERCENT OF POINTS INDEX (FPPI)

- 02**
- Calculation includes all school grades components plus English Language Proficiency (ELP) progress
 - English Language Proficiency progress – the percent of ELLs who make progress on the state’s assessment of proficiency in English
 - Calculated for all schools including ungraded, Exceptional Student Education centers, alternative schools, Department of Juvenile Justice facilities, and feeder schools
 - Calculated overall and by subgroup

BROWARD FLAGGED SUBGROUPS

#1 - 123 Schools - SWD
#2 - 28 Schools - ELL
#3 - 27 Schools - BLACK



2018-19 ESSA SUBGROUP DATA

Larkdale Elementary

- **Black/African American Students**
- **Economically Disadvantaged Students**
- English Language Learners
- **Students With Disabilities**

Coral Springs PK-8

- Black/African American Students
- **Economically Disadvantaged Students**
- **English Language Learners**
- **Hispanic Students**
- **Students With Disabilities**
- White Students

Fairway Elementary

- **Black/African American Students**
- Economically Disadvantaged Students
- English Language Learners
- Hispanic Students
- **Students With Disabilities**

Charles R. Drew Elementary

- **Black/African American Students**
- **Economically Disadvantaged Students**
- **English Language Learners**
- **Hispanic Students**
- **Students With Disabilities**

Watkins Elementary

- Black/African American Students
- Economically Disadvantaged Students
- English Language Learners
- Hispanic Students
- Students With Disabilities

North Side Elementary

- Black/African American Students
- Economically Disadvantaged Students
- English Language Learners
- Hispanic Students
- **Students With Disabilities**

- Subgroups listed have representation of 10 or more students
- Bold subgroups are at or below the 40% FPPI threshold



PROFESSIONAL LEARNING AND SUPPORT

SUPPORT IMPACT FROM THE PRACTITIONERS

Each school will highlight one component of Professional Learning, Training, and/or Support and how it has impacted school leadership and teachers.



ACADEMIC PROFESSIONAL
LEARNING & SUPPORT



CADRE DIRECTOR AND
INSTRUCTIONAL FACILITATOR
SUPPORT



NEW TEACHER AND MASTER
COACH SUPPORT



EQUITY AND ADVOCACY
FOR ALL STUDENTS



LARKDALE ELEMENTARY

Carla Hart, Principal

HIGHLIGHTING THE PATHWAY TO EXCELLENCE



LARKDALE DEMOGRAPHICS

21 Classroom Teachers

- PK – 2nd Grade (12)
- 3rd Grade (4)
- 4th Grade (3)
- 5th Grade (2)

- Black: 75%
- White: 25%

TEACHERS

Team Members

- Principal
- Assistant Principal
- Literacy Coach
- Math Coach
- ESE Specialist (50%)
- School Counselor

SUPPORT STAFF

Federal Percent of Points Index (FPPI)*

- **Overall: 40%**
- **SWD: 36%**
- ELL: 47%
- **Black: 39%**
- **ED: 40%**

*Bold subgroups are below the FPPI threshold of 40%

ESSA SUBGROUPS

409 Scholars

- PK: 50
- K-2: 195
- 3-5: 164
- Black: 98%
- Hispanic: 1%
- Multi-Racial: 1%
- ELL: 8%
- SWD: 18%
- FRL: 98%
- ♥ HEART 30

STUDENTS



LARKDALE SWOT ANALYSIS

S

- GRIT
- Professional Learning Communities
- Larkdale Scholars
- James Patterson Reading Initiative
- 21st Century Learning
- ELO Camps



W

- Mastery of Foundational Phonics Skills
- Instructional Rigor and High Expectations
- Writing Across the Curriculum
- Math Application



O

- Learning Walks w/Colleagues
- 5th Grade Math/Science taught by High Impact Teacher
- Weekly Data Analysis Meeting w/each grade level
- Professional Development and Academic Support



T

- Lack of Social and Emotional Responsive Teachers
- Teacher Recruitment and Retention
- Lack of Substitutes



PROFESSIONAL LEARNING AND SUPPORT

COACHING AND INDUCTION



NEW TEACHER INDUCTION
COACHES



MASTER COACH FOR COACHES



COACHING CREDENTIALING



COACHING SYMPOSIUM

CORAL SPRINGS PREK-8

Vonda Oliver, Principal

ONE VISION, ONE SCHOOL, ONE GOAL



CORAL SPRINGS PK-8 DEMOGRAPHICS

43 Classroom Teachers

Elementary School

- Headstart (3)
- PreK (1)
- K - 2nd (18)
- 3rd – 5th (15)

Middle School

- ELA (1)
- Reading (1)
- Math (1)
- Science (1)
- Social Sciences (2)

- Asian: 3%
- Black: 29%
- White: 68%

TEACHERS

Team Members

- Principal
- Assistant Principal
- Literacy Coach
- Math Coach
- ESE Specialist
- School Counselor

SUPPORT STAFF

Federal Percent of Points Index (FPPI)*

- Overall: 41%
- Black: 42%
- White: 48%
- **Hispanic: 40%**
- **ELL: 37%**
- **SWD: 23%**
- **ED: 38%**

*Bold subgroups are below the FPPI threshold of 40%

ESSA SUBGROUPS

671 Scholars

- PK: 81
- K-2: 225
- 3-5: 269
- 6-8: 96
- Black: 58%
- White: 9%
- Hispanic: 6%
- Multi-racial: 2%
- Other: 5%
- ELL: 13%
- SWD: 24%
- FRL: 90%

STUDENTS



CORAL SPRINGS PK-8 SWOT ANALYSIS

S

- High-Quality Tier 1 Teacher Instruction
- ESE Support Facilitators use a Co-Teaching Model
- Resource Teacher: Pull-Out Lowest 25th Percentile
- Coaches Support via Modeling and Co-Teaching



W

- PreK-8 on an Elementary Budget
- Two Traditional Middle Schools less than 2 miles away
- Limited Course Selection for Middle School Students
- Teacher Retention in Middle School



O

- Standards-Based Science Hands-on Activities (5th and 8th)
- Ongoing Progress Monitoring and Data Review
- Student and Teacher Incentives
- iObservation FTEM Model with Ongoing Support and Feedback



T

- Maintaining Levels 3-5 at CSPK8
- Limited Extra Curricular Activities
- Electives are shared with Elementary Art, PE, and Media
- 5th Grade and Middle School Teacher Vacancies



PROFESSIONAL LEARNING AND SUPPORT

SECONDARY
LEARNING



ENGLISH LANGUAGE ARTS



MATHEMATICS



SCIENCE



CIVICS



FAIRWAY ELEMENTARY

Kathy Good, Principal

GET IN THE GAME



FAIRWAY DEMOGRAPHICS

44 Classroom Teachers

- Headstart (4)
- PreK – 2nd (23)
- 3rd Grade (6)
- 4th Grade (5)
- 5th Grade (6)

- American Indian: 2%
- Asian: 3%
- Black: 29%
- White: 68%

TEACHERS

Team Members

- Principal
- Assistant Principal
- Literacy Coach
- Math Coach
- ASD Coach
- ESE Specialist
- ESE Support Facilitator

SUPPORT STAFF

Federal Percent of Points Index (FPPI)*

- Overall: 42%
- **Black: 39%**
- Hispanic: 57%
- ELL: 53%
- **SWD: 30%**
- ED: 42%

*Bold subgroups are below the FPPI threshold of 40%

ESSA SUBGROUPS

699 Scholars

- PK: 100
- K-2: 296
- 3-5: 303
- Black: 83%
- White: 2%
- Hispanic: 15%
- ELL: 8%
- SWD: 19%
- FRL: 95%

STUDENTS



FAIRWAY SWOT ANALYSIS

S

- Schoolwide Programs
- Growth Mindset
- ELO Opportunities



W

- Planning for Rigorous Instruction
- Quality Science Instruction K-5
- Small Group Guided Reading Instruction



O

- Professional Development with Elementary Learning
- Progress Monitoring of Student Performance
- Utilization of Broward Uncommon Resources



T

- Staffing of ESE Support Facilitator



PROFESSIONAL LEARNING AND SUPPORT

ELEMENTARY LEARNING DEPARTMENT



ACTION PLAN AND
INSTRUCTIONAL SUPPORT



RIGOROUS SMALL GROUP
INSTRUCTION



MANIPULATIVES AND
CENTERS



SCIENCE INSTRUCTION
LEVERAGING RESOURCES



CHARLES R. DREW ELEMENTARY

Angeline Flowers, Principal

EXCELLENCE WITHOUT EXCUSES



CHARLES R. DREW DEMOGRAPHICS

27 Classroom Teachers

- PK – 2nd Grade (16)
- 3rd Grade (4)
- 4th Grade (3)
- 5th Grade (4)

- Black: 74%
- White: 26%

TEACHERS

Team Members

- Principal
- Assistant Principal
- Primary Literacy Coach
- Intermediate Literacy Coach
- Math Coach
- Science Coach
- ESE Specialist
- Behavior Tech/IMT

SUPPORT STAFF

Federal Percent of Points Index (FPPI)*

- **Overall: 36%**
- **SWD: 10%**
- **ELL: 38%**
- **Black: 34%**
- **Hispanic: 37%**
- **ED: 36%**

*Bold subgroups are below the FPPI threshold of 40%

ESSA SUBGROUPS

504 Scholars

- PK: 24
- K-2: 247
- 3-5: 233
- Black: 70%
- Hispanic: 28%
- White: 1%
- Multi-Racial: 1%
- ELL: 30%
- SWD: 14%
- FRL: 97%
- Magnet: 19%
- ♥ HEART 45

STUDENTS



CHARLES R. DREW SWOT ANALYSIS

S

- Effective Instructional Coaches
- Departmentalization –Fifth Grade
- Master Schedule – 8:30am start
- Building a High Functioning Instructional Leadership Team



W

- Student Engagement
- Planning for Effective Tier 1 Instruction
- Analyzing Student Work
- Guided (Small Group Instruction)



O

- Current - Grade 4 & 5 Learning Gains for ELA & Math
- Broward Uncommon Lesson Plans & ACALETICS
- Incentives Programs
- Cadre 8 (MCT8) & District Support



T

- Scholars in Trauma
- Double Down Continuance
- Reduction of Staff
- Bridging the Home – School Connection



PROFESSIONAL LEARNING AND SUPPORT

TEACHER PROFESSIONAL LEARNING & GROWTH



BROWARD **UN**COMMON
INITIATIVE



TEACH LIKE A CHAMPION



STUDENT ENGAGEMENT



EQUITY AND ADVOCACY
FOR ALL STUDENTS



WATKINS ELEMENTARY

Lori Mendez, Principal

"OH THE PLACES WE WILL GO," WHEN WE INSPIRE
LEARNING, EMPOWER STUDENTS AND, EMBRACE CHANGE!



WATKINS DEMOGRAPHICS

29 Classroom Teachers

- PreK – 2nd Grade (16)
- 3rd Grade (4)
- 4th Grade (4)
- 5th Grade (5)

- Black: 60%
- White: 40%

TEACHERS

Team Members

- Principal
- Assistant Principal
- Literacy Coach
- Math Coach
- Science Coach
- Guidance Counselor
- ESE Specialist

SUPPORT STAFF

Federal Percent of Points Index (FPPI)

- Overall: 56%
- SWD: 43%
- ELL: 55%
- Black: 55%
- Hispanic: 55%
- ED: 56%

*Bold subgroups are below the FPPI threshold of 40%

ESSA SUBGROUPS

493 Scholars

- PK: 16
- K-2: 222
- 3-5: 255
- Black: 77%
- Hispanic: 19%
- Multi-Racial: 1%
- Other: 3%
- ELL: 18%
- SWD: 16%
- FRL: 95%

STUDENTS



WATKINS SWOT ANALYSIS

S

- Effective Instructional Coaches
- PLCs and Data Reviews
- Instructional Core increasing in Tier 1 Instruction
- Monthly Learning Sessions
- School Wide Incentives



W

- Authentic Collaborative Planning
- Instructional Delivery based on Lesson Planning
- Full Understanding of the Tier 2 and Tier 3 Interventions
- Loss of Extended Hour



O

- Instructional Focus Calendars (IFCs) for ELA, Math and Science
- Broward Uncommon Lessons and Common Formative Assessments (CFAs)



T

- Student Mobility
- Sustainability of Initiatives
- Lack of Music/Art Program
- Lack of Effective Substitutes



PROFESSIONAL LEARNING AND SUPPORT

CADRE DIRECTOR AND INSTRUCTIONAL FACILITATOR SUPPORT



LEADERSHIP COACHING
AND SUPPORT



TEACHER SUPPORT



TEAM BUILDING



STUDENT COMPETITIONS



NORTH SIDE ELEMENTARY

Heilange Porcena, Principal

LIGHTS, CAMERA, ACTION



NORTH SIDE DEMOGRAPHICS

18 Classroom Teachers

- Headstart (2)
- K – 2nd Grade (9)
- 3rd Grade (3)
- 4th Grade (4)
- 5th Grade (2)

- American Indian: 7%
- Asian: 3%
- Black: 55%
- White: 35%

TEACHERS

Team Members

- Principal
- Assistant Principal
- Literacy Coach
- Math Coach
- Science Coach
- Guidance Counselor
- ESE Specialist
- ESE Support Facilitator

SUPPORT STAFF

Federal Percent of Points Index (FPPI)

- Overall: 53%
- **SWD: 36%**
- ELL: 53%
- Black: 52%
- Hispanic: 64%
- ED: 53%

*Bold subgroups are below the FPPI threshold of 40%

ESSA SUBGROUPS

347 Scholars

- PK: 36
- K-2: 156
- 3-5: 155
- Black: 89%
- Hispanic: 6%
- White: 2%
- Multi-Racial: 1%
- Other: 2%
- ELL: 36%
- SWD: 13%
- FRL: 97%

STUDENTS



NORTH SIDE SWOT ANALYSIS

S

- Morning & Afternoon Extended Learning Opportunities (ELOs)
- Data Driven Culture
- Interventionist for Small Group Intervention in Grades 3 -5
- Instructional Coaches Support



W

- Lesson Planning
- Lessons lack specificity in meeting students' needs based on data
- Make adequate progress for SWD Subgroup



O

- Broward Uncommon Lesson Plans
- Phonics, Spelling & Word Study Instruction
- Teacher led PLC's
- Monthly Cadre 8 Learning and Support



T

- Number of developmentally delayed students making a transition without previous support
- Number of kindergarten children entering school without any prior formal education
- High Mobility Rate



PROFESSIONAL LEARNING AND SUPPORT

LITERACY DEPARTMENT



BENCHMARK ASSESSMENT
SYSTEM (BAS)



RESPONSIVE LITERACY
INSTRUCTION (RLI)



PHONICS AND WORD STUDY
(PWS)



CALIBRATION AND
DECISION MAKING CHARTS



SYSTEMIC PROCESS IMPROVEMENT

EQUITY BASED FUNDING

PRIORITY STAFFING

SUPPORT STAFF STRUCTURE

PROFESSIONAL DEVELOPMENT

SCHOOL INSTRUCTIONAL MODELS



QUESTIONS



The School Board of Broward County, Florida

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Robin Bartleman
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