

# OFFICE OF SCHOOL PERFORMANCE & ACCOUNTABILITY

## District Turnaround Plan - Option 5

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Superintendent of Schools

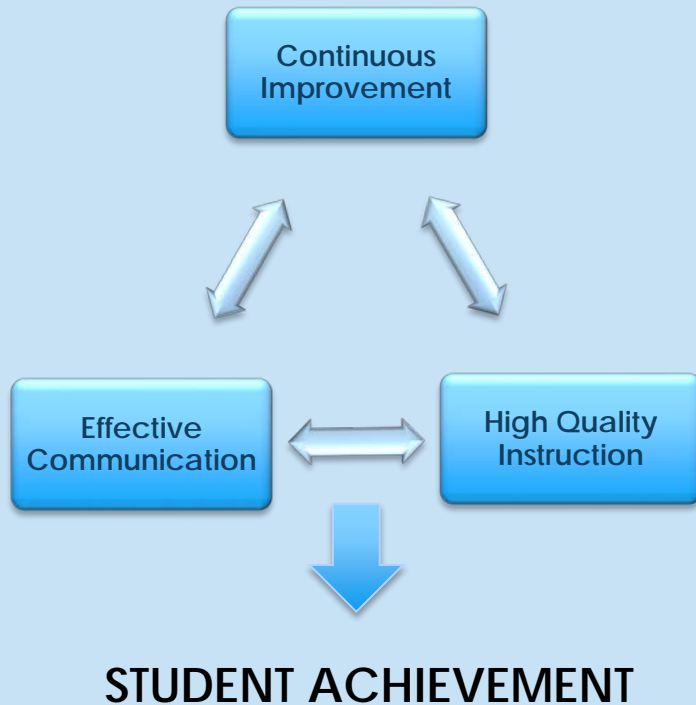
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Chief, Office of School Performance & Accountability



**BROWARD COUNTY PUBLIC SCHOOLS**

# Strengthening the Central Office Communications

## District Strategic Plan



### Recalibration of the District Strategic Plan ~

- Literacy & Early Learning ~ Middle Grades Learning ~ College & Career Ready ~ Management Process ~ Operational Effectiveness ~ Portfolio Services ~ Facilities/ Constructions ~ Evaluation & Execution
- External & Internal Communications ~ Marketing,
  - Toolkit Artifacts: Parent Link ~ Parent Link Text Messages ~ School Marquee ~ Flyers ~ PowerPoints
  - Principal Talking Points ~ Newsletter/Website ~ School Website ~ FAQs ~ Twitter/Facebook ~ Parent Letters

### High Quality Instruction ~

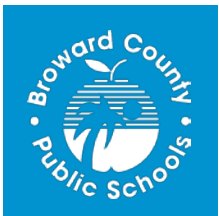
- Wallace Principal Supervisor Initiative
  - Increased Support for Schools
  - High Quality Teaching & Learning
  - Theory-of-Action ~ Embed and Personalize Social-Emotional Learning
  - Strengthening Central Office Structures & Communications

### Continuous Improvement ~

- AdvancED Accreditation
  - Quality School Systems ~ Continuous Improvement ~ Quality Assurance

### Effective Communication ~

- OSPA Central/Broward PIVOT
  - Capturing Real Time Reporting of School Communications & Information
- SBBC Customer Service Standards Committee
  - Standards were developed to enhance the experience for our customers
  - Collaborative CSS Committee has been Established & Task Assigned ~ Model Schools ~ Designed PD Around Scenarios Based on Data/Greatest Need ~ Measure Metrics ~ Secret Shoppers ~ Incentives
- BEST Blueprint Communication Plan
  - Effective Communication of District Initiatives
  - Performance Management Sessions

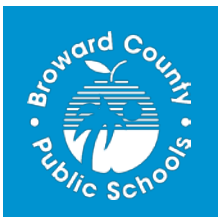
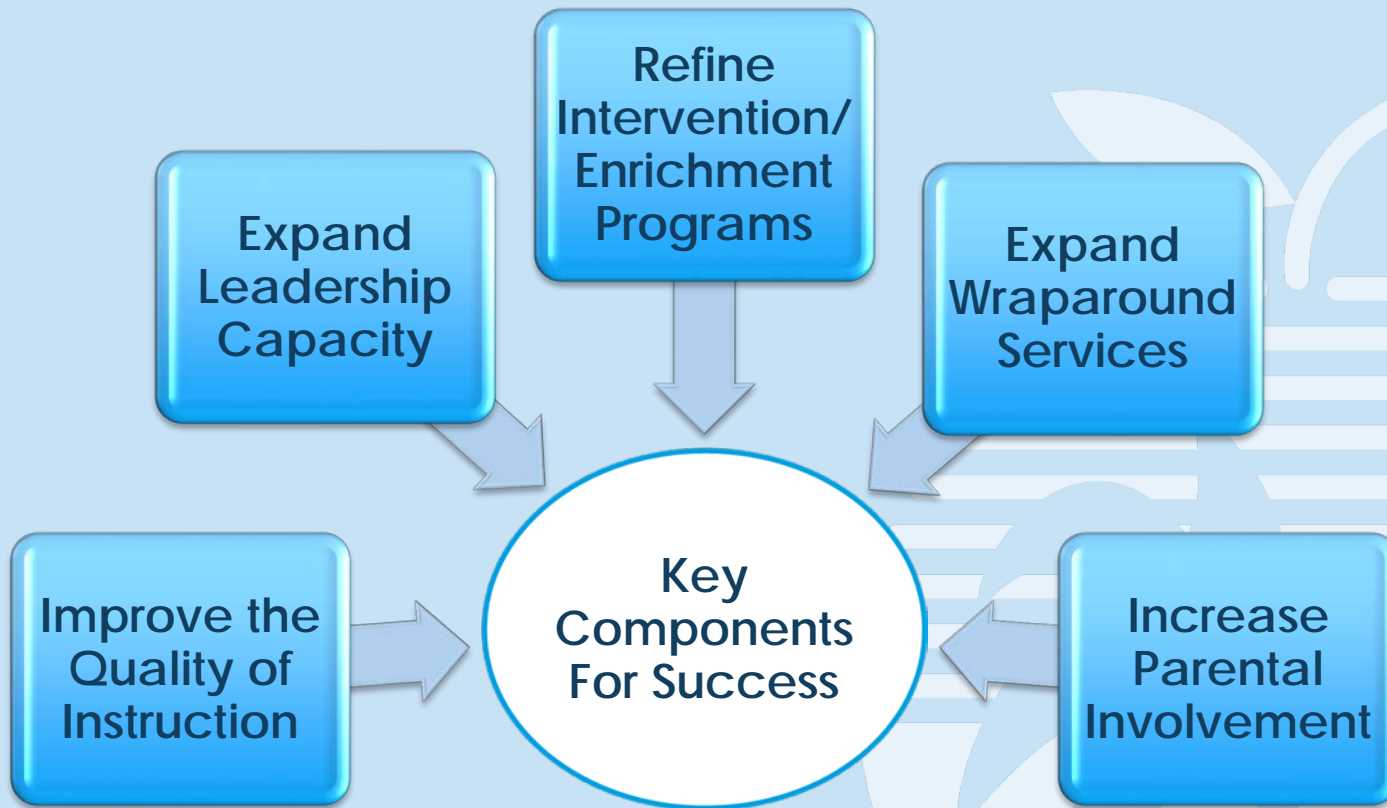


# Nine Schools of Opportunity

- Broward Estates Elementary
- Dr. Martin Luther King Montessori Academy
- Lauderdale 6-12
- Morrow Elementary \*
- Pompano Beach Elementary
- Rock Island Elementary
- Royal Palm Elementary
- Tedder Elementary
- Westwood Heights Elementary



# Recognizing Elements for Change



# School Oversight and Realignment

## 2012-2013

Directors managed an area of schools at various levels

- Areas: North, South, Central Area
- Levels: Elementary, Middle, High and Centers

## 2013-2015

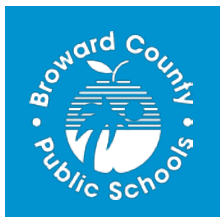
Cadre Directors lead a cadre of schools within a specific level

- Elementary Directors
- Middle School Directors
- High School Directors
- Centers and Adult Education Director

## 2015-2016

Cadre Directors divided cadres into sub-cadres for professional learning

- Individualized for Principals
- Principal and Teacher professional learning opportunities



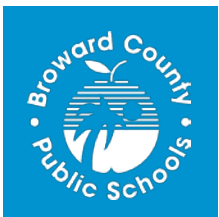
# Needs Assessment

## Cadre Director Workload

- High span of control ratio
- Difficult to provide supervision, coaching, mentoring
- More compliance focused
- Less focus on improving principal performance

## District Organizational Chart and Strategic Plan

- Office of Academics support not aligned to the “level specific” structure
- Leadership Development Department not aligned to the most operational direct report
- Coaching & Induction Department not aligned to the most operational direct report
- Student Assessment & Research Department not aligned to the most operational direct report



# 2 Year Data Analysis

## Increase In Proficiency

### Literacy:

- 78% of the schools increased proficiency levels in ELA in grade 3 and in at least two grade levels
- 67% of schools increased proficiency levels in ELA in grade 5
- 33% of schools increased proficiency levels in ELA in grade 4

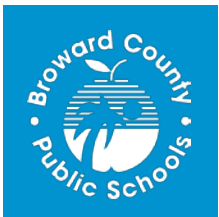
### Mathematics:

- 78% of the schools increased proficiency levels in Math in grade 3
- 67% increased their proficiency levels in Math in at least two grades
- 33% of schools increased proficiency levels in Math in grade 4
- 56% of schools increased proficiency levels in Math in grade 5

### Science:

- 56% of the schools increased proficiency levels in Science

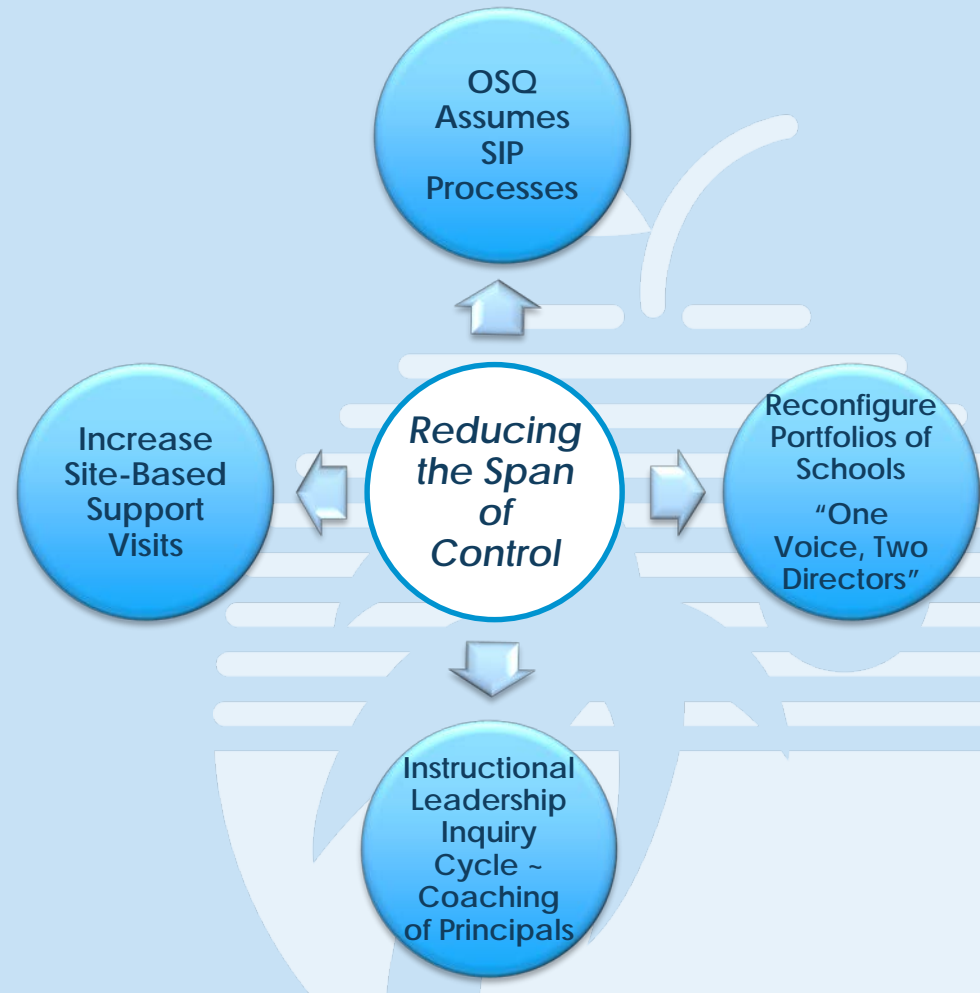
The data indicates progress is being made in Literacy and Mathematics. Science is progressing at a slower rate than other content areas. As a result schools still need support to continue growing their proficiency rates, particularly in fourth grade Literacy and Mathematics and fifth grade Science.



# SBBC Action Plan for Improvement

## Wallace Foundation - Principal Supervisor Initiative Grant

- Board Approved 4 Year Agreement
- Funding to reduce the span of control for the 2016-2017 school year from 24:1 to 15:1
- Improvement of professional practices, coaching and mentoring of Cadre Directors

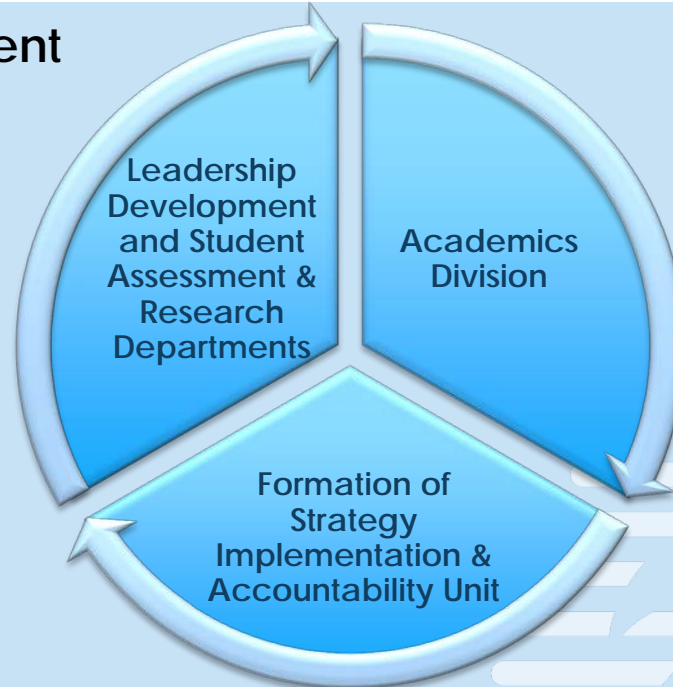




# SBBC Action Plan for Improvement

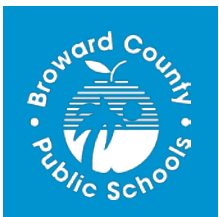
## Restructure and Alignment

- Improve the execution of the District's BEST Blueprint initiative
- Support professional development for teachers & school based leaders
- Reduce opportunities for the "silo" effect
- Deliver core support services to our schools & teachers



- Improve focus of early learning and language acquisition
- Deploy curriculum specialists as a resource within the District's "level" structure
- Infuse new resources to support critical District initiatives

- Created as a support function to enhance the 2016-19 District's Strategic Plan implementation
- A centralized strategy management department to build capabilities that are better aligned with the Strategic Plan
- Enable central guidance, coordination and tracking, and monitoring of prioritized initiatives



# SBBC Action Plan for Improvement

## School Supports

- Cadre Directors = Principal Coaches
- Instructional Review = Oversight Committee
- Cadre of Staff = Direct Support to Schools

- Specific data collection software
- Progress monitoring and individualized support
- Creative master scheduling
- Professional development
- Research-based External Learning Opportunities

- "Talented Twenty" underperforming schools (20) "F" schools
- Two Cadre Directors - share the same philosophy and vision
- Articulate a clear instructional and operational vision
- Hold schools accountable for student achievement

**Paired School Model**

- Partnering of struggling schools with successful schools
- Instructional reviews
- Certain non-negotiables

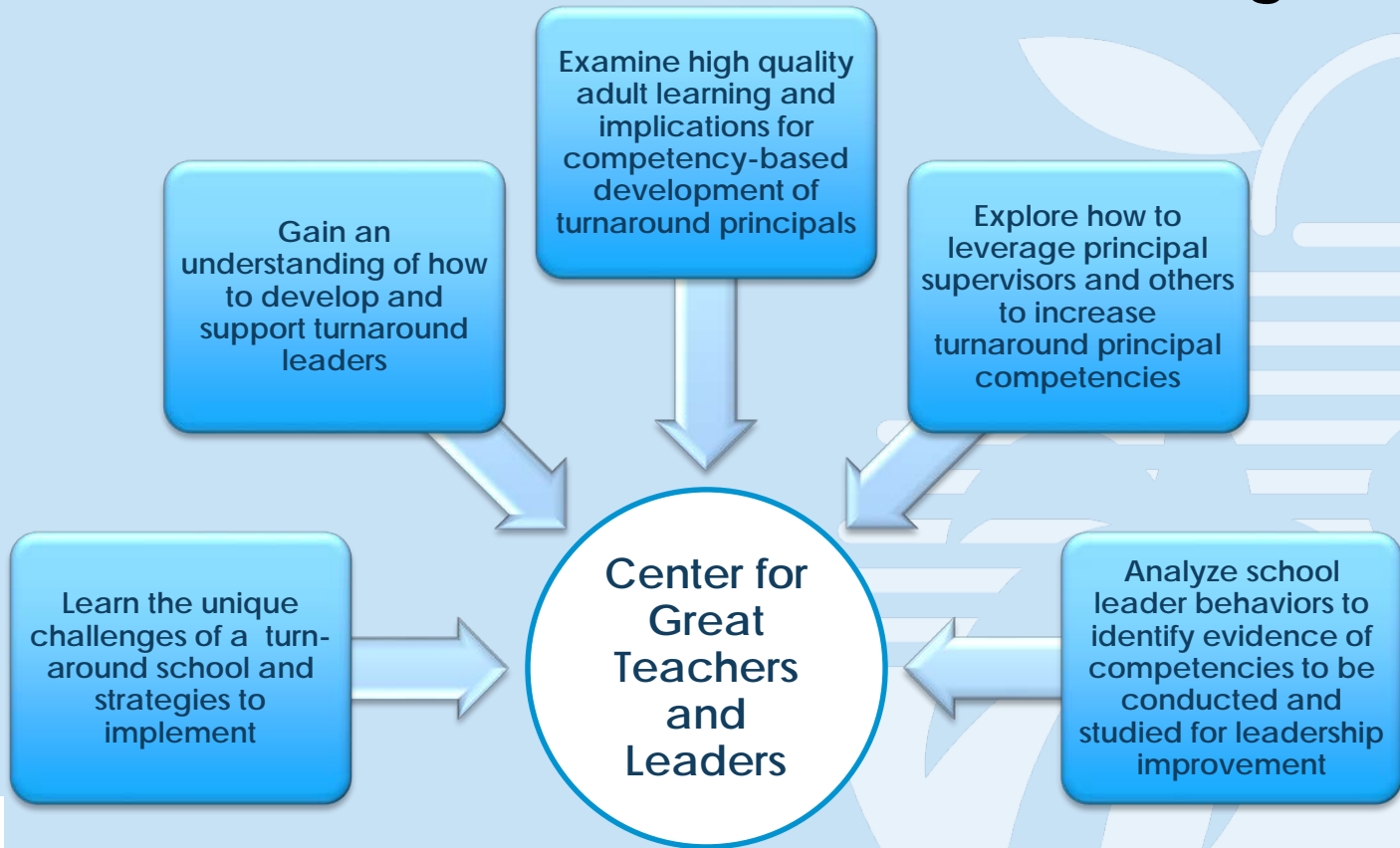
**Non-Negotiables**

**"One Voice, Two Directors"  
10:1 Ratio**



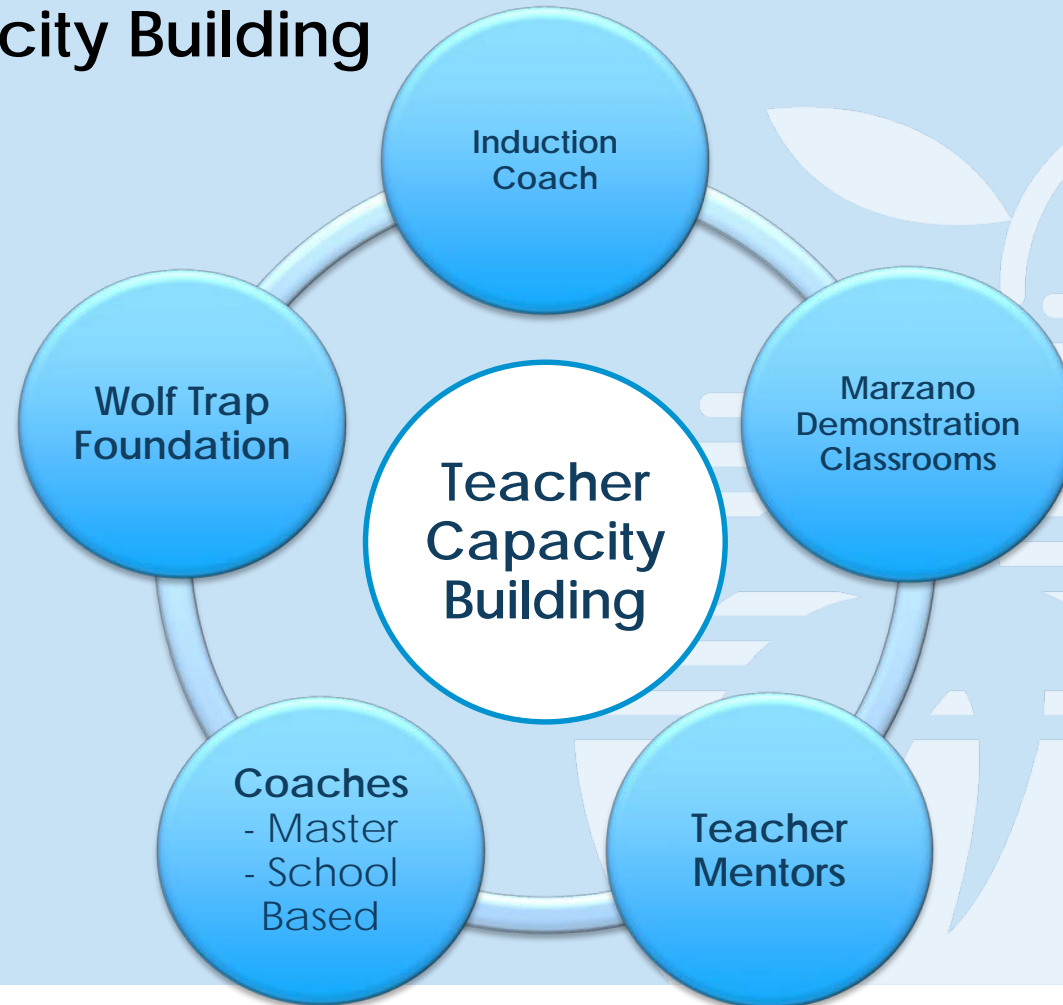
# SBBC Action Plan for Improvement

## Collaboration and Professional Learning



# SBBC Action Plan for Improvement

## Teacher Capacity Building



# Community Assessment Team

## Student Success Opportunity Schools (SSOS)

- Strategic BCPS initiative
- Review of local factors
- Interactive dialogue and input from all community stakeholders
- Generation of problem solving ideas

- Review the performance of schools utilizing a variety of criteria, such as student academic performance, school enrollment, climate, facilities and other local factors.
- SSOS provides an opportunity for the District to work with parents, students, staff and community members to discuss the potential educational options available for students that are sustainable and promote increased student achievement.
- Unique school demographics including enrollment and capacity needs, as well as any changes in student assignment data is analyzed for review and proposal recommendation.
- BCPS Chief Portfolio Services Officer, serves as the body of facilitation for the SSOS process providing individualized tailored attention to the schools' unique needs.
- After the community proposals are generated and submitted to the district a series of Community Forum meetings are scheduled and communicated to the public.

### Phase 1

#### Portfolio Review General Session

- Detail individual community proposals and next steps

### Phase 2

#### Breakout Sessions

- Facilitated by OSPA Staff
- Gather and record additional (+/-) comments from stakeholders

### Phase 3

#### General Session Recap

- Present individual school/community questions and concerns generated from the breakout sessions

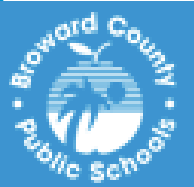
### Phase 4

#### FAQs

- Researched, developed and posted on the District's SSOS web pages

#### SSOS Steering Committees

- Formed to meet monthly



# Forward Thinking and Big Ideas

## Council of the Great City Schools

- Clear Communication
- Principal Supervisors' Span of Control
- Selection and Deployment of Principal Supervisors
- Principal Supervisors' Professional Development
- Central Office and Principal Supervisors' Collaboration
- New Principal Support
- Principals and Principal Supervisors' School Accountability
- Timely Data
- Future School and District Leader Development



# How Will We Ensure Successful Implementation?

## Plan: Setting Aims

*What are we trying to accomplish?*

- Extensive interview and selection process
- Study the data/strength of Intern Directors & proven track record of success
- Identify schools: pairing with Intern Director for leveraging expertise while simultaneously experience learning

**Plan**

## Do: Inquiry Cycle

*What does it look like?*

- Use Coaching Inquiry Cycle knowledge to ascertain root cause & develop plans of action
- Weekly meetings with Cadre Directors

**Do**

**Act**

## Act: Selecting Changes

*What changes can we make that will result in improvement?*

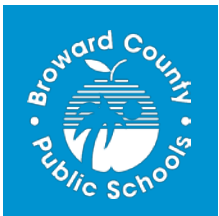
- Reflect on plan and outcomes
- Use data to make real-time adjustments for immediate practice

**Study**

## Study: Comprehensive Analysis

*How will we know that a change is an improvement?*

- Examine focus schools' data
- Midyear check in with Dr. Wanza & mentor Cadre Director



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