Principal Autonomy Pilot Program Initiative
Broward County Public Schools
Proposal – Phase Two

Part IV: School Leadership

In this section, the district will provide information regarding the desired leaders for participating schools and acknowledge understanding of the requirements and deliverables relating to school leadership.

Highly Effective School Leaders

Complete the following questions for each school the district is including in the proposal.

[School 1] Park Lakes Elementary

Provide a summary of the desired experience and competencies needed of a principal at this school.
The leader of Park Lakes Elementary should possess a leadership style that is transformational whereas he/she establishes a vision that will guide the necessary change that is needed to create a high performing learning culture. He/she must be able to use a variety of leadership strategies and approaches to reverse the downward spiral of student achievement. Such strategies should include hiring and retaining quality educators, engaging parental and community support, increasing learning outcomes for struggling students, establishing and maintaining an orderly learning environment and utilizing a variety of data sources to monitor student progress. The leader's primary responsibility is to serve as the instructional leader promoting learning and success for all students. The leader should also have a proven track record of success in working with large ELL student populations and in urban schools.

As outlined by the summary analysis, the criteria used to select the three principals to lead this initiative was based upon their ability to achieve high student performance in their current schools. The student performance was measured by the statewide assessments, the FSA (Florida Standards Assessment). The principals were also selected due to their ability to use evaluation criteria and procedures effectively, to recruit and maintain effective and highly effective instructional personnel. The three principals selected have a proven track record of turnaround performance and have ultimately displayed the ability to improve their school's letter grade while serving as the school's principal. The three principals have been deemed highly effective during the last performance evaluation for school year 2015-2016. The three principals will be entrusted to lead our most fragile schools that earned a letter grade of "F" or "D" for three consecutive years. The principals will be provided autonomy, in which, they will have greater authority to focus on increasing student achievement.

Will the current principal assigned to the school be retained?

☐ Yes, the principal will be retained.　　☑ No, the principal will be replaced.

If the current principal will be retained, answer the following questions.

Indicate the length of time the principal has been assigned to the school.

Provide a rationale for retaining the principal.

[School 2] Village Elementary

Provide a summary of the desired experience and competencies needed of a principal at this school.

The leader of Village Elementary should be an instructional leader that promotes learning and success for all students. A strong background in curriculum and instruction is needed to lead staff in preparing students for college and career readiness. The leader shall create a vision of high standards and expectations for student learning that contributes to a strong foundation for early literacy acquisition. He/she must be able to use a variety of leadership strategies and approaches to reverse the downward spiral of student achievement. Such strategies should include hiring and retaining quality educators, engaging parental and community support, increasing learning outcomes for struggling students, establishing and maintaining an orderly learning environment and utilizing a variety of data sources to monitor student progress.   The leader should also have a proven track record of success in working in urban schools.

As outlined by the summary analysis, the criteria used to select the three principals to lead this initiative was based upon their ability to achieve high student performance in their current schools. The student performance was measured by the statewide assessments, the FSA (Florida Standards Assessment). The principals were also selected due to their ability to use evaluation criteria and procedures effectively, to recruit and maintain effective and highly effective instructional personnel. The three principals selected have a proven track record of turnaround performance and have ultimately displayed the ability to improve their school's letter grade while serving as the school's principal. The three principals have been deemed highly effective during the last performance evaluation for school year 2015-2016.   The three principals will be entrusted to lead our most fragile schools that earned a letter grade of "F" or "D" for three consecutive years. The principals will be provided autonomy, in which, they will have greater authority to focus on increasing student achievement.

Will the current principal assigned to the school be retained?

☐ Yes, the principal will be retained.　　　☑ No, the principal will be replaced.

If the current principal will be retained, answer the following questions.

Indicate the length of time the principal has been assigned to the school.

Provide a rationale for retaining the principal.

[School 3] Bethune Elementary

Provide a summary of the desired experience and competencies needed of a principal at this school.

The leader of Bethune Elementary should be an instructional leader that establishes and implements a vision that will guide the necessary change that is needed to create a high performing learning culture for all students. He/she must be able to analyze data to drive successful instruction, develop public relations systems to ensure the community is informed of school goals and achievements, research education trends and best practices, and facilitate continuous improvement by enabling staff to participate in communities of learning. The leader should also employ strategies that include hiring and retaining quality educators, engaging parental and community support, increasing learning outcomes for struggling students, establishing and maintaining an orderly learning environment and utilizing a variety of data sources to monitor student progress. He/she should also have a proven track record of success in working with a large ELL student population in an urban school.

As outlined by the summary analysis, the criteria used to select the three principals to lead this initiative was based upon their ability to achieve high student performance in their current schools. The student performance was measured by the statewide assessments, the FSA (Florida Standards Assessment). The principals were also selected due to their ability to use evaluation criteria and procedures effectively, to recruit and maintain effective and highly effective instructional personnel. The three principals selected have a proven track record of turnaround performance and have ultimately displayed the ability to improve their school's letter grade while serving as the school's principal. The three principals have been deemed highly effective during the last performance evaluation for school year 2015-2016. The three principals will be entrusted to lead our most fragile schools that earned a letter grade of "F" or "D" for three consecutive years. The principals will be provided autonomy, in which, they will have greater authority to focus on increasing student achievement.

Will the current principal assigned to the school be retained?

☐ Yes, the principal will be retained.   ☑ No, the principal will be replaced.

If the current principal will be retained, answer the following questions.

Indicate the length of time the principal has been assigned to the school.

Provide a rationale for retaining the principal.

Requirements and Deliverables

Acknowledge the district's understanding of the requirements and deliverables listed below by checking each box and providing any information requested.

Highly Effective Leaders

The district must submit documentation that it has assigned a highly effective principal to each selected school by June 30, 2017.

☑   We understand

Annual Principal Fund

The district must submit documentation of how the additional appropriation provided for the principal of each selected school pursuant to section 1011.6202(7), F.S., will be used by June 30, 2017.

☑   We understand

School Turnaround Program

The district must submit its selected nationally recognized school turnaround program to the department for approval, and documentation that the program focuses on improving leadership, instructional infrastructure, talent management, and differentiated support and accountability by March 31, 2017.

☑   We understand

If the district has started researching programs, answer the following question.

Identify one or more potential school turnaround programs to which the district may apply, and provide a link to each program's website.

Professional development is critical to the success of this initiative. It is not only important that principals attend professional development, but district leadership and support staff must be included in receiving professional development because the professional development will provide competencies to ensure this initiative will be successful. The professional development will primarily focus on the "Implementation of Increased Autonomy". There are two specific courses that have been pre-identified that will provide specific training for principal autonomy. It is the expectation that district leadership; the three principals and school leadership will partake in this professional development as outlined. The courses are designed to deliver professional development to identify effective school management practices, researched based leadership competencies and aligning all resources to increase student achievement. The following development programs are:

The William Cecil Golden School Leadership Development Program
Jason Graham, Senior Educator Recruitment, Development & Retention
Turlington Building, Suite 124
325 West Gaines Street
Tallahassee, Florida 32399-0400
850-245-0546
Jason.Graham@fldoe.org

University of Virginia
Darden/Curry Partnership for Leaders in Education

100 Darden Boulevard
Charlottesville, Virginia 22903
434-924-8719
DardenCurry@Darden.Virginia.edu
www.dardencurry.org

The selected school principals will participate in professional development with the William Cecil Golden Professional Development Program for School Leaders to meet the need to acquire additional skills in improving instruction and student achievement, as well as, developing and retaining highly effective teachers.

The William Cecil Golden School Leadership Development Program (WCG) is designed to provide competency-based, coordinated professional development for school leaders. The program is aligned with and supports Florida's Principal Leadership Standards and it has components of the Florida's Continuous Improvement Model, which will assist instructional leaders to further develop and utilize competencies that lead to increased student achievement. The "Critical Components of the WCG Program includes: 1. Training in Instructional Leadership, 2. Training in Effective Business, 3. Parent, Community and Business Outreach Training, 4. Ongoing Mentoring and Coaching." The program is a set of online training modules available to Institutions of Higher Education and to school districts that can be used to supplement Level 1 College Educational Leadership Programs and Level 2 District School Leadership Training Programs. Other programs characteristics include the following:

- The program is comprised of online modules. Not all modules are required or likely to be completed. Ideal program use involves selecting modules that are pertinent to an area of training and utilizing only those modules.
- There is no specific prerequisite or requirements to use the course modules other than to meet the Level 1 or Level 2 training criteria.
- The course modules are used to supplement an existing leadership program.
- There are no timelines to complete the program modules.
- There are no costs associated with the program.
- The training modules are web-based and can be accessed using a single sign-on at floridaschoolleaders.org or fldoe.org.
- Some modules, not all, will present a certificate upon completion of the module. There is no certification aligned with the module, or will there be any inservice points awarded for participation.

The school principals, along with their leadership team from each school, and district personnel working with each school will attend the University of Virginia School Turnaround Program (UVA-STP). This professional development will assist district leadership, principals and their respective leadership teams to work together to better identify needs, address key issues and develop strategies to meet the needs of low achieving students and to turn around schools that are underperforming.

The University of Virginia School Turnaround Program is a three-year program of integrated work where "school leaders are taught to rethink, reignite, redesign and ultimately transform their school." The UVA-STP will focus on four areas for development. These areas are vital in ensuring achievement in a low-performing school: leadership, instructional infrastructure, differentiated support and accountability.

Planning Year: Year One will be referred to as a Planning Year. A needs assessment will be conducted. The university team will conduct an assessment of all systems in place. The UVA-STP will meet with district personnel to assess the ability of the district to engage in a turnaround initiative. The UVA-STP will also recommend next steps and commitments. During the Planning Year, turnaround leadership (one system leader per participating school) will attend a Boot Camp in Charlottesville, Virginia. A small district team will participate in a one-day training for Behavioral Event Interviewing and Capacity Training. Also during the Planning Year, tailored consultation and planning visits will take place.

Core Implementation Year Services: For years two and three, core implementation will take. Year Two will be known respectively as Year One Implementation and Year Three will be known as Year Two Implementation. During the Year One Implementation, the district leadership and principals will participate in residential executive development programs located at Darden School. This is a six day course, in which district leadership and

principals will focus on change efforts, decisions based upon data, create focused execution plans to sustain the turnaround efforts being put forth. During Year Two Implementation, the district leadership and principals will participate in residential executive development programs located at Darden School also. This is a three-day course, in which district leadership and principals will focus on further building success, addressing gaps and promoting systemic change efforts that overcome resistance.

Mid-Year Winter Retreats: For Years One and Two, two to three day executive education retreats will be held in January and February of each year. District leadership, principals and three school leadership team members will engage in leadership which involves solving critical issues and exchange ideas and practices. The focus will be on teamwork, data and mid-course corrections.

Regular Development Opportunities for District Shepherd (High Level District Official charged with overseeing turnaround initiative): The district administrator in charge of this initiative will attend a daylong summit in the summer. This summit will focus on strategies needed for turnaround success. Topics will include promoting principal effectiveness, facilitating differentiated support to teachers and effective school visits.

In-State Retreats: There are two In-State Retreats. The retreats will be held in the Spring of Year One and Year Two Implementation. The district leadership, principals and key teacher leaders will participate in the one-day retreat. The retreat will focus on resource allocation (first year) and helping leaders determine lessons and practices that will drive transformation (second year). The UVA-STP will work with Broward County School District to provide school site visits, follow-up support and additional professional development.

See Exhibit C – Darden Brochure.
See Exhibit D – Professional Development Calendar.

Leadership Development

The district must submit documentation that the principal and a three-member leadership team from each selected school, and district personnel working with each school, have enrolled in a nationally recognized school turnaround program by June 30, 2017.

☑ We understand

Part V: School Management

In this section, the district will outline the fiscal and administrative autonomy that will be provided to all participating principals and acknowledge understanding of the requirements and deliverables relating to school management.

Financial and Administrative Management

Describe the current financial and administrative management of the selected schools.
- **Financial Management:** The Budget Guidelines are based on the most recent interpretation of Florida Statutes. If legislative changes occur, guidelines are changed accordingly. Under the direction of the Superintendent, budget instructions are issued to each school. The School prepares its budget via the Business Intelligence and Integrated Planning (BI-IP) module of SAP. After review and approval by the School Advisory Council, the budget is then submitted to the Budget Office for review. The Office of School Performance and Accountability schedule Staffing and CSR conferences for all schools. The Budget Office coordinates the consolidation of school budgets into a district budget for submission to the School Board and the State Department of Education. School budgets are prepared in accordance with all applicable laws, regulations, labor contracts, accreditation agencies, school board policies, administrative directives, etc. Any State reductions in categorical supplements and State proration's are passed along to the schools and centers, if necessary. After the Budget Funding Allocations and Guidelines are finalized, any district action that has a financial impact on the school's budget will be categorically funded to the school. All school and center principals have the responsibility of adhering to the Budget Funding Allocations and Guidelines for the school year. Included in these guidelines is the fact that schools are responsible throughout the course of the year for maintaining a balanced budget (functional area/commitment item). Funds should be transferred between functional areas/commitment items in order to comply with this requirement (per Florida State Board of Education Administrative Rule 6A-1.006). No expenditures are authorized or obligations incurred which are in excess of a budgetary appropriation. In addition, the Budget Office rectifies any problems resulting from County level action on these guidelines (i.e., elimination of a standard salary object).

• **Administrative Management:** The terms and conditions that are outline in the Principal Autonomy Pilot Program Initiative will permit the principals the increased authority over personnel and financial resources. Furthermore, to improve student achievement, as defined in s. 1008.34(1), the principal will have the discretion to modify staff placement and job responsibilities in an effort to meet student performance outcomes. Additionally, they will have the ability to select qualified instructional personnel for placement or to refuse to accept the placement or transfer of instructional personnel by the district school superintendent. Financial incentives for leadership and instructional employees may also be provided pending approval of additional grant funds.

Principals will also have increased flexibility with respect to academic programs and materials that are utilized to increase student achievement. With increased autonomy they may move away from district adopted curriculum to select materials that will act as a driver to increase student outcomes.

Capital projects and facility improvements will be brought to the forefront to ensure that learning conditions for students are aligned with the vision of the school communities.

The District will continue to work with the teacher's union and central office departments throughout the planning and implementation of this grant to ensure that barriers that will impede student success are proactively addressed.

Requirements and Deliverables

Principal Autonomy Pilot Program Initiative Proposal
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Acknowledge the district's understanding of the requirements and deliverables listed below by checking each box and providing any information requested.

Fiscal and Administrative Autonomy

The district must submit documentation identifying the areas in which participating principals will have increased fiscal and administrative autonomy, including the authority and responsibilities provided in section 1012.28(8), F.S.; describing how the increased autonomy will help the selected schools improve student achievement and school management; and identifying the areas in which each selected school will continue to follow district school board fiscal and administrative policies by June 30, 2017.

☑   We understand

Autonomy Request Process

The district must submit documentation that it has established and communicated a process for participating principals to request additional fiscal and administrative autonomy by June 30, 2017.

☑   We understand

Part VI: Strategic Goals and Targets

In this section, the district will describe the needs assessment methodology, outline the goals and targets for participating schools, and acknowledge understanding of the requirements and deliverables relating to annual school improvement planning.

Needs Assessment

Describe the methods used to identify the educational strengths and needs of the participating schools' students.

In an effort to develop a plan to target the needs of our most fragile schools, we conducted a data analysis over a two-year period to identify the educational strengths and needs of the participating schools including the analysis of State, District, and school-specific assessment data. We also interviewed the principals and the principal supervisors of the three schools in order to gather additional information with regards to specific leadership actions and level of expertise of teachers as well as intervention programs and materials used for instruction. Classroom visits were also conducted to gain a picture of classroom instruction, implementation of research-based strategies and evidence of student learning. Instructional decisions are then made based on the findings of the data, as well as the conversations with each grade level team. When necessary, conversations regarding individual students will occur so that their specific needs can be identified and targeted. BCPS believes innovative, research-based leadership development and reform is key to success.

Goals and Performance Targets

Complete the following questions for each school the district is including in the proposal.

School 1 - **Park Lakes Elementary**

Provide the school's mission statement.

The vision of Broward County Public Schools is "Educating today's students to succeed in tomorrow's world" and the mission statement is "BCPS is committed to educating all students to reach their highest potential". All three schools will develop a clear vision and mission statement. The statements developed will send a sense of unity, help to improve decision-making and provide a shared understanding of priorities. The mission statement will be written to assist employees in knowing exactly how their work and all efforts contribute to accomplishing the mission and ultimately to the vision. The vision and mission statement will be in alignment with the BCPS Strategic Plan. The three major goals of the strategic plan focus on high quality instruction, continuous improvement and effective communication. The principal's vision will help all stakeholders develop a mental picture of what the school is trying to achieve and will aim to inspire. The mission will highlight the present state and the purpose. The vision and mission statements will ignite excitement for all stakeholders in an effort to increase success and achievement for all students.

Park Lakes Elementary School's mission statement is "To create classrooms infused with technology and inquiry based opportunities. Through these opportunities, students will collaborate and learn to be effective communicators through researched based learning." Park Lakes Elementary School's vision statement is "To provide a quality education through collaboration with all stakeholders that will increase student achievement." The mission statement has been reviewed and discussed and it is in alignment with the districts strategic plan.

Describe the school's student population.

Park Lakes Elementary School is located, in Central Broward County, Florida. The school's student population in grades PK- 5 is 1145. Student Demographics is 79.8% African American, 15.9% Hispanic, 2.62% White, .78% Asian, .43% Multi-Racial, .26% Native American, .17% Native Hawaiian. Park Lakes Elementary School is a Title One School with 96% Free and Reduced Lunch and 97% minority rate. There are students that are 423 English Language Learners and 99 students that received Special Education Services. Three-year enrollment trend data based on first day counts is as follows: 2013-2014 (1,148 students); 2014-2015 (1,145 students); 2015-2016 (1,172 students).

Provide a summary of the needs assessment results, addressing strengths and gaps of the school in each of the following areas: effective leadership, collaborative teaching, ambitious instruction, supportive environment, and family and community engagement.

Below are the specific needs assessment results for FSA and other areas in Park Lakes Elementary:
ELA:
- o Overall, there was an 8 percentage point decrease in proficiency levels between the 14/15 and 15/16 school years. Grade 4 demonstrated the largest decrease (20 percentage points); with Grade 3 and 5 statistically maintaining their proficiency levels.
- Math:
  - o Overall, there was an increase of 2 percentage points in proficiency levels between the 14/15 and 15/16 school years. Grade 3 increased by 12 percentage points and Grade 5 by 4 percentage points. Grade 4 decreased by 6 percentage points.
- Science:
  - o There was a 13 percentage point decrease in the level of proficiency between the 14/15 and 15/16 school years.
- Summary:
  - o Science proficiency levels decreased by 13 percentage points; the largest decrease among all content areas; therefore, demonstrating a need for increased support. Additionally, the 8 percentage point decrease in proficiency levels in ELA also demonstrates a high need for support. The decreases in the levels of proficiency in all content areas were the largest in Grade 4; therefore, additional assistance needs to be provided particularly in this grade level.

Effective Leadership
Strengths
- Reduced the ratio of supervisors to principals which has increased consistent support through coaching and mentoring leadership
- Increased support to school through strengthened central office structures and communications
- Increased the number of administrators (two assistant principals) to support high student enrollment
- Aligns resources and community partners to support the school
- Promotes high expectations for staff and students

Gaps

- Ability to achieve high performance for student subgroups
- Staff retention (adminstrators, support staff, and teachers)
- Strategic instructional resourcing, decision making, and planning
- Progress monitoring to ensure teacher effectiveness and increase student learning
- Implementation of a cohesive and effective plan that aligns to effective school turnaround

Collaborative Teaching

Strengths

- Support for school based coaches through the District's Coaching and Credentialing Program
- School based coaches facilitate coaching and modeling for teachers.
- Allotted time for collaborative grade level PLCs and planning
- Model primary ESOL classroom that demonstrates co-teaching strategy

Gaps

- Sustained collaboration due to teacher turnover rate
- Continuous evaluation, reflection, and improvement processes based on instruction and student data
- Visible leadership in establishing, communicating, implementing, and monitoring an inclusive/collaborative process for school improvement and achievement sustainability
- Focused and collaborative PLCs and planning time where standards and data are discussed consistently to improve teacher practice and student learning

Ambitious Instruction

Strengths

- Implementation of the "7 Pillars of Park Lakes" Initiative to enhance student learning through innovative classroom experiences in Student Centered Learning, Collaborative Grouping, Technology Integration, Hands-on Research-Based Learning, Use of Data to Improve Student Achievement, RTI, Customer Focused
- Professional development for primary teachers to infuse Leveled Literacy Intervention and Guided Reading programs into the daily curriculum.
- Implementation of school-wide STREAM (Science, Technology, Robotics, Engineering, Arts, Mathematics) program

Gaps

- Process for consistent progress monitoring of student achievement by the leadership team and teachers
- Limited technology for school-wide implementation of programs and STREAM initiative across grade levels
- Fidelity of implementation of core curriculum programs and initiatives across subject areas
- Focus on student intervention/enrichment to include a focus on Tier 1 instruction and refinement of Tiers 2 & 3 to meet students' individual needs
- Specific professional development on Florida Standards to increase standards-based planning and instruction

Supportive Environment

Strengths

- Supportive environment that ensures the safety and health of learners and teachers
- Comfortable and secure facility that encourages interaction between staff and students
- Commitment to shared values and beliefs about teaching and learning
- Responsive to students' social and emotional needs through the implementation of the G.R.A.B. (Greet, Reflect, Advise, Begin) initiative

Gaps
- Aligning the classroom environment to reflect the necessary educational resources/materials, technology, and equipment necessary to deliver a standards-based curriculum based on students' differentiated needs
- A school environment which is totally inclusive and accessible to all stakeholders to assist in planning and decision making
- Improve Response to Intervention process by targeting appropriate tiered resources and monitoring implementation
- Expand wraparound services for students by providing social and emotional supports

Family and Community Engagement
Strengths
- Teacher Mentor Partnership with Florida Atlantic University
- Increase in extra-curricular enrichment clubs
- 60% of the active members of the School's Advisory Council are parents and community representatives that work with staff and administrators to ensure the success of students and the school.
- Increase in funding and gifts through community partners

Gaps
- Systemic inclusion of parents and families as partners in the shared responsibility of student learning
- Engagement of families in accessing and using information about the school and student progress
- Consistent parental involvement in school activities in proportion to student enrollment
- Surveying the community to identify needs that will assist with supporting the home/school connection.

Describe how the root causes of identified needs will be addressed to improve student achievement at the school.

Based on the needs assessment results, several root causes were identified:
- Visible leadership in establishing, communicating, implementing, and monitoring an inclusive/collaborative process for school improvement and achievement sustainability
- Strategic instructional resourcing, decision making, planning, and progress monitoring to ensure teacher effectiveness and increase student learning

With the transition of the new administrator, the root causes will be addressed through the following:
- Provide professional development for administrators with the William Cecil Golden Professional Development Program for School Leaders to meet the need to acquire additional skills in improving instruction and student achievement, as well as, developing and retaining highly effective teachers.
- Build the capacity of teachers to use data to inform instruction by providing time for teachers to work collaboratively to analyze student work and assessment data and to modify instruction.
- Build the capacity of teachers to implement research-based differentiated instructional strategies and reading strategies through a systematic method in a tiered instructional support system (RtI).

Establish performance targets for student achievement, as defined in section 1008.34(1), F.S., that will result in a school grade of "C" or higher by the end of the 2018-19 school year.

School Name	Objective	Baseline	School Stretch Targets		
			2017	2018	2019
PARK LAKES ELEMENTARY SCHOOL	Literacy and Early Learning - Reading	33.9	36.1	38.2	40.4
	Literacy and Early Learning - Math	31.4	33.4	35.5	37.7

School 2 - Village Elementary

Provide the school's mission statement.

The vision of Broward County Public Schools is "Educating today's students to succeed in tomorrow's world" and the mission statement is "BCPS is committed to educating all students to reach their highest potential". All three schools will develop a clear vision and mission statement. The statements developed will send a sense of unity, help to improve decision-making and provide a shared understanding of priorities. The mission statement will be written to assist employees in knowing exactly how their work and all efforts contribute to accomplishing the mission and ultimately to the vision. The vision and mission statement will be in alignment with the BCPS Strategic Plan. The three major goals of the strategic plan focus on high quality instruction, continuous improvement and effective communication. The principal's vision will help all stakeholders develop a mental picture of what the school is trying to achieve and will aim to inspire. The mission will highlight the present state and the purpose. The vision and mission statements will ignite excitement for all stakeholders in an effort to increase success and achievement for all students.

Village Elementary School's mission statement is "To maximize student achievement by affording an opportunity for all students to be able to compete globally by providing all students an exemplary and innovative education in the areas of Science, Technology, Art and Mathematics" Village Elementary's vision statement is, "Educating Today's Child for Tomorrow's World." The mission statement has been reviewed and discussed and it is in alignment with the districts strategic plan.

Describe the school's student population.

Village Elementary School is located, in Central Broward County, Florida. The school student population in grades PK-5 is 786. Student Demographics is 87.2% African American, 7.01% Hispanic, 2.57% White, 2.10% Multi-Racial, .46% Native American. Village Elementary is a Title One School with 95% Free and Reduced Lunch and 97% minority rate. There are 69 students that are English Language Learners and 68 students that received Special Education Services. Three-year enrollment trend data based on first day counts is as follows: 2013-2014 (703 students); 2014-2015 (855 students); 2015-2016 (817 students).

Provide a summary of the needs assessment results, addressing strengths and gaps of the school in each of the following areas: effective leadership, collaborative teaching, ambitious instruction, supportive environment, and family and community engagement.

Below are the specific needs assessment results for FSA and other areas for Village Elementary:
- ELA:
  - The level of proficiency remained statistically flat between the 14/15 and 15/16 school years (31-30). While Grade 3 increased from 25 to 33, the level of proficiency in Grade 4 decreased by 13 percentage points. Grade 5 remained flat (32-33).

- Math:
    - The level of proficiency remained flat between the 14/15 and 15/16 school years (35-35). While Grade 3 increased 4 percentage points, from 33 to 37, the level of proficiency in Grade 4 decreased by 6 percentage points. Grade 5 remained flat (35-36).
- Science:
    - There was a 2 percentage point decrease in the level of proficiency between the 14/15 and 15/16 school years.
- Summary:
    - The achievement levels in all three content areas have remained statistically stagnant between the 14/15 and 15/16 school years. Science proficiency levels are the weakest, at 24 percent; however, neither the ELA nor Mathematics levels have reached beyond the mid-30s. Therefore, support for all content areas is needed.

Effective Leadership
Strengths
- Increased support to school through strengthened central office structures and communications
- Reduce the ratio of principals to supervisors, which will increase consistent support through coaching and mentoring leadership
- Promotes high expectations for staff and students through the establishment of a student-centered environment
- Aligns resources and community outreach to support the school

Gaps
- Creating a learning organization that yields high achievement for all student subgroups
- Strategic instructional resourcing, decision making, and planning
- Progress monitoring to ensure teacher effectiveness and increase student learning
- Implementation of a cohesive and effective plan that aligns to effective school turnaround

Collaborative Teaching
Strengths
- Established Professional Learning Communities for planning and instruction
- Support for school based coaches through the District's Coaching and Credentialing Program
- School based coaches facilitate coaching and modeling for teachers.
- Implementation of a school wide push-in model by support personnel designed to support struggling teachers and learners

Gaps
- Continuous evaluation, reflection, and improvement processes based on instruction and student data
- Visible leadership in establishing, communicating, implementing, and monitoring an inclusive/collaborative process for school improvement and achievement sustainability
- Focused and collaborative PLCs where standards and data are discussed consistently to improve teacher practice and student learning

Ambitious Instruction
Strengths
- Students participate in hands-on, field excursions, extra-curricular events, and research/exploratory activities.

- Administration meets with instructional coaches to develop/design standards-based, formative assessments that align to the curriculum for each grade level.
- Implementation of innovative STAMP Program (Science, Technology, Arts, Mathematics, Preparatory) in intermediate grades

Gaps
- Refine student intervention/enrichment programs to include a focus on Tier 1 Instruction and enhance Tier 2 & 3 instruction to meet students' individual needs.
- Incorporate professional development on Florida Standards to increase standards-based planning and instruction.
- Consistency in instructional schedules and meeting allotted time for each subject area.
- Process for consistent progress monitoring of student achievement by the leadership team and teachers
- Limited technology for school-wide implementation of programs and initiatives

Supportive Environment
Strengths
- Strong social/emotional support for students
- Supportive environment that ensures the safety and health of learners and teachers
- Comfortable and secure facility that encourages interaction between staff and students
- Commitment to shared values and beliefs about teaching and learning

Gaps
- Improve Response to Intervention processed by targeting appropriate tiered resources and monitoring implementation
- Aligning the classroom environment to reflect the necessary educational resources/materials, technology, and equipment necessary to deliver a standards-based curriculum based on students' differentiated needs
- A school environment which is totally inclusive and accessible to all stakeholders to assist in planning and decision making

Family and Community Engagement
Strengths
- Fostered an environment with stakeholders through their motto: "It Takes A Village to Raise A Child".
- Parents receive monthly newsletters which outline all parent involvement opportunities.

Gaps
- Use of multiple means of communication to inform and involve stakeholders, such as the school's website calendar of events.
- Survey the community to identify needs that will assist with supporting the home/school connection and engagement

Describe how the root causes of identified needs will be addressed to improve student achievement at the school.

Based on the needs assessment results, several root causes were identified:
- Visible leadership in establishing, communicating, implementing, and monitoring an inclusive/collaborative process for school improvement and achievement sustainability
- Strategic instructional resourcing, decision making, planning, and progress monitoring to ensure teacher effectiveness and increase student learning

With the transition of the new administrator, the root causes will be addressed through the following:

FLORIDA DEPARTMENT OF
EDUCATION

- Provide professional development for administrators with the William Cecil Golden Professional Development Program for School Leaders to meet the need to acquire additional skills in improving instruction and student achievement, as well as, developing and retaining highly effective teachers.
- Build the capacity of teachers to use data to inform instruction by providing time for teachers to work collaboratively to analyze student work and assessment data and to modify instruction.

Build the capacity of teachers to implement research-based differentiated instructional strategies and reading strategies through a systematic method in a tiered instructional support system (RtI).

Establish performance targets for student achievement, as defined in section 1008.34(1), F.S., that will result in a school grade of "C" or higher by the end of the 2018-19 school year.

School Name	Objective	Baseline	School Stretch Targets		
			2017	2018	2019
VILLAGE ELEMENTARY SCHOOL	Literacy and Early Learning - Reading	30.1	32.5	35.0	37.5
	Literacy and Early Learning - Math	33.7	36.1	38.6	41.2

School 3 - Bethune Elementary

Provide the school's mission statement.

The vision of Broward County Public Schools is "Educating today's students to succeed in tomorrow's world" and the mission statement is "BCPS is committed to educating all students to reach their highest potential". All three schools will develop a clear vision and mission statement. The statements developed will send a sense of unity, help to improve decision making and provide a shared understanding of priorities. The mission statement will be written to assist employees in knowing exactly how their work and all efforts contribute to accomplishing the mission and ultimately to the vision. The vision and mission statement will be in alignment with the BCPS Strategic Plan. The three major goals of the strategic plan focus on high quality instruction, continuous improvement and effective communication. The principal's vision will help all stakeholders develop a mental picture of what the school is trying to achieve and will aim to inspire. The mission will highlight the present state and the purpose. The vision and mission statements will ignite excitement for all stakeholders in an effort to increase success and achievement for all students.

Bethune Elementary School's mission statement is "Our mission is to provide a personalized learning experience for all students with a rigorous curriculum that builds towards college and career readiness preparing students to become global citizens." Bethune's vision statement is, "Our vision is to provide a creative learning experience that cultivates character and provides a rigorous curriculum in a safe, secure environment." The mission statement has been reviewed and discussed and it is in alignment with the districts strategic plan.

Describe the school's student population.

Bethune Elementary School is located, in Central Broward County, Florida. The school student population in grades PK-5 is 664. Student Demographics is 75.6% African American, 14.3% Hispanic, 7.73% White, .06% Multi-Racial, .42% Asian, .14% Native American. Bethune Elementary is a Title One School with 97% Free and Reduced Lunch and 94% minority rate. There are 80 students that are English Language Learners and 140 students that received Special Education Services. Three-year enrollment trend data based on first day counts is as follows:

2013-2014 (688 students); 2014-2015 (711 students); 2015-2016 (689 students).

Provide a summary of the needs assessment results, addressing strengths and gaps of the school in each of the following areas: effective leadership, collaborative teaching, ambitious instruction, supportive environment, and family and community engagement.

Below are the specific needs assessment results for FSA and other areas for Bethune Elementary:

- ELA:
  - Overall, there was an 8 percentage point decrease in proficiency levels between the 14/15 and 15/16 school years. Grade 5 demonstrated the largest decrease (20 percentage points). Grade 4 decreased by 11 percentage points.
- Math:
  - Overall, there was a slight increase of 2 percentage points in proficiency levels between the 14/15 and 15/16 school years. Grade 4 increased by 10 percentage points; while Grades 3 and 5 both decreased.
- Science:
  - There was a 25 percentage point decrease in the level of proficiency between the 14/15 and 15/16 school years.
- Summary:
  - Science proficiency levels decreased by 25 percentage points; the largest decrease among all content areas; therefore, demonstrating a need for increased support. Additionally, the 8 percentage point decrease in proficiency levels in ELA also demonstrates a high need for support. The level of proficiency in all content areas in Grade 5 decreased; therefore, additional assistance needs to be provided particularly in this grade level.

Effective Leadership
Strengths
- Increased support to school through strengthened central office structures and communications
- Reduced the ratio of principals to supervisors which will increase consistent support through coaching and mentoring leadership
- The leader has a passion for integrating arts instruction into the academic curriculum.
- Built partnerships and relationships with the parents of the ELL students
Gaps
- Process for consistent progress monitoring
- A focus on improving teaching and learning with effective professional development of all staff
- Systems and structures for day to day operations
- Implementation of a cohesive and effective plan that aligns to effective school turnaround

Collaborative Teaching
Strengths
- Support for school based coaches through the District's Coaching and Credentialing Program
- The TurnAround Arts Initiative has afforded the staff the opportunity to increase their professional development by learning strategies in which the teachers can integrate arts instruction into the regular

academic curriculum in an effort to improve student's academics and engagement.
- Instructional and support staff along with the administrative team have participated in more than 15 before school, after school, and Saturday professional developments on arts integration as well as instructional strategies and classroom management techniques.
- Time is allotted for school staff to participate in collaborative learning communities that meet both informally and formally on a regular schedule.

Gaps
- Ensuring that all students are held to high standards in all courses of study
- Rigorous and systematic evaluation of instructional delivery and content for effective student learning
- Lack of follow up for professional development results in fragmented delivery of learned practices and strategies
- Focused and collaborative PLCs and planning time where standards and data are discussed consistently to improve teacher practice and student learning

Ambitious Instruction
Strengths
- Time is allotted in the daily schedule for the performing arts teachers to provide push-in arts integration into the classrooms.
- As of January 4, 2016, our school received close to 400 computer Lenovo laptops. These computers have been distributed throughout the grade levels. Grades 3-5 have a 1:1 computer to student ratio. Teachers in Grades K-2 received five new computer laptops in each classroom. Because of this, students have been able to increase technology usage including the research based I-Ready Program.

Gaps
- Classes should display more rigor and engagement. Students actively interact with course material and one another to build and apply critical reading, writing skills, and mathematics skills.
- Curriculum should be aligned across grades.
- Instruction should encourage students to build and apply knowledge.
- Integration of content and skills with other disciplines using technology as instructional resource and learning tools is an area of need to demonstrate improvement in alignment with the school's values and beliefs about teaching and learning

Supportive Environment
Strengths
- Conscious Discipline trainings is improving the quality of student-teacher interactions
- School staff members have taken several trainings this year to learn how to use FOCUS 5 and Conscious Discipline with students.

Gaps
- Teachers connecting with students in the classroom and support them in achieving academic goals.
- Engaging all students in planning for life after graduation.
- Students and teachers sharing a high level of mutual trust and respect.
- Staff exhibits a level of high expectations for all students.

Family and Community Engagement
Strengths
- Magnet program is helping to attract a diverse population of new students to the school.
- Programs that engage families in meaningful ways in their children's education are designed and implemented

Gaps
- Parental components and trainings for parents that help to reinforce Conscious Discipline and FOCUS 5
- The community lacks 21st century technology skills and students that come to the school do not have access to technology at home
- The need for improvement continues in the area of communication to stakeholders

Describe how the root causes of identified needs will be addressed to improve student achievement at the school.

Based on the needs assessment results, three root causes were identified:
- lack of vision for the teachers and staff
- The school lacks structures and systems for day to day operations
- The school needs continuous progress monitoring.

With the transition of the new administrator, the root causes will be addressed through the following:
- The development of a vision that will guide the change that is needed to create a high performing learning culture for all students and teachers.
- Employ research-based strategies that increase learning outcomes for all students, establish and maintain an orderly learning environment and utilize a variety of data sources to monitor student progress. These new structures will foster an environment of increased student achievement for our 21st century learners.
- Build the capacity of teachers to use data to inform instruction by providing time for teachers to work collaboratively to analyze student work and assessment data and to modify instruction.

Establish performance targets for student achievement, as defined in section 1008.34(1), F.S., that will result in a school grade of "C" or higher by the end of the 2018-19 school year.

School Name	Objective	Baseline	School Stretch Targets		
			2017	2018	2019
BETHUNE MARY M ELEMENTARY SCHOOL	Literacy and Early Learning - Reading	39.6	43.1	46.5	50.0
	Literacy and Early Learning - Math	35.4	38.8	42.2	45.6

Requirements and Deliverables

Acknowledge the district's understanding of the requirements and deliverables listed below by checking each box and providing any information requested.

School Improvement Plans

The district must submit documentation that each selected school annually engages stakeholders to design a school improvement plan that maintains alignment to the district's proposal, including targets.

☑   We understand

EXHIBIT E

Budget Allocation

Bethune Elementary				
	Year 1	Year 2	Year 3	
Total Funds per FEFP	Pending	Pending	Pending	
90% Funds per FEFP	Pending	Pending	Pending	
Discretionary Funding	$10, 000	$10, 000	$10, 000	
Professional Development	$88,000			
Village Elementary				
	Year 1	Year 2	Year 3	
Total Funds per FEFP	Pending	Pending	Pending	
90% Funds per FEFP	Pending	Pending	Pending	
Discretionary Funding	$10, 000	$10, 000	$10, 000	
Professional Development	$88,000			
Park Lakes Elementary				
	Year 1	Year 2	Year 3	
Total Funds per FEFP	Pending	Pending	Pending	
90% Funds per FEFP	Pending	Pending	Pending	
Discretionary Funding	$10, 000	$10, 000	$10, 000	
Professional Development	$88,000			