



**BROWARD COUNTY
PUBLIC SCHOOLS**



Transforming Education
One Student at a Time

“Through Educational Innovation, Student Achievement, and Continuous Improvement”



DISTRICT ACCREDITATION GUIDED SELF-STUDY

**Prepared for Southern Association of Colleges and Schools
Council on Accreditation and School Improvement**



**Quality Assurance Review
October 30, 2006 – November 1, 2006**
www.browardschools.com

Table of Contents

| | |
|---|----|
| INTRODUCTORY INFORMATION | 3 |
| The Broward County School Board..... | 4 |
| District Accreditation Steering Committee..... | 5 |
| Acknowledgements..... | 6 |
| Message from the Board of Education..... | 7 |
| Message from the Superintendent..... | 8 |
| Our Vision, Mission, Beliefs, and Core Values..... | 9 |
| SECTION I Overview of the Guided Self Study Process..... | 11 |
| SECTION II Verification of SACS CASI System Standards..... | 19 |
| Standard 1: Beliefs and Mission | 19 |
| Standard 2: Governance and Leadership | 22 |
| Standard 3: Curriculum..... | 25 |
| Standard 4: Instructional Design..... | 29 |
| Standard 6: Financial Resources..... | 35 |
| Standard 7: Student Services | 39 |
| Standard 10: Continuous Process of Educational Improvement..... | 53 |
| SECTION III Continuous Improvement..... | 56 |
| SECTION IV Quality Assurance..... | 56 |
| Guiding Principles | 56 |
| Lezotte’s Correlates of Effective Schools..... | 56 |
| 8-Step Instructional Process and Sterling | 56 |
| Marzano’s High Yield Strategies..... | 56 |
| Core Principles of High School Reform | 56 |
| Collaborative Problem Solving Teams | 56 |
| Implementation Matrices | 56 |

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INTRODUCTORY INFORMATION

*The Broward County School Board
District Accreditation Steering Committee
Acknowledgements
Message from the Board of Education
Message from the Superintendent
Our Vision, Mission, Beliefs, and Core Values*



The Broward County School Board

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

Top Row: (L to R) Superintendent of Schools, Dr. Frank Till,
Benjamin J. Williams (Chair), Beverly A. Gallagher (Vice- Chair)

Middle Row: (L to R) Maureen S. Dinnen, Robin Bartleman,
Stephanie Arma Kraft Esq., Marty Rubinstein and Robert D. Parks Ed.D

Front Row: (L to R) Albert C. Jones, and Darla L. Carter

[Board Members by District](#)

District 1 – Albert C. Jones

District 2 - Beverly A. Gallagher, Vice- Chair

District 3 - Maureen S. Dinnen

District 4 - Stephanie Arma Kraft, Esq.

District 5 - Benjamin J. Williams, Chair

District 6 - Marty Rubinstein

District 7 - Robert D. Parks, Ed.D.

At Large (Districtwide) - Robin Bartleman

At Large (Districtwide) - Darla L. Carter

Student Advisor - Britney Stevenson

Alternate Student Advisor - Brendon Shaub



District Accreditation Steering Committee

Steering Committee Chairperson

Diane M. Carr
Core Curriculum Department, Executive Director

Committee Members

Dr. Frank Till, Superintendent of Schools
Dr. Robert Parks, School Board Member, District 9
Dr. Earlean C. Smiley, Deputy Superintendent, Curriculum and Instruction
Dr. Linda Bedell, Area Director, North Central Area, Retired
James Bedell, Secondary School Administrator, Retired
Dr. Linda D. Harper, K-12 Curriculum Specialist

Acknowledgements

The District Accreditation Steering Committee wishes to acknowledge the dedicated work of the members of various stakeholder groups and organizations. Your committed efforts have brought us to this decisive point in our pursuit of District Accreditation. Specifically, members of the following stakeholder groups and organizations have played vital role in getting us here.

Area Superintendents
Area Directors
School-Based Administrators
Teachers
Students
District Advisory Council
Parent Teacher Association
Intern and LEAD Teacher and Assistant Principals
School and District Support Staff
District Accreditation Task Force
Business and Community Partners
SACS CASI Internal Facilitators
BECON Staff
District Senior Management

The effort on the part of members of these groups has helped to make our school system's educational efforts more systemic. This will ultimately make us continuously more effective at serving the Broward County Community. The credit belongs to each of you.



QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

Message from the Board of Education

We, the members of the School Board of Broward County, would like to welcome the SACS CASI Quality Assurance Review Team to our school district and to South Florida.

We are both proud and excited about our pursuit of District Accreditation as a Quality System. Your visit in the coming days is the culmination of the dedicated work of stakeholders of all areas of our school district, including administrators, teachers, parents, students and community stakeholders.

We hope that yours will be both a productive and enjoyable stay in Sunny South Florida!

The School Board of Broward County



Message from the Superintendent

On behalf of the Broward County School Board, I want to welcome the SACS-CASI Quality Assurance Review Team. Welcome to the nation's largest fully accredited school district.

For many years, SACS has played an important role in validating our schools' continuous improvement efforts. These efforts have led our school district to significant improvements which we will discuss in the coming hours and days.

Your visit marks two important milestones in our school district's partnership with SACS-CASI. It is the official culmination of our two-year guided self-study and the beginning of a three-day review process that we believe will lead to District Accreditation as a Quality School System.

Both now and in future years, District Accreditation will ensure that we are aligning our system-based improvement initiatives with school-based ones. It will also afford us numerous other benefits.

We hope that your visit to Broward County will allow you to learn much about our district's continuous improvement efforts and outcomes.

Thank you for your partnership.

[Dr. Frank Till](#)
[Superintendent Schools](#)



Our Vision, Mission, Beliefs, and Core Values

Our Vision

Broward County Public Schools-providing the highest quality education for all students.

Our Mission

The School Board of Broward County, Florida is dedicated to meeting the educational needs of all students in a safe learning environment.

Our Beliefs

Learning must take place at home, in school, and in the community.

Learning is an important aspect of a student's life.

The District must provide educational opportunities from school readiness through adult education.

We are accountable for improving student achievement.

All students will learn when their individual needs are met.

All students will be taught how to learn.

We must prepare all students for a knowledge-based, technologically rich, and culturally diverse 21st century.

We must provide a safe and secure environment, which is essential for teaching and learning.

Partnerships, which include parents, community and businesses, enhance student achievement with stakeholder involvement.

All individuals will be treated with respect and dignity.

Stakeholder involvement is a valuable tool for decision-making.

Professional staff development enhances a quality school.

The School Board is committed to assuring that schools promote cultural diversity and reinforce the positive tenets of character education in a democratic society.

Our Core Values

Student Focus

Communication, Trust, Teamwork;

Benchmark the Best, Excellence

Integrity and Ethics.

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GUIDED SELF STUDY**

SECTION I

Overview of the Guided Self Study Process

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Overview of the Guided Self Study Process

On August 31, 2004, Dr. Frank Till, Superintendent of Schools, and members of district staff met with members of the SACS CASI Regional Staff to determine if the district accreditation protocol supported the district's continuous improvement initiatives. An additional highlight of the meeting was to discuss the District Accreditation Quality Assurance process and its potential benefits to Broward County Schools. The meeting was informative and presented the Broward County team members with pertinent information regarding this new process.

After additional research was conducted, a Steering Committee was formed to continue to develop the district's plan for preparation.

The preparation and organization of the Guided Self-Study was a district wide effort. The District Accreditation Steering Committee met with the senior level staff and school board members to discuss the new direction in school accreditation. During this meeting the senior staff designated representatives from their department to serve on the District Accreditation Task Force. The Task Force provided input on the district's compliance to SACS standards.

To continue to prepare for the district's review, the Task Force chairperson met with area principals to brief them on the district accreditation process. All K-12 principals assigned an internal facilitator that served as a school liaison. Internal Facilitators met periodically with district staff to receive updates on the accreditation process. Task Force members also met with Senior Management to discuss accreditation expectations.

The Task Force then organized [mock internal quality assurance](#) visits to brief each school about the process and to familiarize faculty and staff on the interview protocol.

To further support all schools, the Steering Committee developed a website specific to school preparation. The website was updated monthly noting accreditation updates.

Steering Committee designees met with the internal facilitators, area directors, senior management, schools and school board members to provide training and updates. Principals were then provided with ongoing inservices at principal meetings regarding district accreditation.

The district's guided self-study will explain further how as the district's continuous improvement model, the district has adopted the One Voice Effective School Program with a focus on aligning all services and support to ensure continuous progress toward improving student achievement. This would include documenting the district's compliance with SACS CASI System Standards. Broward's One Voice Effective Schools Plan is an effort to encourage all schools to focus on selected proven processes and strategies. All staff district-wide receive an overview on the tenets of the program: The correlates of Effective Schools, Eight-Step Instructional Process, and High Yield Instructional Strategies, aligned with Classroom Walkthrough and Ruby Payne's *"Framework for Poverty"*.

The following was prepared in anticipation of the district's Quality Assurance review.

| Task Assignments | District Staff | Date Completed/Projected |
|---|---|---------------------------------|
| Meet with SACS Regional Staff | Dr. Till, Dr. Smiley, Diane Carr, Dr. Harper, Select District and School-based Administrators | August 2004 |
| SACS CASI merger and updates to Senior Management, Area Directors, Dr. Till, principals | Dr. Smiley | September 2004 |
| SACS re/District application for <i>District Accreditation as a Quality System</i> | Dr. Till | September 2004 |
| Form and chair accreditation steering committee; members Dr. Till, Dr. Smiley, Dr. Linda Bedell, Dr. Robert Parks, Dr. Linda Harper | Diane Carr | September 2004 |
| Senior Management, Board Members informed of new direction in accreditation | Dr. Till | September 2004 |
| Cancellation of traditional Quality Assurance Visits | Dr. Till, Diane Carr | September 2004 |
| Senior Management, Board Members informed of new direction | Dr. Smiley | December 2004 |
| Inform district of new direction in accreditation | Dr. Till | January 2005 |
| District application approved; Senior Management, School Board notified | Dr. Smiley | February 2005 |
| Inform principals of new direction | Dr. Smiley | February 2005 |
| District updates | Dr. Smiley | February 2005 |
| Notification of BECON presentation to principals | Dr. Smiley | February 2005 |
| Media Release District Accreditation | Joe Donzelli | March 2005 |
| BECON presentation to all principals | Diane Carr, Steering Committee | May 2005 |
| Attend SACS CASI Summer Conference for updates, Tampa | Dr. Harper | June 2005 |
| Meet with Volusia County district accreditation staff | Dr. Harper | June 2005 |
| BECON follow-up sent to principals | Dr. Smiley | July 2005 |

| Task Assignments | District Staff | Date Completed/Projected |
|---|------------------------|---------------------------------|
| Notification of upcoming mock Quality Assurance visits to Superintendent, Principals, School Board, Area Directors, Area Superintendent | Dr. Smiley | July 2005 |
| Official Internal Quality Assurance visit dates given to principals, School Board and Area Directors | Dr. Smiley | August 2005 |
| Additional information to Principals | Dr. Till | August 2005 |
| Update Board Members | Dr. Till | August 2005 |
| Update Senior Management | Dr. Till | August 2005 |
| Appoint Internal Facilitators for each school | Principals, Diane Carr | August 2005 |
| BECON PowerPoint presentation placed on District Accreditation Website for Schools | Diane Carr | September 2005 |
| Develop schedule for and monitor mock Internal Quality Assurance Reviews | Diane Carr | September 2005 |
| Accreditation updates to schools | Dr. Smiley | September 2005 |
| District Accreditation Website, updates ongoing | Diane Carr | September 2005 (go live) |
| SACS CASI added to District School Improvement Plan Process | Dr. Smiley | October 2005 |
| School Board Members, Senior Management and Area Directors informed of Guided Self-Study Process | Dr. Smiley | October 2005 |
| Additional updates on process to Senior Management, Board Members, Area Directors | Dr. Smiley | October 2005 |
| Provide Q/A Training to Intern Principals | Diane Carr | October 2005 |
| Begin Internal Q/A Reviews | Diane Carr, Principals | October 2005-October 2006 |
| Attend Regional Conference for accreditation updates, Atlanta | Dr. Harper | December 2005 |
| Selected Administrators asked to Designate Task Force Member | Dr. Smiley | December 2005 |
| Meet with Fulton County Schools district accreditation staff, Atlanta | Dr. Harper | December 2005 |

| Task Assignments | District Staff | Date Completed/Projected |
|--|---------------------------------|---------------------------------|
| Charter schools informed of exclusion in new accrediting process | Dr. Till | December 2005 |
| Complete SACS CASI Online Reports to qualification | Principals | January 2006 |
| Serve on Horry County Schools District Accreditation Review Team-Dr. Mark Elgart, Chair Myrtle Beach, South Carolina | Dr. Harper | March 2006 |
| Meet with Dr. Elva Cooper, Charlotte-Mecklenburg Schools, Charlotte, North Carolina | Dr. Harper | March 2006 |
| Form Accreditation Task Force | Diane Carr | March 2006 |
| LEAD Participants Trained on accrediting process | Diane Carr | March 2006 |
| Review Key Points | Task Force | March 2006 |
| Document Standards | Task Force | March 2006-May 2006 |
| Provide Department Documents | Task Force, Executive Directors | March 2006- May 2006 |
| Meet with Nick Messina Board Item for Hotel | Dr. Harper | March 2006 |
| Monitor Writing of Guided Self-Study (GSS) | Diane Carr | March 2006-ongoing |
| Support Standards Team | Diane Carr | March 2006-ongoing |
| Senior Management Updates | Dr. Smiley | April 2006 |
| Interview facilities, Rock Island | Diane Carr | April 2006 |
| Plan travel arrangements for Regional visitors | Diane Carr | April 2006 |
| Review Q/A Key Points | Dr. Till | April 2006 |
| Review Q/A Key Points | Dr. Smiley | April 2006 |
| Review Key Points | Area Superintendents | April 2006 |
| Review Q/A Key Points | Area Superintendents | April 2006 |
| Board Item, Hotel | Diane Carr | May 2006 |
| District Quality Assurance Review Date Change; Inform School Board Members, Senior Management, Area Directors, Executive Directors | Dr. Smiley | May 2006 |
| Meet w/BECON Dr. Schiffer-Simon--Prepare Superintendent's presentation to SACS CASI | Diane Carr | May 2006 |
| Principals Informed of Internal Facilitators Training | Dr. Smiley | May 2006 |

Broward County Public Schools District Accreditation Guided Self Study

| Task Assignments | District Staff | Date Completed/Projected |
|---|----------------------------------|---------------------------------|
| Internal Facilitators Training all schools | Diane Carr | May 2006 |
| Review Key Points | Diane Carr | May 2006 |
| Review Additional Key Points | Diane Carr | May 2006 |
| Review Key Points | Principals | May 2006 |
| Review Additional Key Points | Principals | May 2006 |
| Review Key Points | Senior Management | May 2006 |
| Review Additional Key Points | Senior Management | May 2006 |
| Review Key Points | School Board Members | May 2006 |
| Review Additional Key Points | School Board Members | May 2006 |
| Attend SACS Summer Conference for accreditation updates, Orlando | Dr. Harper | June 2006 |
| Provide district updates, all departments | Dr. Till, Dr. Smiley | June 2006 |
| Provide Quality Assurance Docs. to Melinda Cunningham | Area Superintendents | June 2006 |
| Meet with Dr. Armato-Co Chair | Steering Committee, Diane Carr | June 2006 |
| Provide Quality Assurance Docs. to Melinda Cunningham | Area Directors | June 2006 |
| Finalize Regional Team visiting schedule | Diane Carr | June 2006 |
| Provide Quality Assurance Docs. to Melinda Cunningham | Marcia Baldanza | June 2006 |
| Edit Guided Self-Study | Task Force | June 2006 |
| Review Draft of Self-Study | Dr. Smiley, Diane Carr | July 2006 |
| SACS CASI Funding | Diane Carr | July 2006 |
| Review Internal Reports | Area Superintendents | July 2006 |
| Review Guided Self-Study | Area Superintendents | July 2006 |
| BECON Presentation/Script | Diane Carr | August 2006 |
| Board Workshop | Dr. Till, Dr. Smiley | September 2006 |
| Meeting w/ Principals/Expectations | Area Superintendents | September 2006 |
| SACS Meeting Agenda | Area Directors | September, October 2006 |
| SACS Meeting Agenda | Principals | September, October 2006 |
| District BECON Presentation | Dr. Till, Dr. Smiley, Diane Carr | September 2006 |
| Brief select Senior Management on Standards compliance; provide binder for interviews | Task Force Standards Teams | September 2006 |
| Select 20 Principals per Area for interview with regional team | Area Superintendents | October 2006 |
| Reschedule Senior Management Meeting | Dr. Till | Friday, October 27, 2006 |

| Task Assignments | District Staff | Date Completed/Projected |
|--|---|------------------------------------|
| Attend SACS CASI Orientation Present Overview of district to Quality Assurance Review Team | Dr. Till, Dr. Smiley, Diane Carr Senior Management, Area Directors | Monday, October 30, 2006 |
| Interview w/Regional Team | Dr. Till, Senior Management, Board Members, Selected Principals, DAC PTA, Business and Community Partners | Monday, October 30, 2006 |
| SACS CASI School Visits Random Selection of Schools | Principals, Diane Carr | Tuesday, October 31, 2006 |
| SACS CASI Standards Interviews | Senior Management, Area Student Services Coordinators | Wednesday, November 1, 2006 (a.m.) |
| SACS CASI Review of Report | Dr. Till and Senior Management (core group only) | November 1, 2006 (p.m.) |
| SACS CASI Reporting of Findings Board Workshop | Dr. Till, Senior Management, Area Directors, Board Members, Selected Principals, Task Force, Community Stakeholders | November 1, 2006 (p.m.) |
| | <u>Part II Task Force Sub Committees</u> | |
| First meeting with Task Force Assign Standards for GSS | Dr. Harper | March 28, 2006 |
| Meet with Merrie Meyers | Dr. Harper | April 4, 2006 |
| Contact DAC and PTA | Diane Pressman | April 6, 2006 |
| Submit Names of DAC and PTA | Diane Pressman, Dr. Harper | April 21, 2006 |
| Submit Partners List to Task Force | Merrie Meyers | April 21, 2006 |
| Send Commitment Letters to DAC PTA | Diane Pressman, Dr. Harper | April 28, 2006 |
| Send Commitment Letters to Business Partners | Merrie Meyers, Joyce Krzemienski | April 28, 2006 |
| Meetings with Internal Facilitators | Dr. Harper | May 8 and 17, 2006 |
| Commitment letters from DAC PTA | Diane Pressman, Dr. Harper | May 19, 2006 |
| Receive electronic copy of Guided Self Study | Dr. Harper | May 15, 2006 |
| Place Draft Guided Self-Study on CAB conference | Dr. Harper | May 18, 2006 |
| Task Force Meeting to review GSS | Task Force | May 22, 2006, KCW |
| GSS Submitted for Editing | LEAD | May 23, 2006 |
| Art work for GSS cover | Charlette Butler | May 25, 2006 |

| Task Assignments | District Staff | Date Completed/Projected |
|--|--|---------------------------------|
| GSS Submitted for Final Review | Diane Carr | June 5, 2006 |
| Return GSS to Task Force | Diane Carr | June 5, 2006 |
| GSS for Additional Review | Area Superintendent Assistants | June 12, 2006 |
| Return GSS to Harper | Area Superintendent Assistants | June 23, 2006 |
| Meet with Business Partners | Joyce Krzemienski, Dr. Harper | June 23, 2006 |
| Web link for Community Stakeholders | Diane Pressman, Joyce Krzemienski, Linda Harper | July 1, 2006 |
| Submit GSS for Review | Diane Carr, Dr. Smiley, Senior Management | July 10, 2006 |
| Return GSS to Task Force | Charlette Butler, Linda Harper, Melinda Cunningham | July 21, 2006 |
| Present Final GSS to Task Force | Dr. Harper (electronic transfer) | July 24, 2006 |
| Present Final GSS to Diane Carr | Dr. Harper | July 28, 2006 |
| Provide Area updates at Principal Meetings | Area Superintendent Assistants | August 2006 |
| Return GSS to go to print | Diane Carr, Dr. Harper | August 6, 2006 |
| Meet with DAC/PTA updates | Diane Pressman | August 2006 |
| Final Copy submitted to Senior Staff | Dr. Smiley, Diane Carr, Dr. Harper | August 18, 2006 |
| Task Force to Brief Standards Team | Dr. Harper | September 2006 |
| Mail Completed GSS to SACS teams | Dr. Harper | October 1, 2006 |
| Submit District Staff Drivers for school visits/classroom walkthroughs | Diane Carr, Dr. Harper | October 1, 2006 |
| Meet with DAC PTA updates | Diane Pressman | October 6, 2006 |
| Notify schools of selection for reviews | Dr. Smiley, SACS CASI Staff | October 15, 2006 |
| Notify Dr. Harper of Principals interviewed by SACS CASI | Area Superintendent | October 18, 2006 |
| Meet w/ schools chosen | Melinda Cunningham, Charlette Butler, Dr. Harper | October 18, 2006 |
| Meet w/ principals chosen | Melinda Cunningham, Charlette Butler, Dr. Harper | October 25, 2006 |
| Discuss logistics for day of visits | Melinda Cunningham, Charlette Butler, Dr. Harper | October 25, 2006 |

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SECTION II

Verification of SACS CASI System Standards

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Verification of SACS CASI System Standards

Standard 1: Beliefs and Mission

A quality system develops and communicates a vision, beliefs and mission that provide a focus for the quality of the work of the students and the quality of the work of the system and schools.

District Summary

Vision: Broward County Public Schools-providing the highest quality education for all students.

Mission: The School Board of Broward County, Florida is dedicated to meeting the educational needs of all students in a safe learning environment.

Our beliefs:

- Learning must take place at home, in school, and in the community.
- Learning is an important aspect of a student's life.
- The District must provide educational opportunities from school readiness through adult education.
- We are accountable for improving student achievement.
- All students will learn when their individual needs are met.
- All students will be taught how to learn.
- We must prepare all students for a knowledge-based, technologically rich, and culturally diverse 21st century.
- We must provide a safe and secure environment, which is essential for teaching and learning.
- Partnerships, which include parents, community and businesses, enhance student achievement with stakeholder involvement.
- All individuals will be treated with respect and dignity.
- Stakeholder involvement is a valuable tool for decision-making.
- Professional staff development enhances a quality school.
- The School Board is committed to assuring that schools promote cultural diversity and reinforce the positive tenets of character education in a democratic society.

Core values: Student Focus; Communication, Trust, Teamwork; Benchmark the Best; Excellence; Integrity and Ethics.

Quality System Indicators

In fulfillment of this standard, the system:

1.1 Establishes a vision for education in the community through the leadership of the governing board of the system and in cooperation with its stakeholders.

In 2004-2005, the School Board, working in collaboration with the Superintendent and the District Strategic Plan Steering Committee developed the District's 2010 Strategic Plan. The plan is reviewed, updated and revised every five years by the District School Board, in collaboration with Superintendent Frank Till, his staff and the strategic planning committee. The revisions are presented to the Board in a workshop-type forum. After final revisions are made, the Board conducts one final review prior to official approval.

The previous page lists the District's vision, mission, beliefs and core values.

1.2 Identifies system-wide goals to advance the vision.

The District's Strategic Plan has four (4) system-wide goals, which advance the Vision:

- All students will achieve at their highest potential.
- All schools will have equitable resources.
- All operations of the school system will demonstrate best business practices while supporting student achievement.
- All stakeholders will work together to build a better school system.

1.3 Establishes an accountability system to document and monitor achievement of its goals.

Broward County Public School's accountability system begins at the district level with the district's 2005-2010 Strategic Plan. The plan contains goals and objectives that are aligned to the county's vision of education, the School Board's mission of educating all children and the state's No Child Left Behind Act and A++ Plan. The strategic plan also outlines the core values and beliefs of the District. District administration and school-based administrators are also held accountable for assisting in achieving the District's goals through individual action plans and goals that they develop yearly which are aligned with the county's goals. Individual schools develop School Improvement Plans, with goals and objectives focusing on student achievement. All individuals and groups work together to attain the goals of the Broward County Public School District.

Each of the four goals includes measurable objectives with detailed action plans and key performance indicators, which are monitored on an on-going basis and reported on annually.

1.4 Develops and continuously maintains a profile that describes the system, students and community.

The District routinely maintains a profile that describes the overall system, the students that attend our schools and the communities they live in. The district Web site also updates each individual school's pertinent information, including local and state assessment results, state and national accountability grading, and demographics. This information is easily accessible on the school Web site and each school has their individual profile on hand. Much of the information comes via state and local reports including all accountability reports, customer survey results and the District's STAR report.

A District profile is developed and published on a monthly basis by our Education Technology Services Department (ETS). Hard copies of both school and department profiles are maintained by the Equal Educational Opportunities Department.

1.5 Ensure that the system's vision, mission and beliefs guide the instruction and curriculum throughout the system and reflect research and best practices concerning teaching and learning.

Every school, area office and department develops an annual Improvement Plan whose measurable objectives are aligned to the District's Vision, Mission and Beliefs. The District has adopted the "One Voice Effective Schools Plan", which identifies researched based programs and teaching strategies and is based on Lezotte's 7 Effective School Correlates, 8 Step Instructional Process and the Marzano's 9 High Yield Strategies. It is the belief of the Broward County School District, that "as a District we are accountable for improving student achievement and that all students will learn when their individual needs are met."

To meet the needs of teachers to support student achievement, ongoing staff development is an integral part of the districts Curriculum and HRD Department. Additionally, staff development at the school level is embedded as a part of each school's School Improvement Plan.

Finally, The Florida Comprehensive Reading K-12 Plan places requirements on schools at all levels to provide the necessary programming to ensure that all students are placed in a reading program that truly meets their individual needs. Broward has supported reading at all levels by providing a reading coach in every school.

1.6 Reviews its vision, mission and beliefs annually and revises them when appropriate.

The School Board of Broward County, Florida reviews its vision, mission and beliefs annually during a scheduled Board Workshop. Revisions are recommended and made, as appropriate.

Standard 2: Governance and Leadership

A quality system provides for and promotes stability in the leadership, governance and organizational structure which includes a focus in developing and maintaining a vision; an emphasis on improving student learning; and support for innovative efforts that produce desired results.

District Summary

The Broward County Public School District is one of 67 districts in the state of Florida and ranks as the second largest in the state, behind Miami-Dade County. The nine-member Board consists of two at-large members and seven representatives, each serving a specific district. All members of the Broward County Public School Board are elected officials that serve four-year terms.

The School Board of Broward County, Florida, appoints the Superintendent, who is responsible for the administration of the District, while acting under the authority and the direction of the School Board.

The District is divided into four geographic areas (North, North Central, South and South Central), comprised of elementary schools, middle schools, high schools, centers and technical schools. Area Superintendents are assigned administrative responsibilities for their areas, which are in turn supported by central office administration.

In fulfillment of this standard, the system:

2.1 Adopts written policies and procedures that promote the effective operation of the system that include clearly defined lines of authority, relationships, and accountability which support the mission, beliefs and goals of the system.

The following bulleted items represent the procedures and protocols in place within the Broward County School District. They ensure clearly defined lines of authority, which support the goals of the system. These and many others ensure a comprehensive set of standards that guide the system, the schools and inclusive of stakeholder input.

- Organizational Chart
- School Board Policies
- Standard Practice Bulletin
- Collective Bargaining Agreement
- Budget Guidelines
- Looping Process

2.2 Permits the administrative team of the system to implement policies and procedures without interference.

The School Board of Broward County, Florida permits the administrative team to implement regulations, policies and procedures that are consistent with the vision, mission, beliefs and core

values of the District without interference by the School Board.

The tenets of Florida Statutes, K-20 Education Code, Chapters 1000-1013 and Broward School Board Policies dictate how the administrative team implements policies and procedures. The Education Code and Board Policies delineate oversight responsibilities.

2.3 Establishes policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the head of the system and the schools.

The School Board of Broward County, Florida recognizes the rights and responsibilities of the Superintendent, principals and district administrators to provide leadership in carrying out established policies. The Board sets policies, which recognize and preserve the executive, administrative and leadership prerogatives of the Superintendent of Schools, principals and district administrators in carrying out established policies and procedures.

2.4 Implements policies and procedures that provide for the orientation and training of the governing board.

New members of the Board receive orientation through the Florida School Board Association in Tallahassee, Florida. The one-day meeting addresses policies including the Sunshine Law, Robert's Rules, Florida state statutes and Board member duties.

All BCPS board members are trained in the Sterling method and by practices utilized by the Darden School of Business. The District provides board members an annual multiple-day training workshop addressing new policies and procedures implemented for the Sterling Method and at the Darden School of Business.

Members of the Board attend either a workshop or retreat-type forum every Tuesday when there is no official Board meeting. There are approximately 25 workshops or retreats per year that the Board members and the District Superintendent attend. Workshops take place at the Kathleen C. Wright Administrative Building, while retreats occur off site, usually at a District school.

2.5 Maintains access to legal counsel who can advise or obtain necessary information about the legal requirements and obligations that exist in the state, federal, or other jurisdictions in which it operates.

The School Board has an Office of General Counsel, which is currently staffed by a General Counsel, a Deputy General Counsel and an Assistant General Counsel. In addition, the School Board has a number of outside counsel on retainer to provide representation in various areas of legal expertise. The Office of the General Counsel provides advice and assistance to District staff and school personnel on a wide variety of operational issues and conducts periodic training sessions to ensure that administrative practices are consistent with the School Board's governing statutes, rules and policies.

2.6 *Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage.*

The School Board of Broward County maintains adequate insurance or resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage. The School Board manages a self-insured fund along with procuring insurance policies with an effective date of July 1, 2005 and an expiration date of July 1, 2006. The coverage includes the following types of policies: General Liability; Auto Liability; Property Liability; Excess Property; Excess Workers' Compensation; Petroleum Liability; Crime/ Fidelity; Boiler and Machinery (All Locations excluding Human Resource Center); Accidental Death and Dismemberment; Premier Public Entity Package and Terrorism and Sabotage. The School Board of Broward County, FL. is also covered under Florida statute 768.28; this provides coverage of \$100,000 per occurrence and \$200,000 aggregate.

2.7 *Creates and strengthens collaborative networks of community stakeholders to support student learning.*

An extensive network of communication and support exists within the Broward County Public School District, from individual schools to the District level. These formal networks include, but are not limited to, School Advisory Councils, School Advisory Forums, Area Advisory Committees, District Advisory Committees, Broward Advisory for Continuing Education (BRACE), Broward County Council of Parent Teacher Associations/Organizations and Innovation Zones. There are also a variety of school-based organizations, local and District-wide business partners, community partners and non-profit organizations involved in supporting student learning through mentoring, tutoring, volunteering, student scholarships and teacher grants.

2.8 *Allocates and aligns the human, instructional, financial, and physical resources in support of the vision, mission, beliefs and expectations for student learning.*

The District is dedicated to support of student achievement by facilitating processes to attract the most qualified candidates to fill open teaching, school-based, district administrative and non-instructional positions.

The Superintendent, in collaboration with the School Board, implements the District's mission by effectively allocating, aligning and managing the District's financial resources, equitably aligning funds for meeting the needs of schools, and maintaining public confidence and satisfaction.

Standard 3: Curriculum

A quality system offers a research-based curriculum based on clearly defined expectations for student learning that is subject to review and revision at regular intervals.

Quality System Indicators

In fulfillment of this standard, the system:

3.1 Develops curriculum based on clearly defined expectations for student learning:

The Florida education community identified a core body of knowledge and skills that all Florida students should have. This body of knowledge and skills, called the Sunshine State Standards (SSS) is applicable to the following content areas: language arts, mathematics, science, social studies, health and physical education, foreign languages and the arts. The standards are organized into four grade-level clusters, Pre-K - 2, 3 - 5, 6 - 8, and 9 - 12. They are further subdivided into benchmarks and grade level expectations.

District curriculum is clearly aligned with the Sunshine State Standards by utilizing instructional material that supports the Sunshine State Standards. The Broward County School District has created the Broward Education Enterprise Portal (B.E.E.P.) online that provides a sequential collection of lessons plans in the core curriculum areas for teachers. The plans include correlations to the SSS.

The Florida Comprehensive Assessment Test (FCAT) provides yearly information on statewide trends in the achievement of the reading, writing, mathematics, and science standards. The assessment data may be used to identify and implement remediations in curriculum, instruction, and assessment practices. The district also provides benchmark assessments throughout the year. Electronic Progress Monitoring Plans for students who are not meeting the benchmarks assist in the planning of instruction and the monitoring of student achievement.

Virtual Counselor is School Board of Broward County's (SBBC) vehicle for communicating student performance data directly to a teacher's desktop. The Virtual Counselor application uses student data in the Data Warehouse to display visually and graphically how classes, groups of students, and individual students are performing. Both formal, standardized assessment data, as well as informal assessments are displayed for teacher viewing. For example, Broward County independently elects to administer the Stanford Achievement Test (SAT) in grade 1 and 2. These standardized, norm-referenced data are displayed and summarized on Virtual Counselor. In addition, Florida Comprehensive Assessment Test data for both the Sunshine State Standards Test (FCAT-SSS) and the Norm-Referenced Test (FCAT-NRT) are likewise displayed on Virtual Counselor. These same data are also posted to individual school data folders that exist in the District's Data Warehouse. The District also administers the Broward Achievement Tests (BAT) in grades 3 through 10 twice a year, once in September and again in December. These data are displayed down to individual strands, and state identified benchmarks. Informal assessment data include the San Diego Word, Diagnostic Assessment of Reading (DAR), and many other diagnostic assessments. These assessments provide vital information to assist our

teachers in "pinpointing" specific weaknesses so that appropriate interventions can be implemented.

3.2 Provides a curriculum that includes a set of essential knowledge and skills in each content area

(See Indicator 3.1, above)

3.3 Aligns curriculum with clearly defined expectations for student learning across subject areas and grade levels

The district has established task groups and level leadership teams to address vertical alignment, with particular emphasis on assignments and timetables. Pacing charts and other support materials developed by the Core Curriculum Department ensure consistency of content knowledge and timely delivery of instruction. Curriculum maps, units of study, sequenced lesson plans with instructional resources are all available to teachers electronically.

3.4 Ensures that the curriculum reflects a commitment to equity, an appreciation of diversity, recognition of different ways of learning, and challenges each student to excel

The district has a matrix of learning expectations along with ancillary documents such as the Struggling Reader Chart and Struggling Mathematics Chart that delineates interventions specific to needs for students who do not meet the expected benchmarks. Schools with large number of students performing below grade level are provided additional staff support and materials through CNET, Collaborative Network, lead by a Principal on Task Assignment.

Students with disabilities serviced through Exceptional Education can access the general education curriculum and the intervention program and instruction delineated on the Struggling Readers' and Mathematics Charts.

Magnet schools offer educational choices with unique opportunities for in-depth experiences and study in specific areas of interest.

Advance Academics provides rigorous curriculum and academic opportunities through a variety of courses and programs:

- Advanced Placement and Honors courses
- Gifted classes
- dual enrollment
- Great Exploration in Mathematics (GEM)
- International Baccalaureate
- Mathematically Talented Students (MATS)
- College Academy at BCC
- Cambridge Programme
- Springboard (College Board Initiative)

The ESOL Program supports students entering our schools with varying levels of English

proficiency with appropriate instruction in language development, academic achievement, and cultural integration.

Broward's Technical Centers offer diverse technical/vocational course work:

- Business Technology
- Building Trades
- Cosmetology
- Culinary Arts
- Early Childhood
- Health Science
- Informational Technology
- Public Service
- Transportation Technology

3.5 Develops written curriculum guides and support materials that serve as a basis for implementing the curriculum. Broward County had a sophisticated and well-integrated array of curriculum guides and support materials, across multiple media formats.

- Broward Education Enterprise Portal (B.E.E.P.)
- Pacing Guides for Mathematics
- Comprehensive Literacy Guide
- Curriculum Maps in all areas
- Daily sequenced lesson plans in core areas

Central support staff and comprehensive professional development support these materials.

3.6 Promotes in the curriculum the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying their learning.

The Core Curriculum Department has extensively reviewed educational research that focuses on student engagement, brain study, and higher thinking skills. Based on the department's findings, instructional materials and techniques have been identified that promote higher-level thinking skills and varied application of learning (Great Books Program). Project-based and exploratory learning is included in course work. Simulated field trips are available online.

Magnet programs offer educational choices with unique opportunities for in-depth experiences and study in specific areas of interest. The district's classroom visitations model focuses on the quality of student engagement in meaningful activities. All Principals and Assistant Principals have been trained in four-minute classroom walkthroughs. (Please reference our district commitment to the four-minute walkthroughs, which directly correlates, to this question)

3.7 Gathers, analyzes, and uses data and research in making curriculum choices.

The Florida Comprehensive Assessment Test (FCAT) provides yearly information on statewide trends in the achievement of the reading, writing, mathematics, and science standards. The assessment data may be used to identify and implement modifications in curriculum, instruction,

and assessment practices. The district also provides benchmark assessments and mini assessments throughout the year.

Electronic Progress Monitoring Plans for students who are not meeting the benchmarks assist in the planning of instruction and the monitoring of student achievement through data.

Virtual Counselor is School Board of Broward County's (SBBC) vehicle for communicating student performance data directly to a teacher's desktop. The Virtual Counselor application uses student data in the data warehouse to display visually and graphically how classes, groups of students, and individual students are performing. Both formal, standardized assessment data, as well as informal assessments are displayed for teacher viewing. SAT scores, FCAT-SSS/NRTs are some examples of the standardized data displayed. In many cases, this data is displayed down to individual strand, benchmark, and/or GLE. Informal assessment data include SBBC's Benchmark Assessment Test (BAT), San Diego Word, Diagnostic Assessment of Reading (DAR), and others. These assessments provide vital information to assist our teachers in "pinpointing" specific weaknesses so that appropriate interventions/instruction can be implemented.

The Florida Comprehensive Assessment Test (FCAT) provides yearly information on statewide trends in the achievement of the reading, writing, mathematics, and science standards. The assessment data may be used to identify and implement interventions in curriculum, instruction, and assessment practices. The district also provides benchmark assessments throughout the year. Electronic Academic Improvement Plans for students who are not meeting the benchmarks assist in the planning of instruction and the monitoring of student achievement.

Finally, the Research Services Department conducts program evaluations that identify successful and unsuccessful interventions. These reports include recommendations for change and are published on the department's Web site, and in professional journals. Also published on the Web site are memoranda and Research Briefs that provide new data regarding innovations, statistical analyses of data that highlight challenges and document successful steps the District is taking, and answer specific research questions posed by the administration and the Board of Education.

3.8 Provides a balance of educational experiences through the curriculum that is based on knowledge of human growth and development, and relies on sound learning principles.

District academic delivery models are based on Lezotte's correlates of effective schools, the 8 step process, and Marzano's high yield strategies. Intensive work is being done in regard to learning communities, the middle school concept, and the plan-do-study-act process

Standard 4: Instructional Design

A quality system develops and employs instructional strategies and activities in support of student achievement of the expectations for learning defined by the curriculum.

Quality System Indicators

In fulfillment of this standard, the system:

4.1 Analyzes and uses the results of assessments of student learning to improve instructional design and effectiveness.

Teachers are acculturated to a system that - as an established practice expects analysis of individual student data. Student data informs teacher instructions.

For example, the District has developed Benchmark Assessment Tests (BAT) that are administered two times during the year. These administration dates are purposely chosen to provide early diagnostic data that predict performance on the FCAT, a measure of the Sunshine State Standards. The data are analyzed, disaggregated, and reports are generated for individual schools and teachers. All of these data are available to personnel through either the Data Warehouse or Virtual Counselor. Also available to teachers and school personnel are Mini-Bats - benchmark specific, brief, tailored assessments that are used to monitor student progress.

Research-based instructional programs also include an assessment component that provides additional data. These data are often used to group students for targeted instruction and/or provide double and triple doses of instruction.

The state has also developed the Florida Comprehensive Assessment Test (FCAT) that provides yearly information on statewide trends in the achievement of the reading, writing, mathematics, and science standards. These assessment data are used to identify and implement interventions in curriculum, instructional strategies and techniques, and assessment practices. FCAT data are extensively used in all facets of school operations related to the provision of instruction or student achievement.

Each school site will collaborate with teachers and administration during planning periods, faculty meetings, and professional development days to review and interpret student data, identify interventions, group students, and plan differentiated instruction. Benchmarks assessments are administered throughout Broward County schools. A system has been set forth where teachers, school based administrators and district personnel articulate the findings.

Focused analysis of the data includes discussion on the following topics:

- Identify students' needs
- Know what assessment data means and implications for instruction
- Identify interventions needed based on students' needs
- Discuss students' progress to better support areas of weakness

- Discuss and train on differentiated instruction
- Analyze data from different assessment that will enable better decision-making

4.2 Designs and employs instructional strategies and activities that are research based and reflective of best practice

The district has adopted instructional materials that incorporate research-based strategies and activities (Harcourt Trophies, Wilson. Professional Development for Instructional Staff includes a number of sessions focused on best practices in instructional strategies and activities (i.e., CRISS, Accelerated Literacy Learning< LETRS, Critical Content). The Florida Center for Reading Research (FCRR) has compiled a number of effective learning activities that teachers can access online.

4.3 Aligns the Instructional design, including strategies and action plans, with the system's mission and expectations for student learning.

The district's mission is infused in the individual school improvement plan and these plans are reviewed and monitored by the district. Expectations for student learning are a function of the district mission. Research based programs and strategies are the foundation of increased student achievement.

4.4 Allocates and protects instructional time to support student learning

Site based management is mandated to ensure and protect instructional time. Schools develop master schedules that include instructional time for each curricula area. Elementary schools are required to provide 90 minutes of reading instruction and 60 minutes of mathematics instruction. Secondary school run multiple schedules within the school to meet the needs of all learners. Additional instruction time is available through after school and/ or Saturday academic camps and summer programs. Activities that do not support academic growth are not allowed to interrupt teaching and learning

4.5 Implements an instructional design that provides all students with instruction that stimulates and enhances intellectual and creative development of higher order thinking skills and requires students to apply their learning

Teachers are expected to differentiate instruction to meet the needs of a diverse population. Professional development supports teachers and students by incorporating Marzano's effective instructional strategies and their use into academic sessions. Broward County provides curriculum support that is aligned with Gardner's theory of multiple intelligences, Bloom's taxonomy, and Webb's Levels of Complexity. These supports are enhanced by a series of materials, observations, and trainings. All district schools have a reading coach, reading resource specialist, or curriculum specialist. These specialists work primarily with teachers to develop a rigorous curriculum and use of appropriate strategies. They are available to provide support at the time of need by modeling, consulting, observing and providing feedback. They also assist in the diagnosis of student needs and development of individual academic plans.

4.6 Provides a comprehensive program of information and media services that are aligned with its beliefs, mission and goals.

The mission of Learning Resources is to provide multifaceted levels of support and assistance for students, teachers, library media specialists, media assistants, administrators and the community. The department provides leadership and direction to the overall library media programs in all schools and center. Their technological resources include academic links that support all curriculum areas for teachers, parents, and students.

Standard 5: Assessment, Measurement, Effective Results

A quality system uses effective and continuous performance management systems for assessing, aligning and improving student learning and operation performance, including organizational and instructional effectiveness, at all levels and areas of the system.

District Summary

The District's Strategic Plan (2010) includes objectives that create a climate of continuous quality improvement using data driven decisions for both increased student performance and demonstrated best business practices. The District utilizes the principles and practices of Continuous Quality Improvement by engaging in the Plan, Do, and Study Act cycle in both school and system improvement. Through the District's One Voice Effective School Plan, schools are focused on principles and strategies that produce measurable results for reforming and improving teaching and learning.

The number one priority of the District has been and remains student achievement. The District sets goals and objectives based on the Key Performance Indicator of Florida Comprehensive Assessment Test (FCAT) results reported as student assessment, school accountability, and annual yearly progress data. Continuous assessment of student performance is monitored and analyzed using District and school-based tools that include the Broward Benchmark Assessment Tests, District provided mini-assessments, and a number of high quality research based commercial products prescribed in the District's Reading Plan and Struggling Reader's Chart. Schools are required by Board Policy to use District adopted instructional material that provide opportunities for high quality teaching and learning, the use of educational technology, and the collection of meaningful data.

Each school plans for improvement by developing, implementing, and evaluating an annual School Improvement Plan (SIP). The primary focus of the SIP is improving student performance using FCAT and related data. Schools must provide baseline data, targets, and periodic assessment data for each SIP objective. The District assists schools by providing numerous data reports through Virtual Counselor and the Data Warehouse. Parents can access student scores, teachers can access student and class results, and administrators can access student reports by total student population, grade level, performance level, and/or AYP subgroups.

Every department's number one priority is to support student learning through best practices. Departments are required to complete an annual Department Strategic Plan based on Key Performance Indicators common to their industry standards. The department plans include measurable objectives, targets, timelines, and periodic reviews. The Division of Research, Evaluation, Assessment and Boundaries has overall responsibility for collecting, analyzing, and evaluating student performance and the related data used by schools and departments for continuous quality improvement. In addition, the Division collects data for District approved research projects, the Superintendent's Evaluation, customer satisfaction surveys, and the District's Balanced Scorecard. The Division is comprised of four Departments:

- Research Services
- Student Assessment and School Accountability
- Boundaries
- School Improvement

Quality System Indicators

In fulfillment of this standard, the system:

5.1 The system establishes key indicators and performance expectations for student learning.

At all levels within the System (from the District's Strategic Plan 2010 to individual School and Department plans), Key Performance Indicators and performance expectations are established as targets for success and monitored for continuous quality improvement. Key Performance Indicators include Level 3 on the FCAT, current NCLB AYP Standards, and Strategic Plan 2010 indicators.

5.2 The system develops and implements a comprehensive system for assessing student progress based on clearly defined student results for learning.

The Broward Benchmark Assessment Test (BAT) is administered by the District two times per year in grades 3-10 in reading and math. The test items are aligned to the Sunshine State Standards/Benchmarks. District writing prompts are also administered to monitor writing progress by scoring with the State Writing Rubric. Schools are also encouraged to use District created mini-assessments and lessons in reading and mathematics to continuously check student progress and adjust instructional time as needed. Newly developed writing and science mini assessments are also available for school use.

5.3 The system establishes and provides a comprehensive assessment system that includes current data that includes a profile of student performance, community characteristics, system characteristics, and stakeholder perceptions of the system (staff and stakeholder).

The District collects, analyzes, and evaluates extensive demographic data for use in reporting student achievement. FCAT results are disaggregated using various subgroups including gender, ethnicity, socio-economic levels, and ability groupings. Demographic profiles are provided for planning in the classroom, in the grade level, and in the school. Numerous special reports are available to instructional and administrative staff through the District's Data Warehouse. Schools may request additional reports by providing specific needs (queries) to the Educational Technology Services Department. An annual customer survey designed and administered by Research Services is completed for each school. Results of the survey are shared with schools for the purpose of a school improvement needs assessment.

5.4 The system employs an assessment system that provides data for making informed decisions for continuous improvement.

Periodic systematic assessment of student performance is a principle of the District's One Voice

Plan. The Plan's foundation is based on the Seven Correlates of Effective Schools (Lezotte), the Eight Step Instructional Model (Brazosport), and Nine High Yield Strategies (Marzano). Data from the Broward Benchmark Assessment Test (BAT) identifies specific State benchmarks that are highly correlated with FCAT success. Individual results identify specific areas of weakness in academic knowledge and skills and guide teachers in revising instruction for individual success. Results also can be used to identify successful teachers and the strategies that they use for collaboration and sharing at the school, area, and District levels. Administrators are given ample warning on areas of academic weaknesses so that school-wide strategies and programs can be adjusted throughout the year. School-based administrators also use the Classroom Walk Through process to continuously check and recheck that specific teaching behaviors are being practiced by all instructional staff members.

5.5 The system conducts a periodic analysis of instructional and organizational effectiveness as a basis for improving the system and schools.

Ongoing reviews are conducted using the School Improvement Plans and the Department Strategic Plans to assess school and department effectiveness. The Department of Research, Evaluation, Student Assessment, and Boundaries conducts system-wide studies annually on student achievement, instructional programs, and of many District initiatives. Follow-up documentation is required for all recommendations. Data are collected on an on-going basis for the Superintendent's Evaluation and the District's Strategic Plan.

5.6 The system communicates assessment results to all stakeholders.

A report to the Community is prepared annually reflecting the progress on all Strategic Plan goals and objectives. The Superintendent of Schools receives an annual evaluation based on a comprehensive evaluation tool prepared by the District. Schools are required to report annually to all stakeholders via the NCLB School Public Accountability Report (NCLB SPAR). The NCLB SPAR contains assessment data based on specific indicators required by the Florida Department of Education (DOE) and the No Child Left Behind (NCLB) federal legislation. The report must be available before the first day of each school year. The award winning District Web site promptly reports all test and survey results. The Director of Communications and Media Relations holds timely media briefings, press conferences, and prepares press releases the same day that FCAT results and NCLB AYP results are released by the DOE. A continuous flow of information concerning assessment is provided by the Department of Research, Evaluation, Assessment, and Boundaries to the public via School Board presentations, News & Views, the 411 District Newsletter, and CAB, the district's e-mail system.

Finally, the web sites maintained by Research Services and the department of Student Assessment and School Accountability provide a repository for all published District memoranda, program evaluations, Research Briefs, and other reports that detail statistical data related to student achievement and school operations. These reports disclose the bulk of the District's efforts to reach decisions regarding instructional practices that affect student achievement.

Standard 6: Financial Resources

A quality system has qualified staff that is supported by the financial and physical resources necessary to fulfill the vision, mission and goals of the system.

District Summary

The Broward County School District is committed to providing each student equal educational opportunities, as reflected in the mission statement adopted by the School Board. The Office of the Chief Financial Officer's commitment is to implement the District's mission by effectively managing the District's financial resources, equitably aligning funds for meeting the needs of schools, and maintaining public confidence and satisfaction. The Office of the Chief Financial Officer has broad financial responsibilities, including the approval of the annual budget, the adoption of the school tax millage levy, and the establishment of a system of accounting and budgetary controls. Accounting reports and the annual budget are required by State regulations to be filed with the State Department of Education.

Quality System Indicators

In fulfillment of this standard, the system:

6.1 Maintains financial accounts in accordance with accepted accounting procedures and are audited annually; (Note: The report of the annual audit is on-site and available for evaluators.)

The Financial Reporting Department within the Office of the Chief Financial Officer is responsible for issuing the Comprehensive Annual Financial Report ("CAFR") of the School District. The CAFR contains the audited financial statements for all operations over which the District is financially responsible. These financial statements are presented to conform to the accounting principles generally accepted in the United States (GAAP) as applied to governmental funds. The financial accounts, records, and statements are audited annually by an independent audit firm, Ernst & Young LLP. The objective of the independent audit is to provide reasonable assurance that the District's financial statements as presented in the CAFR are free of material misstatement.

The District has been awarded the Certificate of Excellence in Financial Reporting by the Association of School Business Officials International (ASBO) for the twenty-second consecutive year, and by the Government Finance Officers Association of the United States and Canada (GFOA) for the tenth consecutive year, for its CAFR for the year ended June 30, 2005. The District's audited financial statements are online at:

http://www.broward.k12.fl.us/comptroller/finrptg_doclinks.htm

6.2 Secures income from all regular sources that is sufficient to support all regular expenditures and to assure the continuity and stability of services;

The District derives its operating revenues from a variety of Federal, State and local sources.

The major categories of revenue sources for the operating funds of the District are briefly described below.

- State revenue sources include the Florida Educational Finance Program (FEFP), which makes up a major portion of State support, and is distributed by the State under the provisions of the FEFP. Participation in the FEFP provides state and local revenue sources based primarily on student enrollment. Other state funding sources are lottery revenues generated by the State lottery, State categorical programs, and other miscellaneous State programs.
- Local revenue for District operating support is derived almost entirely from ad valorem real and tangible personal property taxes. In addition, the District earns interest on cash invested and collects other miscellaneous revenues.
- Federal revenue sources are distributed to the District both directly by the Federal government and indirectly through the State, substantially all of which are restricted for specific programs.

In addition to revenue sources for operating support, the District also derives its revenues for capital projects from certain State and local sources, such as the Florida Public Education Capital Outlay Program (PECO), the Capital Outlay and Debt Service (CO&DS) funds, the Classrooms for Kids Program (Capital Outlay Class Size Reduction), and the local option capital outlay millage levy.

6.3 Manages debt service or lines of credit in such ways as to assure that fiscal responsibility remains under control of system authority;

The Treasurer's Office, which is part of the Office of the Chief Financial Officer, is responsible for managing District funds by investing in both short and medium term investments using a balanced investment approach to maximize the investment yield. The Treasurer's Office is also responsible for debt management, coordinating debt issuance and insuring that the District is in compliance with debt covenants.

6.4 Maintains and monitors a balance sheet that describes the overall financial operations and financial condition of the system;

The balance sheet is one of the key financial statements included in the audited financial statements, as well as in the monthly financial statements, prepared and monitored by the Financial Reporting Department. These financial statements are submitted to the School Board for review. To ensure the accuracy of the financial statements, the balance sheet accounts are monitored daily and reconciled monthly for appropriateness of postings and validation of account balance.

6.5 Develops and implements an annual budget that provides the resources to support the beliefs, mission, and educational programs;

Florida law requires the School Board to adopt in each fiscal year a tentative operating budget and a final operating budget, each of which must be balanced with available funds. The School District's budget is a detailed operating plan that identifies estimated expenditures in relation to estimated revenues. The budget reflects the School District's priorities and represents a process through which policy decisions are made, implemented and controlled. The Budget Office reviews these budgets for reasonableness and compliance and, if necessary, modifies them to assure the overall integrity of the School District's annual budget.

The School District is also required by Florida Statute to prepare and adopt a District Educational Facilities Plan (DEFP) before adopting the annual capital outlay budget. The purpose of the DEFP is to keep the School Board and the public fully informed as to whether the District is using sound policies and practices that meet students' educational needs and that warrant public confidence in District operations.

For its 2004-2005 annual budget, the District received the Meritorious Budget Award from the Association of School Business Officials (ASBO) International. The Meritorious Budget Awards Program is the only award program specifically designed for school budgeting. This is the ninth consecutive budget year the District has received this honor. In order to receive the award, the District had to satisfy specific guidelines for effective budget presentation recognized by school business officials throughout North America. This award represents a significant achievement by the District and reflects the commitment of the Board and staff to meet the highest standards of school budgeting.

The complete Adopted District Budget is available on site for review, and can also be accessed online at http://www.broward.k12.fl.us/comptroller/budget_doclinks.htm
www.browardschools.com/press/pdf/budget_facts.pdf

Human Resources:

6.6 Employs an administrative head of the system that has earned a graduate degree from a regionally accredited or federal or state sanctioned institution with 18 hours in administration and/or supervision as a part of, or in addition to, the degree, or meets the legal qualifications of the state in which employed;

Superintendent Frank Till has a Doctorate from the University of Southern California. He meets all legal qualifications for the State of Florida.

6.7 Employs system level administrative and supervisory staff members having responsibilities for instructional services that have earned a graduate degree from a regionally accredited or federal or state sanctioned institution with 18 hours in administration and/or supervision as a part of, or in addition to, the degree, or meets the legal qualifications of the state in which employed;

Each system level administrative and supervisory staff member has a graduate degree in from accredited institutions and holds the appropriate licensure and certification for the State of Florida.

6.8 Develops and maintains a remuneration plan for all employees;

The Broward County Public School District maintains a remuneration plan for all of its employees. (<http://www.broward.k12.fl.us/employeerelations/>)

6.9 Maintains staffing that is sufficient to meet the vision, mission and goals of the system; and

All staffing formulas for Broward County Public Schools meet or exceed requirements for the State of Florida.

6.10 Implements a system of employee evaluation and assessment that includes confidentiality for each staff evaluation or assessment.

The evaluation system for Broward County Public Schools provides for confidential review and assessment of each employee. www.broward.k12.fl.us/humanresources

Standard 7: Student Services

A quality system identifies and has a network of services that support the development and well-being, including the health and safety, of each student.

District Summary

Broward County Public Schools is committed to providing the highest quality education for all students in a safe environment recognizing the importance of home, community and school partnerships to address learning barriers and academic success. Through the use of collaborative problem-solving teams at each school, student needs are identified through data and resources are deployed accordingly. The Department of Student Support Services and Exceptional Student Education (SSS/ESE) is responsible for coordinating these learning support services, including psychological services, school social work services, health education services, homeless services, mental health services and special education services. The department, as well as the school system, encourages parent involvement and is proactive in supporting parents and community partners in building strong school communities.

Quality System Indicators

In fulfillment of this standard, the system:

7.1 Designs and provides student support services that meet the needs of students, are continually reviewed, and are aligned with the vision, beliefs, mission, and expectations for student learning.

The mission of the SSS/ESE department is to create a framework upon which schools/zones can build a collaborative structure of support services that promotes student achievement and encourages personal growth. Services to support schools in meeting student needs include the following:

Core, universal prevention and intervention services provided by:

- School social workers
- School psychologists
- School guidance counselors
- Prevention specialists
- Family counselors
- School-based collaborative problem-solving teams
- School Improvement planning to support parent involvement
- School Readiness (district department and community coalition)

Targeted, intervention services provided by:

- Behavioral health community partners
- School social workers

- School psychologists
- School guidance counselors
- Prevention specialists
- Family counselors
- ESE Specialists
- Behavior Specialists
- School-based collaborative problem-solving teams

Intensive intervention services provided by:

- ESE Specialists
- Behavior Specialists
- Family Counselors
- Behavioral health community partners

School Health Services

- AIDS/HIV Awareness
- CPR/AED training
- Monitoring of Core Health Services at the school level
- Nursing supervision for personnel providing care to students with diabetes
- School nurses provided by community providers through funding from the Children's Services Council and the County Health Department

Character Education

- Collaboration with the Diversity Committee to address issues through the Character Education program
- Defined Character Education program developed with major community input; partnership with the Sun-Sentinel to highlight children of character in our schools

Prevention Services

- Safe and Drug Free School service provision
- School-wide discipline professional development

7.2 Provides student services coordinated with the school, home, and community

Goal 4 of the school system's strategic plan is that "all stakeholders will work together to build a better school system." The county's Children's Services Administration Division (CSAD) provides funding to the school system and community providers to address needs of children identified through a needs assessment. The SSS/ESE department as well as other departments within the school system develop and provide resource information for parents and community providers that are available on the district's website or through calling the appropriate department. Some of these resources include:

- Promotion Criteria Parent brochures-describing the district and state criteria required

- for a student to move from one grade to the next.
- Collaborative Problem Solving brochure-describing to parents the process that schools and parents work through to address concerns about a student.
- Virtual Counselor-internet accessible school board site for students, parents and school system personnel to access grades, test scores, schedules, graduation requirements needed for the student.
- What Every Student Should Know and Be Able To Do! Brochures-provide parents and community with user-friendly descriptions of the Sunshine State Standards for grades Prek-5.
- Parent Primer for Students with Disabilities (under revision)-provides parents with key information regarding exceptional student education and how to navigate the system.
- Parent Resources section to the Broward Schools webpage-provides information on all departments within the district, with special information for on the ESE website and other SSS/ESE departments.

7.3 Develops and requires written emergency and security plan(s) that ensure the safety and care of students and stakeholders in the system.

The district’s mission statement identifies the dedication of the district to meet the “educational needs of all students in a safe learning environment”. Efforts in this area are supported by the District’s stated belief that “we must provide a safe and secure environment, which is essential for teaching and learning” and the belief statement that “The School Board is committed to assuring that schools promote cultural diversity and reinforce the positive tenets of character education in a democratic society”. All schools are required to develop a school safety plan, that includes fire and tornado drills, lockdown procedures, and code procedures.

The district has developed a number of written plans that direct it’s efforts toward providing students with a quality education in a safe and secure environment. Examples include the following:

- Critical Incident Resource Manual - provides direction related to prevention, immediate response, and follow-up for wide range of possible crisis situations.
- Crisis Recovery Plan (a sub-section of the Critical Incident Manual - describes the procedures for use of multi-tiered team support available for students and staff recovering from the emotional trauma caused by a crisis event (e.g., a major storm)
- School Safety Plan - provides the individual school’s plan for addressing the types of incidents covered in the district’s Critical Incident Resource Manual.
- Threat Assessment Manual outlines the process to be used in determining the level of risk for a student threat and with how to develop a supervision plan after assessment
- Student Suicide Prevention Handbook - provides school personnel with the information necessary to identify potential suicides and to guide intervention efforts

The manuals are reviewed continuously and developed in collaboration with appropriate partners such as police and fire departments. Information is shared with all stakeholders through school and district newsletters and on separate Safety and Special Investigative Unit web sites. Safety and Security committees also meet monthly to review and update safety and security plans,

issues and concerns.”

7.4 Maintains secure, accurate and complete student records system in accordance with state and federal law and regulations.

Student records are maintained in secure environments in accordance with state and federal HIPAA and FERPA requirements. Access logs are maintained with each student record with training provided to school personnel on who may have access and who may not. Student individual educational plans (IEPs) are completed and maintained on a secured, internet based system that provides for confidentiality and access through specific password protected mechanisms established by district personnel. Records retention maintains student records and provides, with signed consent, those records to designated agencies or personnel as well as to the student who is of legal majority or to their parents if they are not.

7.5 Provides student services, as appropriate, in the areas of health, counseling, nutrition, safety, co-curricula, and transportation.

Health services are provided through school nurses funded through the Health Department and through the Children’s Services Council of Broward County. Funding is limited so nurses are placed at schools identified as most at need using parameters agreed on by the Health Education Services department and the school system’s Research and Evaluation office. Health services are also provided by nurses assigned to special education sites and by paraprofessionals who receive child-specific training to perform limited non-invasive health related services. Health Education district personnel facilitate a “medically fragile” committee to review records and information on students who may need specialized health assistance.

HIV AIDs prevention is provided in collaboration with the American Red Cross and the Health Education Services department. Drug and alcohol prevention is done through the Prevention services department. With some community sponsorship, Character Education and physical education personnel are implementing the Commit 2B Fit program to fight obesity in children. It is offered to elementary school children in grade 3 and high school students enrolled in Personal Fitness classes who agree to increase their physical activity and make appropriate food choices. Nutrition information is provided by the Health Education Department, the American Diabetes Association and the district’s Nutrition Committee.

Prevention Services are provided under the SSS/ESE Department, although there are other departments that provide support in this area as well for DJJ, foster care, and other at-risk students. Services are offered to select schools through the BASS program with targeted case management and wraparound services that deploy school system and community resources to the student and family.

The Broward Enterprise Education Portal (BEEP) provides a resource that has student services input to ensure differentiated instruction and appropriate accommodations/modifications for special needs students. BEEP is a secure, single point of access to digital resources for teaching and learning. These “Digital Doorways” allow teachers, students, administrators and Parents of Broward County Schools to access current and relevant resources and information focused on student achievement, academic performance, and instructional best practice. The BEEP portal

can be accessed through the school systems website at www.browardschools.com.

Each school is required to have an annual guidance plan that address the national guidance standards and is aligned with the instruction in the classroom. The plan is available on line and allows the district to complete the annual guidance report to the state with minimal effort.

Transportation is provided to young students and any student who lives beyond a two mile radius from the school. Special needs students who have unique transportation needs documented on their individual educational plan, receive those services, from physical equipment on the bus, restraints for wheelchairs, special assistance and so on.

7.6 Promotes the development of student decision-making skill, ethical and lawful conduct, and responsible citizenship.

The school system initiated a Character Education program in the 2000-2001 school year for grades Pre-K-12th, The Broward initiative goes beyond the state mandate for a program at the elementary level.

Through collaboration with a broad-based community group collaboration and over 7000 survey responses from schools and the community, eight character traits were identified for the program:

- Responsibility
- Citizenship
- Kindness
- Respect
- Honesty
- Self-control
- Tolerance
- Cooperation

Following the September 11 devastation, patriotism was added as a part of all the traits. Character education posters and stickers were designed and can be seen displayed in schools and department sites; each month over 17,000 copies of the “character trait of the month” activity sheets that includes a bibliography of books and other resources are sent to all teachers, support staff and a number of community organizations; cities and stores across the county have adopted resolutions or events in support of character education; the Ft. Lauderdale Sun-Sentinel, Broward’s leading newspaper, has provided ongoing support of the initiative and promotes character education through the “Kids of Character” campaign that includes monthly, full-page ads about the character trait of the month, incentives for schools “kids of character”, wards for winners at an annual event, photos, stories and much more in the newspaper.

Positive Behavioral Interventions and Supports are part of the resources available to schools and professional development is provided through SSS/ESE in this area. The district has embraced Randy Sprick’s model of CHAMPS (conversation, help, activity, movement, participation) as a proactive approach to classroom management that positively impacts school culture and student

achievement.

7.7 Employs a process for developing and implementing written guidelines for student conduct and attendance that is communicated to students, parents, and staff.

Each year, SSS/ESE guidance staff convenes and facilitates a broad-based Code of Student Conduct committee. Representatives include all stakeholder groups: parents, students, principals, guidance, community advocacy groups, the teachers' union, etc. Each member of the group is charged with ensuring that there is two-way communication from the committee group back to the stakeholder group represented.

Issues for revision are posted to the district's website in a survey format to allow additional input. Based on input from all groups, proposed revisions to the Code of Student Conduct book are shared with the School Board at a retreat for their discussion and input and are then subsequently taken to the School Board for approval. The Code of Student Conduct book is available on the district's website and a copy is provided to each student for their parent to read and acknowledge receipt. An accompanying curriculum is provided to school personnel to ensure that the rules are understood and that the consequences for infractions are clear to all students. The book includes descriptions of infractions and the consequences for infractions. This is aligned with the Suspensions and Expulsions policy (5006) as well as the Attendance Policy (5.5).

The Attendance Policy is revised in conjunction with the Code of Student Conduct and with assistance from an Attendance Committee that includes school social workers, principals and other stakeholders. Relevant changes are included in the Code of Student Conduct and all changes are communicated with school personnel and parents through the school system's website, press releases, school newsletters and broadcasts through the district's television station.

Standard 8: Staff and Stakeholder Communications and Relationships

A quality system develops and supports organizational patterns or structures that promote effective communications and relationships between and among the schools, stakeholders and system.

District Summary

The Communications & Media Relations Department is responsible for the majority of the District's internal and external communications and is the liaison between the school district and the news media.

From media releases to newsletters to the District's Internet Web site to press conferences, the Communications & Media Relations Department continually looks for ways to share information with the community.

Quality System Indicators

In fulfillment of this standard, the system:

8.1 Provides members of the staff with the information they need concerning students, parents, school operations, and employment status:

Broward County Public Schools has made dedicated efforts to provide members of staff (teachers, principals, non-instructional, etc.) with many avenues of information and resources regarding the District. The majority of District information is done through the e-mail system, CAB (Communicating Across Broward), and the Web site (www.browardschools.com). All central office communications are made available to school principals, teachers and staff through CAB. The District does provide information in printed form for those employees who do not have access to electronic transmissions: cafeteria workers, maintenance, bus drivers, etc. Other District communications include online services: News & Views, Intranet, E-News; live events: Superintendent Chats, Brown Bag Lunches; written publications: 411 (also online) and interactive sessions: CAB conferences, CAB pop ups, BECON television broadcasts. The District also has access to a 5,000-watt radio station.

The District Webmaster is a full-time member of the Communications & Media Relations department and updates the Web site (www.browardschools.com) with current information as soon as it becomes available.

8.2 Demonstrates staff morale where staff reflects a positive attitude toward the system, schools, and stakeholders:

Broward County Public Schools makes a strong effort to build a positive work environment for staff as well as a positive learning arena for our children. Through the use of our CAB electronic mail system, staff may communicate with one another as well as recognize each other's accomplishments. The Communications & Media Relations department publishes two internal

publications: News and Views (bi-weekly electronic publication) and 411 (quarterly print publication) that provide positive information about the District and its employees. The District's award-winning Web site (www.browardschools.com) provides information for not only the parents and students, but also accentuates the many positives about the District, through the use of videos and podcasts.

- Presentations at monthly Board meetings that accentuate District, school and staff-related achievements.
- School "Welcome Backs" are done on an individual school basis, as arranged by school staff.
- CAB benefits - has an employee discount section where companies offer discounts to BCPS employees. The CAB Bulletin Board is a resource where employees can place advertisements and promote items for sale.
- Variety of awards and honors, including Teacher of the Year, Instructional Staff Member of the Year, Non-Instructional Staff Member of the Year, Volunteer of the Year, Mentor of the Year, the Quality Awards and the ACCLAIM Awards (Principal and Assistant Principal of the Year).

8.3 Ensures that communications among and between system staff, stakeholders and schools are clear and effective:

Broward County Public Schools has a variety of publications that provide guidance for clear and effective communications. The Communications & Media Relations department has published materials to assist staff, schools and stakeholders with media-related issues. All of the publications follow the District's media methods and protocol, regarding both positive and controversial issues.

- "School Communications and Marketing" Is a booklet that assists schools with improving, building or developing a positive image.
- "Media Relations Made Easy" is a manual in both printed and online form that presents advice on writing press releases, media requests, crisis management and more.
- "Communications Standards" is a guide for assisting in those who produce District written materials.
- "Media Relations Quick Guide" is a reference wheel that provides information and advice on all aspects of media relations, including media-initiated contact, crisis communications, interview tips and press release writing.
- "Blueprint for Success" provides guidelines and District protocol for planning, groundbreaking, dedication, ribbon cutting and special ceremonies.

- The contact names, phone numbers, cellular phones and e-mail addresses for the District's Director of Communications & Media Relations and the three Specialists, Communications & Media Relations are available to any member of the BCPS, should there be any type of urgent communications matter that needs to be addressed.

- The District has a Communications and Public Engagement Policy that is followed with any new initiative that is rolled out to the public.
- NTI Award of Honor - Hurricane Communications - Grace Under Fire - was an award presented to the District for their use of emergency communications following the devastation created by Hurricanes Katrina and Wilma.
- The schools provide information to both the District headquarters and individual stakeholders. The majority of schools have their own Web sites, linked to (www.browardschools.com). Information on the individual school sites includes messages from the principal, special events notices and monthly newsletters. Schools host periodic Open Houses and parent meetings.
- BECON provides two television shows that provide direct District updates and information. The Community Forum, hosted by Superintendent Frank Till is a 30-minute monthly show to discuss District-specific and general school-related issues. BECON also televises a Board Meeting Summary Report that airs following monthly board meetings.
- Other communications methods include District on-hold message, Parent Link system, Rumor Control hotline and District Speakers Bureau.
- Schools may at any time request an Individual School Marketing Plan, which is researched, written and implemented by the Communications & Media Relations department.
- Each individual school in the District follows specific protocol regarding dissemination of information and media interest. When an incident occurs at a school, the administrator provides information to the school's respective Area office (North, South, North Central, South Central). That information is then forwarded on to an extensive alert list that includes senior-level staff members, security, safety, communications, Board members, etc. to keep people up to date. When media expresses interest in a positive story, proper protocol is followed and a Media Advisory is provided to that same list.
- All schools in the District have community and business partners.

8.4 Maintains constructive and mutually supportive relationships among and between all levels of the system:

In support of the Superintendent Frank Till's and the District's mission of meeting the educational needs of all students in a safe learning environment, Broward County Public Schools works to maintain relationships between all departments, from the main headquarters to area offices and individual schools (principals, administrators, teachers). The schools have communications avenues with their area offices to note any happenings on their respective campuses. That information is then relayed via CAB to management-level staff located

throughout the District.

- Weekly District Senior Management meetings that involve essential departments and divisions with principal representatives from all levels
- Monthly District principals meetings
- Annual Superintendent's Summit, held at the beginning of each school year

Incoming teachers and principals are provided mentoring.

- District teachers have a master teacher with whom to discuss current school issues or incidents.
- New principals have two types of mentors, both in school and out-of-school.
- Teams of crisis counselors and/or psychologists are provided and dispatched to schools through the District's Special Investigative Unit and the area offices.
- Low performing schools are designated Superintendent Schools and Superintendent Schools of Achievement, for previously low performing schools. Those schools are provided support and supervision from District offices. The specific designation is reviewed and assigned on an annual basis. The curriculum department tracks improvement in school scores and grades, which are posted on the District Web site.

8.5 Provides evidence of communications with other appropriate agencies such as public or mental health, physicians, and other related professionals:

Currently, there are 26 community agency "partners". The Behavioral Health Partnership Committee reviews and approves applications from community behavioral health providers who want to provide services on school campuses. This application includes information regarding the agency's client eligibility; treatment planning process and family involvement in that process; client outcomes and how the agency provides those outcomes to the family and the schools; funding sources; forms the agency requires parents to sign; incorporation status; organizational chart; liability insurance; certified audit; program evaluations; job descriptions and resumes of all staff who might provide services on school campuses. This information is reviewed by committee members to insure the agency's individual staff meet the committee's criteria. The application is then presented to the entire committee for approval. This information is put on the SSS web site for the use of school-based staff.

The Multiagency Service Network for Severely Emotionally Disturbed Children and Youth ("SEDNET") is a Department of Education endeavor designed to improve the service delivery system to a targeted population of children in Florida who are experiencing serious emotional disturbances. The local Broward County project is a cooperative effort between the School Board of Broward County, the Department of Children and Families, parents/caregivers, children's agencies, community mental health centers and other organizations, which serve children and adolescents with serious emotional disturbances. The grantee for the project is the School Board of Broward County. SEDNET is designed to promote a comprehensive range of educational programs, mental health and substance abuse treatment, and residential services to meet the multiple needs of youth with serious emotional disturbances in Broward County. A multilevel approach has been implemented to work toward this goal. Individual students/youth will be

assisted in obtaining the array of services needed to meet their specific needs. Interagency cooperation on an administrative organizational level is necessary to enhance service provision.

8.6 Ensures that records and other correspondence defining students' accomplishments are accurate and consistent with professional standards:

The district maintains secure, accurate and complete student records system in accordance with the Florida and Federal law and regulations. District personnel are trained in confidentiality requirements including FERPA and HIPPA. Educational Technology Services (ETS) maintains records in the TERMS database which includes student demographics, academic status, assessment history, class grades, diploma status and health information.

8.7 Involves staff in the process of designing of professional development programs:

Professional development is the means to improving student achievement in Broward County Public Schools. Staff is involved in the process of designing professional development programs.

- Annually, instructional and non-instructional staff members participate in needs assessments, then create and implement professional growth plans, which support the District's goals for student achievement.
- School Improvement Teams develop and coordinate the professional development plans for each school staff.
- The Staff Development Advisory Council and the Professional Development Coordinating Council both include representatives from schools and district departments who collaborate to monitor, evaluate, and advise on the design and delivery of professional development programs in the district conforming to the Plan, Do, Study, Act (PDSA) model and One Voice - Broward's Effective Schools Program.

8.8 Provides professional development for staff that support the overall goals and action plans for the system, including building knowledge, skills, and potential for a high level of performance; and

Broward County Public Schools provides professional development for all employees that supports the overall goals and action plans for the system, including building knowledge, skills and potential for a high level of performance.

- Professional development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- The One Voice - Broward's Effective Schools Program is based on student achievement data, the District Strategic Plan and research-based best practices which align with school improvement plans, district goals, the Florida Staff Development Protocol and the National Staff Development Standards.
- Training is offered in a variety of formats to meet the stakeholders' needs: face-to-face, on-line, blended, BECON (Instructional TV), or video-conference.

HRD has as its goal high levels of learning that improve student achievement, and promote Life-long Learning for all stakeholders.

8.9 Ensures that no form of bias or prejudice is practiced or sanctioned.

Goal II of the District's Strategic Plan states that, "all schools will have equitable resources.

- Board Policy 4001.1 declares that, "The School Board of Broward County, Florida shall not discriminate against students, parents or guardians of students, employees, applicants, contractors or individuals participating in school board sponsored activities. This policy provides an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion or sexual orientation.
- The District believes that pursuing equal opportunity is an integral business concept; it is imperative that equal opportunity becomes not just a program, but rather a way of life that is integral to all business activities of the District. Based on its beliefs, the District has implemented a comprehensive Non-discrimination Training Program, including, Sexual Harassment, whereby various groups, i.e., District & School-based Administrators, LEAD participants, Teachers, Clericals, Bus Operators, Custodians, students, etc. are trained in the various Federal, State and Local non-discrimination laws.

Diversity Sensitivity training is also essential in a school district as diverse as Broward County. The training has been carefully developed in response to the District's commitment to Diversity and the belief that all individuals should be treated with respect and dignity. The training also reinforces to staff and students the various laws, and codes of conduct. The specific audiences who receive diversity training includes policy makers (the School Board Members), citizen advisory committee members (the Diversity Committee), School District Administrators (senior management, principals, assistant principals, district-level administrators, LEAD participants), teachers, paraprofessionals, guidance counselors/advisors, social workers, mental health workers, community liaisons, peer counselor coordinators, cafeteria workers, bus operators, school resource officers, campus monitors and students.

Standard 9: Physical Facilities

A quality system has the necessary resources to provide the facilities, sites and equipment for the educational programs and services to be fully implemented throughout the system and individual schools.

Quality System Indicators

In fulfillment of this standard, the system:

9.1 Maintains compliance with applicable local, state, and federal law, standards, and regulations;

The District's Construction and Maintenance operations are currently governed by established regulations as stipulated in the State Requirements for Educational Facilities (SREF). The District's Building Department ensures compliance with SREF, National Fire Protection Association (NFPA) Life Safety Code and other applicable Building codes through a rigid inspection program administered by the District's licensed UBCI Inspectors. In addition, the District requires approved plans and specification prior to the commencement of Capital Projects.

In daily operations, the Maintenance Department ensures strict adherence to Occupational Safety and Health Administration (OSHA) standards and conducts thousands of hours of annual safety training for staff in order to ensure that safety awareness remains at the forefront.

9.2 Ensures that the system sites, facilities, and equipment are maintained to provide an environment that is healthy and safe for all occupants; and

In 2004, the District began a 3 year plan to completely reorganize the District's Maintenance Department. This commitment to improving physical plant conditions, based upon recommendations from a year long comprehensive study of current practices and procedures, demonstrates our understanding of the importance of the relationship between physical environment and student achievement. The new Physical Plant Operations Division now contains the Energy Management Department, Custodial and Grounds Department, Maintenance Department and Facilities Support Services Department. Working together, they have reduced the historical backlog of unfinished work orders by more than 30% and significantly improved customer service and response time. In addition, the Maintenance Department's focus has steadily shifted towards Preventive Maintenance as resources are freed up, allowing staff to assume a proactive role in the plant and equipment maintenance continuum.

In support of efforts to maintain clean and healthy schools, the Custodial/Grounds Department has implemented a periodic custodial inspection program that directly supports the school based facility support staff in their efforts to improve the physical environment in our schools. Working alongside staff inspectors from the Safety Department, they serve as "outside" eyes and ears and are particularly adept at identifying potential issues before they become major problems. In addition, they are now in a position to directly influence any corrective efforts and since they

are in the same Division, needed support from the Maintenance Department is readily arranged and made available. In addition to written inspection reports, the program also provides for remedial training of school staff, if required. In addition, the District has adopted the federally sponsored “Tools For Schools” Indoor Air Quality (IAQ) Program as its standard protocol for dealing with reported IAQ issues. The District was recently received a National Award for its success with this program.

9.3 Has a process in place that includes plans and implementation for maintaining and improving the system sites, facilities, and equipment.

One of the major initiatives executed in conjunction with the creation of the new Physical Plant Operations Division was the establishment of process review teams and the creation of a Strategic Planning Supervisor position. The sole purpose of these “positions” is to focus on continuous improvement and implementation of Sterling Processes in the day to day operations associated with school maintenance. Specific undertakings in the past year have involved the following:

- Strategically plan and schedule productivity initiatives, as recommended by the Facilities Support Services Director, focusing on coordination of material acquisitions, stockroom operations, administrative procedures and workforce scheduling and management.
- Establish a priority hierarchy for outstanding work in order to ensure accomplishment is based upon direct impact to educational classroom environments.
- Review efficiency and cost-effectiveness opportunities by decentralizing select operations into geographically clustered zones in order to minimize non-productive travel time.
- Devise a plan to Improve and maintain high physical plant standards at all identified “low performing” schools in order to enhance student educational achievement.
- Develop a program that will monitor facility conditions and communicate observed site conditions to appropriate administrators in order to ensure follow-up and prevent further degradation of facility material condition or cleanliness.
- Ensure customer satisfaction and promote accountability through Customer Surveys and documentation of Supervisory Staff daily job-site visits.

Standard 10: Continuous Process of Educational Improvement

A quality system has the necessary resources to provide the facilities, sites and equipment for the educational programs and services to be fully implemented throughout the system and individual schools.

District Summary

District schools are required by Florida state law to have a Board approved School Improvement Plan (SIP) each year. In the Broward School District the SIP includes all the components required by law and is considered a “continuous quality improvement” plan following the criteria and principals of the “Plan, Do, Study, Act” model. Each section of the SIP contains specific information that allows the school to plan for improved student performance, list specific strategies and activities for improvement, and outline anticipated periodic assessments. The SIP is revised each year following an annual needs assessment by data analysis of standardized test results (FCAT) and other Key Performance Measures established by the State, District, and School.

Quality System Indicators

In fulfillment of this standard, the system:

10.1 Develops and implements a strategic plan, aligned with the vision, mission and beliefs of the system, to guide improvement efforts throughout the system;

The schools are supported in their continuous quality improvement cycle by supervision and support from Area and District staff. Data are supplied in a number of different reports and is analyzed by Area and District personnel. SIP’s are reviewed each year by the Area Directors, District staff, and Senior Managers. Low performing schools, also known as *Superintendent Schools*, are assisted by specific staff members as provided for in a District Assistance Plan. District wide assessment tests are administered to continuously monitor the progress of students and mini-assessments are provided to schools for additional monitoring of progress. The District has adopted a “One Voice Plan” based on three highly successful research based programs:

- Lezotte’s Seven Correlates of Effective Schools
- Brazoport’s Eight Step Instructional Model
- Marzano’s Nine High Yield Strategies.

10.2 Engages stakeholders in the development and implementation of plans and processes for continuous improvement.

The School Improvement Process timeline is as follows:

July

District reviews of draft District SIPs
Revise District SIPs based on feedback from
District Review Team

August

Complete State SIP online
District reviews of draft State SIPs
Revise State SIPs based on feedback from District
Review Team
Turn in Final District SIP to Area Office

September

Turn in Final State SIP to Area Office
Hold first SAC meeting
Fill any vacancies on SAC
Review/amend SAC Bylaws
Begin SIP action steps

October

Continue SIP action steps development activities
Review SIP objectives
Finalize SAC Composition Report
Finalize plan for Recognition Money, if applicable

November

Monitor SIP action steps in the SIP
Begin periodic assessment measures of progress for
FCAT related SIP objectives
Establish procedures for collecting data on
continuing waivers
Submit ratified bylaws to Area Office

December

Continue to collect data from periodic assessment
measures of progress
Begin evaluation of data from interim measures and
adjust instructional strategies accordingly

January

Report results of periodic assessment measures at SAC meeting
Begin needs assessment process for next year's SIP
Conduct interim measures for non-FCAT related objectives
SAC drafts new waiver requests

February

Continue needs assessment process
FCAT writing assessment

March

Begin developing next year's SIP
Review & update Safety/Security, Discipline, Technology and Partnership Plans
Review school budget
FCAT SSS/NRT

April

Continue developing next year's SIP
Draft new objectives
Develop new action steps
Present waiver requests to parents and community
Conduct faculty vote on new and continuing waivers
Conduct faculty vote on school's discipline plan

May

Send waiver requests to Area Office
Gather/analyze new FCAT data
Finalize draft of SIP
Present SIP to faculty
Present SIP to parents and community

June

Update continuing waivers online (faculty vote & evaluation data)
Turn in draft of District SIP

10.3 Engages in a continuous process of improvement that:

- Articulates the direction and purpose the system and its schools are pursuing for the future (vision);
- Provides a rich description of the current conditions with a focus on student learning (profile);

- Identifies what actions system personnel will take to improve student learning (plan); and
- Documents what has been accomplished and uses the results to inform what happens next (results).

Broward’s Effective Schools Program is an effort to encourage all schools to focus on selected proven processes and strategies. Schools and district offices have already embraced some of these, the “One Voice” training is an initiative to ensure that all staff has necessary knowledge and skills to implement. The “One Voice” program is based on the researched-based tenets of:

- Correlates of Effective Schools
- Eight-Step Instructional Process
- High Yield Strategies

The One Voice Plan incorporates:

- Sterling/Continuous Improvement Cycle
- Classroom Walk-through
- Understanding Poverty
- CHAMPS

The “One Voice” program has incorporated a menu of staff development and follow-up support designed and delivered by departments working collaboratively to inform and educate all employees to be able to implement the “One Voice” tenets within their particular roles in the district. The Program includes online as well as face-to-face staff development at foundation, application, and accomplished levels. Ultimately, all district personnel will know about and be able to support the elements of the “One Voice” program. District participants and school principals have attended the “One Voice” overview training.

10.4 Ensures that each school is engaged in a planning process with improvement goals that complement the system vision and goals;

See 10.2

10.5 Monitors compliance with accreditation standards by each school in the system;

The District has designated a district level curriculum specialist to monitor SACS CASI compliance to standards. Along with the support of the steering committee, the designee meets with principals and area directors to assist principals with maintaining individual accreditation. Annual meetings are held with selected principals to discuss deficient standards. The district designee is in regular communication with state staff regarding all SACS CASI updates.

10.6 Maintains continuity and collaborative planning among the elementary, middle and

secondary levels in improvement efforts;

Along with weekly meetings from all area schools, the cNet team is composed of representatives from all levels that meet to discuss improvement efforts. (See One Voice Plan Matrices)

10.7 Provides professional development for system and school personnel to help them implement improvement goals and strategies;

The One Voice Plan matrix outlines the key steps in the accountability process for Superintendent Schools aligned to the Correlates, Nine High Yield Strategies, Principles of High School Reform (PHR), 8-Step Instructional Process and the Sterling Process. Training on each of these elements is expected for school administrators and teachers. **To ensure the success of this plan, everything enclosed is non-negotiable.** Support documentation and tools for implementation are contained in the Appendix of the One Voice Plan (See Section IV).

10.8 Monitors and makes progress in meeting goals and standards for student performance that take into account those required by state and federal agencies; and

School administrators continuously monitor teaching by using a Classroom Walk Through model that includes immediate feedback to teachers. Schools and District departments are rewarded for their continuous quality improvement by a periodic recognition procedure. Senior Management meets weekly to discuss district progress and compliance with standards. District Area Superintendents meet with principals and area directors on a regular basis to monitor goals. Along with the District Accreditation Task Force, Senior Management meets to discuss matters involving district accreditation and goals. The district designee is charged with providing monthly updates to the Executive Director regarding individual school accreditation status.

10.9 Communicates the results of improvement efforts to stakeholders.

The Communications & Media Relations Department is responsible for the majority of the District's internal and external communications and is the liaison between the school district and the news media.

From media releases to newsletters to the District's Internet Web site to press conferences, the Communications & Media Relations Department continually looks for ways to share information with stakeholders.

During the course of the school year, various reports on a wide variety of topics are published by the district. These reports are made available via website and district mail-outs. Below are links to the most requested reports - this list will change so please visit this page often.

Moreover, the Superintendent and Board Members periodically meet with the community and media sources to provide district updates.

The district's webpage and BECON are excellent resources for the Broward County Community.

**BROWARD COUNTY
PUBLIC SCHOOLS**



Transforming Education One Student at a Time

**DISTRICT ACCREDITATION
GUIDED SELF STUDY**

SECTION III
Continuous Improvement

SECTION III Continuous Improvement

District test results demonstrate continued improvement by Broward’s students. Broward’s students performed above the national average in both Reading and Mathematics at all grade levels. In addition, increased performance was demonstrated in Reading and Mathematics at all grade levels, except eighth grade reading.

Scores are reported for grades 3 through 10 for the NRT portions of the FCAT. It is important to note that FCAT-NRT results are **not** used to determine school grades under Florida’s A+ Plan or Adequate Yearly Progress (AYP) under the federal No Child Left Behind (NCLB) Act. Student performance on the FCAT-NRT is reported in terms of median national percentile rank (NPR) scores. As a norm-referenced test, the FCAT-NRT allows for comparisons between students in Broward County and a sample of students drawn from across the nation. NPR scores range from 1 to 99, where a score at the 50th percentile denotes average performance. In 2005, the FDOE adopted a new version of the FCAT-NRT based on a secure version of the tenth edition of the Stanford Achievement Test (SAT-10). Prior to 2005, the FCAT-NRT was based on the ninth edition of the Stanford (SAT-9). Consequently, results of the 2005 and 2006 FCAT-NRT should not be directly compared to previous years, as students taking the FCAT-NRT beginning in 2005 participated in a new version of this assessment (SAT-10) with updated normative data used for scoring.

- On FCAT-NRT Reading and Mathematics subtests, Broward County’s median national percentile rank indicated performance that exceeded the national average in all grade levels, 3 through 10.
- Broward’s students registered increased median NPRs on the Reading subtest in 2006 relative to 2005, with the exception of eighth grade. The eighth grade median NPR decreased from 71 in 2005 to 68 in 2006.
- On FCAT-NRT Mathematics subtest, Broward’s student registered increased median NPRs at all grade levels from 2005 to 2006.

As Table 1 shows, Broward’s median national percentile rank exceeded the national average (50th percentile) at all grade levels in Reading. Although the median percentile rank scores earned by students in Broward County from 2002 to 2006 are reported, because the 2005 and 2006 FCAT-NRT assessment is a new version of the test (SAT-10), direct comparisons with 2004 and earlier data are not appropriate. However, year-to-year increases were evidenced for all grade levels, except eighth grade. Although eighth grade reading performance was maintained well above the national average, a decrease was noted from a median NPR of 71 in 2005 to 68 in 2006.

Table 1
Broward FCAT-NRT Reading Results, 2002-2006

| Grade | 2002 | 2003 | 2004 | 2005 | 2006 |
|---------------|-------------|-------------|-------------|-------------|-------------|
| 3 4 5 6 7 8 9 | 59 57 54 56 | 62 59 56 56 | 62 63 57 56 | 49 54 60 57 | 61 72 70 69 |
| 10 | 59 61 42 53 | 61 60 43 48 | 61 62 43 46 | 58 71 65 62 | 69 68 71 71 |

Table 2 displays the results from the Mathematics subtest. Review of the table demonstrated that Broward’s median national percentile rank exceeded the national average (50th percentile) at all grade levels, 3 through 10. In addition, the median NPRs increased at all grade levels from 2005 to 2006.

Table 2
Broward FCAT-NRT Mathematics Results, 2002-2006

| Grade | 2002 | 2003 | 2004 | 2005 | 2006 |
|---------------|-------------|-------------|-------------|-------------|-------------|
| 3 4 5 6 7 8 9 | 67 64 66 68 | 69 66 66 69 | 71 71 68 70 | 64 64 69 65 | 69 74 77 72 |
| 10 | 70 67 64 69 | 71 68 66 68 | 72 69 68 69 | 69 71 73 59 | 74 78 78 74 |

Comparisons to Statewide Results and Other Large Districts in Florida

Table 3 presents comparative data for Broward County, Florida as a whole, and four of the other largest school districts in the state (Miami-Dade, Hillsborough, Orange, and Palm Beach). The table includes the median national percentile rank on the FCAT-NRT Reading and Mathematics tests. The results show that Broward County’s students registered scores that equaled or exceeded performance statewide in both Reading and Mathematics. In addition, Broward students’ performance equaled or exceeded performance of students in other large districts throughout the state in both Reading and Mathematics.

Table 3
FCAT-NRT Reading and Mathematics Results, 2005-06

| Grade | FCAT-NRT Median National Percentile Rank | | |
|-------|--|--------------------------|--------------------------|
| | District/State | Reading | Mathematics |
| 3 | State Broward | 61 61 57 59 58 61 | 67 69 64 68 62 67 |
| | Miami-Dade Hillsborough Orange Palm Beach | | |
| 4 | State Broward | 70 72 66 69 68 71 | 71 74 67 72 66 71 |
| | Miami-Dade Hillsborough Orange Palm Beach | | |
| 5 | State Broward | 69 70 65 67 65 69 | 71 77 66 73 68 72 |
| | Miami-Dade Hillsborough Orange Palm Beach | | |
| 6 | State Broward | 67 69 62 66 65 66 | 67 72 62 68 65 68 |
| | Miami-Dade Hillsborough Orange Palm Beach | | |
| 7 | State Broward | 65 69 58 65 63 64 | 69 74 61 70 66 69 |
| | Miami-Dade Hillsborough Orange Palm Beach | | |
| 8 | State Broward | 65 68 57 66 65 64 | 73 78 66 77 74 75 |
| | Miami-Dade Hillsborough Orange Palm Beach | | |
| 9 | State Broward | 65 71 55 69 64 66 | 74 78 67 78 74 77 |
| | Miami-Dade Hillsborough Orange Palm Beach | | |
| 10 | State Broward | 67 71 56 70 63 67 | 70 74 60 74 67 72 |
| | Miami-Dade Hillsborough Orange Palm Beach | | |

The FCAT Writing+ Assessment is administered annually to students at grades four, eight, and ten. For previous years’ administrations, the assessment consisted of an essay written by the student with scores reported on a scale ranging from 1.0 to 6.0, where a score of 3.0 demonstrates proficient writing skills. The essay scores are continuing to be reported this year,

with the proficiency level raised to 3.5. In addition, the Writing Assessment has been revised to include a multiple-choice section that measures students' abilities with regard to focus, organization, support, and conventions.

The essay and multiple-choice sections both contribute to an overall reported score on a 100 to 500 point scale. The FDOE will set achievement levels tied to this scale in September 2006.

The achievement levels will be reported for the 2007 administration and incorporation into the school grading formula beginning in 2008.

The data summarized below encompasses all students who were tested this year, including exceptional student education (ESE) students and limited English proficient (LEP students) regardless of amount of time in the District. Therefore, these data summaries include students who will not necessarily be included for school grade computation.

- **The combined mean score for Writing among Broward students was 4.0 for Grades 4 and 8, and 3.9 for Grade 10. These score equaled or exceeded the state averages.**
- **A majority of students at the fourth (83%), eighth (86%), and tenth grades (79%) scored at or above the proficient level of 3.5.**
- **Broward students equaled or exceeded student performance statewide on the new multiple-choice part of the Writing+ Assessment.**

The essay portion of the fourth grade Writing Assessment directs students to write either in Expository or Narrative style. The eighth and tenth grade Writing Assessments direct students to write either in Expository or Persuasive style. Results are reported by grade level as mean scores for Expository and Narrative/Persuasive style, and also as Combined scores.

Table 1 presents 2006 FCAT Writing+ Assessment Results these results from the 2006 FCAT Writing+ Assessment along with the results from the prior three school years.

Mean FCAT Writing Assessment Scores for 2002-2005 For All Curriculum Groups

| | Expository | | | | Narrative | | | | Combined | | | |
|-----------------|------------|------|------|------|-----------|------|------|------|----------|------|------|------|
| | 2003 | 2004 | 2005 | 2006 | 2003 | 2004 | 2005 | 2006 | 2003 | 2004 | 2005 | 2006 |
| Grade 4 | | | | | | | | | | | | |
| Broward State | 3.6 | 3.7 | 3.8 | 4.1 | 3.8 | 4.0 | 3.9 | 3.9 | 3.7 | 3.8 | 3.9 | 4.0 |
| | 3.5 | 3.6 | 3.7 | 4.0 | 3.8 | 3.7 | 3.7 | 3.7 | 3.6 | 3.7 | 3.7 | 3.9 |
| Grade 8 | | | | | | | | | | | | |
| Broward State | 4.0 | 4.0 | 4.0 | 4.0 | 3.9 | 3.8 | 3.9 | 4.0 | 3.9 | 3.9 | 3.9 | 4.0 |
| | 3.9 | 3.9 | 3.9 | 4.0 | 3.8 | 3.7 | 3.7 | 3.9 | 3.9 | 3.8 | 3.8 | 4.0 |
| Grade 10 | | | | | | | | | | | | |
| Broward State | 3.9 | 3.8 | 3.8 | 4.0 | 3.8 | 4.0 | 4.0 | 3.8 | 3.8 | 3.9 | 3.9 | 3.9 |
| | 3.8 | 3.8 | 3.7 | 3.9 | 3.7 | 3.9 | 4.0 | 3.8 | 3.8 | 3.8 | 3.8 | 3.9 |

For the fourth consecutive year Broward's fourth grade students outperformed students across

the state, by .1 point with this year's Broward Combined score at a 4.0. At the eighth grade level, the Combined writing scores have held steadily above proficient over the past four years prior to increasing by 0.1 point in 2006. The tenth grade Combined writing score has remained at 3.9 from 2004 to present, with students statewide registering a small gain this year to bring them in line with our districts performance.

Table 2

Distribution of Broward County Students' FCAT Writing+ Essay Scores, 2006

Essay Score

| | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0 | 5.5 | 6.0 |
|----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Grade 4 | 1 | 1 | 2 | 3 | 10 | 11 | 32 | 19 | 15 | 4 | 1 |
| Grade 8 | 1 | 1 | 1 | 2 | 10 | 14 | 37 | 18 | 11 | 4 | 2 |
| Grade 10 | 2 | 1 | 3 | 5 | 10 | 16 | 29 | 16 | 9 | 5 | 3 |

Table 2 shows that the vast majority of Broward students are performing at or above the proficient level of the FCAT Writing+ Assessment (3.5). The modal Writing score among Broward students was 4.0, demonstrating that most students scored above the proficiency level.

Overall, the results of the FCAT Writing+ Assessment show that Broward continues to make progress in this important area of academic achievement. Broward's students have equaled or exceeded performance of students across the State of Florida. Writing will continue to be the focus of instruction to ensure continued gains, with additional emphasis at the tenth grade level.

**BROWARD COUNTY
PUBLIC SCHOOLS**



Transforming Education One Student at a Time

**DISTRICT ACCREDITATION
GUIDED SELF STUDY**

SECTION IV
Quality Assurance

SECTION IV

Quality Assurance

One Voice - Broward's Effective School Program

Broward's Effective School Program is a process, not a marquee. The focus is on aligning all services and support to ensure continuous progress toward improving student achievement. All staff district-wide receive an overview on the tenets of the program: The Correlates of Effective Schools, Eight-Step Instructional Process, and High Yield Instructional Strategies. In addition, professional development events on the tenets are offered both traditionally and online for all Broward County Public Schools employees.

The program includes focus on the Superintendent Schools - schools that have been identified as needing assistance to make Adequate Yearly Progress (AYP). Schools are categorized into three levels based on their student achievement data and then receive support based on those levels.

The Superintendent Schools' initiative is overseen by a Principal on Task Assignment. A collaborative network (cNET) of interdisciplinary staff supports the prescriptive needs of the schools.

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

Guiding Principles

Broward County Public Schools is dedicated to meeting the educational needs of all students in a safe environment. Our primary goal is that all students achieve at their highest potential. We believe that as a school system we are accountable as schools, area and district offices for improving student achievement and that all students will learn when their individual needs are met. Further, we believe in a collaborative approach to supporting schools and shared accountability for all outcomes. It is through the instructional process, using differentiated instruction, that the needs of Broward County’s diverse learners including gifted, LEP and ESE students will be met. It is especially imperative that special focus be given to the lowest performing schools within the district. Accommodations and modifications to the curriculum and the learning environment are keys to appropriate instruction for these students and will assist other students who may have similar needs. In order to meet these charges in an ever-changing district, the following principles guide the overall and day-to-day processes of the Division of Curriculum & Instruction/Student Support as well as the initiatives identified for school implementation. Clearly, the one factor that permeates these cornerstones that form the educational foundation for Broward County Schools is the Sterling Process of plan, do, study, act. To this end the district has embraced the Correlates of Effective Schools, Marzano’s High Yield Strategies, the Principles of High School Reform, Ruby Payne’s Framework for Understanding Poverty and supported by the 8-Step Instructional Process, Classroom Walkthrough, and Safe and Civil Schools (CHAMPS and Foundations). While the components of this plan should be evident in all schools in Broward County, the specifics cited within and the level of additional support are for a group of schools known as Superintendent Schools. These schools have been identified using a formula that can be found in the appendix to this plan. Those schools showing improvement in letter grade from the previous year are known as Superintendent Schools of Achievement.



Lezotte’s Correlates of Effective Schools

Many of the guiding principles of Broward schools are driven by research-based practices that have proven to be effective in transitioning schools to better meet the needs of students. Larry Lezotte’s correlates for effective schools serve as catalysts for the implementation of the long-term, systemic changes needed to ensure that every student succeeds. The correlates are as follows: safe environment, climate of high expectations, instructional leadership, clear and focused mission, opportunity to learn and student time on task, monitoring of student progress, and home-school relations (see appendix).

8-Step Instructional Process and Sterling

The 8-step instructional process (continuous improvement) is completely aligned with Sterling and has become a key initiative in the delivery of instruction in Broward County Public Schools. This highly structured process provides a road map for ensuring that the instructional focus is aligned to standards and benchmarks and is data driven. The 8-step process addresses the needs of successful students through enrichment opportunities and struggling learners through re-teaching. The 8 steps are test score disaggregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring.

Marzano’s High Yield Strategies

Robert Marzano and his colleagues have examined decades of research to determine what teaching strategies have positive effects on student learning. These strategies are not new, but when teachers use these strategies effectively with their students, the outcome is a measurable difference in student achievement. Each of these strategies can be used by any teacher at any time, using either traditional teaching tools or using technology.

| | | |
|--|---|--|
| <ul style="list-style-type: none">• Identifying Similarities and Differences• Homework and Practice• Setting Objectives and Providing Feedback | <ul style="list-style-type: none">• Summarizing and Note Taking• Nonlinguistic Representations• Generating and Testing Hypotheses | <ul style="list-style-type: none">• Reinforcing Effort and Providing Recognition• Cooperative Learning• Cues, Questions, and Advanced Organizers |
|--|---|--|

Core Principles of High School Reform

The National High School Alliance believes that there is no one-size-fits-all model that will be effective and sustainable in all contexts. Thus, a set of core principles around which a broad range of context-specific designs and strategies can be interpreted to meet local needs. These principles, however, are non-negotiable. To create deep and lasting change, all six core principles must be addressed. The principles are independent and must function as part of a comprehensive plan focused on ensuring that all students are ready for college, careers and active civic participation.

1. Personalized Learning Environment
2. Academic Engagement
3. Empowered Educators
4. Accountable Leaders
5. Engaged Community and Youth
6. Integrated System of High Standards, Curriculum Instruction, Assessments and Supports

Collaborative Problem Solving Teams

A Collaborative Problem Solving Process is used to address learning or behavioral challenges a student is experiencing identified by the classroom teacher or parent. Each school has a collaborative problem solving team (**CPST**) that uses a defined process to gather data, define the problem, select appropriate interventions, implement the intervention with fidelity, and collect data to determine the student's response to the intervention. Based on the student's response to the intervention, the student continues to be monitored for continued progress or, if the data shows no or limited progress, a more intensive level of intervention is implemented. Through this process, resources necessary for the student's success can be coordinated and used more effectively with linkages made to community resources when needed.

cNET: A Collaborative Network of Support

In Superintendent Schools, the Principal on Special Assignment (**PSA**) ensures that all school and district administration understand the Instructional Plan for Superintendent Schools and the way in which the goals will be accomplished with the assistance of the Collaborative Network Support Team (**cNET**). This team is responsive to what data show is needed in schools, and District resources are continually reallocated to meet unique school needs through the structured improvement process. The focus in classrooms shifts from what is taught to what is learned and job-embedded professional growth is critical to the sustainability of improvement. cNET facilitates this process to increase staff and student performance through regular school site visits that combine data review and classroom walkthroughs to identify areas of need. The alignment with district processes greatly increases the growth, effectiveness, and efficiency of all educators and, in turn, student achievement (See Appendix). Essential questions are presented at each site visit to frame the meeting and include a Sterling follow-up summary. Approximately, two weeks after the site visit, a follow-up briefing will take place to make sure the school is on the agreed upon path (See Appendix). The cNET team is responsive to the school culture and meetings include a variety of school and district personnel all with the same goal—to increase, enhance, and improve staff and student performance. Decisions and behaviors are examined in light of what students need to know and do, what teachers need to know and do to increase student performance, and how we respond when students already know and can do or show us they do not yet know. We focus on the role of instructional leaders in providing the pressure and support needed to help teachers examine their belief systems about themselves and their learners, acquire the necessary knowledge, and develop the required skills to meet all student needs.

Implementation Matrices

Each matrix outlines the key steps in the accountability process for Superintendent Schools aligned to the Correlates, Nine High Yield Strategies, Principles of High School Reform (PHR), 8-Step Instructional Process and the Sterling Process. Training on each of these elements is expected for school administrators and teachers. **To ensure the success of this plan, everything enclosed is non-negotiable.** Support documentation and tools for implementation are contained in the Appendix of this plan.

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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| Sound Educational Practices Required for All Schools | Required for Superintendent Schools |
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Correlate 4: Clear and Focused Mission

PHR: Academic Engagement of All Students

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|---|--------------------------------|---|--|--|--|--|---|---|
| Appropriate Instructional Materials & Classroom Environment | Prior to the first student day | Elementary and Secondary Class Checklists of essential tools (See Appendix) | Team Leaders Dept. Chairs Administration | Determine if each teacher and classroom has the requisite instructional materials and supplies needed. | 1. Principal locates and provides needed materials 2. Principal contacts appropriate district staff to advise of unmet needs. 3. Periodic monitoring | Director – Learning Resources 321-3320 Jim Kane - Textbooks 321-4350 Tom Getz – Capital Programs 321-1931 John Morgan – Basic Equipment 321-1942 Angela Coluzzi - Technology 321-0356 Curriculum Staff – 321-1850 | Area Directors follow-up with each Superintendent School to determine if needs have been addressed prior to August 8 and continue to monitor throughout the year. | 1. Confirm process to acquire necessary materials and supplies and time line 2. Advise Area Supts. of unresolved issues 3. Issues brought to next Instructional Council for closure |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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| Sound Educational Practices Required for All Schools | Required for Superintendent Schools |
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Correlate 5: Opportunity to Learn and Time on Task and Correlate 7: Home-School Relations

PHR: Personalized Learning Environments

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|---------------------------|--|--|---|---|---|---|--|--|
| Scheduling of Instruction | By the time teachers report First 10 days (Block Schools) Beginning of second semester | <p>Student schedules reflect their needs including (90 min. of reading at Elem.)</p> <p>All level one MS students with deficits in 5 Areas of Reading are scheduled in to a 90-min. block. All other level 1 & 2 into a 60-minute class</p> <p>FCAT - Level 1 & 2 HS students in grades 9 and 10 are scheduled for a full year of English/reading and mathematics</p> <p>Students below level 3 on FCATSSS or NRT equivalent are diagnosed and placed per Struggling Charts</p> <p>Tier 3 students = 180 min. (See Appendix)</p> | <p>School Administration</p> <p>Guidance staff</p> <p>Leadership Team</p> | <p>Review appropriate test data to determine interventions needed or whether additional diagnosis is required</p> <p>Reference Struggling Reader and Math Charts to assist in placement process</p> <p>Verify all targeted students are placed in programs suited to providing the most appropriate interventions based upon the 5 Areas of reading</p> | <p>1. Schedule students into appropriate classes or programs to provide maximum support for deficits (e.g. Developmental L.A. for LEP students)</p> <p>2. Administer additional diagnostics as needed</p> <p>3. Complete or update an AIP on all targeted students</p> <p>4. Consult with parents to apprise them of student needs and what they can do to assist (signed AIP)</p> <p>5. Review and adjust schedules and programs quarterly</p> | <p>PSA</p> <p>eNET team members</p> <p>Superintendent School</p> <p>Independent Consultants</p> <p>Area Directors</p> <p>Curriculum Staff</p> | <p>Review schedules of targeted students for appropriate placement in classes and programs at school Review scheduling and AIP data obtained from TERMS</p> <p>Examine the placement of level one students in the 90-minute reading block at the middle school level</p> | <p>1. Review master schedules and program placement during the month of August/January</p> <p>2. Recommend schedule adjustments or alternative placements to principal</p> <p>3. Share recommendations with Area Supt.</p> <p>4. Assign the most qualified teacher(s) to work with the neediest students</p> |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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| Sound Educational Practices Required for All Schools | Required for Superintendent Schools |
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Correlate 6: Frequent Monitoring of Student Progress

PHR: Integrated System of High Standards, Curriculum, Instruction, Assessments and Supports

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|--|---|--|---|---|--|---|---|--|
| <p><i>8-Step Process</i></p> <p>Step 1: Data Review</p> | <p>Targets by First month of school and on-going</p> | <p>Relevant data: BAT FCAT DIBELS MINIS Writing Prompts Discipline Attendance</p> <p>Note: Identify Unique Challenges</p> | <p>Principal Leadership Team Support Staff Classroom Teachers</p> | <p>Review previous student data per grade/subject as it applies to current year</p> | <p>1. Prioritize SSS benchmarks according to high need data by grade/subject</p> <p>2. Appropriately group students according to academic performance</p> <p>3. Place Data Review dates on Planning Calendar</p> | <p>PSA cNET Team members Area Directors HRD Student Assessment Research Services Curriculum Staff</p> | <p>Review placement information with special attention to level one and two students</p> <p>Research/Assessment staff to review and guide discussions around data with Area Dir. - District review completed by the 3rd wk of school</p> <p>Determine staff knowledge base for data analysis and recommend appropriate staff development based on individual need</p> | <p>1. Develop a single template for reporting data to schools and support staff</p> <p>2. Determine if instructional placements are appropriate</p> <p>3. Advise school of placement concerns</p> <p>4. Advise Area Office of schedule conflicts</p> |
| <p>Step 2: Instructional Timeline</p> <p>Dynamic data-directed instructional calendar with a logic sequence and relationship of skills</p> | <p>Beginning of Teacher Calendar – Initial timeline with ongoing monitoring</p> | <p>District Testing Calendar</p> <p>Assessment Schedule matches Instruct. Focus Calendar (IFC)</p> <p>Standards and Benchmarks</p> <p>Curriculum Maps /Lessons/Minis found on BEEP</p> | <p>Principal Leadership Team Support Staff Classroom Teachers</p> | <p>Initially determine needs by semester or full year</p> <p>Periodic review and revision of calendar</p> <p>Reference district/state documents to ensure alignment</p> | <p>1. Develop calendars according to grade/subject</p> <p>2. Ensure that all required benchmarks are learned via ongoing assessments</p> <p>3. Monitor class by class implementation</p> | <p>PSA cNET Team members Area Directors Curriculum Staff</p> | <p>Review of calendars</p> <p>Observe implementation and alignment</p> <p>Review with Area Directors</p> <p>Verify teachers receive feedback on walk-through</p> <p>Provide visitation feedback to Area Director</p> | <p>1. Leadership reviews calendars</p> <p>2. Visit classrooms</p> <p>3. Provide feedback to schools and Area Offices</p> <p>4. Share feedback with teachers – NCR copy</p> |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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| Sound Educational Practices Required for All Schools | Required for Superintendent Schools |
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Correlate 6: Frequent Monitoring of Student Progress

PHR: Accountable Leaders and Integrated System of High Standards, Curriculum, Instruction, Assessments and Supports

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|--|--|---|--|--|---|---|---|--|
| | | Effective Use of Time – Walk Through Rubric | | | | | | |
| 8-Step Process Step 3: Instructional Focus Reinforces the instructional calendar to address priority student needs and promotes high quality instruction in a clear and concise manner | Beginning of Teacher Calendar – Initial focus with on-going monitoring | Completed Instructional Timeline w/ aligned assessments (Calendar) Curriculum Maps/Lesson Plans found on BEEP Integrated Team Plan for high schools | Principal, Leadership Team, Support Staff and Classroom Teachers | Review the development and delivery of instruction Ensure differentiated instruction is implemented appropriately Time during the school day for teacher teams to meet for discussion and planning | 1. Review the instructional focus alignment and lesson plans 2. Refer staff to unit and lesson plans, curr. maps & resources on BEEP 3. Support staff model best practices as needed 4. Identify needed staff development for teachers 5. Include enrichment and maintenance in Focus Calendars | PSA cNET Team members HRD Staff Area Directors Curriculum Staff | Review the instructional focus in alignment to calendar and lesson plans Observe classroom instruction and provide appropriate feedback to Leadership and Staff Monitor and provide training for new teachers | 1. Meet with Leadership Team to discuss instructional focus 2. Share observation results with school leadership 3. Advise principal regarding next steps 4. Deliver staff development as determined |
| Step 4: Assessment (Re:Progress – Monitoring) | | Determine impact of instruction | Principal, Assts., Support Staff & Teachers | | | | | |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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| Sound Educational Practices Required for All Schools | Required for Superintendent Schools |
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Correlate 5: Opportunity to Learn and Time on Task and Correlate 7: Home-School Relations

PHR: Academic Engagement of All Students and Personalized Learning Environments and Engaged Community and Youth

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|---|---|---|---|---|--|--|--|---|
| <p><i>8-Step Process</i></p> <p>Step 5: Tutorials</p> <p>Provide time for small group, one to one or alternative instruction to prevent students from falling through the cracks. Interventions to occur both during and beyond the school day as determined by diagnostic measures</p> | <p>Begin no later than The end of the first quarter and continue through FCAT testing and later if possible</p> <p>ILS Reports weekly</p> | <p>School ILS</p> <p>Struggling Reader and Math Charts</p> <p>Integrated Team Plan for high schools</p> <p>(See Appendix)</p> | <p>Principal, Leadership Team, Support Staff and Classroom Teachers</p> | <p>Criteria for teacher and student participation</p> <p>Identification of key benchmarks and align with specific instructional focus of tutorials</p> <p>Use of Struggling Reader and Math Charts to identify intervention programs</p> <p>Review ILS reports by student and class</p> <p>Identify resident experts to focus on key strategies</p> | <ol style="list-style-type: none"> 1. Identify quality staff to instruct 2. Align students with appropriate intervention by gr level or specific deficiency (include ESE and ESOL) 3. Selection of appropriate materials and programs from Struggling Reader/Math Charts 4. Monitor effectiveness of tutorials (academic and financial) 5. Contact IT/ETS staff for ILS concerns 6. Engage parents around home learning activities | <p>PSA</p> <p>eNET Team members</p> <p>Grant Manager (as appropriate)</p> <p>IT/ETS Staff</p> <p>HRD Staff</p> <p>Area Directors</p> <p>Curriculum Staff</p> | <p>Review staff and student selection for tutorials</p> <p>Approve instructional material selection</p> <p>Review distribution and expenditures of related funds</p> <p>Review ILS data</p> <p>Monitor interventions and parent outreach</p> | <ol style="list-style-type: none"> 1. Advise leadership Teams on staffing and student selections 2. Recommend instructional resources for interventions as needed 3. Monitor implementation and related barriers 4. Provide schools with expenditure reports for grantsupported programs 5. Provide support for ILS implementation 6. Provide training as requested 7. Develop tracking system for tutorials |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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| Sound Educational Practices Required for All Schools | Required for Superintendent Schools |
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Correlate 2: Climate of High Expectations

PHR: Academic Engagement of All Students and Personalized Learning Environments and Engaged Community and Youth

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|---|--|--|---|---|---|---|--|---|
| <p><i>8-Step Process</i></p> <p>Step 6: Enrichment</p> <p>Challenges students to operate at higher intellectual levels and stimulates insight</p> | <p>Begin no later than the 20th day and continuing through at least spring break</p> | <p>Advanced Academic Programs including</p> <p>Advanced Placement</p> <p>School ILS</p> <p>Magnet Programs</p> <p>21 Century Programs</p> <p>BAT/Mini Assessments</p> <p>FCAT pass rates for grade 11/12</p> | <p>Principal, Leadership Team, Support Staff and Classroom Teachers</p> | <p>Identify students and enrichment opportunities for instruction</p> <p>Review implementation needs including materials and training</p> | <p>1. Review data to determine those students operating on and above level</p> <p>2. Determine interventions and related materials to be used</p> <p>3. Request training or assistance in implementation</p> <p>4. Provide alternative to FCAT Prep for Level 3-5 students and Gr. 11/12 who have</p> | <p>PSA</p> <p>eNET Team members</p> <p>Grant Manager (as appropriate)</p> <p>Advanced Academics Staff</p> <p>Area Directors</p> <p>Curriculum Staff</p> | <p>Review implementation of enrichment interventions</p> <p>Approve instructional material selection</p> <p>Review distribution and expenditures of related funds</p> <p>Monitor interventions</p> | <p>1. Advise Leadership Teams on student selections</p> <p>2. Recommend instructional resources for interventions as needed</p> <p>3. Monitor implementation and related barriers</p> <p>4. Provide schools with expenditure reports for grant-supported programs</p> |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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| Sound Educational Practices Required for All Schools | Required for Superintendent Schools |
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Correlate 2: Climate of High Expectations

PHR: Academic Engagement of All Students

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|---|-----------------|---|---|---|---|---|--|--|
| <p><i>8-Step Process</i></p> <p>Step 7: Maintenance</p> <p>Strengthens knowledge and ensures that skills are retained on an ongoing basis</p> | <p>On-going</p> | <p>K-12 Reading Plan</p> <p>FCAT Dailies</p> <p>Homework</p> <p>ILS Reports</p> | <p>Principal, Leadership Team, Support Staff and Classroom Teachers</p> | <p>Review work and student assignments aligned to daily instruction</p> <p>Review ILS reports for learning gains and validation of benchmark mastery</p> <p>Homework is aligned to daily instruction and monitoring of benchmarks</p> <p>Differentiated FCAT Dailies are used to maintain student focus on key concepts</p> | <p>1. Determine effectiveness of instruction and interventions by comparing assessment data with class performance</p> <p>2. Review instructional focus calendar and timeline for optimal instruction and to maintain prior learned skills</p> <p>3. Review student placements for effective instruction and adjust as needed</p> | <p>PSA</p> <p>eNET Team members</p> <p>IT Staff</p> <p>Area Directors</p> <p>Curriculum Staff</p> | <p>Review work and student assignments aligned to daily instruction</p> <p>Review ILS reports for learning gains and validation of benchmark mastery</p> <p>Monitor teachers use homework and class assignments</p> <p>Monitor classrooms for evidence of standards-based teaching</p> | <p>1. Compare ongoing instruction with focus calendar/timeline for alignment</p> <p>2. Conduct Walk-Throughs independently and with school administration</p> <p>3. Share classroom observations</p> <p>4. Review student placements and recommend adjustments</p> |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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Correlate 2: Climate of High Expectations

PHR: Academic Engagement of All Students

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|---|-----------------|---|---|---|---|---|--|--|
| <p><i>8-Step Process</i></p> <p>Step 7: Maintenance</p> <p>Strengthens knowledge and ensures that skills are retained on an ongoing basis</p> | <p>On-going</p> | <p>K-12 Reading Plan</p> <p>FCAT Dailies</p> <p>Homework</p> <p>ILS Reports</p> | <p>Principal, Leadership Team, Support Staff and Classroom Teachers</p> | <p>Review work and student assignments aligned to daily instruction</p> <p>Review ILS reports for learning gains and validation of benchmark mastery</p> <p>Homework is aligned to daily instruction and monitoring of benchmarks</p> <p>Differentiated FCAT Dailies are used to maintain student focus on key concepts</p> | <p>1. Determine effectiveness of instruction and interventions by comparing assessment data with class performance</p> <p>2. Review instructional focus calendar and timeline for optimal instruction and to maintain prior learned skills</p> <p>3. Review student placements for effective instruction and adjust as needed</p> | <p>PSA</p> <p>eNET Team members</p> <p>IT Staff</p> <p>Area Directors</p> <p>Curriculum Staff</p> | <p>Review work and student assignments aligned to daily instruction</p> <p>Review ILS reports for learning gains and validation of benchmark mastery</p> <p>Monitor teachers use homework and class assignments</p> <p>Monitor classrooms for evidence of standards-based teaching</p> | <p>1. Compare ongoing instruction with focus calendar/timeline for alignment</p> <p>2. Conduct Walk-Throughs independently and with school administration</p> <p>3. Share classroom observations</p> <p>4. Review student placements and recommend adjustments</p> |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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Correlate 6: Frequent monitoring of Student Progress

PHR: Integrated System of High Standards, Curriculum, Instruction, Assessments and Supports

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|---|---|---|---|--|--|---|---|---|
| <p><i>Progress Monitoring</i></p> <p>Mini Assessments</p> <p>Provides diagnostic information about student mastery of specific benchmarks and/or skill sets. Mini assessments are delivered after initial and subsequent instruction or remediation to determine student mastery.</p> | <p>As determined by IFC at the end of a benchmark</p> | <p>Grades 1-10/ Reading and Mathematics</p> | <p>Classroom teacher scans tests and review data; with curriculum coaches</p> | <p>Curriculum coaches share data with Leadership Team and determine if students have mastered standard</p> | <p>1. Identify classrooms and/or individual students that have not mastered the skill set and follow up with classroom teachers to determine remediation strategies</p> <p>2. Remediate and re-assess specific benchmark and/or skill set; Monitor outcomes and instructional practices for those teachers whose students are consistently not making progress (<80%)</p> | <p>PSA</p> <p>eNET Team members</p> <p>Research & Student Assessment</p> <p>Area Director</p> <p>Curriculum Staff</p> | <p>School administrators to review classroom-specific mini assessment data and remediation plan with Area Superintendent and Director and PSA at least on a monthly basis</p> | <p>eNET Team staff to assist school in development and implementation of remediation plan</p> |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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Correlate 6: Frequent monitoring of Student Progress

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|--|--------------------------------------|--|--|--|--|---|---|--|
| <p><i>Progress Monitoring</i></p> <p>K-Testing</p> <p>Provides an overview of development in three areas (visual/motor, language & cognition, and gross motor skills) to gather information about the readiness of students upon entering kindergarten</p> | <p>See District Testing Calendar</p> | <p>Kindergarten/ Developmental Screening</p> | <p>Test administrator scores assessment and determines if student falls in the “OK,” “Rescreen,” or “Refer” category</p> | <p>Teachers review data with curriculum staff and administration, as well as parents, to identify individual student needs</p> | <p>1. Teachers provide students who are not “ready for school” with appropriate intervention and remediation</p> <p>2. Ongoing monitoring and re-evaluation of students identified as not ready for school</p> | <p>PSA</p> <p>cNET Team members</p> <p>Research & Student Assessment</p> <p>Primary Ed. Staff</p> <p>Area Directors</p> <p>Curriculum Staff</p> | <p>School administrators to review ESI-K data and remediation plan with Area Superintendent and Directors</p> | <p>1. Primary Education staff to assist school in development and implementation of remediation plan</p> <p>2. Provide follow-up monitoring of targeted students</p> |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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Correlate 6: Frequent monitoring of Student Progress

PHR: Integrated System of High Standards, Curriculum, Instruction, Assessments and Supports

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|---|---|----------------------------------|--|--|--|--|--|--|
| <p><i>Progress Monitoring</i></p> <p>Writing Prompt</p> <p>Provides an opportunity for students to simulate the FCAT Writing Assessment and to provide feedback about student performance</p> | <p>Monthly beginning Third week of school</p> | <p>District provided prompts</p> | <p>Hand scored by teachers and school staff trained in the FCAT Writing Scoring Rubric</p> | <p>Leadership Team reviews student performance data and identifies areas of concern (demographic groups, grade levels, classrooms)</p> | <p>1. Follow up with appropriate staff to pursue areas of concern and drill down data to identify source of problem</p> <p>2. Remediate and re-assess; Monitor outcomes and instructional practices for those teachers whose students are not proficient</p> <p>3. Target writing strategies during Tutorial Interventions</p> | <p>PSA</p> <p>CNET Team members</p> <p>HRD</p> <p>Area Directors</p> <p>Curriculum Staff</p> | <p>CNET Team/PSA meet with leadership team to review student performance data concur on areas of concern (demographic groups, grade levels, classrooms)</p> <p>School administrators to review writing data and remediation plan with Area Superintendent, Directors and PSA monthly</p> | <p>1. Curriculum staff to assist school in development and implementation of remediation plan</p> <p>2. Provide staff development for new teachers and those lacking in skills required to teach writing</p> |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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Correlate 6: Frequent monitoring of Student Progress

PHR: Integrated System of High Standards, Curriculum, Instruction, Assessments and Supports

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|---|---|---|--|---|--|--|--|---|
| <p><i>Progress Monitoring</i></p> <p>DIBELS</p> <p>Provides a measure of skills that form the basis for early reading success</p> | <p>Quarterly - Superintendent schools being tested in the first 2-3 days of the window)</p> | <p>Struggling Reader Charts</p> | <p>Test administrator scores assessment and determines student’s risk level (“above average,” “low risk,” “moderate risk,” or “high risk”)</p> | <p>Teachers should review data with curriculum staff and administration, as well as parents, to identify individual student needs</p> | <p>1. Teachers provide those students at moderate and high risk with appropriate intervention and remediation</p> <p>2. Ongoing monitoring and reevaluation of students identified as moderate and high risk</p> | <p>PSA</p> <p>cNET Team members</p> <p>Primary Ed. Staff</p> <p>Area Directors</p> <p>Curriculum Staff</p> | <p>School administrators to review DIBELS data and remediation plan with Area Superintendent and Director, PSA and Primary Education staff</p> | <p>1. Assist school in development and implementation of remediation plan</p> <p>2. Follow up with school support team to verify appropriate interventions are occurring</p> <p>3. Monitor reassessment</p> <p>4. Use on-going progress monitoring with level one ESE/ESOL students in grades 4 and 5</p> |
| <p>District Benchmark Assessment Test (BAT)</p> <p>Provides predictive & diagnostic information regarding student performance on the FCAT Reading and Mathematics Tests</p> | <p>See Testing Calendar</p> | <p>District results student Score Card via DWH Reports and Virtual Counselor (electronic)</p> | <p>Leadership Team reviews school and grade level data to identify school-wide areas of concern (demographic groups, grade levels, lowest 30%)</p> | <p>Follow up with appropriate staff to pursue areas of concern and drill down data to identify source of problem</p> | <p>1. Revisit instructional focus calendar</p> <p>2. Address specific areas of concern w/ individual classroom teachers; modify instruction and provide remediation</p> | <p>PSA</p> <p>cNET Team members</p> <p>Research/Student Assessment Staff</p> <p>HRD Staff</p> <p>Area Director</p> <p>Curriculum Staff</p> | <p>Provide BAT data to Area Superintendent and Director, PSA, cNET and School administrators to review</p> | <p>1. Develop a remediation plan in conjunction with Leadership</p> <p>2. Provide staff development to teachers as needed</p> <p>3. Monitor implementation</p> |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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Correlate 1: Safe and Orderly Environment

PHR: Personalized Learning Environment

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|--------------------------|---|--|--|---|--|--|--|---|
| Safe/Orderly Environment | August 8 Disc. Plan Systematic review of all Discipline and Attendance Data via new the Discipline Database on Virtual Counselor | Comprehensive School Discipline Plan is reviewed and supported by all staff District Discipline Matrix is shared along with implementation procedures School Discipline and Attendance Data are reviewed | Principal, Leadership Team, Support Staff and Teachers | Review school data to determine areas of greatest need Identify key locations within the school and times where/when discipline is at its worst Examine attendance patterns | 1. Contact Area Adm. Assistant for clarification or support of the Discipline Matrix 2. Identify all behavioral interventions available 3. Create a plan for addressing key issues identified when reviewing data 4. Request staff training for Classroom Management, School-wide discipline and/or Discipline Matrix 5. Review of SESIR data with SIU staff | Area Directors PSA cNET Team members Prevention Programs Staff BLAST Counselors SIU Staff HRD MS Director Social Workers | Area Directors review all discipline & attendance data each month for Superintendent Schools with PSA, school administration, Leadership Team and cNET Team via new the Discipline Database on Virtual Counselor | 1. Provide staff training for a school team in Foundations for all Superintendent Schools over 2 years (07-08). 2. All new teachers receive training in CHAMPS for classroom management. 3. Training in CHAMPS as determined by school leadership team. 4. Training for administrative staff on Discipline Matrix. 5. Coaching and Mentoring of staff as determined |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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| Sound Educational Practices Required for All Schools | Required for Superintendent Schools |
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Correlate 2: Climate of High Expectations for Success & Correlate 6: Frequent monitoring of Student Progress

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
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| Reading First | Screening Data Analysis Intervals – Quarterly | <p>Identify students in need of immediate intensive intervention.</p> <p>Identify students in need of additional and/or differentiated instruction.</p> <p>Determine appropriateness and effectiveness of grouping and instructional practices.</p> <p>Measure effectiveness of reading programs and instruction.</p> | <p>Teachers</p> <p>Reading Resource Specialists</p> <p>School Assessment Team</p> <p>Literacy Leadership Team</p> <p>Reading First Coaches</p> | <p>Teachers will meet with the school’s Literacy Leadership Team to review and interpret data to identify interventions, group students, and plan differentiated instruction.</p> <p>School’s Literacy Leadership Team will determine each teacher’s need for intervention program training, professional development, and coaching support.</p> | <p>Teachers plan and implement the core reading program, differentiate instruction, and provide immediate intensive intervention.</p> <p>Teachers and Reading Coaches will provide ongoing progress monitoring to track students’ rates of reading improvement and continually adjust instruction.</p> <p>Reading Coaches provide professional development, coaching and modeling, and assistance in selecting and implementing interventions.</p> | <p>Area Superintendents</p> <p>Area Directors</p> <p>PSA</p> <p>cNET Team</p> <p>District Assessment Team (ESE, ESOL, Title I, Core Curriculum, Reading First Coaches)</p> <p>Primary Education Staff</p> <p>ETS</p> | <p>School administration, Area Superintendents, Area Directors, PSA, and Primary Education staff will review student data, school needs, and grant implementation status.</p> | <ol style="list-style-type: none"> 1. Provide schools with SBRR resources based on identified needs. 2. Students identified as ESE, ESOL, or Level 1 will participate in the quarterly administration of DIBELS in grades 3-5 3. Offer highquality, resultdriven professional development to enhance the fidelity of implementation. 4. Continuous support will be provided through coaching and monitoring of appropriate |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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| Sound Educational Practices Required for All Schools | Required for Superintendent Schools |
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Correlate 3: Instructional Leadership

PHR: Accountable Leaders and Empowered Educators And Engaged Community and Youth

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|--------------------------|--------------------------------------|--|--------------------------|--|---|--|--|---|
| Instructional Leadership | (See HRD Staff Development Calendar) | 8-Step Process Correlates of Effective Schools Walk-Throughs High Yield Strategies Foundations CHAMPS | Principal AP | Individual staff development status Individual Goals Alignment of School Budget with defined needs | 1. Identify staff development needs based on key areas 2. Attend and complete staff development 3. Ensure that key areas are systemic within the school 4. Include professional development needs in annual goals of principal and AP(s) | PSA Area Superintendent Area Director HRD Staff Curriculum Staff | Meet with principal on a quarterly basis to review individual goals and training needs Determine the extent of implementation within the school Review school budget and expenditures in reference to identified needs | 1. Attend and complete staff development. 2. Assign Mentor principal as appropriate 3. Validate adherence to the One Voice Plan |

The School Board of Broward County, Florida
ONE VOICE – BROWARD’S EFFECTIVE SCHOOLS PLAN

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Correlate 4: Clear and Focused Mission

PHR: Accountable Leaders and Empowered Educators

| Area of Focus | Key Date(s) | Key Information & Resources | School Staff Responsible | School Staff Review | Actions to be Taken | District/Area Staff to Provide Input | District/Area Monitoring Process & Results | Actions to be Taken |
|------------------------|-------------|---|--------------------------|--|---|---|---|--|
| Instructional Staffing | As needed | Personnel Department NESS Staff Professional Standards Department IPAS FPMS Staff Development Calendar | Principal AP | Network with colleagues regarding availability of qualified staff for current or potential vacancies Seek prime candidates at Experience Broward Events | 1. Contact the Personnel Director and Area Office immediately upon identifying a vacancy 2. Work in close collaboration with Professional Standards staff on all struggling teachers 3. Refer new hires to HRD for New Teacher Training 4. Observe staff as required and supplement with Walk-Through sessions | PSA Area Superintendent Area Director HRD Staff CNET Team NESS Coach Professional Standards Staff Instructional Staffing | Leadership Team meets with Area Director, PSA and cNET concerning training needs of staff Determine the extent of training that can be delivered within the school day by school resource and cNET Team Monitor progress of new and struggling teachers Review teacher placement Ensure no substitutes in critical classes when highly qualified candidates are available | 1. Provide training as determined 2. Mentor/coach staff as needed 3. Recommend support options for struggling staff 4. Recommend teacher placements 5. Develop system to monitor the hiring of substitutes in place of highly qualified teachers. Implementation of reading instruction. |