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SIGNIFICANCE

Context

Broward County Public Schools (BCPS) is the sixth largest public school system in the U.S., the second largest in the State of Florida, and the largest fully accredited K-12 school district in the nation. Through its strategic plan, the district is committed to high quality instruction, continuous improvement, and effective communication to provide a structure for “strengthening the paths to success” to prepare students with the 21st century skills needed to compete globally.

In 2015-16, BCPS celebrated 100 years of educational excellence. BCPS serves 268,836 students and 14,088 educators in 339 schools and education centers (137 elementary, 40 middle, 33 high, 6 combination schools, 19 centers, and 104 charter schools) throughout 31 cities. BCPS students represent approximately 200 countries and speak 185 different languages.

As a district dedicated to achieving and maintaining the highest levels of student success, BCPS consistently earns top district evaluation grades issued by the State of Florida, receiving a ‘B’ grade in 2015, despite a change to more rigorous standardized assessments and school grade criteria. BCPS has also received national attention for its 16 high schools that received gold, silver, or bronze medals in the *U.S. News & World Report* national rankings. These rankings include data on more than 21,000 public high schools and are based on the key principles that a great high school must serve all of its students well, not just those who are college-bound, and that it must be able to produce measurable academic outcomes to show the school is successfully educating its student body across a range of performance indicators. BCPS received similar recognition in the U.S. News’ rankings for 14 of its high schools in 2015, and 13 high schools in 2014 and 2013. In June 2014, BCPS earned the High School Exchange Year Global Education

Excellence Award, presented annually to high schools and school districts that demonstrate an extraordinary commitment to international understanding and global awareness.

While BCPS has earned accolades, there are significant opportunities for growth, with 65 schools earning grades of ‘D’ or ‘F’ in 2015. In addition, a clear need exists for more Effective and Highly Effective teachers at schools serving high numbers of students in poverty. Six years ago, BCPS embarked on a journey to transform its Human Capital Management System (HCMS) to a high-functioning, aligned system with educator evaluation based on researched instructional practices and student growth at the center. The district’s initial efforts were greatly enhanced by a 2012 Teacher Incentive Fund (TIF) grant serving 28 of BCPS’ 260 High-Need Schools. Therefore, BCPS leaders were able to facilitate the district-wide rollout of a Performance-Based Compensation System (PBCS) and paved the way for the next step toward a fully functioning HCMS, outlined in this application.

BCPS Successes under Previous TIF Grant

As a result of BCPS’ 2012 TIF grant, 90% of vacancies in participating schools were filled with qualified teachers by the first day of school in 2013-14, 95% in 2014-15, and 98% in 2015-16. In addition, all teachers in TIF schools who received Needs Improvement/Unsatisfactory Instructional Practice scores were served by a Peer Reviewer and ended the school year with an Effective evaluation. BCPS has consistently exceeded targets and timelines from the 2012 TIF grant, rolling out the PBCS ahead of schedule, serving more principals with mentors than projected, and aligning more professional development offerings than planned.

Goals

The success that BCPS achieved with the implementation of its Leading Excellence and

Achievement in Performance (LEAP) program from 2012 has provided momentum for the work of LEAP Ahead, BCPS' new program described in this proposal. LEAP positioned the district to go further, faster, and now BCPS is ready to demonstrate that with concerted effort over time, large urban districts can utilize an aligned HCMS as a lever for equitable distribution of educators to increase student proficiency and close achievement gaps in High-Need Schools.

BCPS' goals during the next grant period include:

- Improve the percent of students performing proficient or better on the Florida Standards Assessments (FSA) in High-Need Schools by 15 percentage points
- Improve the percent of participating educators who support the elements of the HCMS, including the Value-Added Model (VAM) (target 90%)
- Utilize evaluation results for additional human capital decisions
- Fill all vacancies in identified High-Need Schools prior to the opening of school
- Improve recruitment and retention rates of Effective and Highly Effective educators in High-Need Schools by 20 percentage points
- Increase the number of Effective and Highly Effective teachers in critical content areas in High-Need Schools by 8 percentage points
- Decrease the number of teachers with more than 10 absences by 12 percentage points
- Increase the number of participating educators opting in to the district-wide PBCS by 12 percentage points
- Provide personalized professional development for educators based on identified areas for growth from iObservation, student performance data, and research-based focus areas
- Provide the Coach Development and Credentialing Program to 100% of individuals on the Career Continuum

- Provide 100% of educators in High-Need Schools who have 0-3 years of experience or are rated Needs Improvement/Unsatisfactory and 70% of educators who teach grades K-3 with job-embedded professional development

Policy Climate

Due to Florida statute and local policy, BCPS is in a prime position for the development of a fully aligned and well-functioning HCMS. Florida Statute Section 1012.34 (1) (a) establishes the educator evaluation as the basis for increasing student learning, improving instruction, and enhancing all services provided by the district. It requires that performance evaluation results must be used when developing district and school level improvement plans and professional development, and stipulates that parents be provided an opportunity to provide input into employee performance evaluations when appropriate.

Florida Statute 1012.22 requires that all Florida Local Education Agencies (LEAs) adopt a performance salary schedule to be used for all instructional personnel hired on or after July 1, 2014, and for personnel who choose to switch from the grandfathered salary schedule to the performance salary schedule. The performance salary schedule must provide differentiated pay for both instructional personnel and school administrators (principals and assistant principals) based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical content areas, and level of job performance difficulties.

Florida Statute 1012.98 requires that districts develop a professional development system to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. It requires districts to review and monitor school discipline data; school environment

surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

Vision of Instructional Improvement

“The School Board of Broward County is dedicated to meeting the educational needs of all students in a safe learning environment,” is the mission statement of BCPS. But how does the sixth largest district in the U.S. meet those needs and achieve its vision of “educating today’s students for tomorrow’s world”? BCPS’ pathway toward achieving this vision and mission is solidifying as the district evaluates and refines systems that identify, nurture, and reward educators, with the understanding that instructional improvement is both grounded in student achievement and based on the research-based assertion that there is a direct cause-and-effect relationship between effective teaching and student performance.

The efforts of BCPS and the initiatives for ongoing improvement described in this proposal rest on a central truth, that teachers are the most influential in-school variable related to student achievement. “The effect of increases in teacher quality swamps the impact of any other educational investment, such as reductions in class size” (Goldhaber, 2010). Nationally, the most underserved students often have less access to Effective and Highly Effective teachers than more affluent students. “Low-income students and students of color are disproportionately located in the lowest performing schools, which have half as many highly effective and 1.5 times as many ineffective teachers as high-performing schools” (Reform Support Network, 2015). These teachers also tend to have weaker test scores, coursework, and certification (National Center for Educational Evaluation and Regional Assistance, 2011).

BCPS acknowledges the great needs of high-poverty schools. Its vision of instructional improvement, however, rests not on deficit thinking but on the belief that educators have an innate desire to be competent professionals, and the development process should take a supportive, positive approach. Educator development systems should be based on the principle that the performance of employees at varying levels of ability can improve to higher levels of competency over time, with appropriate assistance, professional development, and opportunity.

In BCPS, administrators, teachers, and district-level personnel collaborate to take collective responsibility for student progress, school improvement, and system improvement.

Administrators, curriculum specialists, grade level chairpersons, department chairpersons, instructional coaches, and others participate in professional development and are included as a regular integrated part of the observation and feedback process. BCPS promotes the concept of enterprise accountability; everyone is responsible for improving struggling schools. At the district level, the Superintendent of Schools' Cabinet meetings are attended by all Chief Officers in the district to monitor critical schools, discuss others that may be showing indicators of decreased performance, identify challenges to school achievement in a timely manner, and deploy assistance and/or make staffing changes that will enhance progress.

While there is district-wide buy-in of this approach to accountability, ultimately BCPS believes in site-based management and in building capacity at the school level, placing the primary responsibility for achievement at the schoolhouse door. Annual improvement plans that include goal-setting, professional development, and plan evaluation are individually created by, and for, each school, school leader, and teacher to ensure data-driven, need-based, individualized improvement designed by on-site educators with intimate knowledge of the particular challenges faced on the way toward student success.

BCPS constantly measures the effectiveness of its services and processes to strive for ongoing improvements that satisfy the needs of students, teachers, educational leaders, and the community. Continuous improvement demands setting clear goals, having ways to measure progress towards those goals, and refining goals and strategies based on those measurements.

Through the proposed project, BCPS will strategically improve its established system not only to strengthen instructional and leadership practice, but also to recognize the outstanding performance of its educators. By refining the teacher and principal evaluation system; making modifications to the HCMS focusing specifically on teacher preparation, recruitment, and placement; implementing an adjusted PBCS/salary structure; providing job-embedded professional learning; and providing targeted professional development on Social Emotional Learning (SEL) and Early Literacy, the LEAP Ahead project will move BCPS toward its ultimate outcomes: a fully aligned and well-functioning HCMS; vibrant, thriving learning communities of Highly Effective educators in High-Need Schools; and improved life outcomes for underserved students.

Identified High-Need Schools

BCPS has identified 32 High-Need Schools that will benefit from proposed funding through the Teacher Incentive Fund, including 21 elementary schools, 7 middle schools, and 4 high schools (please see Appendix F1: High-Need Schools Documentation). None of the identified High-Need Schools were previously served by the 2012 TIF grant (the district will be sustaining support to those schools at the conclusion of their grant period). Between 77.8% and 100% of students at the identified schools are eligible for Free and Reduced Price Lunch (FRPL) status. Of these 32 schools, none received an 'A' Florida evaluation grade for 2015-2016 and only 1 received a 'B' grade, with 53% receiving a 'C' and 38% receiving a 'D'. One school earned an 'F.' Comparison

with school grades in 2014-2015 indicates that 22% of these schools are backsliding, receiving a lower evaluation grade than in the previous school year. In addition, 94% (30 of 32) of the identified High-Need Schools report that more than half of their teachers were absent for 10 or more days during the past school year, with 9 of these schools (28%) reporting more than 80% of teachers absent for 10 or more days.

Low State school evaluation grades, high percentages of low-income students, and high rates of teacher absence signal a critical need to attract, retain, and develop teachers with the appropriate competencies and knowledge to lead all BCPS students to success, and BCPS hopes to fill this need by expanding and improving its well-established TIF initiatives through LEAP Ahead.

QUALITY OF THE PROJECT DESIGN

HCMS Overview & Alignment with Vision

The HCMS in BCPS is inspired by the Vision for Instructional Improvement outlined above and grounded in the aligned LEA-wide educator evaluation described in the following section. One of the central assumptions of BCPS' HCMS is that all elements of the system must work in concert in order for desired outcomes to be realized. "Systemic change is critical for the future of the U.S. teacher workforce and the nation's students. No single policy fix will be enough to move the system as a whole" (Martin, Partelow, & Brown, 2015).

BCPS, with the assistance of the Broward Teachers Union (BTU) and the Broward Principal and Assistant Principals' Association (BPAA), began researching various instructional evaluation models in 2010-2011 and has fully implemented promising, research-based evaluation systems. Setting high expectations for educators in both instructional and administrative positions is communicated as vital in BCPS' evaluation guideline: "Inspect what you expect." All educators

participate in professional learning on the evaluation system, so that each knows exactly the indicators on which performance assessment is based. This professional learning develops self-reflective and motivated professional practice in BCPS' educators, while providing guidance for ongoing development. BCPS' evaluation process encourages consistent, specific, and constructive feedback while maintaining high expectations. This approach is based on recent research which finds that "Using evaluations to provide teachers with meaningful feedback and aligned professional development opportunities leads to more effective teaching and greater student success ... [and] professional growth opportunities induce teachers to remain in their profession" (Workman & Wixom, 2016).

BCPS' approach to its HCMS, PBCS, and Professional Learning System is grounded in research and best practice in the education field. Throughout the following two sections, the research basis for the LEAP Ahead programs and proposals is embedded. See the Logic Model in Appendix C for information on how BCPS' inputs and activities affect our short- and long-term outcomes and how our long-term outcomes solve the identified problems.

LEA-wide HCMS with Educator Evaluation and Support Systems at the Center (Absolute Priority)

BCPS has designed and implemented an evaluation framework that encourages conscious improvement of instructional and leadership practice based on performance data collected from multiple sources, including (1) indicators of practiced behaviors that have shown to correlate with increased student achievement and (2) student growth data that isolates instructional effect on student achievement from other non-school factors that affect student performance. The Broward Instructional Development and Growth Evaluation System, referred to as BrIDGES for classroom teachers and Modified BrIDGES for non-classroom teachers, was implemented

district-wide in the 2011-2012 school year. The Marzano Teacher Evaluation Model and the Florida VAM serve as the basis for the LEA-wide teacher evaluation. The Marzano Teacher Evaluation Model, which builds on five decades of research on teaching and learning, focuses on indicators within the teacher's control, reflecting teachers' observed performance of competencies and skills shown to correlate with enhanced student outcomes. The VAM was developed by statistical consultants from the American Institutes for Research and guided by a committee of stakeholders including teachers and school administrators, parents, and community business members. The Broward Assessment for School Administrators (BASA) was developed using the Florida Principal Leadership Standards, the Florida School Leadership Assessment, and the Florida VAM, and has been fully operational since 2013-2014. BrIDGES and BASA together form a comprehensive and valid formative evaluation system that informs and improves the practice of BCPS educators while providing reliable data for human capital management decisions. For more information about BCPS' evaluation for instructional staff, non-instructional staff, and school administrators, please see Appendix F2: Description of Evaluation System.

Use of Information Generated by Evaluation and Support System to Inform Human Capital Decisions

The BCPS HCMS is designed so that the evaluation process impacts significantly on personnel decisions including teacher preparation, recruitment, hiring, placement, professional development, compensation, retention, support/dismissal, and promotion.

Recruitment and Hiring

Talent Acquisition and Operations - Instructional, within the Office of Human Resources, vets new applicants and current teachers requesting transfers in a process that reviews resumes,

evaluation results, background checks, references, previous student achievement data (if available), and successful, relevant experiences in a similar setting that may determine future success. Candidates receive personal communication within two days of applying to BCPS and are assigned to a Human Resources administrator who assists them through the process.

Applitrack, an online application system implemented in 2014, facilitates the process of teacher selection and provides principals with around the clock access to lists of recommended candidates and digital interviews.

BCPS is intentional about building its applicant pool with educators who have proven their effectiveness. Establishing Excellence in Elementary Education (EXCEED) is a \$4.3 million State grant through which BCPS partners with Florida Atlantic University's College of Education to establish a Center of Excellence for Elementary Teacher Preparation. It seeks to prepare undergraduate elementary education majors through a clinically based teacher preparation program featuring 832 hours of practical experience in a variety of classroom settings within BCPS. The program is fully aligned with Broward school district evaluations and allows BCPS to identify high performing FAU teacher candidates and offer early contracts to develop a pool of quality candidates for vacant elementary education positions.

During the 2015 recruitment season, the instructional applicant pool increased by 20%, indicating an expanded interest in working for the district. Talent Acquisition and Operations – Instructional representatives interviewed over 3,000 prospective teacher candidates and participated in over 65 recruitment events that directly resulted in 803 candidates being hired to teach in BCPS. This aggressive approach contributed to the low 1% vacancy rate on the first day of school. Over 35% of newly hired teachers were Black/African-American and over 15% were Hispanic. BCPS' recruitment efforts will continue to build a pool of high quality teachers and

will work to ensure that the most effective are placed in the schools with the highest need.

Placement

Talent Acquisition and Operations - Instructional works with principals in High-Need Schools to assist in filling instructional vacancies. The department builds a pool of talented candidates to refer for placement at High-Need Schools before other schools. A large challenge to High-Need Schools lies in staffing the critical content areas, such as reading, mathematics, science, and special education. LEAP Ahead will facilitate the equitable distribution of Effective and Highly Effective teachers to High-Need Schools through transfer bonuses for critical content area teachers, as well as personalized invitations to Highly Effective and Effective teachers outlining the financial and non-financial incentives available to them if they transfer to these schools.

BCPS recognizes that school leader placement is also vital to the success of struggling schools. In district-hosted focus groups containing approximately 75 teachers from schools graded 'A' and schools graded 'D' or 'F', teachers reported that the principal was the main reason for remaining at their school, citing professionalism, support, knowledge, desire for success, and soft skills as key traits that increase teacher retention. Similarly, teachers who desired to transfer indicated the principal's lack of support, trust, and willingness to allow academic freedom as the main motives for a transfer. Teacher feedback from these focus groups indicate the importance of having the right school leaders for every learning environment, and an even more critical need at the lowest performing schools.

BCPS' school leader placements are conducted carefully, beginning with a community forum to gather input from parent and community stakeholders to determine the key characteristics desired in a leader of their school. Feedback is used to formulate interview questions, and a

review of each candidate's school student achievement data and three years of performance evaluations is conducted. Recommendations are made to the Superintendent who discusses with each candidate a plan for school improvement before a final appointment is made.

LEAP Ahead is providing leadership coaching to all participating principals through the Center for Educational Leadership (CEL), Learning Sciences International (LSI), Marzano Demonstration Sites, Principal Mentors, and Principal Liaisons.

Professional Development – See professional development section below.

Promotion

For instructional teachers who have an overall Effective or Highly Effective rating for the previous three years, promotional opportunities to become a school or district administrator are available through BCPS' Leadership Experiences and Administrative Development (LEAD) and Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL) programs (described in Appendix F3: Leadership Programs for Teachers and Administrators). The selection of assistant principals and principals for promotion requires administrators to complete leadership programs, in accordance with School Board Policy 4002.14, and evaluation results are an integral part of selection, placement, and promotion.

As a result of the 2012 TIF grant, non-TIF schools in the district will be rolling out new roles on the Career Continuum, including Principal Mentors, TIER Mentors, and Peer Reviewers. Each of these roles requires a certain number of years of teaching experiences as well as Effective or Highly Effective ratings on the evaluation for a certain number of years prior. Through LEAP Ahead, BCPS will refine and enhance Career Continuum roles and leadership programs for eventual district expansion.

Retention/Dismissal

Research indicates that providing high quality mentors, competitive salary, an effective induction program, supportive working conditions, and leaders that sustain a school culture in which both teachers and students can succeed, assist in teacher retention. Each of these areas will be strengthened through LEAP Ahead. Working conditions are difficult to measure; however, BCPS Human Resources administrators are gathering information through surveys and personal visits with BCPS educators. This information will be combined with Exit Interview data and analyzed to determine what strategies, in addition to the high-quality professional development supports described in the professional development section, need to be put in place to retain BCPS' Effective and Highly Effective teachers and leaders.

Educators with Needs Improvement/Unsatisfactory job performance are notified in writing of their specific deficiencies and provided with assistance. Peer Reviewers are deployed 2-3 times per week to assist in improving their performance. If, after approximately six weeks of assistance, performance has not improved, the teacher is placed on a Performance Development Plan (PDP). This formalized assistance plan is written specifically for each teacher, based on the teacher's exact needs, and is provided over a 90-day period, based on Florida Statute 1012.34. During the 90 days, teachers in need of improvement receive intense assistance from an assigned Peer Reviewer, visit other classes to observe effective teaching practices, attend professional development courses, and receive ongoing feedback from administration. Teachers on a PDP attend formal meetings with administration to discuss progress and concerns and to evaluate/revise the PDP. Teachers who fail to make significant progress receive an Unsatisfactory evaluation and are put on notice for termination, in accordance with policies that specify due process, responsibilities, and rights. Few teachers experience these consequences

because the support and assistance received during the PDP cycle enables them to increase their effectiveness, and those who do not make adequate progress within 90 days typically resign.

Administrators who exhibit performance concerns through BASA-related monitoring follow a similar procedure, however, they create a Performance Improvement Plan. Administrators attend formal meetings with their supervisors in which the administrator's performance is reviewed, activities are discussed, and changes are made to the Performance Improvement Plan as needed to support the administrator's progress. Struggling principals and assistant principals who have not demonstrated sufficient improvement are demoted or terminated. Principals and assistant principals report that the system is fair and effective.

Implementation of Performance-Based Compensation Systems (TIF Requirement 1)

District-wide performance pay took effect on July 1, 2014 in accordance with Florida Statute 1012.22 through the following two programs, one for teachers and one for administrators:

- ACCESS: Awarding Competitive Compensation to Educators for Student Success
- ACCEL: Awarding Competitive Compensation to Educational Leaders

All current teachers, principals, and assistant principals are eligible to opt-in to the ACCESS/ACCEL plans, and all newly hired or newly appointed educators are automatically assigned to the pay for performance plans. Currently, within the identified 32 High-Need Schools, 634 teachers and 26 principals and assistant principals have opted-in to the pay for performance plans.

Salary increases are awarded to participating educators based on their evaluation rating. Those rated Highly Effective receive the largest salary increase percentage available, and those rated Effective receive a salary increase between 50 – 75% of the Highly Effective percentage

increase. Those rated Needs Improvement or Unsatisfactory are not eligible for a salary increase. For the 2014-15 school year, teachers on the pay for performance salary schedule received additional salary as follows: Highly Effective: 4.26% of base salary and Effective: 2.13%. LEAP Ahead aims to increase the numbers of teachers and leaders opting in to the district-wide performance pay programs by building confidence in and understanding of the evaluation systems, including the VAM score.

Additional bonuses for administrators are dependent on the complexity of their assigned school across five factors: Percentage of students eligible for FRPL; English Language Learners; Students with Disabilities; Percentage of Students at Reading Levels 1 & 2; and Percentage of Students at Reading Levels 4 & 5. Additional salary dollars are added to the school leader's base salary based on total complexity points. The total bonus available based on school complexity is up to \$4,000 for principals and up to \$2,000 for assistant principals. LEAP Ahead will provide further salary adjustments based on performance to teachers, principals, and assistant principals in identified High-Need Schools and will reward Effective and Highly Effective educators for taking on additional responsibilities through a Career Continuum (described below).

Improving Teacher Effectiveness and Promoting Equitable Access to Effective Educators (Competitive Priority 2) through State Plans to Ensure Equitable Access to Excellent Educators (Invitational Priority)

Although BCPS has many elements of a fully-functioning HCMS in place throughout the district, now is our opportunity to leverage our successes, refine our processes, and take our HCMS to the next level. Our approach to equitable distribution in LEAP Ahead is based on the Florida Equity Plan, our own experiences through the 2012 TIF grant, and research-based best practices.

Florida's Plan to Ensure Equitable Access to Excellent Educators and Florida's Educator Equity Profile (collectively, the Equity Plan) highlight specific equity gaps and successes within the State and in specific districts. BCPS is especially interested in equitable distribution of Effective teachers because of its large number of High-Need Schools.

In BCPS, 88 schools are considered to be in the highest state quartile for poverty; 131 schools are in the highest state quartile for minority student populations; 260 schools have over 50% of students who qualify for FRPL; 65 schools received a grade of D or F in 2014-15; and all of the schools with a D or F rating in 2014-15 also serve a student population in which over 50% qualify for FRPL.

The Equity Plan earned BCPS accolades in the following areas, in which the district's highest poverty/ minority schools have an equal or lower percentage, on average, than the lowest poverty/minority schools across the State:

1. Only 7.4% of teachers in their first year serve in the highest poverty schools and only 11.8% serve in the highest minority schools in BCPS.
2. Only 3.8% percent of classes are taught by teachers who are not highly qualified in the highest minority schools in BCPS.

It reveals the following issues for BCPS:

1. Teacher Attendance. In BCPS, teacher absence rates are high in High-Need Schools. In BCPS' highest minority schools, 55.7% of teachers miss more than 10 days of school in a year. In its highest poverty schools, the rate is 62.1%, and in schools rated D or F, 57%.
2. Licensure. A high percentage of teachers are teaching without licensure. In BCPS 27% of teachers in High-Need Schools are unlicensed.
3. Lack of alignment between Instructional Practice scores and Value Added Measures. In

schools earning low school ratings, student growth scores are much lower than instructional practice scores.

The following activities have been designed to improve the equitable distribution of Effective and Highly Effective teachers and to respond to the specific needs raised by the Equity Plan:

Targeted Communication

In the fall semester of the school year, administrators meet with teachers to review and sign final evaluations from the previous school year. Through LEAP Ahead, the evaluations of teachers who are rated Effective or Highly Effective will feature a prominent statement of the financial and non-financial incentives available for the teacher if he/she transfers to an identified High-Need School for the following school year. Highly Effective teachers will also receive a special invitational letter during the transfer window in the spring, outlining the incentives available for working at a High-Need School.

Additionally, the web-based employment opportunities platform, Applitrack, will be enhanced so that job listings will highlight whether the school is an identified “High-Need School” in red font and will link to the financial and other incentives available to teachers in these schools.

Through the cooperative effort of Marketing and Talent Acquisition and Operations - Instructional, BCPS will hold TIF recruitment fairs that highlight the incentives related to the Career Continuum and professional development (described below) to attract more Effective and Highly Effective educators to schools with the greatest need. Additionally, BCPS will pursue the goal of extending these incentives beyond TIF schools, making them available to all high-poverty schools throughout the district.

Transfer Bonus for Effective and Highly Effective Teachers of Critical Content Areas

BCPS will offer a transfer bonus for Effective/Highly Effective teachers in critical content areas who transfer to High-Need Schools. Under the 2012 LEAP initiative, BCPS offered a transfer bonus of \$2,500; however, under LEAP Ahead, BCPS will increase this bonus to \$3,000.

Teachers will be eligible to receive a transfer bonus based on the following criteria:

- Received an Effective or Highly Effective rating on the overall score of the performance evaluation in the previous school year.
- Transferred to a participating High-Need School from a non-High-Need School in the LEA, or was hired to work in a participating High-Need School and previously worked in another LEA with a comparable evaluation system.
- Served as an active instructional employee at a participating school for one day more than half of the employee's assigned work calendar during the current school year. Part-time instructional employees or full-time instructional employees, with split duties between schools, may be eligible to receive a pro-rated bonus.
- Serves as a classroom teacher in a critical content area. For 2015-16, critical content areas include grades K-6, reading, computer science, mathematics, an area of science, technology education, gifted education, or special education with content area certification.

Recruitment awards will only be offered to an educator coming from another LEA if they were rated Effective or higher in that LEA on an evaluation that, at minimum, generated an overall rating based on two or more observations each year, calculated student growth in significant part, and included other factors.

Attendance Incentives

Based on surveys from 56,837 schools, on average 36% of teachers nationally were absent more than 10 days during the 2009-10 school year (Miller, 2012). Statistics show that in BCPS, the attendance problem is much more severe. Recent research demonstrates that teacher absence has both academic and financial ramifications. Teacher absence “negatively affects student achievement, a fact borne out by research that finds that every 10 absences lowers average mathematics achievement equivalent to the difference between having a novice teacher and one with a bit more experience” (Miller, 2012). The survey also finds that schools serving higher percentages of low-income families experience higher rates of teacher absence than schools in more affluent areas, suggesting a connection between teacher absence and achievement gaps.

As teacher absence has a clear impact on learning, BCPS will pilot an incentive for teachers with high attendance through LEAP Ahead. Effective or Highly Effective teachers in TIF schools who miss no more than three days during the school year will receive a monetary reward at the end of their working calendar year in the following manner: 0 days missed - \$2,000; 1 day missed - \$1,500; 2 days missed - \$800; 3 days missed - \$300.

Teacher Residency Program and Certification Assessments

BCPS will partner with FAU to improve the number of certified teachers serving in High-Need Schools. This LEAP Ahead higher education partnership will prepare uncertified teachers in the TIF schools to take and pass professional exams for certification. In addition to supporting this preparation, TIF funding will be utilized to cover the assessment fees for these exams.

In addition, BCPS will partner with FAU to create a residency program in which Education Support Professionals (ESPs) can earn their Bachelor’s degree in Education to become certified

and transition into the teacher role, employing their years of hands-on classroom experience. This BCPS partnership will provide multiple pathways of continuing education for ESPs and teachers on temporary teaching certificates. This program will offer tuition remission (currently only available to select teachers in BCPS) to ESPs and other noncertified teachers to take classes to earn their Education degree, while they continue to serve as residents within BCPS. It will require a commitment to teach for five years at a high-poverty school within BCPS. (For more information about the residency, see Appendix F4: Focus Areas for Professional Learning.)

Modifications Needed to Existing HCMS, Evaluation System, and PBCS

In addition to the activities implemented in response to the State Equity Plan, BCPS will modify the existing HCMS, evaluation system, and PBCS in several ways.

Although the BrIDGES evaluation system is working well, the district will work with LSI to reduce the number of elements for the instructional practice half of the evaluation. Reducing the Instructional Practice elements from 60 elements to 25-30, based on research correlating instructional practice with Student Growth/VAM, will focus observation and professional development more closely on those elements that most strongly correlate with student achievement gains.

The district will continue to run comparisons of the Instructional Practice and VAM elements of the evaluation and will begin to use these for actionable feedback conversations with teachers to help them understand and value their VAM scores. BCPS will also provide VAM professional learning for teachers in High-Need Schools. These professional development sessions will help teachers understand how VAM is calculated, its connection with student growth, and the ways that their instructional practices can impact student achievement.

Compensation Continuum

Salary increases will be made as principals, assistant principals, and instructional personnel move along the following continuum. Note that educators who are new to BCPS or new to their role will receive salary at the Effective level until sufficient evaluation results are available.

Performance Salary Continuum for Principals



Performance Salary Continuum for Instructional Personnel



Although educators who receive a rating of Effective or Highly Effective currently receive an increased salary adjustment as part of the district-wide PBCS, BCPS will increase this performance pay for teachers, principals, and assistant principals in identified High-Need Schools to aid recruitment and retention of effective educators. For the purposes of budgeting, changes to salary increases have been estimated as follows: Effective Teachers and Leaders: \$2,500; Highly Effective Teachers and Leaders: \$4,000.

Additional Compensation for Leadership Responsibilities

Each bargaining unit employee (instructional staff) and principal in the identified High-Need Schools will be eligible to receive an additional salary adjustment for taking on leadership responsibilities such as Demonstration Site Teacher, Mentor Teacher, Master Teacher, TIER Coach, Peer Reviewer, or Principal Mentor.

Compensation for Career Continuum positions have been budgeted as an amount increase over the standard base pay plus performance increases as follows: Principal Mentors: \$4,000; Demonstration Site Teachers: \$1,000; Mentor Teachers: \$4,000; Master Teachers: \$4,000 and full release; TIER Coach: \$4,500 and full release; and Teacher Peer Reviewer: \$5,000 and full release. As part of LEAP Ahead, the process of selection for promotion through the Career Continuum for teachers and administrators will include weighted categories as follows: 30% BrIDGES teacher evaluation or BASA leadership performance evaluation; 30% Interview; 15% Credentials/Experiences/Professional Learning; 15% Professional References; and 10% Writing Sample.

Further information about the role these individuals play in supporting effective instruction and leadership in TIF schools is provided in the Professional Development section.

Alignment with Other Initiatives and Funding Streams

LEAP Ahead is fully aligned with BCPS' vision of instructional improvement, and as such fully aligned with the strategic priorities of the district. In addition, the project has been designed to leverage local, state, and federal funding streams. BCPS' new Teacher Induction for Effectiveness and Retention (TIER) program is funded by the district at \$1.3 million annually. This program provides funding for Career Continuum roles that support novice teachers. The two district-wide PBCS programs, ACCESS and ACCEL, are district funded, as are the Applitrack human resources system, MyLearningPlan professional learning platform, and iObservation system for tracking instructional practice for the BrIDGES evaluation, all utilized within LEAP Ahead. A LEAD program for teachers wishing to become school leaders (described in Appendix F3) is internally funded, and the district has robust numbers of staff who are dedicated to building a strong HCMS aligned with evaluation and support systems. Several State and local

grants held by BCPS align with the objectives of the proposed project: Kellogg Grant (Minority Success Academy), EXCEED, NTC Scale Up Grant, and Wallace Foundation Grant. Federal funding aligned with LEAP Ahead includes Title II Part A, PROPEL, and the 2012 TIF award. Please refer to the attached Budget Narrative for a description of the in-kind support offered by the district for LEAP Ahead, as well as the ways in which BCPS is leveraging other grant funding in support of the desired outcomes and objectives of the program.

Major Partners

The New Teacher Center (NTC)

NTC is a national non-profit organization dedicated to improving student learning by coaching and mentoring educators. By collaborating with school districts, states, and educators from across the country to increase the effectiveness of teachers and school leaders at all levels, NTC has developed a series of results-oriented programs that align with district learning goals and provide teacher induction, instructional coaching, and school leadership development. NTC strengthens districts from within, supporting partners through results-oriented programs for new teachers, experienced teachers, and school leaders. NTC understands that providing educators at all levels with the foundation and supporting infrastructure necessary for individual success translates to the success of students.

Through LEAP Ahead, NTC will work with BCPS to enhance a Coach Development and Credentialing Program that teaches instructional coaches how to diagnose the needs of educators and provide them with personalized professional development, as well as knowledge of rigorous student standards and SEL. NTC will prepare BCPS leaders to deliver this credential so that the program may be sustained beyond the grant period. For more information about the Coach

Development and Credentialing Program, see Appendix F3: Leadership Programs for Teachers and Administrators.

Florida Atlantic University (FAU)

FAU serves 40,000 students and offers 180+ degree programs through 10 colleges. With 49 percent of its student body classified as minority or international students, Florida Atlantic University ranks as the most racially, ethnically, and culturally diverse institution in Florida's State University System. The College of Education at FAU prepares exceptional educators and educational professionals, working in close collaboration with six local public school districts. The College of Education is the fourth largest college at the university, serving almost 4,000 students and 106 faculty/instructors. The College of Education at FAU recently received accreditation for seven years from Fall 2015 to Fall 2022 through the Council for the Accreditation of Educator Preparation.

FAU is well known for its Teaching and Leadership Center, which houses the Alternative Certification Center and collaborates with BCPS to attract, develop, and retain qualified, competent educators for local schools. Professional Development Certification Programs, coaching, and guidance on how to become a teacher in Broward County are all available through the Center. Through LEAP Ahead, BCPS will expand its partnership with FAU in order to offer participating educators 1) Teacher Certification Exam preparation; 2) a residency program for certification and degree completion for ESPs; 3) coursework toward a Cultural Diversity Credential, and 4) professional development support of teachers through the laboratory on campus, with a special focus on Early Literacy.

Center for Educational Leadership

University of Washington's CEL was founded in 2001 as a nonprofit service arm of one of the top education schools in the country. CEL uses a number of research-based tools and processes to work with leaders at all levels of the educational system – the state, the central office, the school, the classroom – to support the development of instructional leadership to further the goal of eliminating the achievement gap. In addition to several national partnerships, CEL has worked with urban, suburban, and rural school districts in over 30 states to support the improvement of teaching and learning.

During the past two years, CEL has provided BCPS cadre directors with professional development in effective supervision of leaders. BCPS will expand on this partnership during years one and two of LEAP Ahead. CEL will offer in-person leadership development courses, and a CEL consultant will guide TIF principals in small groups that meet weekly. Small groups will take turns completing walk-throughs of each cohort principal's school and providing feedback. Through CEL's expertise, sitting principals will receive extensive support as educational leaders.

Learning Sciences International

LSI is the author of the Marzano Teacher Evaluation Model, on which the BRIDGES evaluation is based. The primary aim of LSI is to help educators deepen student learning through their own professional growth based on evaluation results. LSI provides research-based professional development, customized initiatives, personalized e-learning, on-site professional learning, research services, and supplementary resources to teachers, leaders, schools, and districts, using advanced web-based technology and instructional strategies grounded in deep research.

LSI enables teachers and entire education systems to easily and accurately measure and manage their own effectiveness and professional development. With powerful, standards-driven instructional strategies, leadership coaching, and formative assessment techniques, educators and leaders get a clear picture of the impact they have and what they need to do to help all students succeed. LSI will partner with BCPS on the refinements to the evaluation system as well as Marzano Demonstration Sites (described in the Professional Development section below).

PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF TEACHERS AND PRINCIPALS IDENTIFIED THROUGH THE EVALUATION PROCESS

Recent data demonstrate undeniably that student learning is tied to teacher effectiveness. Compared to the average teacher, students taught by effective teachers gain 4.5 months (almost half a school year) of learning, while students taught by ineffective teachers lose 3.1 months over the course of a single school year (Students Matter, 2014). BCPS embraces the belief that teachers can lead and serve as agents for positive change within their schools by taking greater responsibility for developing themselves as professionals and for facilitating the development of their peers, and the district is dedicated to providing a professional development system that is both guided by data and evaluation and gives educators excellent direction, opportunity, and resources for improvement. BCPS' system for professional development based on educator need offers district-wide, school-based, and individualized professional development for educators based on multiple sources of data, and engages educators in creating individual growth plans to guide professional development through the Deliberate Practice portion of the evaluation.

The BCPS Professional Learning System is aligned to the Standards established by Learning

Forward, the national professional learning organization and the Third Cycle Florida Professional Development System Evaluation Protocol from the State. BCPS' Professional Development System has received accolades through the Southern Associations of Colleges and Schools.

Research finds that data-driven professional development activities correlate with an increase in teacher efficacy and expectations for at-risk students (Armstrong & Anthes, 2001; Massell, 2001). For BCPS, designing effective professional development offerings begins with locating the precise needs of the district's students and educators. Needs assessments involve collection, analysis, and review of data that include the following: disaggregated student achievement scores from the FSA; benchmark assessments (analyzed and disaggregated through the BCPS Data Warehouse); learning gains reports; school accountability reports; teacher performance evaluation reports (BrIDGES); principal performance evaluation reports (BASA); iObservation data; school discipline data; parent satisfaction survey data; school climate surveys; graduation rates; and input from teachers and union representatives. In addition, School Improvement Plans inform the development of Deliberate Practice Growth Plans. Reciprocally these individual-level professional learning plans inform school improvement planning. BCPS provides the resources and support that each teacher or administrator needs to meet Deliberate Practice Growth Plans, and that each school needs to meet School Improvement Plan goals. Furthermore, all schools and departments establish a Professional Learning Team to develop, monitor, and evaluate the professional learning plan for their staff. BCPS proposes to use TIF funding to develop programs for effective teacher leadership development and principal leadership development that will enhance this support network.

BCPS aids the formation of Professional Learning Communities (PLCs) that unite colleagues,

both teachers and administrators, around targeted professional development goals. PLCs enhance collaboration among educators and enable teachers and school-based administrators to reflect on their practices and student performance to plan for their continued growth and development. Teachers are provided job-embedded opportunities to implement new knowledge and skills as they align curriculum, develop common lessons and common formative assessments, and monitor the implementation of new learning through the work of PLCs.

Within BCPS, all professional development programs are aligned to a unique Master Plan and Innovation Configuration and monitored at least annually. The district administers surveys at several levels to gather feedback about professional learning and provide data for continuous improvement. Individuals, school-based professional learning teams, professional development providers, and district-level administrators complete surveys, and teachers are specifically asked to provide feedback at the initial, implementation, and impact stages of a program. These measures are intended to uncover how professional development needs were identified, which data were used to determine needs, how staff determined which professional development activities were relevant to their needs, and how improvements in student achievement and teacher knowledge and skill were made possible through professional development.

Enhancements to Professional Development based on Evaluation Results

BCPS envisions itself as an emerging national model of effective, relevant, and accessible professional development for educators that maximizes professional practice and student achievement in an atmosphere of collegiality and support. BCPS is committed to developing research-based, job-embedded professional development programs. BCPS will build on its already successful Professional Learning System to take professional learning to a higher level through LEAP Ahead through the following activities, all coordinated by a Professional

Learning Coordinator at the district level whose job is to ensure that professional development is personalized for educators based on evaluation results:

- Customize professional development via Marzano Demonstration Sites and Job-Embedded Coaching/Mentoring for teachers and principals
- Refine professional learning in the Career Continuum for educators at High-Need Schools who adopt career ladder positions: TIER Coaches, Mentor Teachers, Master Teachers, Peer Reviewers, Principal Mentors, and Principal Liaisons
- Enhance professional learning opportunities through new focus areas of: SEL, Early Literacy, and Teacher Residency

Technology Interface for Personalized Professional Development

In the 2014-15 school year, BCPS implemented a new and improved web-based professional development management system called MyLearningPlan that personalizes professional development for all instructional and non-instructional employees. The new system provides easy access to current records of professional learning and reports for administrators, as well as integration with other data systems to provide information for certification and in-service points.

All employees manage their professional development activities through MyLearningPlan, and each activity is aligned to one or more desired outcome of their approved Deliberate Practice Growth Plan. MyLearningPlan provides a user-friendly interface for end users and professional development providers that allows users to search onsite and online professional development catalogs, register for activities, receive need-differentiated email notifications, submit course evaluation forms (feedback) for completed activities, and access an individualized Professional Learning Transcript. The system fosters PLCs, with the ability to record and review PLC minutes, share materials, and hold discussions through team rooms.

Through the system, administrators, mentors, and coaches can propose new professional development activities to educators based on their student achievement scores or evaluation results, manage registration periods, limit course availability to intended target audiences, and award in-service credit.

Marzano Demonstration Sites

Through LEAP Ahead, BCPS will implement Marzano Demonstration Sites, in which LSI, the school principal, and four selected teachers from each of the 32 High-Need Schools will transform their classrooms into rigorous, standards-based places of student-centered teaching and learning. Principals will select Marzano Demonstration Site teachers who are growth-minded, recognized as leaders by their colleagues, and ready to do the hard work of deepening their pedagogy. Selected teachers will have completed at least two years of full-time teaching and received a rating of Effective or Highly Effective in the previous academic year. The majority of their students will show evidence of academic growth.

These selected teachers will receive intensive professional development and coaching and will showcase their classrooms as laboratories of high-quality instruction. They will receive one class period of release time and a stipend of \$1,000 for working with their peer teachers to expand their professional growth and develop a better understanding of the various Marzano elements that inform their evaluations. Marzano Demonstration Sites will enable the district to build capacity of effective teaching practices, address teachers' individual areas of weakness, retain teachers through early support, and offer evaluation-driven professional learning.

Each participating classroom will receive a *RigorWalk* onsite analysis of conditions of the classroom environment, school leadership practices, growth mindset, PLC structure, formative

assessment implementation, and standards-based instruction systems. Led by an expert LSI Consultant, the *RigorWalk* is a collaborative experience with the principal and Marzano Demonstration Site teachers. The purpose is to provide immediate feedback and insight to identify barriers to performance and opportunities for improvement. *RigorWalks* will occur quarterly.

Four times per year, each principal will receive a one-on-one personalized hour of virtual coaching during which the LSI consultant and school leader will review data to inform instruction. Detailed monitoring and feedback with the LSI consultant will provide specific, actionable guidance for school leaders that will lead to visible improvements in leadership and instructional practice. To further support each principal of schools with Marzano Demonstration Sites, LSI will provide rotating rounds of side-by-side coaching. During these monthly half-day sessions, groups of 3-4 principals will take turns hosting the cohort within their buildings, walking their Demonstration Sites, and debriefing on the findings from their walks.

Data from the *RigorWalk* will inform the recommended professional development sessions from LSI's *Essentials for Achieving Rigor* series. This series consists of the following modules: Monitoring for Learning, Core Instruction, Learning Targets and Scales, Deepening Core Instruction, Monitor and Measure, Facilitating Complex Learning, Instructional Decision Making, Teach to Reach, and Designing Units to Reach Rigor.

For each recommended professional development session, Marzano Demonstration Site teachers will participate in three *Coaching for Instruction* companion coaching days, during which an LSI consultant will facilitate classroom observation, feedback, and coaching to strengthen the implementation of the *Essentials for Achieving Rigor*. Sessions will highlight coaching strategies to support teachers' implementation and brainstorm next steps in improving their practice as

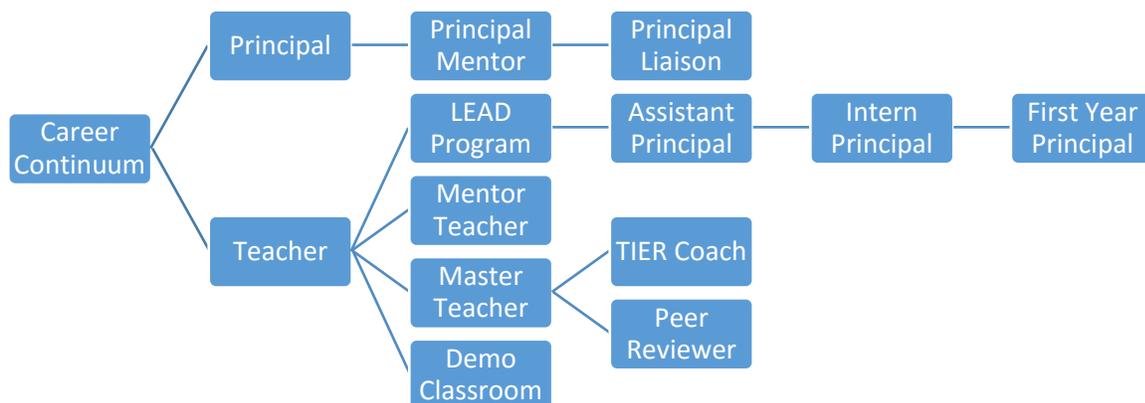
instructional leaders.

Technology-based tools to support implementation

Through the Demonstration Sites, BCPS will pilot the LSI Standards Tracker, a mobile-enabled application that empowers teachers to quickly track student performance during a lesson, and identify what is (or is not) working in their teaching, so they can make real time instructional decisions to ensure that all students are meeting their learning targets and progressing toward mastery of standards. The Standards Tracker provides collaborative tools for educators to create standards-based content that can be shared with their peers.

Job-Embedded Coaching and Mentoring for Teachers and Principals

“Research indicates that job dissatisfaction, having little influence or autonomy in their school and few opportunities for professional advancement could be a significant source of [educator] attrition. Additional research cites a lack of career pathways as a barrier to retaining teachers, particularly the best ones” (Wixom, 2016). Within identified High-Need Schools, a robust Career Continuum will be put into place to provide leadership opportunities for educators to keep the most highly effective educators learning and growing, and to support the development of all staff. The full Career Continuum has the following structure:



Teachers and Principals who are rated Effective and Highly Effective are invited to apply for Career Continuum roles and receive compensation and release time to perform their additional responsibilities. Career Continuum positions are designed to provide personalized, job-embedded instructional coaching and mentoring support to teachers and principals in High-Need Schools, with a focus on new teachers with 0-3 years of experience, novice principals, and struggling teachers and principals. An overview of each role is provided below:

	Audience	Focus Areas	Role Details
Demonstration Site Teachers	All Teachers	Instructional Practice	Supervised by Principal Released one class period \$1,000 stipend
Mentor Teachers	One-on-one work with up to two new teachers (0-3 years experience)	Instructional Practice based on Evaluation scores	Supervised by Principal Coach Credential Required \$4,000 stipend
Master Teachers	Groups of teachers in grades K-3	Early Literacy, grades K-3 PLCs	Full Release Coach Credential Required \$4,000 stipend, 206-day calendar
TIER Coaches	One-on-one work with up to 15 new teachers (0-2 years experience)	Instructional Practice based on Evaluation scores, Using Formative Assessment Tools	Full Release Coach Credential Required \$4,500 stipend, 206-day calendar

	Principals	How to lead PLCs and Data Teams	
Peer Reviewers	Struggling Teachers	Instructional Practice based on Evaluation scores	Full Release Coach Credential Required \$5,000 stipend, 216-day calendar
Principal Mentors	One-on-one work with up to two new principals	Leadership Practice based on Evaluation Scores	No Release Coach Credential Required \$4,000 stipend
Principal Liaison	Struggling Principals	Leadership Practice based on Evaluation Scores	Full Release Coach Credential Required

Mentor Teachers

Out of the 2,503 teachers that resigned from BCPS during the time period of July 2014 - February 2016, 36% were new to the profession (less than two years of experience). Mentor Teachers in TIF schools will be school-based classroom instructors who conduct or co-observe demonstration lessons, schedule mentoring sessions with novice teachers (0-3 years of experience), and provide immediate, school-based professional development support in response to evaluation scores.

Mentor Teachers must be teachers with five or more years of teaching experience who have been rated as Effective or higher on annual evaluations for the three years prior. Furthermore, all

Mentor Teachers will complete the Coach Development and Credentialing Program described in Appendix F3: Career Continuum Leadership Programs for Teachers and Administrators.

Candidates must also have dispositions that enable them to become effective teacher leaders, such as excellent communication and facilitation skills, constructive interpersonal skills, and a commitment to the improvement of instructional and professional practice in the mentoring of novice teachers. BCPS commits to offering the Mentor Teacher role district-wide with in-kind funds by the conclusion of the grant.

Master Teachers

Master Teachers will be charged with building capacity in the primary grades (K-3) by leading PLCs focused on Early Literacy and working with groups of teachers. Master Teachers are housed at a single school and provide professional development full-time to staff, focusing on their area of expertise in Early Literacy.

Master Teachers must meet all the requirements of a Mentor Teacher. They must also hold a degree or certification in elementary education and be willing to assist with the Early Literacy program at FAU's Teaching and Leadership Center. BCPS commits to expanding the Master Teacher role district-wide by the conclusion of the grant period, utilizing district funding previously allocated to the position of literacy coaches.

TIER Coaches

The role of the TIER Coach has grown out of research from a BCPS Investing in Innovation grant with NTC that yielded positive results in teacher retention, instructional practice proficiency, and student learning gains.

BCPS and NTC commissioned a three-year study conducted by SRI International, published in

2015. Students of teachers with full-release coaches (treatment group) gained 2 to 3.5 months of additional learning in reading compared to teachers without this support (control group). The effect in math was also positive but not statistically significant. See the data table below:

Subject	Treatment (z-scores)	Control (z-scores)	Difference (Effect Size)
Reading	0.06	-0.03	0.09**
Math	0.00	-0.04	0.04

**Statistically Significant

After one year of support, a higher percentage of new teachers supported by a full-release induction coach demonstrated proficiency in the following elements: Activities and Assignments, Grouping of Students, Instructional Materials and Resources, Structure and Pacing, Assessment Criteria, Monitoring of Student Learning, Feedback to Students and Student Self-assessment and Monitoring.

The retention rate among teachers in the treatment group was 80% compared to teachers in the control group who were retained at a rate of 68%. Teachers who receive two years of support through personalized professional development from a highly developed Induction Coach accelerate their practice as a result of this intensive model. The data are clear and show the impact of coaching on teacher instructional practice, student learning gains, and teacher retention.

As a result of the findings from the study, full-release induction coaches, called TIER Coaches, will form an essential part of the LEAP Ahead strategy for improving educator effectiveness and retaining effective educators in High-Need Schools. In partnership with NTC, TIER Coaches

will work extensively with new teachers and provide support for their first two years of teaching through the use of formative assessment tools designed to accelerate teacher instructional practice. In addition to supporting up to 15 new teachers each, TIER Coaches will also work with school administrators to provide guidance for teacher teams in PLCs and assist with data-driven instructional decision-making. The TIER Coaches will provide professional learning for teachers in areas such as class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting English Language Learners and students with special needs. They will use NTC Learning Zone's online platform to monitor, measure, and improve coaching and instructional practice, and will engage in Observation and Inquiry Cycles to assist teachers in improving their practice.

TIER Coaches must meet all the requirements of a Mentor Teacher, including completion of the Coach Development and Credentialing Program described in Appendix F3: Career Continuum Leadership Programs for Teachers and Administrators. The TIER Coach role is one that BCPS seeks to expand district-wide.

Peer Reviewers

BCPS is in the process of implementing a district-wide Peer Reviewer model whereby Peer Reviewers are deployed once a teacher is in need of assistance as evidenced by his/her evaluation scores. While district Peer Reviewers serve 100 to 150 teachers annually, Peer Reviewers supported by TIF funding will be assigned to 4-5 High-Need Schools.

Peer Reviewers are expert practitioners in pedagogy, but also experts in providing adult instruction, assessing student achievement and educational strategies, mentoring developing teachers, and designing professional development opportunities targeted to improve specific

areas of need. Peer Reviewers must have served for three or more years as a Master Teacher or TIER Coach. The position of Peer Reviewer is being institutionalized and will be sustained by the district beyond the grant period.

Principal Mentors and Liaisons

The Career Continuum for administrators is based on the theory that experienced, effective principals with additional leadership professional development will have a tremendous positive influence on professional learning and student achievement as Mentors and Principal Liaisons.

Principal Mentors provide vital support to new principals as they translate their academic knowledge into practical knowledge for maximum achievement in their schools. Candidates must have a minimum of five years of experience as principals, have earned an evaluation rating of Highly Effective for at least the last three years, and have completed the Coach Development and Credentialing Program.

As part of the LEAP Ahead Principal Mentor program, every new principal and every struggling principal will receive the assistance of an assigned Principal Mentor. When needed to provide school-based support to other principals, Principal Mentors will be released from duties at their own schools by Intern Principals in the Leadership Development Continuum.

Currently, BCPS' Office of School Performance & Accountability has 11 directors grouped within instructional cadres and zones, stretched to provide guidance to every principal in BCPS' 235 schools. Principal Liaisons will work under these directors to fill a deficit in providing the extra assistance vital to struggling principals. Principal Liaisons will be experts in assessing school need, molding school cultures, and transferring knowledge to struggling administrators, all for maximum effect on student achievement and school goal attainment. To progress to this

top level along the Career Continuum, candidates must have at least three years of experience as a Principal Mentor and have been rated as Highly Effective for at least three years prior.

Focus Areas

LEAP Ahead will provide personalized professional development through multiple avenues: Marzano Demonstration Sites, principal training through CEL, and job-embedded mentoring and coaching. In addition to these initiatives, LEAP Ahead will collaborate with FAU to provide a cultural diversity credential program addressing cultural biases that influence teaching students in poverty. In addition, focused professional development will be provided in the following areas, based on strong theory that these areas have potential for improving teacher effectiveness with students in high poverty/high minority schools: SEL, Early Literacy, and Teacher Residency. For further detail about these focus areas, the research that supports them, and BCPS' plans for professional learning, please see Appendix F4: Focus Areas for Professional Learning.

QUALITY OF THE MANAGEMENT PLAN

BCPS Goal Setting and Goal Attainment

The overarching goal of LEAP Ahead is to effectively enhance student achievement in High-Need Schools by improving the effectiveness of teachers and leaders. Four major strategies, developed through project activities, will be employed to achieve this goal:

Strategy 1: Develop an LEA-wide HCMS with Educator Evaluation and Support Systems at the Center (Absolute Priority). This strategy will be achieved through the alignment of human capital decisions with the BrIDGES and BASA evaluation systems, collaboration with stakeholders, and implementation of communication and feedback structures. TIF will support the development of communication and professional learning tools to help educators better

understand the VAM, as well as work with LSI to focus the elements of the Instructional Practice score on areas that most strongly correlate with student achievement gains. Correlations between Instructional Practice and VAM scores will be used in feedback conferences.

Strategy 2: Improving Teacher Effectiveness and Promoting Equitable Access to Effective Educators (Competitive Priority 2) through State Plans to Ensure Equitable Access to Excellent Educators (Invitational Priority). To improve the deficiencies in attendance, teacher certification, and equitable distribution noted in the Equity Plan, LEAP Ahead will enhance its vibrant partnership with FAU to provide preparation to uncertified teachers to help them pass the Florida Teacher Certification Examinations, as well as a clinically based teacher residency program for ESPs that will result in a commitment by participating teachers to teach in a BCPS High-Need School for five years. Communication around opportunities in High-Need Schools through Applitrack and personal letters to Highly Effective teachers will alert teachers to job openings and inform them of the financial and non-financial incentives associated with working in these schools. Attendance incentives and transfer bonuses will incent Effective and Highly Effective teachers, especially those in critical content areas, to work in High-Need Schools.

Strategy 3: Implement a PBCS (Requirement 1). TIF funding will allow BCPS to refine a performance salary structure that offers increased compensation to teachers and administrators based on effectiveness as determined through evaluation, as well as through progression on a Career Continuum, including the roles of Principal Mentor, Marzano Demonstration Site Teacher, Mentor Teacher, Master Teacher, TIER Coach, and Peer Reviewer.

Strategy 4: Provide comprehensive professional development for teachers and administrators based on needs identified through the performance evaluation system, and offer professional learning opportunities in research-based areas of focus. TIF funding will provide for the Coach

Development and Credentialing Program for educators on the Career Continuum, Leadership Professional Development from CEL, Marzano Demonstration Sites and personalized support from LSI, and support from Mentor Teachers, Master Teachers, TIER Coaches, Principal Mentors, and Principal Liaisons. In addition, through FAU's Teaching and Leadership Center, TIF will support professional learning focused on the areas of SEL, cultural diversity, Early Literacy, and cultural bias, helping teachers develop cultural proficiency to better meet the needs of students in poverty. All personalized professional learning initiatives will be overseen by a Professional Learning Coordinator.

BCPS expects that high-quality implementation of the above strategies and activities will have positive impacts on student achievement, as educator effectiveness gains are realized.

Impact Evaluation and Implementation Study

A valid and reliable evaluation is critical to goal-attainment in BCPS, and as such is designed to provide both ongoing formative and summative feedback, for the purpose of continuous improvement and the meeting of stakeholder needs.

Both an Impact Evaluation and an Implementation Study will be conducted to serve the various purposes of the project. The Impact Evaluation is a mixed-methods study, designed to determine the ultimate success of the project, as measured against five-year objectives and annual performance measures. The Implementation Study will examine a variety of data, collected through observations, interviews, and focus groups, in order to provide regular feedback to program staff to direct continuous improvement and refinement of the project. The Implementation Study will report on the extent to which the project is operating within the timeline and budget. Regular reports to the Project Management Team will present findings

related to project objectives and this information will help the Project Management Team explore challenges to full implementation and consistency of implementation across school sites.

The Evaluation Table in Appendix F5 details the project objectives, performance measures, evaluation questions, data, instruments/methodology, and target dates for both the impact and implementation studies.

BCPS will partner with a qualified external evaluator, Miriann Schmutde, experienced in education evaluation, quantitative analysis, and qualitative research. Schmutde served as the evaluator for LEAP and is familiar with the systems and processes in place. Her resume is included in Appendix D.

Key Personnel Roles and Responsibilities

Achieving the objectives of LEAP Ahead requires dedicated leadership and structures for ongoing stakeholder involvement. The project will be managed by a Project Management Team consisting of the following individuals: Project Director, Chief Human Resources and Equity Officer, Chief School Performance and Accountability Officer, Director of Coaching and Induction, Director of Employee Evaluations, Director of Leadership Development, Supervisor of Coaching and Induction, Supervisor of Professional Development Standards and Support, Supervisor of Teacher Professional Learning and Growth, BTU Representative, BPAA Representative, and an Evaluator. The Project Management Team will meet monthly.

In addition, the Project Management Team will offer training to BCPS senior level leadership on TIF to ensure that the grant objectives and purposes are fully understood by all district offices.

This training will occur during Year 1 of the grant with refreshers annually.

The following personnel will serve in leadership positions for the project. For further

information, see Appendix D: Resumes of Key Personnel.

Angela Brown, Director, Coaching and Induction and Project Director, will provide overall leadership to the project, as well as take the lead on the Human Capital and PBCS activities.

Brown served as Project Director under the previous TIF grant and was named Principal of the Year for BCPS 2015 when she was the principal at a TIF school. In addition, Brown is dubbed a successful turn-around principal, credited for transforming school culture and increasing student achievement in two inner city high need schools.

Dr. Myrlaine Salter, Supervisor, Coaching and Induction and Project Supervisor, will oversee the day to day implementation of the project, supervising Mentor Teachers and Master Teachers.

Dr. Salter has served as Teacher, Guidance Counselor, Assistant Principal, and Intern Principal for over 19 years in high need inner city schools in both Florida and Georgia. She has a proven track record for increasing student achievement, graduation rates, and Advanced Placement (AP) participation rates among at risk students in large urban school districts.

Dr. Valerie Wanza, Chief School Performance and Accountability Officer, will serve as the liaison for the LEAP Ahead project to the Superintendent's Cabinet. Dr. Wanza has served BCPS throughout her career as a classroom teacher, resource teacher, assistant principal, principal, area director, and cadre director. She is also an adjunct faculty member at FAU.

Dr. Angela Iudica, Principal Coach, Department of Coaching and Induction, was a school principal for nine years before leading the district's induction program. Dr. Iudica will work with the Career Continuum, with a special focus on Principal Mentors, Principal Liaisons, and TIER Coaches. She will also oversee the partnership with CEL.

Dr. Ted Toomer, Director, Leadership Development, will take the lead on the Marzano

Demonstration Sites. Prior to serving in Leadership Development, Dr. Toomer was an elementary and middle school principal.

Dr. Bernadine Dorantes, Supervisor, Coaching and Induction, will oversee the Coach Development and Credentialing Program. Dr. Dorantes' expertise is in professional learning, implementation, and evaluation.

Linda Whitehead serves as the Grant Facilitator for the Teacher Professional Learning and Growth Department and will manage the partnership with FAU's Teaching and Leadership Center as well as serve as the Pre-service Coordinator. Whitehead has served BCPS in many capacities since 1986, including Director of Teacher Development, Innovation Zone Staff Development Coach, and elementary teacher. Whitehead's expertise is in designing and facilitating high quality professional learning programs for teachers from preservice to inservice. She has built strong relationships with institutions of higher education, and community and business partnerships, to support the development of teacher quality.

Heather Parente, Director, Employee Evaluations, will serve as the Evaluation Lead on the project, spearheading the streamlining of evaluation elements and the VAM professional development. She will also oversee the Peer Reviewers. Parente has served BCPS as a teacher, Alliance coach, and Assistant Principal. Parente is skilled in improving achievement in high need schools, facilitating data-driven instructional decision-making, providing feedback on teacher coaching, and developing and implementing educator evaluation systems.

Sandy Stachura, Project Staff Assistant under LEAP, will continue to handle grant reporting and recordkeeping and will work with the project evaluator. The Project Staff Assistant will call meetings of the Project Management Team and will ensure the coordination of stakeholder

involvement workgroups.

The key personnel introduced above will be instrumental to the success of BCPS' HCMS, educator evaluation, professional development, and PBCS. TIF funds are requested to pay for the following staff members: Program Director in Years 3-5, Program Supervisor in Years 3-5, Evaluation Coordinator, Professional Learning Coordinator, Research Specialist in Years 2-5, Micro-Computer Tech, Staff Assistant in Years 3-5, and Secretary.

Timeline with Benchmarks and Owner

Implementation of LEAP Ahead is based on a three-phase plan. Phase 1, the development and piloting year, occurs during the 2016-17 school year. Phase 2, occurring over two years from 2017-19, includes rollout of the proposed program to TIF schools. In this phase, major elements of the plan are implemented and refined based on feedback. During Phase 3 of the project, occurring over the final two years of the grant (2019- 21), LEAP Ahead reaches scale and is in full implementation across TIF schools, with successful initiatives expanding throughout the district. Throughout this three-phase approach, all unproven initiatives will be piloted, and a rigorous evaluation will be conducted. The Gantt chart in Appendix F6 outlines the phase-in of each element of the project and identifies essential benchmarks (in blue) and persons responsible.

ADEQUACY OF RESOURCES

Teacher and Principal Involvement in Design of PBCS and Educator Evaluation Systems

BCPS has a long history of involving internal stakeholders such as teachers and principals in decision-making, and also of engaging the broader community in providing input and feedback. Educators at every level along with students, parents, the teachers' and administrators' unions, institutions of higher education, community business leaders, and non-profit groups engage in

focus groups, surveys, evaluations, listening sessions, workgroups, and task groups to inform, guide, and create BCPS programs that are effective and consistent with the needs of the wider community. Below is a summary of the collaborative processes and structures used in the development and implementation of the various components of LEAP Ahead.

Past Involvement of Stakeholders

LEAP Ahead rests firmly on State statutes and requirements that emerged from an extensive stakeholder involvement process. The State of Florida developed overarching components of BCPS' educator evaluation measures with the critical involvement of Florida principals and teachers at the school, district, and state levels. Several BCPS stakeholders were involved in the **Student Growth Implementation Committee**, tasked with developing Florida's VAM for measuring teacher effect on student growth. The VAM developed by the Student Growth Implementation Committee with BCPS stakeholder involvement was approved by the State.

In September 2010, district-level stakeholder committees were created to address evaluation and teacher effectiveness. Members of the **Teacher and Principal Appraisal Committee** included principals, K-12 teachers, district personnel, representatives from the BTU and BPAA, and parents. In an effort to work more collaboratively with the BTU, in February 2011 the district agreed to form a **Sub-committee** of the **Teacher and Principal Appraisal Committee**, comprised of a teacher's union representative and district evaluation coordinator, to continue research and development of the evaluation and observation tool, and to gather the evidence needed for well-informed implementation. This sub-committee met 23 times, often participating in State workshops, to provide input into the development of an evaluation system and observation tools for educators. The evaluation systems implemented in LEAP Ahead have been developed with input and involvement from these two committees.

Believing that any efforts in education reform must be designed and implemented in collaboration with all stakeholders, United Way of Broward County (funded through United Way Worldwide from the Bill & Melinda Gates Foundation) convened a broad coalition of educators, parents, community leaders, business leaders, and elected officials to create the **Empowering Effective Teachers Task Force**. The Task Force's mission was to develop an advocacy agenda and to offer a call to action promoting effective teaching, including the ways in which BCPS teachers are prepared, evaluated, developed, and compensated. Task Force members included BCPS district personnel, teachers, BTU representatives, Parent Teacher Association representatives, a student representative, representatives from Charter Schools USA, representatives from the United Way, Institution of Higher Education representatives, legislators, and representatives from the business and philanthropic communities. Over 12 months, the Task Force convened listening sessions with over 500 participants, comprised of over 200 parents, 200 teachers, and over 50 students, including student leaders and "at-risk" students, to provide feedback and generate ideas to guide and support the work of the Task Force. In addition, an online teacher survey collected information from 350 teachers from the Broward Teachers Guild. The Task Force conducted an extensive review of data, national studies, and best practices in other school districts and states. The final report was released in January 2012. During the development of LEAP Ahead, design team members consulted this report, building out the proposal to respond to specific recommendations, including the following:

- Provide incentives to encourage teacher candidates to teach in high-need content areas and High-Need Schools.
- Identify low performing teachers, so they can use feedback to address those areas of weakness to increase their effectiveness. Also, formally identify Effective teachers, so

they can be rewarded appropriately.

- Fully integrate the assessment process with other human resource policies, i.e. teacher performance salary, teacher assignment, professional development, compensation, teacher contracts, collective bargaining, recognition, retention, or dismissal.
- Formally recognize and reward consistently high performing teachers and provide performance salaryways that allow them to remain in the classroom.
- Use teacher assessments to inform and guide professional development.
- Construct teacher evaluations that are primarily developmental in focus, with meaningful feedback from trained evaluators guiding professional growth plans.
- Develop rigorous mentor and teacher leader programs for candidates with multiple year evidence of sustained effectiveness, to lead the development of new teachers, and act as peer evaluators and instructional coaches for all teachers.
- Tie career advancement and compensation to evidence of sustained effectiveness.

Regular, Ongoing Stakeholder Involvement

Ongoing workgroups with principal and teacher input mechanisms or representation inform BCPS' work related to human capital, evaluation, professional development, and performance pay. An **Evaluation Workgroup** comprised of teachers, school leaders, and district personnel meets monthly to form recommendations on the instructional practice and student growth portions of the evaluation. In addition, **BASA Advisory Meetings** are held to gather feedback from principals, assistant principals, and BPAA representatives. Three **BrIDGES Focus Groups** focused on elementary teachers, secondary teachers, and site-based administrators have allowed BCPS to gather feedback on the teacher evaluation. Recommendations made by these groups will continue to influence needed revisions to the Instructional Practice evaluation, and to

analyze VAM data and its use for evaluative purposes.

In addition, a **Professional Learning Focus Group** consisting of teachers and principals was involved in the selection of the technology platform, MyLearningPlan. Finally a **Compensation Work Group** was intimately involved in the roll-out of the ACCESS and ACCEL performance pay plans.

These committees, workgroups, and focus groups demonstrate BCPS' commitment to involve teachers, principals, and other stakeholders in the improvement of the district's educational system. BCPS' exceptional record of stakeholder involvement has ensured its evaluation systems, BrIDGES and BASA, including the VAM component, and its HCMS and PBCS are developed with, and approved by, school leaders and teachers.

Evidence of Educator Support

BTU is the exclusive representative of teachers in the LEA. School leaders are represented by BPAA. Both organizations have provided letters of support verifying their cooperation in this TIF proposal. In addition, every BCPS TIF school has submitted a signed letter attesting to their support of the TIF program and their willingness to be involved fully as TIF schools. These letters are signed by the school principal, as well as teacher and parent representatives. Please see Appendix E.

Teacher and principal involvement has been, and will continue to be, extensive in BCPS. Teachers are regularly asked to participate in surveys informing the effectiveness of BCPS systems. Establishing workgroups with representative members is common practice in BCPS, collaborative work with the unions is the norm, and engagement of the community is a valued end. It is of note that no "special" groups were convened to involve stakeholders in the creation

of this proposal; all structures to facilitate involvement from teachers, principals, union representatives, and other stakeholders were already part of BCPS operations, and will continue to be so, reinforcing the immense importance BCPS places on stakeholder involvement.

Sustainability & Likelihood of Continued Implementation

In the section titled Alignment with Other Initiatives and Funding Streams, we outline the many initiatives already underway in BCPS that align with LEAP Ahead. BCPS has a fully staffed Office of School Performance & Accountability, with Coaching & Induction and Leadership Development departments, a Chief Academic Officer who oversees departments of Professional Development Standards & Support and Teacher Professional Learning & Growth, and an Office of Human Resources, with departments of Employee Evaluations, Talent Acquisition & Operations - Instructional, and Compensation & HR Information Systems. District investment in these departments and the initiatives coordinated by them indicates dedication to establishing and refining a robust HCMS aligned with evaluation and support systems. The institutionalized funding for the TIER program, ACCESS and ACCEL performance pay systems, Applitrack, iObservation, MyLearningPlan, and the LEAD program, as well as continuing grant funding through Title II, Part A and PROPEL, provide BCPS with the opportunity to use lessons learned to refine systems, introduce new incentives and Career Continuum roles, and modify the HCMS, PBCS, and evaluation that are already operating district-wide.

Already, the 2012 TIF grant is having lasting impacts on the district, changing the way BCPS does business. BCPS' old induction program, the New Educator Support System is being replaced and its funds are being repurposed through the TIER program. Through TIER, the district is beginning to roll out new roles for TIER Mentors (similar to the TIF Mentor Teacher) and Peer Reviewers for non-TIF schools. A principal mentor program is also rolling out

throughout the district, and literacy coaches are serving in non-TIF schools as well.

We intend for LEAP Ahead to build the case (and the well-developed personnel) for implementing the Coach Development and Credential Program for all Career Continuum personnel district-wide, transforming the literacy coach position to that of Master Teacher, and expanding the TIER Coach and Principal Liaison roles beyond TIF schools. In addition, we expect to integrate lessons learned from the attendance bonuses, transfer bonuses, and teacher preparation/certification initiatives to improve the equitable distribution of effective educators throughout the county. Through LEAP Ahead, we are piloting differential stipend amounts for performance pay and Career Continuum positions, as well as personalized professional learning, and we expect to scale the most successful aspects of the project.

The 2012 TIF grant is a proof point that grant funded activities will be sustained within identified High-Need Schools. The district has committed to continuing the roles provided by the 2012 TIF Career Continuum (including mentors, coaches, peer reviewers, and literacy coaches) and is gradually moving them onto the district budget in the final years of the grant.

BCPS is in an excellent position to sustain the work outlined in this proposal. Components that must be sustained for long-term success of LEAP Ahead initiatives (such as BrIDGES and BASA evaluations, ACCESS and ACCEL performance pay systems based on evaluation data, and the robust professional learning system) are funded through the district budget, and funding is expected to continue. Furthermore, certain aspects of these systems are mandated by law in the State of Florida, and BCPS will ensure that its systems remain compliant with Florida statutes.

BCPS' strong data-driven culture already requires that professional development be guided by student data and strategically planned through School Improvement Plans and individualized

Deliberate Practice Growth Plans. Integrating evaluation data from iObservation and Instructional, Professional, or Leadership Practice scores into this already institutionalized process will augment the ability of BCPS to personalize professional development to meet educator needs. At the conclusion of the grant period, there will be full alignment between the evaluation system, the professional development program, the performance salary and compensation structure, and processes for human capital decision-making.

BCPS demonstrates its commitment to sustaining the high-quality systems that comprise LEAP Ahead through the use of multiple funding sources, including additional grant funds and the district's stable budget. BCPS is progressing toward its Vision of Instructional Improvement by developing and implementing systems that identify, nurture, and reward educators, as they play the most important role in "educating today's students for tomorrow's world."