

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

FY 2016 TIF Competition 84.374A

CFDA # 84.374A

PR/Award # U374A160018

Grants.gov Tracking#: GRANT12214563

OMB No. , Expiration Date:

Closing Date: Jul 15, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1235-BCPS_BarrierSolutions_GEPA)</i>	e10
5. Grants.gov Lobbying Form	e14
6. ED Abstract Narrative Form	e15
<i>Attachment - 1 (1234-LEAP_Ahead_Abstract_FINAL)</i>	e16
7. Project Narrative Form	e17
<i>Attachment - 1 (1243-BCPS_LEAP_Ahead_Narrative_FINAL)</i>	e18
8. Other Narrative Form	e72
<i>Attachment - 1 (1237-Appendix_A_TIF_Application_Requirements_Checklist)</i>	e73
<i>Attachment - 2 (1238-Appendix_B_TIF_High_Need_Schools_Checklist)</i>	e75
<i>Attachment - 3 (1239-Appendix_C_Logic_Model_for_LEAP_Ahead)</i>	e76
<i>Attachment - 4 (1240-Appendix_D_Resumes_of_Key_Personnel)</i>	e77
<i>Attachment - 5 (1241-Appendix_E_Letters_of_Support)</i>	e114
<i>Attachment - 6 (1242-Appendix_F_Other_Documentation)</i>	e151
9. Budget Narrative Form	e189
<i>Attachment - 1 (1236-LEAP_Ahead_Budget_Narrative_FINAL)</i>	e190
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e233
11. Form ED_524_Budget_1_3-V1.3.pdf	e234

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/14/2016"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="The School Board of Broward County, Florida"/>	* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="59-6000530"/>	* c. Organizational DUNS: <input type="text" value="0772834710000"/>
--	--	---

d. Address:

* Street1:	<input type="text" value="600 SE Third Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Ft. Lauderdale"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="FL: Florida"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="33301-3125"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Stephanie"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Pollard"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Grants Administration"/>
--

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
---	-------------------------------------

* Email: <input type="text"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-053116-002

* Title:

Office of Innovation and Improvement (OII): Teacher Incentive Fund (TIF) CFDA Number 84.374A

13. Competition Identification Number:

84-374A2016-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

[Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

*** 15. Descriptive Title of Applicant's Project:**

Leading Excellence and Achievement in Performance (LEAP) Ahead

Attach supporting documents as specified in agency instructions.

[Add Attachments](#) [Delete Attachments](#) [View Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	53,808,909.00
* b. Applicant	3,796,257.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	57,605,166.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	<input type="text"/>	* First Name:	<input type="text" value="Robert"/>
Middle Name:	<input type="text" value="W."/>		
* Last Name:	<input type="text" value="Runcie"/>		
Suffix:	<input type="text"/>		

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Stephanie Pollard	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
The School Board of Broward County, Florida	07/14/2016

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Teacher Incentive Fund"/> CFDA Number, if applicable: <input type="text" value="84.374"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name * Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U374A160018

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

BCPS_BarrierSolutions_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA STATEMENT OF ASSURANCE

The School Board of Broward County, Florida serves an academically, culturally and racially diverse population and is committed to equal access and treatment for all students, employees and the general public. The Board's policy of nondiscrimination guides and governs decision making at all levels. The Board's policy of nondiscrimination (4001.1) guides and governs decision making at all levels. The policy states:

The School Board of Broward County, Florida shall not discriminate against students, parents, or guardians of students, employees, applicants, contractors, or individuals participating in School Board sponsored activities. The School Board is committed to the provision of equal access in all student, employment, and business programs, activities, services and operations that are operated or provided directly by the Board, as well as those operated or provided by entities on behalf of the Board under contractual or other agreements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation. It is the intent of this policy, and respective procedures, to support and implement protections against discrimination and harassment as prohibited by the constitution, federal and state statutes, county ordinance, and all other applicable laws or regulations.

In addition, the district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document was submitted and approved by the Florida Department of Education available in its entirety at <http://beess.fcim.org/sppDistrictDoc.aspx>. It includes assurances for compliance with statutes and State Board of Education rules affecting programs for exceptional students as well as requirements of the Individuals with Disabilities Education Act (IDEA). The portion of the policies and procedures, Section A: Instructional Program, contains provisions for philosophy, curriculum and instructional support as they relate to students with special needs, including but not limited to:

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.

GEPA STATEMENT OF ASSURANCE

3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.
5. A range of service delivery options is available to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.
6. School districts may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Department of Education and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

The district's current signed certification page is attached below.

GEPA STATEMENT OF ASSURANCE

SIGNATURE PAGE

School District: Broward

Administrator of Exceptional Student Education: Sonja Clay

This document is effective for the 2016–2017 through 2017–2018 school years.

CERTIFICATION OF APPROVAL

I, Robert W. Runcie, do hereby certify that each of the statements below are true:

[Redacted Signature]

Signature of Superintendent of School District
or Authorized Representative of Governing Body or Agency

6/28/2016

Date of Approval

SPECIAL PROGRAMS AND PROCEDURES

The district's Exceptional Student Education (ESE) Policies and Procedures (SP&P) document was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document preprinted by the Florida Department of Education have not been altered in any way.

The school district shall implement the requirements of any statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the Individuals with Disabilities Education Act (IDEA) and its implementing requirements at Section 300 of Title 34 of the Code of Federal Regulations.

SCHOOL DISTRICT POLICIES AND PROCEDURES

Any district-produced policy and procedures documents that meet the following criteria have been submitted to the Florida Department of Education with the SP&P. Such documents:

- Supplement the information contained in the district's SP&P
- Address school district exceptional student education procedures or policies
- Are adopted by the school board as school district policy

Barrier - While many educators see the importance of infusing social emotional learning and cultural diversity into the curriculum, some may lack the knowledge, resources and training required to implement these standards into the classroom setting.

Solution - To ensure successful implementation of the social emotional learning professional development and cultural diversity credential, grant funds will be used to provide teacher professional learning, school based coaching and mentoring and ongoing support.

Specifically, the Coach Development and Credentialing Program will prepare mentors and coaches to guide teachers in having social and emotional learning conversations with students and teaching specific skills such as: 1) Knowing, expressing and regulating emotions; 2) Negotiating and resolving conflicts; 3) Collaborating and working cooperatively in teams; 4) Listening actively and giving feedback; 5) Reading and responding to social cues; 6) Taking multiple perspectives; and 7) Setting goals and self-monitoring. These competencies will be integrated within the Coach Credential required of Mentor Teachers, Master Teachers, TIER Coaches, Peer Reviewers, Principal Mentors and Principal Liaisons.

In addition, through a partnership with FAU, grant funds will be used to provide teacher access to a Cultural Diversity Credential program. This program will build teacher knowledge and understanding of the unique needs of students in poverty. Job-embedded support will help teachers translate this knowledge to classroom practice.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION The School Board of Broward County, Florida	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Robert"/> Middle Name: <input type="text" value="W."/>
* Last Name: <input type="text" value="Runcie"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Stephanie Pollard"/>	* DATE: <input type="text" value="07/14/2016"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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ABSTRACT

Broward County Public Schools (BCPS), a single LEA applying under competitive priority 2 and the invitational priority, is the largest fully accredited K-12 school district in the nation, serving 268,836 Florida students and 14,088 educators in 339 schools. 32 schools will be targeted, and many grant activities will be scaled district-wide with in-kind funds.

BCPS is proof that large urban districts can utilize an aligned Human Capital Management System (HCMS) as a lever for equitable distribution of educators to increase proficiency and close achievement gaps in High-Need Schools. The Leading Excellence and Achievement in Performance (LEAP) Ahead project includes refinement of well-established, district-wide educator evaluation systems; increased alignment of human capital decisions with evaluations; supplements to a district-wide Performance-Based Compensation System (PBCS); transfer bonuses; attendance bonuses; personalized, job-embedded professional development; and collaboration with partners on Social-Emotional Learning, Early Literacy, and Teacher Residency initiatives.

By the end of the grant period, LEAP Ahead aims to achieve the following outcomes in High-Need Schools: 15 percentage point (ppt) increase of student performance on the Florida Standards Assessments; 90% of educators supporting the HCMS; 20 ppt increase in recruitment and retention of Effective and Highly Effective educators; 8 ppt increase in Effective and Highly Effective teachers in critical content areas; 12 ppt decrease in teachers with more than 10 absences; 12 ppt increase in teachers opting in to the districtwide PBCS; 100% of identified educators receiving personalized professional development; and 100% of coaches completing the Coach Credentialing Program.

BCPS is well-positioned for success in sustaining the project, with supportive unions, state and local policies, a district-wide vision that values the use of data for continuous improvement, and institutionalized funding sources.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

CONTENTS

Significance.....	2
Quality of the Project Design.....	9
Professional Development Systems to Support the Needs of Teachers and Principals Identified through the Evaluation Process.....	28
Quality of the Management Plan	41
Adequacy of Resources.....	47

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

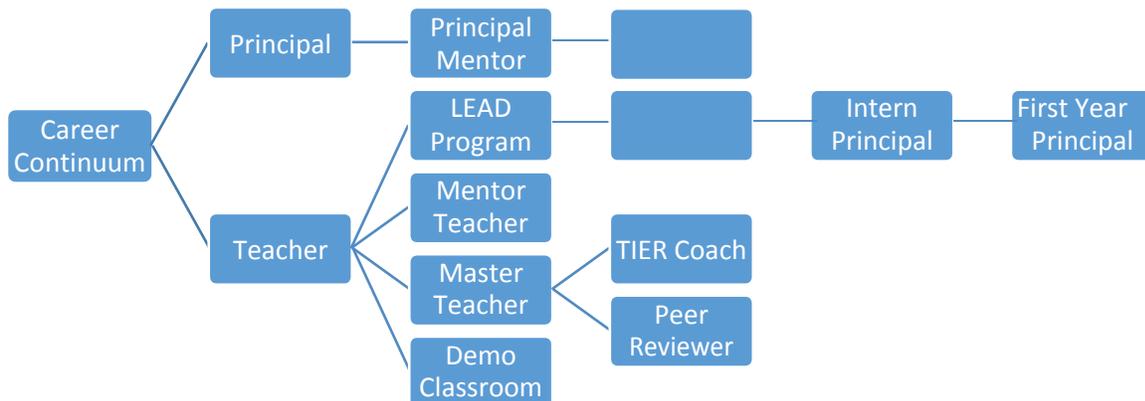
instructional leaders.

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	All Teachers	Instructional Practice	Supervised by Principal Released one class period \$1,000 stipend
Mentor	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	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	Struggling Teachers	Instructional Practice based on Evaluation scores	Full Release Coach Credential Required \$5,000 stipend, 216-day calendar
Principal	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	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."

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

TIF APPLICATION REQUIREMENTS CHECKLIST (OPTIONAL)

To be considered for funding, applicants must address the following general program application and program requirements that the NIA requires. To ensure the fulfillment of every program requirement and authorized activity listed below, the Department strongly encourages the applicant, to indicate the page number(s) where the specific component is located in the program narrative on the left side of the page for the elements of the Absolute Priority and Requirement 1.

<p>(a) <u>pp. 10-17; 19-24; 28-41</u></p> <p>(1) <u>pp.6-10</u></p> <p>(2) <u>pp.11-17; 28-31; Appendix F2 & F3</u></p> <p>(3)<u>pp.11-12; 19-24; 31-41; Appendix F4</u></p> <p>(4) <u>pp.19-24; 31-43; Appendix F4 & F6</u></p>	<p>Absolute Priority: An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the Center.</p> <p>(a) To meet this priority, the applicant must include, in its application, a description of its LEA-wide Human Capital Management System (HCMS), as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p> <p>(1) A description of how the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p> <p>(2) A description of how the LEA uses or will use the information generated by the Evaluation and Support System it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p> <p>(3) A description of the human capital strategies the LEA uses or will use to ensure that High-Need Schools are able to attract and retain effective Educators.</p> <p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed Performance-based Compensation Systems in High-Need Schools begins no later than the third year of the grant’s project period in the High-Need Schools listed in response to paragraph (a) of Requirement 2--Documentation of High-Need Schools.</p>
<p>(b) <u>pp.16-17; 22-24; Appendix F3 & F6</u></p> <p>(1)<u>pp.16-17; 22-24; Appendix F6</u></p>	<p><u>Requirement 1: Implementation of Performance-based Compensation Systems:</u></p> <p>Each applicant must describe a plan to develop and implement Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools in LEAs, including charter schools that are LEAs.</p> <p>Applications must: address how applicants will implement Performance-based Compensation Systems as defined in this notice.</p>

(2) <u>pp.48-52;</u> <u>Appendix E</u>	Applicants also must demonstrate that such Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and LEAs to be served by the grant.
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TIF OPTIONAL HIGH-NEED SCHOOL ELIGIBILITY CHECKLIST

Requirement 2--Documentation of High-Need Schools: Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded Performance-based Compensation Systems are High-Need Schools (as defined in this notice), including High-Poverty Schools, Priority Schools, or Persistently Lowest-Achieving Schools.

<p align="center"><input checked="" type="checkbox"/></p> <p>Appendix F1 Narrative pp.8-9</p>	<p>For determining the eligibility of a “high-need school,” the Department is only aware of data regarding free and reduced price school lunches (FRPSL) as available to schools and LEAs.</p> <p align="center">(a) A list of High-Need Schools in which the proposed TIF-supported Performance-based Compensation Systems would be implemented;</p> <p align="center">AND</p>
<p align="center"><input checked="" type="checkbox"/></p> <p>Appendix F1 Narrative pp.8-9</p>	<p align="center">(b) For each High-Poverty School listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). Data provided to demonstrate eligibility as a High-Poverty School must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a High-Poverty School;</p> <p align="center">AND</p>
<p align="center"><input type="checkbox"/></p> <p><u>N/A</u></p>	<p align="center">(c) For any Priority Schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>

Logic Model for LEAP Ahead

Problems

- Inequitable distribution of Effective and Highly Effective educators
- Student achievement gaps
- Misalignment in HCMS

Inputs

- BrIDGES
- BASA
- District-wide PBCS
- BCPS Professional Learning System with MyLearningPlan
- Current HCMS with Applitrack

Activities

- Refine teacher and principal evaluation system
- Make modifications to HCMS (focusing on preparation, recruitment and placement)
- Implement adjusted PBCS/salary structure
- Provide job-embedded professional development
- Provide professional development on SEL, Early Literacy

Short-Term Outcomes

- Increased student proficiency on FAS
- Improved educator support of HCMS elements
- Better alignment of human capital decisions with evaluation results
- Improved recruitment and retention of Effective and Highly Effective educators for High-Need Schools
- Fewer teacher absences
- Increased personalization of professional development for educators
- Improved capacity for implementing HCMS

Long-Term Outcomes

- Improved life outcomes for students in poverty/students of color
- Vibrant, thriving learning communities of Highly Effective educators in High-Need Schools
- Fully aligned and well-functioning HCMS

Work: [REDACTED] Cellular: [REDACTED]
E-Mail: [REDACTED]

EXECUTIVE PROFILE:

Turnaround principal and instructional leader responsible for transforming the typical teacher centered classroom by utilizing a curriculum that is driven by problem-solving, discovery and exploratory learning, that requires all students, staff and the community to be actively engaged. A lifelong educator with foresight, passion and a visionary who has documented results in improved student achievement. Also, provided leadership through mentoring and coaching at various professional levels.

PROFESIONAL EXPERIENCE:

2011 - Present Principal of Dillard Elementary School, Ft. Lauderdale, FL
2007 - 2011 Principal of Pine Ridge Educational Center, Ft. Lauderdale, FL
2004 - 2007 Assistant Principal of Pine Ridge Educational Center, Ft. Lauderdale, FL
2000 - 2004 Behavioral Specialist at Pine Ridge Educational Center, Ft. Lauderdale, FL
1997 - 2000 Teacher at Pine Ridge Educational Center, Ft. Lauderdale, FL
1991 - 1997 Clinical Social Worker, Department of Juvenile Justice, and Miami, FL

EDUCATION:

Master of Education, Educational Leadership
Nova Southeastern University, Davie, FL - 2003

Bachelor of Science, Clinical Psychology
Florida Memorial University, Miami, FL - 1991

AWARDS AND RECOGNITIONS:

2015 **Principal of the Year 2015:** Broward County Public Schools
2015 Recipient of **City of Ft. Lauderdale Proclamation: May 5 Recognized as Angela Brown's Day**
2015 **Excellence in Leadership Award:** National Association of Black School Educators (NABSE)
2015 **Leadership Ruby Award:** National Association of Black School Educators (NABSE)
2015 **Featured in Gold Coast's Fort Lauderdale Daily, Boca Magazine and Ft. Lauderdale Magazine:**
"The Near Miracle at Dillard Elementary"
2014 Played a major role in the City of Ft. Lauderdale receiving the "**All American City Award**"
2014 **South Florida's Top Black Educators Award:** Legacy Magazine
2014 **Featured in New York Times:** "*Old Tactic Gets New Use: Public Schools Separate Girls and Boys*"
2014 Second highest growth in 3rd grade reading Broward County School District (2013-2014)
2014 Highest growth in 3rd grade math in the Broward County School District (2013-2014)
2013 **Featured in Gurian Institute:** "*Impact Girls Program: "A mentoring program designed to advocate for girls and to provide an oasis of gender-based programs to inspire and empower girls:"*"
2012 **Featured in Sun Sentinel:** "*Early Education: A Proven Fix to School's Reading Woes*"
2009 Received a letter from Governor Charlie Crist recognizing Pine Ridge Education Center as a Model School
2008 Responsible for Pine Ridge Educational Center receiving the "IMPROVING" rating, first alternative school in Broward, Dade and Palm Beach

CERTIFICATION:

Educational Leadership (All Levels)
Psychology (6 -12)
Credentialed Bridges Observer
National Brain-Based Trainer

SCHOOL BASED WORK EXPERIENCE:

PR/Award # U374A160018

ESSENTIAL LEADERSHIP EXPERIENCE

- Executed leadership in planning and developing programs incorporating state and national initiatives as they relate to Florida Standards
- Developed and implemented Common Formative Assessments for grades K-5 in order to evaluate data to improve teaching practices by evaluating and leading discussions on students' work
- Generated successful programs exposing students to the business world to ensure students have a curricular foundation based upon College and Career Readiness through acceleration opportunities for ALL students by partnering with Nova Southeastern University, Broward College, University of Miami and Florida Atlantic University
- Pioneered Dillard's "one-of-a-kind" Pre-Kindergarten/Voluntary Pre-Kindergarten (VPK) Program, allowing students the opportunity to enter school prior to kindergarten at no cost; Broward County Schools District has replicated Dillard Elementary Pre-K/VPK model in several elementary schools throughout the District
- Constructed a Pre-Kindergarten I-pad Pilot Program used as a motivator for parents to register their child(ren) into the Pre-Kindergarten summer program
- Formulated a Pre-Kindergarten Summer program at no cost to parents to increase reading readiness
- Implemented afterschool Super Coders Robotics Program with a special focus on STEM (Science, Technology, Engineering, and Mathematics)
- Facilitated the Forever Loving Yourself (FLY Guys) Mentoring Program which is designed to teach and encourage males to positively define, plan, pursue and achieve their life goals
- Engineered the Annual College Tour Program, which allowed Grade 5 students the opportunity to visit Bethune Cookman College, University of Central Florida, Florida State University, Florida Agricultural and Mechanical University, Morehouse College, Spelman College, Atlanta Metropolitan College, Fort Valley State University, and Emory University. Students in grades 3 and 4 participated in local college tours, which include: Broward College, Nova Southeastern University, University of Miami and Florida Atlantic University
- Critiqued instructional programs through supervision and monitoring of teachers, coaches and support staff through classroom visits, data reviews and individual meetings
- Revised Teacher Incentive Fund (TIF) program elements including professional development and teacher mentoring through a review of student achievement data. Improvements and changes were made based on data collections
- Disaggregated data to identify students in the lowest quartile in reading and math; provided teachers with reading and math instructional strategies to increase student achievement, which resulted in a 12% increase in math and 7% increase in reading on the 2013 Florida Comprehensive Assessment Test (FCAT)
- Attained the largest growth in math and the second largest growth in reading in student achievement amongst all Broward County Public Schools (2013-2014)
- Designed instructional programs in the areas of reading, math, science and writing; analyzed data and monitored the effectiveness of programs
- Implemented single gender classrooms in grades 2-5 which resulted in a 20% decrease in behavioral referrals and a 10% increase in student attendance and achievement
- Facilitated annual professional development opportunities on data analysis for Broward County Public School's Leadership Experience and Administrative Development (LEAD), Principal Rapid Orientation And Preparation In Educational Leadership Program (PROPEL), Interim and Intern Assistant Principals Program
- Increased school-wide parent involvement from 8% to 78% and authentically engaged both, parents and students in relevant activities that parallel learning styles and modalities
- Presided as a principal mentor for new principals, building relationships of trust and providing guidance related to leadership, curriculum and school management
- Functioned as a principal mentor for the Aspiring Administrator's Program (Partnership between Broward County Public Schools and Florida Atlantic University) PROPEL to provide leadership through coaching and mentoring to aspiring educators
- Appointed principal mentor for the Teacher Incentive Fund (TIF), supporting performance based principals by building a trusting relationship, providing feedback and maintaining confidentiality

Dillard Elementary

- Presented training for teachers and administrators in the Broward County School District giving insight of brain-based differences between boys and girls and how to incorporate effective teaching strategies to meet those differences. Dillard Elementary serves as a model school for single gender classrooms
- Engaged in the New Teacher Center and the Association of California School Administrators training on Coaching Leaders to Attain Student Success (CLASS) focusing on providing intensive individualized support to new and experienced principals
- Implemented and monitored a school-wide mentoring program for Dillard Elementary and Pine Ridge Educational Center, providing support to new and struggling teachers
- Assisted in designing an on-line portal to manage community members, local business, mentors and programs; over seventy-two businesses currently provide mentors to Dillard Elementary
- Executed training to instructional staff and aspiring administrators in Learning Goals and Scales, Depth of Knowledge Levels, Single Gender and Brain Based Strategies
- Established two training modules for the Office of Talent and Development with Bethany Fee and Reginald Pierre Jerome: Boys and Girls Learn Differently and Teaching Strategies that Foster Collaboration and Communication Among Students
- Conducted and collaborated a training with Reginald Pierre Jerome on High Quality Leadership for the Interim Assistant Principal Program
- Actively participates as a member on the District BASA Advisory Commitment making recommendations to improve performance evaluations
- Formulated and used high qualitative common formative reading assessments aligned to standards and curricula of the district to ensure curriculum was mastered and aligned with Curriculum, Assessment, Remediation, and Enrichment (C.A.R.E) Plan
- Facilitated Florida State Standards Professional Learning Communities (PLC's) for primary and intermediate teachers to assist with the transition to the Florida Standards, which resulted in 75% of the faculty implementing the standards in their classroom instruction to increase college and career ready students as evidenced by classroom walkthroughs
- Organized and monitored Professional Learning Communities (PLCs) on the "The Daily Five" model with teachers to promote an increase in school-wide literacy, which resulted in 80% of teachers utilizing structure as evidence by classroom walkthroughs
- Implemented a process for teachers and administrators Dillard Innovation Zones to share best practices based on classroom observations and student data on common assessments
- Participated in the Summer Standards Institute and developed a shared language and vision for instructional practice, transferred that vision to Dillard Elementary to increase teacher's understanding of the Florida State Standards
- Engaged in the Florida State Research Study funded by the Department of Education, Institute of Education Sciences that focused on students understanding text and their ability to comprehend
- Secured funding by developing a *Sponsor-a-Child Program* with business partners to fund 20 Pre-School students to attend a full year of Pre- Kindergarten
- Wrote and manages the Kellogg Grant which strengthens the alignment between early childhood providers and elementary schools in the Dillard Innovation Zone
- Customizes a school-based online management system that gives staff a single sign-on to manage programs, clubs and donations. This systems grants communication between school and business community
- Conceptualized the College and Career Readiness Community Exposure Program providing opportunities for students to attend various cultural events through the assistance of the following businesses: Nova Southeastern University, Broward College, University of Miami, Florida Atlantic University, Ranger Technical Resources, Paradise Bank, Spelling Vocabulary City, Fin Tank, Cintrix, and GL Homes
- Advocated funding for over 600 technology devices (Laptops, Nook Books, Ipads, and Samsung tablets), which were placed in classrooms at Dillard Elementary. By the year 2016, every student at Dillard Elementary will have his or her own personal technology device to utilize in the classroom. Dillard Elementary currently has more than 2:1 devices per student
- Utilized School Improvement Grant Funding (SIG) and donations from local businesses and community partners to purchase 50 Ipads for incoming kindergarteners to utilize as their personal device in the classroom

Dillard Elementary

- Originated partnerships with Nova Southeastern University, Ranger Technical Resources and Time for Learning to introduce students to current advances in technology. Students participate monthly in an eventful hour of code-based gaming and website designing
- Partnered with seventy-two City of Ft. Lauderdale local businesses that participated in our Career City event. These businesses provided hands-on activities related to their respective businesses
- Fostered a partnership with Big Brothers/Big Sisters creating an afterschool mentoring program
- Established a partnership with Neiman Marcus in which 10% of the sales generated from “The Love To Give Collection” which were donated to Dillard Elementary. This endeavor raised \$12,500.00 for the development of our afterschool arts program
- Executed a partnership with John P. Hart, Chair of the Broward College Foundation, which sponsors *Dillard’s Elementary Parent Literacy Programs*. Broward College Foundation is currently designing criteria to provide full scholarships to parents who complete the Parent Literacy Program
- Fashioned the George Town Day of Service in which members of George Town University Alumni provided services such as: Reading to students, donation of books and funding for technology
- Initiated a relationship with Reading Pals of the United Way pairing emerging readers with volunteer mentors who serve as friends and role models
- Coordinated the Dillard Innovation Zone Community Parent Night to educate the parents with strategies they can utilize to increase their child’s academic performance which resulted in more than 200 parents in attendance
- Managed federal funds to improve academic achievement of disadvantaged students
- Operated funding for Individuals with Disabilities Education Act (IDEA) to implement quality services for student with disabilities in the pre-kindergarten programs
- Overseeing the funding for the Kellogg Foundation Grant; Awarded: \$200,000.00
- Supervised Teacher Incentive Fund (TIF) and monitored the professional development for teachers, instructional coaches and mentors
- Developed, monitored and maintained programs to address the needs of struggling students using the School Improvement Grant (SIG) funding
- Collaborated with other school principals and Cadre Directors to develop professional development to shift towards 21st Century Learning utilizing Florida State Standards
- Conducted regular leadership, curriculum and instructional training for administrators, teachers, parents, and community partners
- Reviewed instructional coach and TIF mentors Collaboration Assessment Logs (CALs) weekly and provided regular feedback
- Strategically paired new teachers with NESS coaches to align appropriate support and created a system to monitor the support and provided feedback
- Generated meetings with new teachers and Ness coaches on a regular basis to monitor and evaluate the effectiveness of the support
- Increased Student enrollment from 461 students (2011) to over 824 students (2015)
- Executed an annual Home Literacy Program, in which over 800 students received books to take home in order to bridge the literacy gap from school to home
- Responsible for removing Dillard Elementary from the State of Florida’s Lowest 100 Schools list
- Increased early learning programs at Dillard Elementary from four to six classes
- Improved Dillard Elementary School rating from an undocumented “F” to a “C” for the 2014 school year

COMMITTEES

-
- Educator Evaluation Redesign Committee (EERC)
 - District’s Literacy Quality Control Task Force (Elementary)
 - National Association of Black School Educators (NABSE)
 - Broward Assessment for School Administrators (BASA) Advisory Committee
 - Dillard Zone Black Male Task Force Ambassador
 - Dillard Zone Facilitator

PR/Award # U374A160018

PROFESSIONAL MEMBERSHIPS

Florida Association of School Administrators, 2012 – Present
National Association of Black School Educators, 2008 – Present
Broward Principals and Assistant Principals Association, 2004 – Present

CONFERENCE PRESENTATIONS

Using Data to Drive Instruction - Florida Atlantic University, Boca, Florida (May 2015)
Depth of Knowledge Levels - Various Schools in Broward County (August 2014 - May 2015)
Grade Level Reading Strategies - All American City Conference, Denver Colorado (June 2014)
Strategies for Teaching Boys and Girls - Colorado Springs, Colorado (June 2013)
Boys and Girls Learn Differently, Learning through the Gender Lens - University of Colorado, Colorado Springs, Colorado (June 2013)
Teaching Strategies that Foster Collaboration and Communication Among Students - National Association of Black School Educators, Dillard High School (April 2013)
Quality Customer Service - National Association of Black School Educators, Dillard High School (November 2010)

REFERENCES

Dr. Mark Strauss – Director, School Performance & Accountability of Broward County Public Schools
Michaelle Pope - Executive Director, Student Support Initiatives of Broward County Public Schools
Victoria Ranger – CEO, Ranger Technical Resources
Dilys Schoorman Ph.D. - Professor and Doctoral Coordinator Department of Curriculum, Florida Atlantic University
Tracy Clark - Chief Public Information Officer of Broward County Schools
Camille Pontillo – Principal, Coral Park Elementary of Broward County Schools

EMPLOYMENT	School Board of Broward County, Florida Office of Talent Development Supervisor, Coaching and Induction	September 2015-Present Position
	School Board of Broward County, Florida Intern Principal, Stranahan High School	June 2010- September 2015
STATE OF FLORIDA CERTIFICATION	Educational Leadership, All Levels School Principal, All levels Guidance and Counseling, PreK-12 Physical Education, Grades 1-6 Elementary Education, Grades 1-6	June 30, 2018 (Renewal date.)

Professional Learning, Implementation and Evaluation

- Supervising administrator over NESS and teachers eligible for the **i3 Induction** Coaches’ services.
- Supervised, observed and developed growth plans with the new teachers and their coaches to enable the teachers to receive tailored support for obtaining knowledge and practice with effective instructional delivery strategies.
- Currently serve and contributing member of the **Talent Development Design Team for Local Advanced Placement Credentialing**. Team consisted of district directors and supervisors of Talent Development Office, Advanced Placement teachers, and one other district administrator.
- First-hand knowledge, as supervising administrator, of the details and needs of the school and department in regards to induction coaches and professional learning.
- Able to project and analyze the needs of the school and instructional staff as the state implements changes with statutes, the Florida Standards, new text book adoption, new state assessments and the alignments needed with instructional delivery.
- Development, implementation, monitoring, and continuous improvement of Professional Learning Communities for English Language Arts, Reading and World Language Departments.

Collection and Analysis of Data

- Collection of instructional and student achievement data along with observing and analyzing instructional strategies that illustrate the highest yields in achievement. Data is gathered through multiple platforms and software including **C.A.R.E.** package data, utilizing **B.E.S.T.** theory, **B.E.E.P. mini-assessment** data, in-house assessments, College Board data, ACT/Triumph data, and new data from the FSA, Florida Standards Assessments.
- Collected and **analyzed teacher data for designing and implementing professional learning communities** for the teachers. The teachers had to prioritize their curriculum to address the success and failure rates, and implement instructional strategies that provide real-world infusion along with differentiated instruction for the at-risk student.

Grant Writing and Management

- Wrote, and was awarded, two English Speakers of Other Languages, ELL, **grants** this school year, 2014-2015, enabling the department to gain a full laptop cart and the use of new software, all engaging instruction and learning and allowing for three weeks of after-school instructional enrichment. The grant enabled three teachers to provide this service.

Phone: [REDACTED]

E-Mail: [REDACTED]

Executive Summary

A proven leader with 27 years of experience in the field of education and the necessary skills to develop a cohesive organization through trust and integrity. A successful teacher, school administrator, district administrator, and university adjunct professor.

Areas of Expertise

Change Management
Communication and Interpersonal Skills
Time Management
Instructional Leadership
Bilingual, Spanish Speaker, Reader and Writer

Process Development
Curriculum and Instruction
Data-Driven Decision Making
Microsoft Office

Experience

Induction Program Leader/Principal Coach, Office of Talent Development, BCPS **July 2013-present**

- Planned, developed, scheduled and implemented full-release induction program model for 40 schools in Broward County, FL as part of a federal research grant in partnership with the New Teacher Center.
- Provide oversight of programs through supervision and monitoring of Induction Coaches and Instructional Facilitators through school visits, data review and one on one meetings with staff.
- Restructured and reorganized Instructional Coach Development and Credentialing Program for BCPS, including scheduling for professional learning, development of scope and sequence of curriculum and support system for school-based coaches.
- Coordinate and monitor the District's Instructional Coach Development and Credentialing Program
- Review induction coach, school-based coach and TIF mentor data monthly and provide feedback and support based on data collected.
- Provide continuous, ongoing professional learning and support for coaches and mentors.
- Develop coaches and mentors to provide professional learning in an effort to create sustainability and independence for the district.
- Meet regularly with stakeholders to ensure quality, consistency, and alignment of all programs to Florida Standards, Instructional Practice Framework, and other district departments and initiatives.
- Provide support to school-based administrators through school visits and communication through email, phone calls and newsletters.
- Collaborate with school and district administrators to ensure support is aligned.
- Monitor and evaluate the effectiveness of coaching and induction programs through the analysis of data collected.
- Facilitate program evaluations with external grant evaluators of the i3 and Teacher Incentive Fund (TIF) grants.
- Provide feedback to coaches and mentors based on data analysis.
- Manage grant funds to ensure appropriate use and spending.

Principal on Assignment, TIF

March 2013-June 2013

- Assisted in implementation of Teacher Incentive Fund grant.
- Created structures and plans for initial TIF Grant proposal.
- Visited designated TIF schools to explain and provide information to staff about the TIF Grant.

Elementary School Principal, Silver Shores Elementary

August 2004-March 2013

- Responsible for all personnel, students and operations of school.
- Managed budget annually for optimum expenditure of funds for student achievement.
- Provided guidance and support to faculty to ensure academic success for students.
- Provided support, oversight, and monitoring of coaches and new teacher support system.
- Provided leadership to school community resulting in a high achieving 'A' school for the nine years spent at the school.

Assistant Principal, Coconut Palm Elementary **August 2001 –July 2004**

Assistant Principal, McNicol Middle **July 1999-July 2001**

Assistant Principal, Tequesta Trace Middle **August 1996-July1999**

Assistant Principal, Cooper City High **September 1995-June 1996**

Assistant Principal, Ponce de Leon Middle **October 1993-September 1995**

- Responsible for student scheduling, teacher observations and evaluations, school operations, property inventory, school-wide discipline.

Chemistry, Physical Science, Mathematics High School Teacher **January 1987-October 1993**

- Responsible to create and deliver lessons to students

Education

Florida Atlantic University **December 2011**

Educational Leadership - Doctor of Philosophy

Florida International University **May 1993**

Educational Leadership – Master of Science

University of Florida **December 1986**

Chemistry Education – Bachelor of Science

Other Professional Experiences

Saint Leo University **September 2012 -present**

Adjunct Professor, Educational Leadership

Florida Atlantic University **January 2012- present**

Adjunct Professor, Educational Leadership

Florida Association of Latino Administrators and Superintendents **March 2012 –October 2015**

Founding President

References

Dr. Elisa Calabrese, Chief Talent Development Officer

Broward County Public Schools

Ms. Irene Cejka, Director, Office of School Performance and Accountability

Broward County Public Schools

Dr. Patricia Maslin Ostrowski, Professor

Florida Atlantic University



Telephone Numbers:

 **Office**
Work Cellular

Degrees:

Masters in Educational Leadership, Graduated 1999
Nova Southeastern University
Davie, Florida

Bachelor's in Education, Graduated 1992
Florida Atlantic University
Boca Raton, Florida

Associate in Arts in Education, Graduated 1990
Broward Community College
Davie, Florida

Current Position:

Director (July, 2012 – present)
Employee Evaluations Department
Ms. Gracie Diaz, Chief Human Resources Officer

Experience:

Evaluation Coordinator (March, 2007 – July, 2012)
Human Resources Department
Ms. Gracie Diaz, Chief Human Resources Officer

Intern Principal (July, 2005 – March, 2007)
Coconut Creek Elementary
Mr. William Roach, Principal

Assistant Principal (July, 2003 – July, 2005)
Coconut Creek Elementary
Mr. Robert Collins, Principal (2003-2004)
Mr. William Roach, Principal (2004-2010)

Assistant Principal (July, 2000 - July, 2003)
James S. Hunt Elementary
Ms. Debra Braly, Principal

Alliance Coach (August, 1997 - July, 2000)
Mr. Stuart Greenberg, Supervisor
Schools Included: Cypress Elementary, Dania Elementary,
Larkdale Elementary, Meadowbrook Elementary,
North Fork Elementary, Rock Island Elementary

Teacher (October, 1992 - August, 1997)
Oriole Elementary
Ms. Estella Canty, Principal

Evidence of Experience:

Developing and implementing performance evaluation systems for employee groups:

- Conducted on-going Evaluation meetings with district and BTU staff in order to recommend components for the Broward Instructional Development and Growth Evaluation System (BrIDGES).
- Prepared evaluation components for on-going Oversight Meetings in order for decisions on BrIDGES to be made by the Superintendent and BTU President.
- Followed Race to the Top (RTTT), Florida Department of Education, and state statute in providing recommendations to all evaluation systems.
- Submitted BrIDGES for Classroom Teachers, BrIDGES for Non-Classroom Teachers and Broward Assessment for School Administrators (BASA) to the Florida Department of Education, received state approval.
- Created guidelines, timelines, and processes for all new evaluation systems; BrIDGES for Classroom Teachers, BrIDGES for Non-Classroom Teachers, and BASA for school-based administrators.
- Worked with Directors to implement a seven-step process within BASA.
- Reviewed, provided feedback, and approved Charter School evaluation plans that are participating in Race to the Top.
- Worked with Learning Sciences Institute to bring teacher evaluations into compliance, adjusting approximately 1,300 Instructional Practice Scores in 2012 and 500 in 2013.

Enhancing evaluation instruments by collaborating with the unions, working with focus groups, and seeking input from stake holders:

- Led meetings with the Broward Teachers' Union (BTU) over a two year period to develop the Broward Instructional Development and Growth Evaluation System (BrIDGES).
- During the first year of implementation, 2011-2012, zero grievances were filed by the BTU.
- Prepared all recommendations for Oversight Committee Meetings pertaining to district's evaluation systems.
- Prepared information for the meetings with the Superintendent, focused on enhancements for the evaluation systems.
- Worked with BTU to institute a Memorandum of Understanding for BrIDGES for 2011-2012, 2012-2013, and future recommendations.
- Facilitated Work Group for Instructional Practice Committee.
- Facilitated Work Group for Student Growth Committee.
- Facilitated monthly Race to the Top Meetings for administrators and Charter School representatives regarding Project 8.
- Facilitated focus groups with classroom teachers, non-classroom teachers, principals, and district supervisors in order to get input into the design of the evaluation system.
- Collaborate regularly with the President of BPAA in designing Broward Assessment for School Administrators (BASA).
- Met regularly with Directors in order to ensure BASA instrument was being built to meet the needs of the district.

- Collaborated with the Broward Teachers Union and developed peer reviewer job description.
- Hired additional staff within Employee Evaluations Department in order to meet evaluation system requirements, and continue to provide continual assistance to school-based and district-based administrators.

Serving as the liaison between the district and state in developing and submitting evaluation systems:

- Produced Instructional Practice scores for 2011-2012 and 2012-2013 in order for Student Growth Scores to be added to the evaluation system.
- Produced final teacher and school-based evaluation scores to the state, per DOE requirements and deadline.
- Attended state conferences, sponsored by FADDS.
- Participated in state webinars, rule-making workshops, and conference calls.
- Served as a manager for Race to the Top, Project 8, tasked with designing and implementing evaluation systems for teachers and school-based administrators in compliance with RTTT and state requirements.
- Reviewed and approved charter school evaluation systems based on RTTT and/or state requirements.
- Worked directly with Florida Department of Education representatives in developing and enhancing the evaluation systems.
- Discussed evaluation requirements regularly with counterparts in various districts in Florida.

Providing annual orientations and updates on the evaluation instruments:

- Provided annual orientations to all school-based administrators.
- Prepared monthly Brainshark presentations regarding evaluation updates to be shared at all schools throughout the district.
- Provided annual orientations to district staff, as needed.
- Worked with Personnel Records to create timelines and procedures to ensure that all employees receive an evaluation annually.
- Presented procedures for completing evaluations for 2011-2012 via BECON.
- Conducted a Blackboard Session for all office managers regarding clerical evaluations.
- Maintained a department website to include all presentations, documents and evaluation plans for all stakeholders to access.
- Met regularly with school-based administrators and district supervisors to provide an orientation and/or support for the evaluation systems.
- Presented BrIDGES to all media specialists, speech pathologists, and many other non-classroom teacher groups.
- Presented evaluation updates to BTU union stewards as needed.

Providing on-going feedback to supervisors to ensure that they are implementing evaluation systems with fidelity:

- Provided iObservation reports regularly to all school-based administrators and district supervisors to ensure teacher datamarks were meeting requirements, resulting in 97.4% of all files being in compliance, 2013.
- Highest department survey results within Human Resources, 2013.

- Attended monthly principal meetings to share iObservation data and district trends.
- Contacted administrators to review observation deadlines and provide assistance in order to meet evaluation requirements.
- Supervised Employee Evaluations Department in providing support to all schools and district departments.
- Facilitated training for evaluation instruments; APPAS (district administrators) and SPPAS (non-instructional).

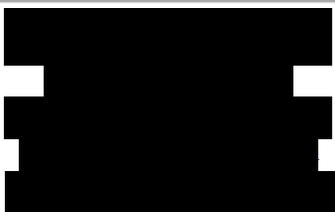
Provide support for staff assigned to develop Performance Improvement Plans (PIP) and Performance Development Plans (PDP):

- Mentored new staff to develop PDPs and assist administration in the process.
- Documented over two hundred teachers over a five year period through the PDP process.
- Worked with cadre attorney in preparing hearings for administrative law judge, teachers resigned prior to hearings.
- Represented the district in a DOAH hearing, teacher certificate revoked.
- Facilitated PDPs for administrators to place teachers in documentation.
- Facilitated PDPs for supervisors to place administrators in documentation.
- Documented teachers and administrators through PDP and PIP process without any grievances being filed.

Experiences with providing feedback on teacher coaching as a school-based administrator:

- Conduct regular conferences with teachers regarding classroom observations.
- Provide ongoing modeling and/or support in order to enhance curriculum presentation and/or classroom management.
- Provided staff development in reading and writing for Principals and teachers as an Alliance Coach.
- Provided district training in reading and writing, serving on the Writing Cadre.
- Facilitated the Balanced Literacy Summer Institute at Oriole Elementary with Reading/Writing Department.
- Earned and maintained “A” status for four years while at Coconut Creek Elementary, 2003-2007.
- Earned and maintained “A” status for three years while at Hunt Elementary, earning the highest scores of all the Title I Schools in 2002-2003.
- Planned and facilitated monthly faculty meetings, highlighting best practices.
- Monitored and conducted staff development on all Early Release Days.
- Developed and monitored all teacher’s PGP goals which are aligned to the SIP goals based on individual student achievement.
- Modeled “5 day writing plan” and provided support and feedback at Northfork Elementary School resulting in 86% of the students scoring a 3.0 or higher on FCAT Writes.
- Developed and monitored departmentalized writing groups, scoring 99% of students earning a 3.0 or higher and 85% scoring a 3.5 or higher on FCAT Writes 2003 at Hunt Elementary.

Curriculum Vitae



ACADEMIC PREPARATION

Doctor of Education Educational Leadership Argosy University Atlanta, GA	August 2015
Certification Educational Leadership Florida Atlantic University School of Education Davie, Florida	December 2004
Masters of Science Guidance and Counseling Nova Southeastern University Davie, Florida	April 2002
Bachelor of Arts English & Education School of Liberal Arts, Florida Atlantic University Boca Raton, Florida	April, 1996

PROFESSIONAL LICENSE/CERTIFICATIONS

Educational Leadership (All Levels) School Guidance and Counseling (PreK-12) English (Grades 6-12) ESOL Florida Department of Education (Professional Educator's Certificate)	2013-2018
State of Georgia Professional Educator's Certification L-5	2015-2021
Gwinnett County Public Schools Quality -Plus Leadership Academy Aspiring Principal Program (QPLA)	2009
Leadership Experiences and Administrative Development (LEAD) Program Completed LEAD I and II Program at the High School Level Broward County School District as prescribed by the State of Florida	March 2005

PROFESSIONAL EXPERIENCE

Supervisor, Coaching and Induction
September 2015-Present

Intern Principal
Hallandale Adult Community Center
July 2013-2015

**Member of Georgia Leadership Institute for School Improvement (GLISI)
Data Utilization Project (DUP)**
2012-2013

Assistant Principal
Shiloh High School, Gwinnett County Public Schools, Georgia
July 2006-June 2013

Assistant Principal
Boyd Anderson High School, Broward County Public Schools, Florida
July 2005-June 2006

Guidance Counselor
Coconut Creek High School, Broward County Public Schools, Florida
August 2002-June 2005

Language Arts Teacher/Language Arts Department Chair
Boyd Anderson High School, Broward County Public Schools, Florida
August 1996-June 2002

[REDACTED]
Evidence of Experiences

- Supervised and monitored the progress of the Communications Department at Hallandale Adult Community Center (HACC). As a result, student credit completion rate increased from 450 for the 2012-2013 school year to 865 for the 2013-2014 school year for an overall increase of 87%.
- Shiloh High School was recognized by the state of Georgia by receiving the Governor's Silver Award for making the greatest gains in U.S. History in one year as indicated by the results on the End Of Course Test (EOCT).
- Member of the administrative team responsible for taking Shiloh High off the state of Georgia's needs improvement list for failure to make AYP.
- Supervised and monitored the progress of the Language Arts Department at Shiloh High. As a result, the writing scores on the Georgia High School Writing Test were in the 90th percentile for four consecutive years (2010, 2011, 2012 & 2013).
- Shiloh High earned Title I School of Distinction Award for overall student gains in academic achievement on the Georgia High School Writing Test and EOCT.
- Increased enrollment in Advanced Placement courses by over 30% at Shiloh High.
- Developed Guided Study Program at Norcross High to address students' academic needs in Math and Language Arts in preparation for the Georgia High School Graduation Test during my Principal Internship Residency.
- Orchestrated a turn-around at Boyd Anderson High by taking the school from 8 points from a grade of F to a C as measured by the Governor's A+ Plan.
- Increased AP enrollment at Shiloh High School by more than 30% over a two year period.
- Partnered with local businesses to help with monthly incentives for at risk students for improving attendance.
- Developed master Schedule as the assigned master scheduler.
- Collaborated with Student Services Team at Hallandale Adult to provide training for all Counselors and Clerical Staff in order to improve the quality of customer service provided by everyone in the department.
- Introduced Protocol for monitoring ESOL students at Hallandale Adult.
- Collaborated with International Baccalaureate Organization (IBO) to provide training for selected teachers and develop course syllabi in alignment with IBO standards.
- Introduced Protocol for looking at students' work to the faculty at Shiloh High and Duluth Middle.
- Conducted professional learning for all departments on Common Core, College Career Ready Performance Index (CCRPI) and developing common assessments.
- Coordinated Code of Ethics/Professional Standards training for all faculty and staff.
- Led professional development with staff to ensure alignment of Gwinnett County's new teacher evaluation system and Local School Improvement Plan (LSPI).
- Led ongoing Writing Workshop trainings to improve teacher skills in cross-curricular writing instruction.
- Organized planning period professional development trainings for all teachers on various teaching strategies such as: Depth of Knowledge (DOK), Non-verbal representations, Check for understanding (CFU), student goal setting, differentiating instruction and enhancing Document Based Questioning (DBQ) activities.

- Evaluated course syllabi prior to IB Authorization Audit to ensure compliance with course expectations. Identified teachers for IB Training.
- Designed and initiated common planning for all core area teachers at Shiloh High.
- Developed master schedule for Hallandale Adult's Alternative high School and Eight Grade Academy.
- Responsible for communicating the implementation of the IB program at Shiloh High to faculty and staff, community and all stakeholders.
- Budgeted programs funded by Title I to ensure compliance with federal guidelines for personnel staffing, purchases for materials, equipment and supplies.
- Designated by Area Superintendent as the representative for Georgia Leadership Institute for School Improvement (**GLISI**) Data Utilization Project (DUP). The goal for GLISI is to foster Systemic improvement of education leadership in order to help districts and schools improve student achievement through team-based improvement, talent management, and balanced performance in the state of Georgia.
- Completed **Principal Residencies at Norcross High, Duluth Middle, and Holt Elementary** in preparation for a position as principal through the **Quality-Plus Leadership Academy (QPLA) within Gwinnett County Public Schools.**
- Mentor teacher leaders.
- Responsible for over \$700,000 for Title I budget and all expenditures and ensure adherence to federal guidelines and regulations.
 - Adjusted instructional and clerical staffing patterns to meet the needs of the community.
 - Responsible for community Title I orientation meeting; parents and community members are made aware of school performance data and budget allocation for Title I funds.
 - Responsible for AP Fairs and IB orientation night; led to increase in enrollment and equity in IB and AP courses.

Education:

Ph.D., Curriculum and Instruction, University of Central Florida, Orlando, FL *Areas of emphasis – standards based instruction and accountability, program evaluation, educational policy*
 M.Ed., Curriculum and Instruction, Duke University, Durham, NC – *Graduate Fellow*
 B.S., Elementary Education and Psychology, University of Pittsburgh, PA - *Magna Cum Laude*

Work Experience:

2001 – present - Self-employed consultant. Areas include program evaluation, needs assessment and data collection design, policy/procedures development and review, operational and strategic planning, report and technical writing, facilitation, and program design.
 2002 – 2013 - Instructor, Stetson University Educational Leadership and Reading Specialist Programs
 2001-2003 - Director, Area Center for Educational Enhancement, Stetson University
 1999-2001 - Researcher/Instructor, University of Central Florida
 1972-1999 - Public School Educator - *Professional Development Coordinator, Curriculum Resource Teacher, Technology Coordinator, Teacher.*

Examples of Professional Experiences:

Evaluation Design and Implementation –

- External Evaluator USDOE Teacher Incentive Fund (TIF) for Hillsborough County Public Schools, Orange County Public Schools, Broward County Public Schools and Putnam County Public Schools
- External Evaluator for USDOE Transition to Teaching Grants for Hillsborough County Public Schools, Orange County Public Schools, Stephen F. Austin University, Nacogdoches, TX
- External Evaluator for Northeast Florida Educational Consortium (NEFEC) online Dropout Prevention/Credit Recovery Program (DOP/CR)
- External Evaluator for Brevard County Teaching American History Grant
- External Evaluator for the Southwest Florida Water Management District Youth Education Program
- External Evaluator for Panhandle Area Educational Consortium DELTA grant (Science Leadership), Chipley, FL
- Lead for Florida’s Professional Development Evaluation Protocol District Site Review Team
- External Evaluator for USDOE Fund for the Improvement of Postsecondary Education grant (FIPSE), Stephen F. Austin University, Nacogdoches, TX
- External Evaluator for USDOE Professional Development Grant (ELL), Stephen F. Austin University, Nacogdoches, TX
- External Evaluator for FLDOE MSP grant (Project IMPROVE, mathematics content), Broward County/Nova Southeastern University, Fort Lauderdale, FL
- External Evaluator for numerous curriculum and professional development projects in Orange County Public Schools, Sumter County Public Schools, and Lake County Public Schools
- Presenter at National Program Evaluation Conference
- Active participant on program evaluation team for University of Central Florida NSF science and mathematics instructional improvement grant.

Research and Systems Analysis-

- Coordinator of LETRS Implementation and Impact Study
- Review of the implementation of the professional development systems for alignment with state standards for numerous Central Florida School Districts
- Presenter at AERA (*American Educational Research Association*)

Project Management -

- Supervision of professional and support staff
- Management of million+ dollar budget
- Acquisition and management of grants and supplemental support resources
- Development of collaborative relationships with educational organizations throughout the state
- Development, implementation and support of innovative programs to enhance instructional practice leading to improved student achievement
- Development project data collection systems
- Facilitator of internal project evaluation
- Collaboration and communication with Florida State Department of Education leaders

Professional Development –

- Facilitated/delivered professional development in public schools on a variety of topics such as: Sunshine State Standards, Data analysis, Action Research, Strategies for Improved Reading Instruction, The Implications of Brain Research for Classroom Practice, Critical Thinking in the Elementary and Secondary Classroom, Cooperative Learning In the Multi-age Classroom, Implementing an Integrated Curriculum in the Primary Grades, Integrating Technology into the Intermediate Curriculum....

Site-based Curriculum and Instructional Support -

- Coordinated and facilitated curriculum enhancement teams
- Coordinated school assessment program
- Served on school planning and leadership team
- Facilitated the professional development of Pre/K– 8th grade teachers
- Mentored beginning teachers
- Encouraged teacher leadership and empowerment
- Nurtured a “community of learners”

Instruction –

- Taught pre-service and graduate level educators
- Implemented a child-centered, integrated curriculum; utilizing a research based instruction
- Designed and organized a comprehensive student assessment system for the purposes of providing targeted instruction as well as accountability
- Designed and developed an inquiry based curriculum to meet the academic, social and affective needs of elementary gifted learners

Professional Honors:

Phi Kappa Phi (International Academic Honor Society)

Kappa Delta Pi (International Education Academic Honor Society)

Teaching Fellow – Duke University

Research Fellow – University of Central Florida

Teacher of the Year - Dr. Phillips Elementary

Professional Memberships:

American Evaluation Association

Southeast Evaluation Association

National Staff Development Council

Florida Association for Staff Development

Association for Curriculum Development and Supervision

American Educational Research Association

Cell

Education

- Doctorate, Educational Leadership**-Nova Southeastern University, 2006
- Educational Leadership Certification** - Florida Atlantic University, 2001
- Master of Science, Elementary Education**- Nova Southeastern University, 1998
- Bachelor of Science, Journalism** -Elon College,1992

Work Experience

September 2014-present Director of Leadership Development

- Coordinated, planned, and facilitated application and selection program for Wallace Leadership Grant designed to extend the leadership pipeline
- Designed Wallace Leadership program in conjunction with Office of School Accountability and Performance.
- Coordinated, planned, and facilitated the annual Superintendent State of the District Address and Leadership Colloquium to welcome District administrators to the new school year and provide information and professional learning
- Participated in District SMART Bond Committee to coordinate information dissemination to District leaders regarding the Bond processes and procedures
- Identified newly appointed District and school-based administrators in need of BrIDGES credentialing. Communicated and scheduled coursework with LSI to achieve credentialing (approximately 50 school-based and District administrators credentialed in the 14/15 school year)
- Provided on-site support to participants of all pipeline programs through quarterly Professional Learning Team meetings throughout the school year
- Planned, coordinated, and facilitated monthly Cohort meetings for all pipeline programs throughout the school year
- Matched mentors to newly appointed Principals and APs for support and continued development of participants in the First Year Principal and First year AP Programs
- Developed Mentor Professional Learning Communities led by effective administrators in the LEAD and Principal Preparation Program

- Provided orientation, communication, training, and support to identified mentors
- Directed staff to develop and facilitate Brainsharks for high impact Marzano strategies in collaboration with the Employee Evaluations Department
- Coordinated TOP Cadre volunteers to plan and facilitate future BrIDGES credentialing courses in collaboration with the Employee Evaluations Department
- Coordinated the master scheduling monthly support meetings for middle and high school Assistant Principals to provide support and assistance with master scheduling throughout the year
- Provided support to identified Assistant Principals and Principals in growth areas to improve administrative performance throughout the year
- Planned and coordinated the Leadership Colloquium event in June, 2015
- Eighteen Principal Preparation Program graduates received level two Principal certification
- Eighteen Assistant Principals successfully completed the First Year Principal Program
- Twenty-seven participants successfully completed the LEAD Program meeting eligibility to apply for Assistant Principal positions
- Participated in leadership conference panel at McArthur High for over two hundred aspiring leaders
- Provided support to First Year Principals to improve administrative performance throughout the year

September 2012-September 2014

Principal, Lyons Creek Middle

- Selected as a Teacher Incentive Fund (TIF) Principal Mentor
- Selected and served on Florida's Education Commissioner's Leadership Academy
-
- Waivers/End Of Course Exams Recommendations Worked with the Council for Educational Change in an effort to improve administrative leadership throughout the state of Florida
- Taught and wrote curriculum for the
- Served as a Mentor Principal for five different administrators
- Served on Race to the Top (RTTT) Technology Committee
- Served on the district Supplement Review Committee
- Served on the district Principal and Assistant Principal Evaluation Committee

- Transitioned staff to standards based instruction delivery and planning and changed schedule to allow for department planning and professional development.
- Improved Reading learning gains from 66% to 68%
- Improved Science scores to highest in school's history

July 2007-September 2012

Principal, Markham Elementary

Reason for leaving –Lateral Principal position at Lyons Creek Middle

- Served as Ely Zone Principal Facilitator for four years
- Created administrative leadership program at Markham Elementary
- Improved Markham Elementary overall FCAT score to reach the grade of “A” for the first and only time in school’s history
- Led Markham Elementary to the highest reading scores in school’s history resulting in an increase of 23%
- Led Markham Elementary to the highest science scores in school’s history resulting in an increase of 26%
- Led Markham Elementary to the highest math scores in school’s history resulting in an increase of 4%
- Served as the Ely Zone Facilitator from 2009-2012

February 2003- July 2007

Assistant Principal, Lyons Creek Middle School

Reason for leaving –Promotion to Principal

- Served a second in command to principal from 2003-2007
- Served as President of Broward County Assistant Principal Association
- Created Lyons Creek Middle’s administrative mentoring program called Administrative Leaders of Tomorrow (ALOT)
- Supervised math and science curriculum and maintained a school grade of A during my tenure as an assistant principal.

September 1997-February 2003

Teacher, Fairway Elementary

Reason for leaving –Promotion to Assistant Principal

- Teacher of the year-2001
- Served as Union Steward 2000-2003
- Curriculum Coach 2000-2003
- Served as Team Leader 2001-2002

References available upon request



Section I. Personal Data

Office:

School Board of Broward County, FL
Office of School Performance and Accountability
[Redacted] 060

e-mail: [Redacted]
Office Phone: [Redacted]
Facsi [Redacted]
Cellular: [Redacted]

Section II. Educational Credentials and Licensures

- 01/2007 – 12/2009: Florida Atlantic University, Boca Raton, Florida
Doctor of Philosophy (Ph.D.), Educational Leadership (K-12)
Degree Conferral Date: December 11, 2009
- 04/1995 – 06/1996: Nova Southeastern University, Fort Lauderdale, Florida
Master of Science (M.S.), Educational Leadership
Degree Conferral Date: June 30, 1996
Graduated with University Honors for Outstanding Research Project
- 08/1988 – 04/1992: The Florida State University, Tallahassee, Florida
Bachelor of Science (B.S.), English Education
Degree Conferral Date: April 25, 1992
- 07/2014 – 06/2019: Florida Professional Educator’s License (#705305)
Educational Leadership – All Levels
English – 6-12
English for Speakers of Other Languages Endorsement
Gifted Education Endorsement
- 01/2014-01/2018: Florida Notary Public (Commission #FF 74879)

Section III. Professional Employment History

10/2015 – present: Broward County Public Schools: Office of School Performance and Accountability – *Chief Officer* Executive leadership position reporting directly to the Superintendent of Schools; Administrative responsibility for all of the schools district’s 228 schools and the Office of Service Quality; Support and supervise the work of 11 principal supervisors and 1 central office director; Work collaboratively with the Superintendent and fellow executive level colleagues on major system priorities and strategic plan goals; Ensure the effective operation of schools in accordance with district policies by developing, coordinating and supporting all resources necessary to maximize student achievement; Serve as district project manager of a multi-year, \$3.5 million grant from the Wallace Foundation; Recommend the appointment and supervision of principals, assistant principals; Participate in the screening and selection of central office and senior staff administrators; Advise the Superintendent of Schools on matters of school policy and administrative procedures; Provide effective channels of meaningful parental, city/county government, law enforcement, business and community involvement in education; monitor the development of departmental and school budgets, as well



as internal accounts, audit exceptions, property assets and ongoing expenditures; collaborate with all departments and divisions to support school principals as instructional leaders and operational managers – *Currently employed*

07/2012 – 10/2015: Broward County Public Schools: Office of School Performance and Accountability – Cadre Director (Cadre 11 – Non-traditional Schools) Provide direct support, supervision and guidance to the District’s 19 non-traditional school principals (5 ESE centers, 4 alternative high schools, 3 technical colleges, 3 behavior change centers, 2 community schools, 1 virtual school, and 1 full-time collegiate dual enrollment school); Serve as zone director in providing support and assistance to 3 innovation zones; Collaborate with fellow directors to provide professional development and technical assistance to principals to support leadership development, curricular innovation, organizational management, and alignment of resources; Make recommendations to the Chief School Performance Officer and the Chief Service Quality Officer concerning principal performance, operational efficiencies in schools, and allocation of resources; Work collaboratively within the School Performance and Accountability Division to meet the goals of the District’s strategic plan; Work collaboratively with fellow directors and other central office divisions to support the work of the schools; Assist in the selection and development of new school leaders; Serve as liaison between the district and local communities for school-related activities and projects; Served as administrative designee in the absence of the Chief Officer – *Promoted to Chief School Performance & Accountability Officer*

07/2007 – 06/2012: Broward County Public Schools: South Area Office
Area Director, School Improvements Worked independently in providing direct supervision, guidance, and support to 39 principals and schools (5 innovation zones) and area support staff; Provided technical assistance to principals in supervision, evaluation, and other management processes; Monitored all necessary reports; Made recommendations to the Area Superintendent regarding the monitoring and evaluation of curriculum, programs, and operational issues like facilities, property and inventory, and financial matters; Assisted the Area Superintendent in managing the daily operations of the administrative area; Assisted the Area Superintendent in improving the total operations of schools and quality of education; Assisted the Area Superintendent in meeting area and district goals and objectives; Interfaced with parents and community members to resolve school-related concerns; Provided professional development and support to principals, assistant principals, and aspiring school leaders; Served as liaison between the district and local communities for school-related activities and projects; Assisted in the selection and development of new school leaders; Served as Area Superintendent’s designee on district and local committees, work groups, and task force initiatives; Served as administrative designee in the absence of the Area Superintendent – *District Reorganization*

08/2007 – present: Florida Atlantic University: College of Education
Adjunct Professor (Department of Educational Leadership and Research Methodology) Served as adjunct professor for courses in the Master of Science/Education Programs in Educational Leadership; Served as a member of doctoral dissertation committees; Courses designed and/or taught – Educational Governance, Principal Internship, Leadership Theories and Assessment, Critical Urban Education, School Improvement; Appointed to the Associate Graduate Faculty - *Currently Employed*

07/2002 – 06/2007: Broward County Public Schools: Lanier-James Education Center



Principal (K-12 Disciplinary Center) Supervised a staff of 68 employees and approximately 275 students in 5 unique at-risk programs; Managed a \$2.6 million annual budget; Met the academic, behavioral and social needs of a diverse K-12 student population; Developed, fostered and facilitated professional development for all employee groups; Successful implementation of the district's partnership with the Broward Sheriff's Office to provide a unique approach to meeting the needs of at-risk students and their families (the only partnership of its kind in the state); Over 50% of the lowest achieving students in the school made learning gains in reading and math each year; Successful development and implementation of behavioral intervention program for elementary students in our administrative area (the only such intervention program in our district) – **Promotion to Area Director, School Improvements**

07/2000 – 06/2002: Broward County Public Schools: Central Office Administration
Student Planning Coordinator (Student Choice/School Boundaries) Supervised the student reassignment and Nova School application and assignment processes; Coordinated the district's summer school program for one year; Assisted in the annual school boundaries process for all schools; Successfully processed over 10,000 annual student assignment requests; Crafted initial district procedures for processing McKay Scholarship Application requests; Chairperson of Superintendent's Hardship Committee; Superintendent's Appointee to the district's Policy Review Committee, Calendar Committee, and Charter School Application Review Committee; Accepted into the district's Intern Principal Program – **Promoted to Principal**

08/1997 – 07/2000: Broward County Public Schools: Whiddon-Rogers Education Center
Assistant Principal (Alternative High School and Department of Juvenile Justice Programs) One of the district's four academic alternative high school and adult education centers; Assisted principal in managing the daily operations of the school; Served as Co-team Leader for the school's Southern Association of Colleges and Schools (SACS) accreditation review; Developed, delivered, and monitored the professional development plans for teachers and non-instructional employees; Supervised the academic program for the on and off-campus middle and high school programs; Worked with principal and teachers to achieve a 96% passing rate for GED candidates; 10 of 12 Juvenile Justice Programs received a superior rating on annual quality assurance reviews – **Lateral Transfer to Central Office**

02/1997 – 08/1997: Broward County Public Schools: Human Resource Development
Resource Teacher (Professional Orientation Program) One of four teacher-trainers in the Instructional Development Unit; Successfully assisted principals and professional development teams in providing support, mentoring and coaching to educators new to the profession, new to our school district, and/or in the documentation phase of the Instructional Performance Appraisal System (IPAS); Assisted in the development of the tenants of the district's current New Educator Induction Program – **Promoted to Assistant Principal**

08/1992 – 02/1997: Broward County Public Schools: Dillard High School
Classroom Teacher (9-12 English, Peer Counseling, ESOL) Faculty member of a comprehensive high school that served a diverse student population offering standard curricular and ESE programs and housed two magnet programs (computer/emerging technologies and performing/visual arts); Freshman and Sophomore Class Advisor; 1996 – Peer Counseling Program honored as a model program for the school district; 1995 – Highest percentage in the school of Grade 10 students scoring Level 6 on FCAT Writing (then *Florida Writes!*) – **Lateral Transfer to Central Office**



Section VI. Professional Experiences Relevant to Essential Performance Responsibilities

- As principal and area/cadre director, maintain current knowledge of state statutes, federal regulation, district rules and policies, in addition to in-depth knowledge and experience in day-to-day school-level operations, including curriculum and instruction, school improvement process, student performance assessment, school boundaries, FTE generation, budget development and management, personnel allocation, employee evaluations, transportation system, food service program, and current collective bargaining agreements
- As cadre director, worked collaboratively in the Student Success Opportunity Schools (SSOS) to successfully reconfigure the grade configuration and service delivery model for the three behavior change schools
- As cadre director, provide support for the successful implementation of the PROMISE Program, the district's systemic initiative to end the schoolhouse to jailhouse pipeline
- As cadre director, co-led the collaborative efforts to repurpose and transition Arthur Ashe Middle School to a branch campus of Atlantic Technical College
- As cadre director, facilitated and participated in the collaborative efforts to consolidate the emotionally/behaviorally disabled centers from three schools to two schools
- As cadre director, co-led the collaboration to expand the service delivery model of the College Academy at Broward College and Broward Virtual School
- As cadre director, work collaboratively on the team to convert Wingate Oaks Center from a district school to a charter school
- As cadre director, led the efforts to revise Policy 5307, *Secondary Student Parking* and Policy 6607, *Refund of Post Secondary/Adult Program Fees*, Policy 4002.14, *Selection and Appointment of School-Based Administrators* and job descriptions for assistant principal, principal and cadre director positions
- As cadre director, coordinated the efforts that led to the successful renaming of the three technical centers to technical colleges
- As area director, provided support to some of the most fragile schools in the area and assisted principals in overcoming barriers that impeded student achievement and school effectiveness (Collins Elementary School - C to sustained A, Sea Castle Elementary School – C to A, Olsen Middle School – C to sustained A/B, Miramar High School became the first urban high school in the area to receive an A, South Broward High School - D to sustained B)
- As area/cadre director, develop strategies and provide leadership in administering effective schools including developing and implementing relevant and rigorous academic programs emphasizing the use of a variety of student scheduling and employee staffing methods while monitoring the intent and spirit of SBBC Policy 6000.1 – *Student Progression Plan* in assigned schools
- As area/cadre director, collaborate regularly with Area Superintendent/Chief School Performance and Accountability Officer and Area Directors/Cadre Directors (within assigned area and across all administrative areas to discuss the needs of all schools, talent development among all levels of school leadership, and provide/coordinate area and district support for schools to meet school improvement and student achievement goals
- As lead center principal and area/cadre director, provide leadership and work collaboratively with peers and direct reports to ensure that school goals and improvement plans, curricular offerings and instructional delivery methods are student-focused, research-based and aligned



with district policies, which are predicated on the district's Strategic Plan, the BEST Blueprint, State statutes, Federal regulations

- As principal and area/cadre director, assist in the interpretation of a variety of programs, philosophy and policies of the district to staff, students, and community stakeholders
- As area/cadre director, develop and provide reports and analyses to Area Superintendent/Chief School Performance and Accountability Officer regarding the status of assigned schools' performance progress in the areas of teaching, learning, and school effectiveness to make recommendations for strengthening school leadership, instructional programs and repurposing
- As area/cadre director, conduct regular school visits in a collegial manner in assigned schools to provide technical assistance to principals in supervision, evaluation, leadership and management practices
- As area director, broke the paradigm of innovation zones functioning in silos and brought the zones together for monthly professional learning
- As area director, annually selected principals to work with assistant principals in the area assistant principal council to provide mentoring and professional learning experiences, while building succession planning capacity in the area for all levels of leadership
- As area director, created principal and assistant principal teams to conduct regular school visits to provide technical assistance to school-based leadership teams and share best practices in instructional leadership, curricular innovation, and operational management
- As lead center principal and area/cadre director, collaborate with multiple district offices and divisions to plan, design, and facilitate on-going professional learning and high quality, structured coaching and mentoring for principals and assistant principals
- As area director, coordinated, developed and facilitated staff development activities for the monthly principal and assistant principal meetings and the area assistant principal council professional learning community
- As area director, coordinated the South Area Leaders of Tomorrow (S.A.L.T.) Administrative Mentoring Program for aspiring leaders; guided the work of the assistant principals who serve as site-based mentors and provide pre-service administrative experiences, networking opportunities, and professional development in school leadership to the participants
- As area/cadre director, assign mentors and coaches for new principals, intern principals, and new assistant principals
- As area/cadre director, regularly monitor assigned school administrators and school performance using student achievement and operational data utilizing a variety of techniques and sources
- As area director, ensured that the area elementary curriculum council was properly executed and functioning each year
- As area/cadre director, assist the Area Superintendent/Chief School Performance and Accountability Officer in analyzing programmatic needs and placement of services throughout the area/district to yield the greatest return on investment
- As area/cadre director, work closely with district and school personnel to support school improvement initiatives and processes and regularly monitor school improvement plans and membership of the school improvement teams for the area (including School Improvement Goals, Staff Development Needs, School Budget Allocations, School Safety Plans, Behavior Plans, and AYP/Differentiated Accountability Plans)
- As principal and area/cadre director, ensure that Pre-K through Adult curriculum and initiatives are horizontally and vertically aligned throughout assigned schools and innovation zones

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- As principal, central office administrator, and area/cadre director, participate in the screening and selection processes of assistant principals, principals, central and area office administrators, and senior staff administrators
 - As area director, served on the district Administrative Personnel Performance Appraisal System (APPAS) Committee
 - As area director, participated in the efforts led by the Non-Instructional Staffing Office in redesigning the administrative evaluation document to align with the Florida Principal Leadership Standards
 - As area director, evaluated the job performance of 39 principals with frequent communication and feedback while providing input to the Area Superintendent in the evaluation of area office senior staff members (ESE Coordinator, Student Services Coordinator, Business Analyst, Assistant Director-Administration, Instructional Technology Specialist) and clerical staff
 - As central office administrator and area/cadre director, participate in the annual school boundaries process
 - As a principal and area director, participated in Instructional Council, served as Center Principal Chair serving on the Superintendent's Executive Leadership Team (then Senior Management), and served as a Co-Zone Facilitator
 - As area/cadre director, collaborate with appropriate school, area, and district staff from a variety of departments/divisions (Talent Acquisition, Portfolio Services, Instruction and Interventions, Student Support Services, ESE, Physical Plant Operations, Transportation, Food Service, Budget) to facilitate operational procedures that maximize the educational process
 - As lead center principal and area/cadre director, collaborate with departments/divisions and level chair principals for planning and conducting monthly principal and assistant principal meetings to continually update school-based administrators on all educational policy decisions and district initiatives
 - As area director, coordinated and facilitated efforts associated with the opening of a new school, including interfacing with city officials and community members throughout the school boundary process, working with the principal in staff selection, curricular planning, and school naming; coordinated the efforts of multiple district departments (Curriculum, Transportation, Facilities, Innovative Programs, Personnel, Budget and Human Resource Development); coordinated the facility contingency planning efforts to temporarily house the school in an alternate location due to a delay in construction
 - As area/cadre director, provide input to the Area Superintendent/Chief School Performance and Accountability Officer on the recommendation of principal appointments and the selection of assistant principal appointments
 - As area/cadre director, represent the Area Superintendent/Chief School Performance and Accountability Officer in matters concerning school grade inquiries, personnel management, and hearing grievances filed against school-based administrators
 - As area/cadre director, served as Area Superintendent/Chief School Performance and Accountability Officer designee providing all aspects of leadership in his absence
 - As area/cadre director, participate in structured, research-based professional development and learning communities with colleagues and other leaders in principal supervision and development process that allows for individual and collective reflection and growth to improve their performance
 - As an assistant principal, principal, and area/cadre director provide leadership in planning and development of programs resulting from local, state, and federal initiatives relating to vocational, adult, alternative, and ESE centers

- As principal and area/cadre director, facilitate effective channels for meaningful community involvement in education through participation in Area Advisory, appropriate Diversity Committee Meetings, Facilities Task Force Meetings, and applicable Municipal Educational Advisory Boards
- As area/cadre director, monitor the development of school and center budgets and provide assistance to principals in managing internal accounts, property and inventory, and payroll processes and procedures
- As area/cadre director, develop and recommend contingency plans to assist schools in meeting class size, the opening of new schools, and potential relocation of existing programs due to facility concerns
- As area director, served on Qualification Selection Evaluation Committee (QSEC), Site Review Committee, and Area Superintendent's designee for Audit Committee Meetings
- As area/cadre director, assisted the Area Superintendent/Chief School Performance and Accountability Officer in developing annual area goals and projects that are consistent with the Superintendent's goals and the district's Strategic Plan and participate in the development, implementation, monitoring, and evaluation of educational processes
- As area director, appointed to participate in the annual Superintendent's Evaluation Process
- As principal and area/cadre director, interact with city and county government, law enforcement, fire and safety, mental health, child protection agency, faith-based organizations, and business partners to enhance the understanding of district initiatives, elicit support, and implement joint educational initiatives
- As area/cadre director, assist the Area Superintendent/Chief School Performance and Accountability Officer in informing the Superintendent of potential problems or unusual events and respond to and/or resolve inquiries and school/district-based concerns in a timely manner
- As veteran school board employee, participate in appropriate staff development programs, stay abreast of current applicable job-related trends, comply with all safety mandates, adhere to all district/state/federal laws and perform other duties as assigned by supervisor

Section V. Professional and Community Involvement Activities

- 2015 – pres.: Member, FAU College of Education Advisory Board
- 2013 – pres.: Member, Association for Supervision and Curriculum Development (ASCD)
- 2013 – pres.: Member, The Leadership and Learning Center (Certified SBBC/FAU Trainer)
- 2012 – pres.: Member, The Marshall Memo Educational Research Network
- 2012 – pres.: Selected to develop course curriculum and teach in the SBBC partnership with Florida Atlantic University – Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL) Program
- 2010 – 12: Chair, Broward Area Directors (BAD) Group
- 2010 – pres.: Consulting Educator, Koinonia Community Development Corporation
- 2010 – pres.: Member, Koinonia Worship Center Event Planning Team
- 2008 – pres.: Member, Phi Kappa Phi (ΦΚΦ) Honor Society
- 2007 – 08: One of four principals selected to serve as a clinical adjunct professor for the inaugural cohort for the Masters in Educational Leadership Pilot Partnership between Florida Atlantic University and The School Board of Broward County
- 2007 – pres.: Member, Educational Support & Management Association of Broward County
- 2007 – pres.: Member, Golden Key International Honour Society
- 2006 – 12: Superintendent's Appointee – State Dropout Prevention Taskforce
- 2006 – 07: Level Chairperson for Center Principals

- 2006 – 07: Served on Superintendent’s Senior Management Team as Center Principal Representative
- 2006 – pres.: Consulting Educational Leader for City of West Park Education Advisory Board
- 2006 – 08: One of three-person team at Koinonia Worship Center that planned, organized and successfully executed the first community-wide education summit
- 2005 – 07: Content Expert for the district’s Effective Schools Program (One Voice Plan), developed and facilitated staff development at the Foundation and Application Levels for Lezotte’s Correlates of Effective Schools
- 2005 – 07: Contributing member of team charged with the district’s reform initiative for alternative centers
- 2005 – 07: Center Principal Representative on the district’s Budget Forecast Committee, which planed and approved all major funding allocations for the district
- 2005 – 07: Broward Principals and Assistants Board of Directors
- 2004 - 05: Served as Co-Lead Principal for Zone Feeder Schools (provided staff development for teacher and parents, began the work that has now become our K-12 seamless curriculum and educational experience for our students)
- 2004 – pres.: Member, National Association of Secondary School Principals (NASSP)
- 2003 – pres.: Member, National Alliance of Black School Educators, Broward Chapter – Serve as mentor to aspiring leaders and teacher leaders, workshop facilitator, chair the annual scholarship committee, which provides 2 to 4 annual scholarships for graduating seniors
- 2002 – pres.: Consulting Educational Leader for Koinonia Worship Center Education Ministry
- 1999 – pres.: Member of planning team at Koinonia Worship Center to develop, implement, and sustain the yearly church-sponsored FCAT Tutorial Program that provides supplemental academic assistance to over 200 students a year at no cost
- 1999 – pres.: Member, Phi Delta Kappa (ΦΔΚ) Professional Fraternity in Education
- 1997 – 07: Member, Broward Principals and Assistants Association
- 1997 – pres.: Member, Florida Association of School Administrators
- 1997 – pres.: Member, Koinonia Worship Center and Village (church affiliation)
- 1989 – pres.: Member, Delta Sigma Theta (ΔΣΘ) Sorority, Inc. (world’s largest Black women public service organization)

Section VI. Awards and Honors

- 2016: FAU Distinguished Alumna – College of Education
- 2015: South Florida Legacy Magazine Honoree – 25 Most Influential Black Women in Business and Leadership
- 2015: Inductee – Broward Education Foundation, Alumni Hall of Fame
- 2013: National Alliance of Black School Educators Distinguished Leadership Award
- 2011: Selected as Educator of Distinction to deliver keynote address at Mount Moriah Missionary Baptist Church’s Annual Baccalaureate Service – Palm Bay, FL
- 2011: Alpha Kappa Alpha (AKA) Sorority Women of Distinction Honoree
- 2007: Proclamation from the City of Hallandale Beach, FL (May 25, 2007 declared Valerie Smith Wanza Day in the city)
- 2007: Cambridge Registry of Who’s Who for Distinguished Female Leaders
- 2007: The Heritage Registry of Who’s Who Honoree
- 2007: Selected Educator of Distinction to facilitate the annual countywide Broward County Baccalaureate Service – Fort Lauderdale, FL



- 2006: State of Florida Middle School Principal of the Year
- 2006: Broward Principal of the Year Finalist
- 2006: As an alternative center, Lanier-James Education Center achieved 333 points in the State's A+ Accountability School Grading System, equivalent to a grade of C (improving from an F in 2005) – The only alternative center of its kind in the county and state to be graded C or above
- 2006: Gubernatorial recognition as one the top 100 middle schools in the state with improved FCAT Writing performance
- 2006: Met the Reach for the Stars State Reading Achievement Goal
- 2006: Selected as Educator of Distinction to deliver keynote address at Koinonia Worship Center's Annual Baccalaureate Service
- 2006: Honored as Exemplary Educational Leader by National Alliance of Black School Educators, Broward Chapter Annual Scholarship Gala
- 2006: Received the Broward Sheriff's Office Outstanding School Leadership Award
- 2003 – 07: Superintendent's commendations for error free operational audits

Professional References Available Upon Request

Home: [REDACTED]
[REDACTED]
[REDACTED]
Email: [REDACTED]

PROFESSIONAL OBJECTIVE: A challenging and responsible position which will fully utilize my acquired skills, education and experience in teaching, professional development and leadership

EDUCATION: Florida Atlantic University, Boca Raton, Florida
M.Ed. Educational Leadership, April, 1989

Barry University, Miami Shores, Florida
B.S. Early Childhood/Elementary Education, Magna Cum Laude, May, 1986

PROFESSIONAL DEVELOPMENT: July 2015–Present: **The School Board of Broward County, Florida**
GRANT FACILITATOR: Office of Talent Development/Teaching and Leadership Center @ FAU, 3200 College Ave, Davie, FL 33314

- EXCEED is an elementary education grant that supports the partnership between FAU, Broward and Palm Beach county school systems with goals to:
 - Improve the content knowledge and pedagogy of preservice teachers by incorporating content instruction aligned to the Florida Standards
 - Enhance the knowledge of vocabulary and strategies of the Marzano Instructional Framework
 - Strength field experiences by further developing 100 Cooperating teachers eligible to host preservice students in 21 participating Broward County public elementary schools
 - Observe Preservice students using the iObservation tool by FAU Supervisors, Cooperating Teachers and Grant Facilitator
 - Provide better-prepared novice teachers to employing districts

September 2004-June 2015: **The School Board of Broward County, Florida**
DIRECTOR/TEACHER DEVELOPMENT: Office of Talent Development, 3531 Davie Road, Davie, Florida 33314 (*Reason for Transition: Accepted position to work with Institutions of Higher Education focused on teacher preparation programs*)

Position Goals:

- To provide a continuum of instructional professional development services and support from pre-service through National Board certification
- To provide a continuing series of high quality professional development programs which support District initiatives
- To provide professional development programs to empower teachers to be change agents and active participants in the development of school culture

PROFESSIONAL HIGHLIGHTS: *(District-Based)* **Field Experience:** A web-based system that facilitates over 4,000 placements annually representing up to 21 institutions of higher education
Preprofessional Educators (Teacher Candidates) Professional Learning Opportunities: Designed a pathway of activities to support and build upon the growth and development of a future educator focused on Florida Standards, Instructional Practices, Classroom Management, Lesson Planning, Differentiated Instruction, Ethics, and Professionalism

New Educator Support System: 2006 NEA - Saturn UAW Partnership Award; lead district oversight for a system of support designed to be unique to each school and district location to recruit and meet the needs of new educators

New Teacher Academy: Led the original Design Team in 2001 which produced a week-long course of study for teachers new to the profession or district; thousands of teachers have attended the NTA with content in Instructional Strategies, Florida Standards, Classroom Management, Professionalism and Technology Integration facilitated by a Cadre of Trainers who are effective and highly effective teachers

New Teacher Orientation: Responsible for all tasks (agenda, special guests, break-out sessions, communication) of the annual event for hundreds of teachers new to our district

Alternative Certification: Responsible for rigorous professional development certification programs with 450+ completers over a five-year period with an average of 84% retention rate

Education Support Professionals: Worked collaboratively with labor and management and led the design for the first ESP Orientation

Instructional Practice Professional Learning Activities: Selected Teachers and APs to be certified as trainers for both onsite and online courses based on the work of Marzano's Art and Science of Teaching; responsible for leading the design and development of multiple 6-hour and 3-hour courses targeted to deepen an understanding of the framework with a strong focus on the seven high frequency elements

Growth Plan/Deliberate Practice: Responsible for launching the online version in iObservation for all 14,000+ classroom and non-classroom teachers to plan their professional learning in order to track their progress each school year

Instructional Coach Professional Development Credentialing Program:

Collaborated with the New Teacher Center and designed, a first of its kind, two year program focused on strengthening the role of a coach through quality professional learning activities and the use of standardized tools and resources

Local Advanced Placement Credentialing Program: designed and developed, first of its kind program for AP teachers in select subject areas to attend an AP summer institute at no cost and actively participate in a year-long community of learners with fellow AP teachers in the same subject

National Board for Professional Teaching Standards: As Director, earned recognition in 2007 – 2009 with Broward County Public Schools leading the nation with the most National Board Certified Teachers for three consecutive years; currently, Broward remains #1 in Florida with 1,809 NBCTs

Broward County Recognition Program: Recipient in 2004 prior to being responsible for all aspects of the program; BCRP is an opportunity for nonclassroom teachers to develop and demonstrate mastery of knowledge and skills of an accomplished professional

Urban Teacher Academy Program: Provide district support to high school UTAP teachers with curriculum and; college and career readiness experience, K-8 tutoring, college visits, scholarship opportunities for high school students

NSU Project Management Course: Selected and successfully completed formal education in a Project Management Professional Learning program

Grant Manager for the following Entitlement and Competitive Grants:

- Title II, Part A – Teacher and Principal Training and Recruiting Funds
\$8.2M annually
- Teacher Directed Improvement Fund (TDIF)
\$1.5M annually

- SunBay i3 Grant - Middle School Digital Mathematics Program
\$800,000 over two years
- Commissioner's Task Force on Holocaust Education
\$100,000 annually
- IMPACT – State-approved district alternative certification program
\$1.9M over six years
- Performance Adjustments to School Districts
\$356,000 for six months

July 2001-September 2004: **The School Board of Broward County, Florida.**
TEACHER/HELPING RESOURCE: Human Resource Development,
3531 Davie Road, Davie, Florida 33314 (*Reason for Leaving: Selected as Director*)
Performed Responsibilities as assigned by Director, Instructional Development
for the following:

- Teacher Induction Program
- National Board Certification Preparation Program
- Substitute Teacher Training Program
- Field Experience Program
- New Teacher Orientation
- Broward Guild of Teachers
- Coalition of Essential Schools Program
- New Educator Support System and Teacher Coaches
- Instructional Staff Support, Activities and Committees
- Innovation Zones
- Professional Development Network

August 1998-June 2001: **The School Board of Broward County, Florida.**
INNOVATION ZONE STAFF DEVELOPMENT COACH: McArthur High
School, 6501 Hollywood Blvd., Hollywood, Florida 33024
Responsibilities include providing, designing and delivering staff development
and support for the McArthur Innovation Zone and South Area Office which
focuses on critical content curriculum, data analysis, and utilization and
integration of technology (*Reason for Leaving: Transferred to HRD*)

TEACHING EXPERIENCE:

August 1993-June 1998: **The School Board of Broward County, Florida**
TEACHER: Orange Brook Elementary, 715 S 46th Avenue, Hollywood,
Florida 33021 Grades: First and Second (*Reason for Leaving: Selected as Zone Coach*)

August 1986-December 1991: **The School Board of Broward County, Florida**
TEACHER: Edgewood Elementary, 1300 SW 32nd Court, Fort
Lauderdale, Florida 33315 Grades: First and Fourth, 1986-1990
INTERMEDIATE SPECIALIST/CURRICULUM ASSISTANT, 1990-1991
(*Reason for Leaving: Maternity Leave*)

PROFESSIONAL HIGHLIGHTS: (School-Based)

Clinical Educator Trainer: Successfully completed requirements to serve as a
trainer to teachers interested in hosting a pre-service teacher
School Improvement Team Chairperson: Elected as chairperson for the 1996-
97 and 1997-98 school years; responsible for writing and maintaining the
successful implementation of the School Improvement Plan with the School

Improvement Team through regular meetings and recommended inservices;
School Improvement Team Member, 1994-1996

School Improvement Plan Review Panel: Invited and developed to participate as a county panel member to review school improvement plans, spring 1997-1999

Coalition of Essential Schools Facilitator: Completed training and facilitated with the responsibility of planning and conducting monthly study group session

Innovation Zone: Attended meetings and participated in activities for the McArthur Innovation Zone, 1995-1997

Curriculum Council Chairperson: Elected as South Area Elementary Curriculum Council Chairperson; responsible for planning and conducting monthly meetings, attending monthly contact meetings with Director of Elementary Education, and participate in all Professional Educator (PEN)/Professional Development Network (PDN) activities, October 1998-December 1999; Vice-Chairperson October 1997- October 1998, Central Area Representative 1988-91, South Area Representative 1997

Principal Designee: Assumed responsibilities of the principal at his/her request in his/her absence, 1988-91/1996-98

New Educator Support System Liaison: Selected to be NESS School Liaison to support new teachers in professional growth, August 1998

Peer Teacher/OPE: Completed training and have served in both roles for new teachers in the Professional Orientation Program, 1989-1998

Textbook Chairperson: Maintained all records on instructional materials; coordinated orders, distributed materials as necessary, organized current materials, returned used books, and conducted an annual inventory, 1993-1998

Grade Level Chairperson: Elected as Chairperson for four years at Edgewood; elected as Chairperson for the 1995-96/1996-97 school years at Orange Brook

Broward County Reading Pre-Adoption Committee: Selected to serve on committee to choose the three basal reading series that were to be presented to all teachers for voting, summer, 1989

Broward County Language Arts Fair Committee: Invited to serve as a member as part of the Broward County Curriculum Fair, spring 1991

SACS Steering Committee Chairperson: Completed all tasks related to position's responsibility including preparing my school for visitation as well as serving on a visitation team

Faculty Council: Elected to serve as a faculty member representative in school related matters that required addressing in times of importance or need with school administration, 1995-1996

Multicultural Contact: Responsible for maintaining communication between school bilingual staff and administration and county office; completed all necessary paperwork for audit purposes on students for staff, 1990-1992

Gesell Developmental Examiner: Qualified to administer the Gesell, tested Kindergarten students at Saturday Screenings, 1991-1997

MEMBERSHIPS: **Learning Forward (formerly National Staff Development Council)** – 2001-06
Academy XV Graduate: Developed and implemented job embedded learning plan focused on leadership, facilitation, implementing change in the workplace and evaluating staff development – 2003-2005

Broward County Reading Council - 1989-2004

President 1991-1992/1996-1997

Reading Day at the Mall Co-Chair, 1987-1994

Florida Reading Association - 1986-2000

District XIV Director - 1996-1999; responsible for maintaining communication between FRA and the Miami-Dade, Broward and Monroe Councils

Local Arrangement Co-Chairperson, Annual Conference, October 14-17, 1999, Kissimmee, Florida and October 14-17, 1992, Miami, Florida

International Reading Association - 1986-2000**Kappa Delta Pi: An International Honor Society in Education**

1985- 1996; President 1988-1994

Regional Conference hosted and planned by our chapter, April 3, 1993

CERTIFICATION: Department of Education Number: 592296

Areas of Certification: Early Childhood Education, Elementary Education, Reading K-12, Educational Leadership, ESOL Endorsement

BTU *Broward Teachers Union*

A Union of Education, Technical Support, Charter School and Education Support Professionals

July 6, 2016

Robert Runcie, Superintendent
The School Board of Broward County, FL
600 SE Third Avenue, 10th Floor
Fort Lauderdale, FL 33301

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. Within this proposal, leaders from BCPS have committed to a bold plan to improve teaching and learning. By institutionalizing an LEA-wide human capital management system and evaluation system and implementing a performance-based compensation system in BCPS' high-need schools, you firmly demonstrate your commitment to ensuring that every child receives instruction from an effective teacher and becomes college and career ready. This letter represents support for BCPS from the Broward Teachers Union (BTU).

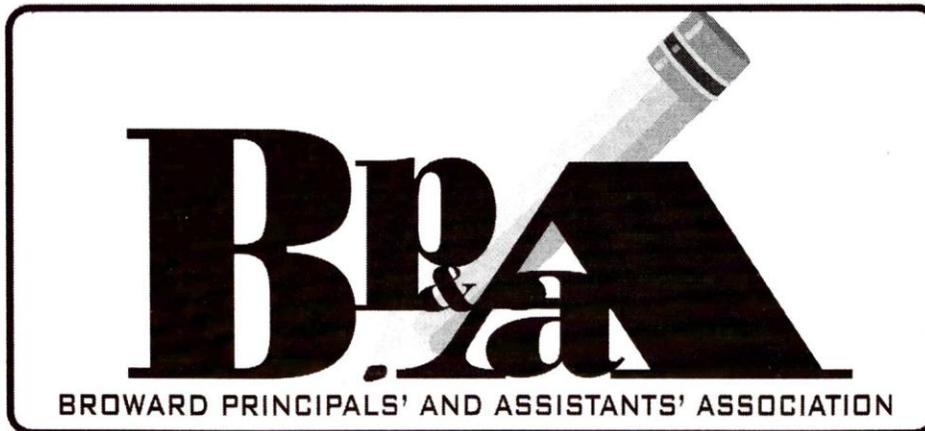
TIF presents a unique opportunity for the U.S. Department of Education to show that leveraging teacher effectiveness can have a dramatic impact on our country's high-need students. While BCPS has seen gains in student achievement, students still have much room for improvement. A TIF award will help accelerate efforts and will provide funding for an LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the center. BCPS is poised to serve as a national model for education reform, and we believe this model could be replicated on a wide scale.

As a member of BTU, we fully support the BCPS TIF application. Our commitment is to support this project by working with district and school administrative staff to provide consistent feedback and assistance to ensure an equitable, objective, and sustainable implementation. With support of TIF funding, we are confident BCPS will raise the bar of teacher effectiveness and student achievement and produce students who excel in college and career.

Sincerely,



Anna Fusco
President



Robert Runcie, Superintendent
The School Board of Broward County, FL
600 SE Third Avenue, 10th Floor
Fort Lauderdale, FL 33301

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. Within this proposal, leaders from BCPS have committed to a bold plan to improve teaching and learning. By institutionalizing an LEA-wide human capital management system and evaluation system and implementing a performance-based compensation system in BCPS' high-need schools, you firmly demonstrate your commitment to ensuring that every child receives instruction from an effective teacher and becomes college and career ready. This letter represents support for BCPS from the Broward Principals' and Assistants' Association (BPAA).

TIF presents a unique opportunity for the U.S. Department of Education to show that leveraging teacher effectiveness can have a dramatic impact on our country's high-need students. While BCPS has seen gains in student achievement, students still have much room for improvement. A TIF award will help accelerate efforts and will provide funding for an LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the center. BCPS is poised to serve as a national model for education reform, and we believe this model could be replicated on a wide scale.

As a member of BPAA, we fully support the BCPS TIF application. Our commitment is to support this project by working with the Broward Teachers Union, district and school administrative staff to provide consistent feedback and assistance to ensure an equitable, objective, and sustainable implementation. With support of TIF funding, we are confident BCPS will raise the bar of teacher effectiveness and student achievement and produce students who excel in college and career.

Sincerely,

Angie Lyght
President, BPAA



COLLEGE OF EDUCATION
Office of the Dean
777 Glades Road
P.O. Box 3091
Boca Raton, FL 33431-0991
tel: 561.297.3564
fax: 561.297.3613
www.coe.fau.edu

June 17, 2016

Ms. Angela Brown
Director, Coaching and Induction
3531 Davie Road
Davie, FL 33314

Dear Ms. Brown,

The College of Education and the Office of the Vice President for Student Affairs at Florida Atlantic University are delighted by the opportunity to support your efforts in recruiting and retaining quality teachers, through the U.S. Department of Education Teacher Incentive Grant. By combining the power of professional researchers and academic experts with district resources, we are confident we are advancing a community-wide partnership that will be most effective in addressing challenges faced by urban school districts and Colleges of Education.

The Department of Curriculum, Culture, and Educational Inquiry (CCEI) is pleased to serve as an institutional partner in the development of a **Cultural Diversity Certificate Program** and stands ready to move through the institutional program approval process as soon as the grant is approved. The department currently houses six graduate level courses in multicultural education. The department also expresses its willingness to offer **Job-embedded, and Year-round Professional Development**, especially if this is a research-generating endeavor. The department currently jointly hosts a Bachelor's in Early Childcare Education and is open to using this structure to provide a **Continuing Education Program for Paraprofessionals** and, pending funding and institutional approval, to explore the development of **capstone classes for educators**. The Office of the Vice President for Student Affairs at Florida Atlantic University, in collaboration with the Department of Curriculum, Culture, and Educational Inquiry stands ready to host **Experiential Field Trips** and **Teacher Recruitment Opportunities** as activities funded by this grant.

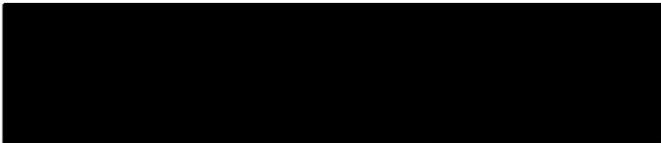
This letter of support is an indication of our willingness to engage in continued partnership in terms of the six general areas presented. We anticipate that the specific tasks, activities and costs will be negotiated and the terms finalized in a Memorandum of Understanding following grant funding.

We look forward to working with you.

Sincerely,



Valerie J. Bristor, Ph.D.
Dean and Professor



Corey King, Ed.D.
Vice President for Student Affairs

July 6, 2016

John B. King, Jr.
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5960

Dear Secretary King:

I am pleased to offer a letter of support, on behalf of The Wallace Foundation, for Broward County Public Schools' (BCPS) application to the federal Teacher Incentive Fund grant program. BCPS is one of six districts previously funded by Wallace to shift the role of principal supervisors from overseeing compliance to shaping principals' instructional leadership capabilities. We are pleased with their progress in accomplishing all aspects of their workplans to date.

The initiative being implemented by Broward under the Wallace grant is to continue refining the newly revised principal supervisor job description in alignment with leader standards, professional development for new and incumbent leaders, succession planning, reducing the number of principals supervised by each leader, and strengthening the structure of the central office to more effectively facilitate and support the functioning of principal supervisors. Their work to align these components to help achieve the district's larger education reform agenda is to be commended.

We believe that the proposed project would be an ideal complement to the work that BCPS has already undertaken in partnership with The Wallace Foundation. We fully endorse their expertise and experience in carrying out this work.

Sincerely,



Jody Spiro
Director, Education Leadership



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Bennett Elementary
Chris W. Carney, Principal
Mimi Jensen, Assistant Principal
1755 N.E. 14th Street
Fort Lauderdale, FL 33304
TEL: 754-322-5450 – FAX: 754-322-5490

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NORA RUPERT

July 5, 2016

Dear Superintendent Runcie:

ROBERT W. RUNCIE
Superintendent of Schools

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Bennett Elementary's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Bennett Elementary, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Bennett Elementary, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]
Chris Carney
Principal

[Redacted Signature]
Ivesssa Macrina
Teacher Representative

[Redacted Signature]
Stephanie Loomis
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ORANGE BROOK ELEMENTARY
DEVON O'NEAL, *Principal*
715 S. 46th Avenue
754-323-6750 office 754-323-6790 fax
orangebrook.browardschools.com

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ROBERT W. RUNCIE, *Superintendent of Schools*

June 30, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Orange Brook Elementary's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Orange Brook Elementary, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Orange Brook Elementary, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

Mr. O'Neal, Principal

s. Lisa Meltzer, SLP

Antion Lockhart, Parent



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

CASTLE HILL ELEMENTARY
Frances Fuce-Ollivierre, Principal
2640 NW 46th Avenue
Lauderhill, FL 33313
TEL 754-322-5600
FAX 754-322-5640

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LAURIE RICH LEVINSON
ANN MURRAY
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ROBERT W. RUNCIE
Superintendent of Schools

July 5, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Castle Hill's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Castle Hill Elementary, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Castle Hill Elementary, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]

Frances Fuce-Ollivierre
Principal

[Redacted Signature]

Kimberly Jefferson
Teacher Representative

[Redacted Signature]

Nicola Minott
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Thurgood Marshall Elementary
Michael V. Billins, Principal
800 NW 13 Street
Fort Lauderdale, FL 33311
(754) 322-7000 - Telephone
(754) 322-7040 - Fax

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ANN MURRAY
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ROBERT W. RUNCIE
Superintendent of Schools

July 6, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Thurgood Marshall Elementary School's principal, teachers and parents.

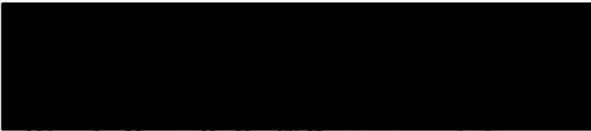
BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Thurgood Marshall Elementary School, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Thurgood Marshall Elementary School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,


Michael Billins, Principal



Wanda Russell, Staff Representative



Brian Fain, Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ENDEAVOUR PRIMARY LEARNING CENTER
Mrs. Denise Lawrence, Principal
2701 N. W. 56th Avenue
Lauderhill, Florida 33313
(754) 321-6600 Phone Number
(754) 321-6640 Fax Number

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ANN MURRAY
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ROBERT W. RUNCIE
Superintendent of Schools

June 30, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Endeavour Primary Learning Center's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Endeavour Primary Learning Center we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Endeavour Primary Learning Center we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

Denise Lawrence
Principal

Mary Blackmon
Teacher Representative

Brenda Bazile
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

NORTH SIDE ELEMENTARY
IRINA K. SHEARER, PRINCIPAL
120 NORTHEAST 11TH STREET
FORT LAUDERDALE, FL 33304
TEL 754-322-7450 • FAX 754-322-7490
<http://northside.browardschools.com>

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NORA RUPERT

July 5, 2016

Dear Superintendent Runcie:

ROBERT W. RUNCIE
Superintendent of Schools

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from North Side Elementary's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At North Side Elementary, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of North Side Elementary, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted signature]

Irina Shearer, Principal

[Redacted signature]

Danella Patterson, Teacher Representative

[Redacted signature]

Debra Blaides, Parent Representative

Educating Today's Students for Tomorrow's World
Broward County Public Schools Is An Equal Opportunity/Equal Access Employer



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

CHARLES R. DREW ELEMENTARY
Angeline H. Flowers, Principal
1000 Northwest 31st Avenue
754-322-6250 – Facsimile 754-322-6290
Angeline.flowers@browardschools.com

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ROBERT W. RUNCIE
Superintendent of Schools

July 6, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Charles R. Drew Elementary's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Charles R. Drew Elementary, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Charles R. Drew Elementary, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

[REDACTED]
Angeline H. Flowers
Principal

[REDACTED]
Anitra J. Fleming
Teacher Representative

[REDACTED]
Lenita Copeland
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

C. ROBERT MARKHAM ELEMENTARY
Dr. Craig A. Saddler, Principal
1501 NW 15 Avenue, Pompano Beach, FL 33069
Phone: (754) 322-6950 – Fax: (754) 322-6990

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ROBERT W. RUNCIE
Superintendent of Schools

July 5, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from C. Robert Markham Elementary's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At C. Robert Markham Elementary's, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of C. Robert Markham Elementary's, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]
Dr. Craig Saddler, Principal

[Redacted Signature]
Eyvonda Cooper-Moye, Teacher Representative

[Redacted Signature]
Tonia McDonald, Parent Representative

PALMVIEW

ELEMENTARY SCIENCE MAGNET SCHOOL



2601 NE 1st Avenue, Pompano Beach, FL 33064 . Phone: (754) 322-7600 . Fax (754) 322-7640

Robert L. Gibson, *Principal*

July 6, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Palmview Elementary's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Palmview, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Palmview, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

A large black rectangular redaction box covering the signature of Robert L. Gibson.

Robert L. Gibson

A large black rectangular redaction box covering the signature of Linda Perez.

Linda Perez
Teacher Representative

A large black rectangular redaction box covering the signature of Emmanuel Duverneau.

Emmanuel Duverneau
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ORIOLE ELEMENTARY SCHOOL
LAFERNE MCLEAN-CROSS, Principal
3081 N.W. 39th Street
Lauderdale Lakes, Florida 33309
Telephone: 754-322-7550
Facsimile: 754-322-7590
Laferne.mclean-cross@browardschools.com

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DONNA P. KORN
LAURIE RICH LEVINSON
ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

June 30, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Oriole Elementary's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Oriole Elementary, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Oriole Elementary we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

LaFerne McLean-Cross

Principal

Lorette Griffiths

Teacher Representative

Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

West Hollywood Elementary School
Aimee Zekofsky, Principal
6301 Hollywood Boulevard
Hollywood, FL 33024
754-323-7850 Phone
754-323-7890 Fax

SCHOOL BOARD
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ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

July 7, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from West Hollywood Elementary's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At West Hollywood Elementary, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of West Hollywood Elementary, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,


Aimee Zekofsky
Principal



Teacher Representative



Marlon Taylor
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

RIVERLAND ELEMENTARY SCHOOL
WORLD LANGUAGES MAGNET

Mr. Oslay Gil, Principal
Mrs. Jodi Washington, Intern Principal
2600 S.W. 11th Court
Fort Lauderdale, Florida 33312
Phone: (754) 323-7200
Fax: (754) 323-7240

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ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

July 5, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Riverland Elementary School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS. At Riverland Elementary School, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Riverland Elementary School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted signature]

Oslay Gil
Principal

[Redacted signature]

Jackelyn Munoz
Teacher Representative

[Redacted signature]

Randolfo Munoz
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

OAKLAND PARK ELEMENTARY SCHOOL
Michelle Garcia, Principal
Cynthia Woods, Assistant Principal
936 NE 33 Street, Oakland Park, FL 33334
754-322-7500 – Facsimile: 754-322-7540
michelle.garcia@browardschools.com
cynthia.woods@browardschools.com

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ANN MURRAY
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ROBERT W. RUNCIE
Superintendent of Schools

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Oakland Park Elementary School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Oakland Park Elementary School, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Oakland Park Elementary School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]

Michelle N. Garcia, Principal

[Redacted Signature]

Dawn, McMahon, Teacher Representative

[Redacted Signature]

Andre [Redacted] ph, Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

WATKINS ELEMENTARY SCHOOL
LORI A. MENDEZ, PRINCIPAL
3520 SW 52ND AVE
PEMBROKE PARK, FL 33023
PHONE: 754-323-7800
FAX: 754-323-7840

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ROBERT W. RUNCIE
Superintendent of Schools

July 7, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Watkins Elementary School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Watkins Elementary School we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Watkins Elementary School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]
Lori A. Mendez
Principal

[Redacted Signature]
Theresa Alvarez

[Redacted Signature]
Terra Jackson
Parent Representative

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Lauderhill Paul Turner Elementary School

Lauderhill Paul Turner Elementary School
1500 NW 49th Avenue, Lauderhill, FL 33313
Office: 754-322-6700 Fax: 754-322-6740

Richard Garrick, Principal
Wendell Johnson, Assistant Principal

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ANN M. RRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

July 5, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Lauderhill Paul Turners principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Lauderhill Paul Turner, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Lauderhill Paul Turner, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted signature]

Richard Garrick
Principal

[Redacted signature]

Tamika Nelms
Teacher Representative

Tangela Jones
Parent Representative

[Redacted signature]



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

LLOYD ESTATES ELEMENTARY
SHAWN ALLEN, Principal
750 NW 41st Street, Oakland Park, FL 33309
Telephone: 754-322-6800
Fax: 754-322-6840

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ANN MURRAY
NORA RUPERT

July 7, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Lloyd Estates Elementary's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Lloyd Estates, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Lloyd Estates, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]

Shawn Allen
Principal

[Redacted Signature]

Lori Weinhaus
Teacher Representative

[Redacted Signature]

Merdyne Mercier
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

SANDERS PARK ELEMENTARY SCHOOL

RHONDA PARRIS, Principal
800 NW 16th Street
Pompano Beach, FL 33060
Telephone - 754-322-8400
Facsimile - 754-3228440

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- Superintendent - ROBERT W. RUNCIE

Dear Superintendent Runcie:

July 7, 2016

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Sanders Park Elementary School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Sanders Park Elementary we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Sanders Park Elementary we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,



Rhonda Parris
Principal



Monica Morant
Teacher Representative



LaDonnis Griffin
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

SEA CASTLE ELEMENTARY
Rick Rodriguez, Principal
Lina Palacios, Intern Principal
9600 Miramar Blvd.
Miramar, FL 33025
Telephone 754-323-7250
Facsimile 754-323-7290

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NORA RUPERT

July 6, 2016

ROBERT W. RUNCIE
Superintendent of Schools

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Sea Castle's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Sea Castle, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Sea Castle we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]
Riquelme Rodriguez
[Principal]

[Redacted Signature]
Arnita Kethereddy
[Teacher Representative]

[Redacted Signature]
Robert Figueroa
[Parent Representative]



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

COLBERT MUSEUM MAGNET SCHOOL
Patricia D. Yackel, Principal
Dorsett McLeod, Assistant Principal
2702 Funston Street
Hollywood, Florida 33020
(754) 323-5100 (754) 323-5140 FAX

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ANN MURRAY
NORA RUPERT

Superintendent

ROBERT W. RUNCIE

July 5, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Colbert Museum Magnet's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Colbert Museum Magnet, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Colbert Museum Magnet, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident that BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]

Patricia D. Yackel
Principal

[Redacted Signature]

Jhyan Padma
BTU Steward/3rd Grade Teacher

[Redacted Signature]

Kaheshia Smith
Parent



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

PLANTATION ELEMENTARY SCHOOL
Sprouting STEM Museum Magnet
Judith Pitter, Principal
Deborah Brown, Ed. D, Intern Principal
651 NW 42nd Avenue
Plantation, Florida 33317
Telephone: 754-322-8000
Fax: 754-322-8040

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ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

June 30, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Plantation Elementary principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Plantation Elementary, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Plantation Elementary, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]
Judith Pitter
Principal

[Redacted Signature]
Dana Rhodes-Hurley
Teacher Representative

[Redacted Signature]
Sandra Sibbles
Parent Representative

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CRESTHAVEN ELEMENTARY
JOSHUA KISTEN, PRINCIPAL
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Pompano Beach, FL 33064
(754) 322-6000 Facsimile (754) 322-6040
<http://cresthaven.browardschools.com/>

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ROBERT W. RUNCIE
Superintendent of Schools

July 5, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Cresthaven elementary principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Cresthaven we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Cresthaven elementary we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

[Redacted]
Principal

[Redacted]
Denise Camuto
Teacher Representative

[Redacted]
Melanie Esser
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

POMPANO BEACH MIDDLE SCHOOL
SONJA S. BRAZIEL, PRINCIPAL
310 NE 6 Street
Pompano Beach, FL 33060
(754) 322-4200 Telephone
(754) 322-4285 Facsimile

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ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

July 7, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Pompano Beach Middle School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Pompano Beach Middle School, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Pompano Beach Middle School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

Sonja Braziel
Principal

Angela Williams
Teacher Representative

Jannette Irwin
Parent Representative

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

LAUDERDALE LAKES MIDDLE
MYP/INTERNATIONAL BACCALAUREATE
JAMES F. GRIFFIN II, Principal
3911 NW 30th Avenue, Lauderdale Lakes, FL 33309
754-322-3500 – 754-322-3585

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HEATHER P. BRINKWORTH
PATRICIA GOOD
DONNA P. KORN
LAURIE RICH LEVINSON
ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

July 6, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Lauderdale Lakes Middle's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Lauderdale Lakes Middle School we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Lauderdale Lakes Middle School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]
James F. Griffin II
Principal

[Redacted Signature]
Rosheika Rolle
Teacher Representative

[Redacted Signature]
Robert McKenzie
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

SCHOOL NAME:
SHERNETTE GRANT, PRINCIPAL
2400 NW 26th Street,
Fort Lauderdale, FL 33311
Phone: 754-322-3200
Fax: 754-322-3285

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HEATHER P. BRINKWORTH
PATRICIA GOOD
DONNA P. KORN
LAURIE RICH LEVINSON
ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

June 5, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from William Dandy's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At William Dandy, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of William Dandy, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]
Shernette Grant
Principal

[Redacted Signature]
Tiffani Barbey
Teacher

[Redacted Signature]
Kadisha Siburn
PTSA President



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DEERFIELD BEACH MIDDLE SCHOOL
MS. FRANCINE BAUGH, Principal
701 SE 6th Avenue
Deerfield Beach, FL 33441
Telephone: 754/322-3300
Facsimile: 754/322-3385

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ROBERT W. RUNCIE
Superintendent of Schools

July 6, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Deerfield Beach Middle School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Deerfield Beach Middle School, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Deerfield Beach Middle School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

S/

[Redacted signature]

Francine Baugh
Principal

[Redacted signature]

Juanita Kears-Creech
Teacher Representative

[Redacted signature]

Vernell Higgs-Williams
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

New Renaissance Middle School
JANET MORALES, Principal
10701 Miramar Blvd.,
Miramar, Florida 33025
754-323-3500 Telephone
754-323-3585 Facsimile

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ROBERT W. RUNCIE
Superintendent of Schools

June 30, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from New Renaissance Middle School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At New Renaissance Middle School, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of New Renaissance Middle School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted signature]

Janet Morales, Principal

[Redacted signature]

Chaya Edson, Teacher Representative

[Redacted signature]

Jamila Ingram, Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

CRYSTAL LAKE MIDDLE SCHOOL
A Magnet Options School
Sabine B. Phillips, Principal
3551 NE 3rd Avenue
Pompano Beach, FL 33064
Telephone (754) 322-3100
Facsimile (754) 322-3188
crystallake.browardschools.com

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ROBERT W. RUNCIE
Superintendent of Schools

July 8, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Crystal Lake Middle School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Crystal Lake Middle, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives Crystal Lake Middle, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted Signature]
Sabine B. Phillips
Principal

[Redacted Signature]
Grace Greenwood
Teacher Representative

[Redacted Signature]
Donna Pushinsky
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JAMES S. RICKARDS MIDDLE SCHOOL
WASHINGTON B. COLLADO, Principal
6000 N.E. 9TH AVENUE
OAKLAND PARK, FLORIDA 33334
Telephone 754-322-4400 – Facsimile 754-322-4485
washington.collado@browardschools.com

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ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

July 5, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from James S. Rickards Middle School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Rickards Middle School we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of James S. Rickards Middle School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident that BCPS will raise the bar and enable all our students to succeed.


Washington B. Collado
Principal


BELINDA BECKFORD
Teacher Representative


William Cone
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

BLANCHE ELY HIGH SCHOOL
DR. KARLTON O. JOHNSON, Principal
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Pompano Beach, FL 33060
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754-322-0980 Fax
karlton.johnson@browardschools.com

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ROBERT W. RUNCIE
Superintendent of Schools

July 6, 2016

Dear Superintendent Runcie,

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Blanche Ely 's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Blanche Ely High School, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

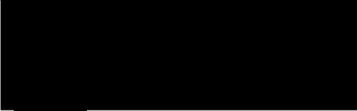
BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Blanche Ely High School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,



Dr. Karlton O. Johnson
Principal



Jillian Smith
Teacher Representative



Twyller Ferguson
Parent Representative

Educating Today's Students for Tomorrow's World
Broward County Public Schools Is An Equal Opportunity/Equal Access Employer



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

HALLANDALE HIGH SCHOOL
Mark P. Howard, *Principal*
720 NW 9TH AVE.
Hallandale Beach, FL 33009
754-323-0905 Telephone
754-323-0923 Facsimile

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ROBERT W. RUNCIE
Superintendent of Schools

Dear Superintendent Runcie:

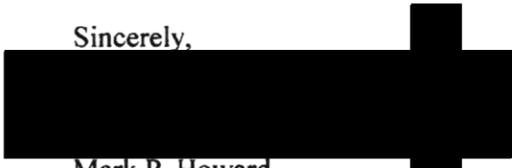
We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Hallandale High School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Hallandale High School, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Hallandale High School we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,



Mark P. Howard
Principal



Barbara Harris
Teacher Representative



Ronald Jackson
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

NORTHEAST HIGH SCHOOL
ANTHONY VALACHOVIC, PRINCIPAL
700 N.E 56 ST
Oakland Park, FL 33334
Tel: 754 322 1550
Fax: 754 322 1680

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DONNA P. KORN
LAURIE RICH LEVINSON
ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

June 30, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Northeast High School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Northeast, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Northeast High School we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted signature]

Anthony B. Valachovic
Principal

[Redacted signature]

Patrick Berkley
Teacher Representative

[Redacted signature]

Erin Thompson
Parent Representative



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Dillard High School
Casandra D. Robinson, Principal
2501 NW 11th Street
Fort Lauderdale, FL 33311
754-322-0800 Telephone
754-322-0930 Facsimile

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DONNA P. KORN
LAURIE RICH LEVINSON
ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

June 7, 2016

Dear Superintendent Runcie:

We are pleased to express our support for Broward County Public Schools' (BCPS) Teacher Incentive Fund application. We join BCPS leaders in committing to a bold plan to reform our schools. The enclosed application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Dillard High School's principal, teachers and parents.

BCPS presents a unique opportunity for the U.S. Department of Education to show that performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components for a successful reform environment are in place in BCPS schools. At Dillard High School, we are implementing aggressive and innovative strategies that have resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. BCPS is eager to serve as a national model for education reform.

BCPS's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable BCPS, over the next five years, to fully implement a comprehensive vision for school improvement.

As representatives of Dillard High School, we urge the U.S. Department of Education to consider the BCPS Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With support, we are confident BCPS will raise the bar and enable all our students to succeed.

Sincerely,

[Redacted signature]

Casandra D. Robinson
Principal

[Redacted signature]

Brittany Lee-Wright
Teacher Representative

[Redacted signature]

Parent Representative



F1: High-Need Schools Documentation... 2

F2: Description of Evaluation System... 4

F3: Leadership Programs for Teachers and Administrators... 15

F4: Focus Areas for Professional Learning... 20

F5: Project Evaluation Table... 24

F6: Gantt Chart... 30

F7: NTC-Marzano Alignment Matrix... 33

F8: References... 36

Appendix F1: High-Need Schools Documentation

#	Elementary Schools	% FRPL	% ELL Students	% ESE Students	2015-16 School Grade	2014-15 School Grade	Total # Teachers	# Classes by non-HQT	% teachers not certified	% teachers absent 10+ days
1	Endeavour	100.0%	19%	18%	C	F	25	0	8%	85%
2	Castle Hill	99.2%	12%	18%	C	D	36	0	22%	67%
3	North Side	98.2%	29%	7%	D	F	29	2	31%	55%
4	Drew, Charles	98.6%	27%	13%	D	F	36	12	36%	74%
5	Markham, Robert C.	98.3%	36%	8%	D	D	36	10	36%	83%
6	Marshall, Thurgood	98.4%	25%	18%	D	F	27	0	33%	89%
7	Palmview	97.7%	35%	8%	C	C	34	0	39%	54%
8	Oriole	97.3%	20%	13%	D	F	37	14	24%	84%
9	West Hollywood	96.5%	25%	15%	C	C	36	2	20%	73%
10	Riverland	96.5%	37%	10%	C	D	36	1	39%	81%
11	Oakland Park	96.2%	30%	14%	F	D	41	13	32%	62%
12	Watkins	95.4%	18%	17%	D	D	49	118	35%	88%
13	Lloyd Estates	95.4%	48%	15%	C	D	29	0	32%	74%
14	Lauderhill Paul Turner	95.4%	15%	22%	D	C	42	28	17%	55%
15	Sanders Park	94.9%	12%	12%	B	D	39	3	36%	52%
16	Colbert	93.8%	11%	13%	D	D	39	126	15%	76%
17	Plantation	93.6%	18%	14%	C	F	35	1	34%	77%
18	Cresthaven	92.1%	34%	18%	D	C	32	0	16%	41%
19	Bennett	91.7%	13%	24%	D	C	30	27	20%	63%
20	Orange Brook	91.2%	16%	10%	C	C	44	32	21%	84%
21	Sea Castle	86.1%	8%	12%	C	D	46	21	15%	78%

#	Middle Schools	% FRPL	% ELL Students	% ESE Students	2015-16 School Grade	2014-15 School Grade	Total # Teachers	# Classes by non-HQT	% teachers not certified	% teachers absent 10+ days
1	William Dandy Middle	94.3%	6%	12%	I	B	56	90	34%	45%
2	Lauderdale Lakes Middle	93.7%	14%	12%	D	D	55	23	45%	67%
3	Pompano Beach Middle	89.8%	12%	10%	C	C	59	33	29%	73%
4	James S. Rickards Middle	86.5%	7%	19%	C	C	44	22	34%	78%
5	Crystal Lake Community Middle	85.9%	13%	11%	C	C	72	66	26%	86%
6	New Renaissance Middle	85.0%	7%	14%	C	C	61	54	39%	74%
7	Deerfield Beach Middle	83.3%	14%	16%	C	C	68	63	43%	76%
#	High Schools	% FRPL	% ELL Students	% ESE Students	2015-16 School Grade	2014-15 School Grade	Total # Teachers	# Classes by non-HQT	% teachers not certified	% teachers absent 10+ days
1	Blanche Ely	89.9%	10%	11%	C	B	85	82	31%	85%
2	Hallandale High	87.6%	9%	11%	C	B	76	26	45%	66%
3	Dillard 6-12	86.8%	2%	11%	C	C	81	116	30%	63%
4	Northeast	77.8%	9%	13%	D	C	94	2	34%	73%

Appendix F2: Description of BCPS Evaluation System

Overview

BCPS' evaluation system includes The Broward Instructional Development and Growth Evaluation System (BrIDGES) for instructional personnel and the Broward Assessment for School Administrators (BASA) for administrative personnel.

BrIDGES, the observation/feedback protocol and evaluation system for instructional personnel, was first implemented in BCPS in 2011-12. It consists of an Instructional Practice score, weighted at 50% and a Student Performance score, weighted at 50% of the educator's overall evaluation score.

BASA has been fully operational since the 2013-14 school year. It gathers data for evaluations from observations, conversations and meetings for all school-based administrators. It includes a Leadership Practice score, weighted at 65%, and a Student Performance measure, weighted at 35% of the school leaders' overall evaluation score.

A key component of BrIDGES and BASA is the annual orientation provided to teachers and administrators on the evaluation tools, procedures, and guidelines enabling them to understand the evaluation systems and their processes. Unlike prior evaluation systems, these offer employees ongoing feedback throughout each year. A focus on high-quality professional learning results in self-reflective educational practice as well as consistent and knowledgeable evaluators with a high degree of inter-rater reliability. BrIDGES evaluators engage in a credentialing program that includes the knowledge and skills necessary to effectively evaluate instructional personnel using the Marzano Teacher Evaluation Model. The credentialing program also verifies that raters meet district expectations in using the rating rubrics aligned to

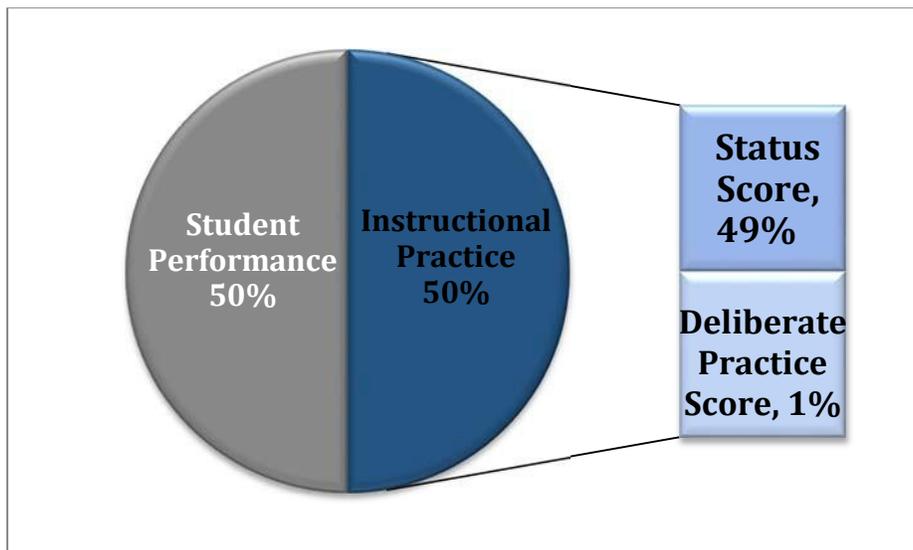
the evaluation tool. Studies on inter-rater reliability in evaluations using the Marzano Teacher Evaluation Model show that even a brief orientation session increases inter-rater reliability to between 50% and 70% agreement, and reliability increases significantly when instructors are observed in multiple lessons over time as required by the BCPS evaluation system (Marzano, Toth, & Schooling, n.d., p. 19-21). The district also provides professional development on the BrIDGES evaluation system that is designed specifically for instructional coaches and teachers. BCPS' comprehensive orientations ensure that teachers and administrators have the knowledge to improve in their use of effective strategies, and that evaluators are consistent in their practice. In accordance with the Student Success Act of 2011 (Florida Senate Bill 736), teachers and administrators receive formative performance indicator scores and annual summative evaluation scores using the following rubric:

- Highly Effective (4 points) – Collected evidence supports this rating when the employee exceeds the standard for effective professional practice in the observed area.
- Effective (3 points) – Collected evidence supports this rating when the employee meets the standard for effective professional practice in the observed area.
- Needs Improvement (2 points) – Collected evidence supports this rating when the employee meets the standard for effective professional practice in the observed area on an inconsistent basis (less than 60 percent of the time).
- Unsatisfactory (1 point) – Collected evidence supports this rating when the employee regularly fails to implement the practice or often uses it incorrectly in the observed area.

BrIDGES Teacher Evaluation for Classroom and Non-Classroom Teachers

In the BrIDGES evaluation procedures, the principal or his/her designee must evaluate

instructional personnel once annually and probationary teachers twice annually. Student Performance, calculated through a state-developed Value-Added Model (VAM) or through appropriate locally-developed growth models depending on teaching assignments, and Instructional Practice (consisting of two scores, a Status score determined through observation data and a Deliberate Practice score based on a self-assessment) make up two equally weighted portions of the evaluation for classroom teachers, as shown in the graphic below.



To obtain each teacher’s overall evaluation score, the Instructional Practice score and Student Performance scores are combined to produce a 1-4 point ranking, corresponding to each effectiveness category as follows: 3.300-4 points—HE; 2.5-3.299 points—E; 2.0-2.499 points—NI; and 1-1.999 points—U.

An End of Year Evaluation Conference is conducted by a principal, assistant principal, or designated administrator for both classroom and non-classroom teachers. The purpose of this conference is not only to award the Instructional Practice score, but to discuss improvement at the school, subject and grade level, and to discuss ways in which the teacher can develop his/her individual instructional practice. The evaluation does not become formal until after Student

Performance Measures are finalized at the beginning of the subsequent school year.

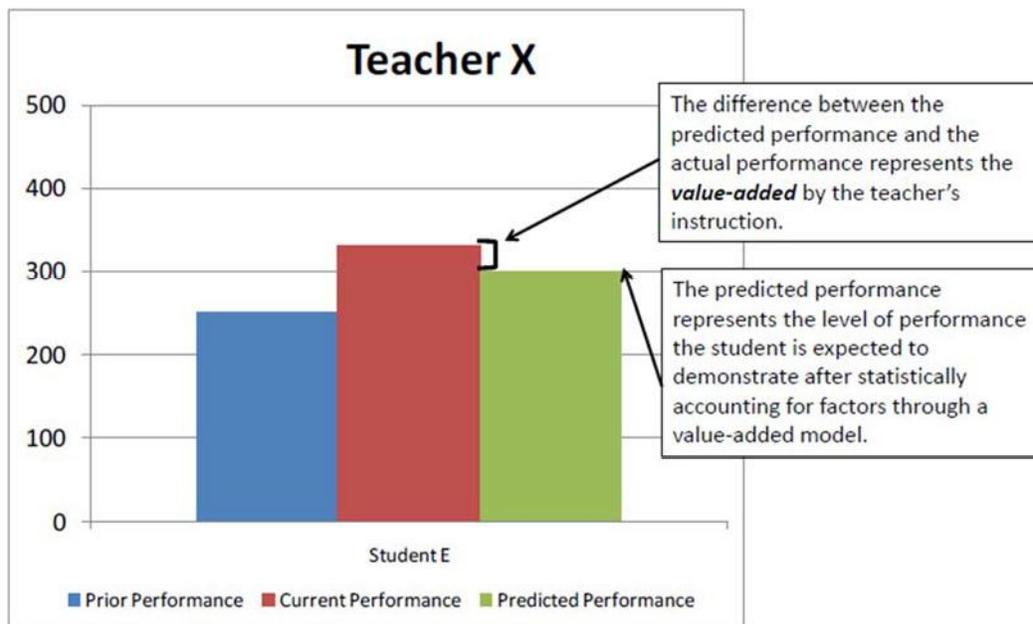
Student Performance Measure

BCPS determines Student Performance for both teacher and school administrator evaluations by using Florida's VAM Model and/or locally-developed growth models, depending on teaching assignments. The State's VAM Model was developed by statistical consultants from the American Institutes for Research at the request of the Florida Department of Education (FLDOE), and guided by a committee of stakeholders including teachers and school administrators, parents and community business members. The resulting statistical model of student growth was approved by the FLDOE Commissioner for implementation beginning in the 2011-12 school year. The purpose of using VAM in assessing student performance for teacher evaluations is to isolate and subtract factors in student achievement exam scores which are outside the teacher's control and may create an inaccurate report of teacher performance, including varying starting levels among students, number and extent of related-content courses in which students are enrolled, English Language Learner (ELL) and Students with Disabilities (SWD) status, other student exceptionalities, student attendance and mobility, class size, and differences in student age which may indicate retention. These variables were chosen based on research that identified them as the most statistically relevant in affecting student performance, and do not include student race, gender, or socio-economic status as prohibited by Florida's Student Success Act of 2011. Additionally, VAM does not base teacher performance on a single year of student scores but analyzes student data over time to minimize situational disparities in the classroom from year to year. BCPS' VAM analyses for student growth incorporate three years of student testing data, where available, in accordance with Florida Statute 1012.34(3)(a)1. VAM currently works by comparing the student's expected score, given the student's association

with the previously mentioned variables, with the student’s actual score on the Florida Standards Assessment Test (FSA) in Reading, Math, or a combination of the two. Any discrepancy between these scores, whether positive or negative, is the value that is “added” to indicate growth due to the teacher’s instructional performance. Expected scores are generally derived from the average growth for students with similar levels on the variables.

BCPS administers State or district-created end-of-course assessments for all non-FSA subjects and grade levels and uses those assessment scores run through a locally-developed growth model for these teachers’ Student Performance calculation. For instructional staff not in the classroom, school-wide or district-wide VAM scores are used as the Student Performance measure.

Value-Added Example



Instructional Practice Measure for Classroom Teachers

Instructional Practice accounts for 50% of a teacher’s summative evaluation score, and data collection includes observations conducted by the principal or his/her designee, either

informally, formally (30 minutes long), or through “snap-shots,” as well as an evaluation score for the Deliberate Practice self-assessment. Teachers are observed a minimum of three times each year, receiving one formal, one informal, and one snap-shot observation spread over both semesters, yearly. In addition to at least three observations, administrators will record a minimum of 35 datamarks across all domains. Observed instructional practices are based on the Marzano Teacher Evaluation Model and are divided into four domains with a number of key strategies falling within each domain, as follows:

1. Classroom Strategies and Behaviors (41 strategies)
2. Planning and Preparation (8 strategies)
3. Reflecting on Teaching (5 strategies)
4. Collegiality and Professionalism (6 strategies)

BCPS employs the observation tracking software iObservation to collect and track instructional practice data on each of the indicators in the Marzano Teacher Evaluation Model, and to provide immediate feedback to teachers on the strength of their practice. Each indicator noted during an observation is awarded a 1-4 point score (known in iObservation as a datamark). BCPS recommends to evaluators that formal observations record 12-15 datamarks, informal observations record 5-10 datamarks, and snap-shot observations record 2-3 datamarks.

A separate score, the Deliberate Practice score, combines with the Status score to determine the teacher’s overall Instructional Practice score. Deliberate Practice brings focus to the improvement of specific professional skills and practices that are identified by the teacher as priorities for targeted improvement. Teachers create a personalized plan for improvement of specific strategy use, practicing the strategies repeatedly through a documented process (For

more information on this process and the supports provided to teachers, see the Professional Development section of the Project Narrative). During the course of an evaluation period, evaluators agree to assist teachers' deliberate practice of targeted professional strategies through regular feedback, observation, professional development and other formal and informal assistance. Based on the completion of the self-assessment, the Deliberate Practice score is awarded at the end of the evaluation period.

The Instructional Practice score rests on the research of Dr. Robert Marzano, which correlates specific educator behaviors with increased student achievement. In a meta-analysis of 329 studies comparing the use of achievement scores of experimental groups taught using Marzano strategies with control groups taught the same content without Marzano strategies, the experimental group students gained an average of 16 percentile points over control group achievement scores (Marzano, Toth, & Schooling, n.d., p. 18). Teachers, administrators and evaluators, at all levels, learn to recognize the effectiveness of instructional practice and how it aligns to the ratings in the iObservation software suite, which is used to track teacher improvement and to guide targeted professional development.

Notably, the Marzano Teacher Evaluation Model has been shown to correlate with VAM scores, both across the State and in BCPS, ensuring that BrIDGES provides a coherent approach to teacher evaluation. In one of the largest validation studies ever conducted on an observation framework, Basileo and Toth (2016) investigated the magnitude of correlations using three years of data including all teachers in the state of Florida where districts were implementing the Marzano Teacher Evaluation Model and using the iObservation technology platform to collect observation data. Teachers' average observations scores were matched to state VAMs to assess validity coefficients for the framework. The study included three years of data from 2012-15.

Each teacher’s average score for each element within the model was correlated to the state Reading VAM, Math VAM, and Algebra 1 VAM to investigate whether certain elements in the Marzano Teacher Evaluation Model had larger correlations to student achievement than others.

In the 2014-15 school year, the FSA included more rigorous items to assess state standards.

There were a total of 59,412 teachers who had an observation score, and researchers were able to match 11,452 (20%) of those teachers to a Reading VAM, Math and/or Algebra 1 VAM. The table below shows the correlations between the average teacher observation score and these VAMs. As noted below, correlations were small and statistically significant ($p < .01$) with the coefficients ranging in size from .21 to .26.

	Avg. Obs. Score	Reading VAM	Math VAM	Algebra 1 VAM
Avg. Obs. Score	1.00	.210**	.263**	.209**
N	59,412	9,669	6,479	887

2014-15 Marzano Teacher Observation Model Correlations with Florida VAM Scores

Additionally, the average score for each element in the model was correlated to the Reading, Math, and Algebra 1 VAM. Forty, or 98%, of the elements in the model were significantly correlated with the Reading VAM ($n = 4,930$). Significant coefficients were small and ranged from .04 to .19. Forty-one, or 100%, of the elements were significantly correlated with the Math VAM ($n = 3,270$). Significant coefficients were small and ranged from .10 to .26. Lastly, 29, or 71%, of the elements in the model were significantly correlated with the Algebra 1 VAM ($n = 426$). Significant coefficients were small and ranged from -.01 to .421. Taken as a whole, these findings support the model as a valid system to measure teacher proficiency.

Since 2014, BCPS has been studying the elements of the Marzano Teacher Evaluation Model

that most closely correlate with student achievement as measured by the VAM. The district is currently asking administrators and coaches to focus on seven high yield elements which relate to the need for rigorous, standards-based instruction. This focus is intended to bring instructional practice scores more closely in line with Student Performance scores.

Instructional Practice Measure for Non-Classroom Teachers

Non-Classroom Teachers (e.g., counselors and media specialists) are evaluated with the Modified BrIDGES Evaluation Protocol. Data are gathered on non-classroom teachers a minimum of two times each year, including either two formal observations, two meetings, or a combination of the two over both semesters, yearly. In addition to at least two data collection opportunities, administrators will record a minimum of 30 datamarks across all domains. As with the classroom teachers, non-classroom teachers' observed instructional practices are based on the Marzano Evaluation Model and are divided into four domains with a number of key strategies falling within each domain with protocols tailored to the job classification, as follows:

1. Classroom Strategies and Behaviors (41 strategies)
2. Planning and Preparation (8 strategies)
3. Reflecting on Teaching (5 strategies)
4. Collegiality and Professionalism (6 strategies)

Broward Assessment for School Administrators

BCPS' evaluation system for school administrators is focused on school leadership actions that (1) impact student learning and (2) support professional learning related to the performance of duties and responsibilities that matter most for student learning, faculty development, and leadership development.

BASA was adopted and modified by BCPS from Florida's recommended administrator evaluation instrument (the Florida School Leadership Assessment) and is based on contemporary research that reveals educational leadership behaviors that have a positive impact on student learning and faculty development. Findings of Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other researchers were used to identify school leadership strategies or behaviors that have a positive probability of improving student learning directly, and/or faculty proficiency on instructional strategies that positively impact student learning. Furthermore, this evaluation system is fully aligned with the Florida Principal Leadership Standards – a State rule that sets expectations for principal performance (SBE Rule 6A-5.080).

BASA is designed to support three processes:

- Self-reflection by the leader on current proficiencies and growth needs
- Feedback from the evaluator and others on what needs improvement
- An annual summative evaluation that assigns one of the four performance levels

BCPS' evaluation of school leaders is based on observation and evidence about leadership behaviors and the impact of a leader's behavior on others, providing a summative evaluation score that includes Student Performance Measures (worth 35% of a school leader's annual evaluation score) and a Leadership Practice score (worth 65% of the leader's evaluation). Within the Leadership Practice score is a Deliberate Practice component (5% of the total evaluation) that includes an evaluation of an administrator's achievement toward pre-selected, personalized goals based on the district, school, or personal growth strategies selected. All school leaders are evaluated once per year by the superintendent or other supervisor at the district level.

Student Performance for school administrators is calculated using a combination of the school-

wide VAM score and the locally-developed growth measure.

The Leadership Practice score covers four domains of research-based leadership behaviors and 30 indicators that have been shown to have a positive impact on student learning and faculty development, as follows:

1. Student Achievement, including two proficiency areas: Student Learning Results and Student Learning as a Priority, including measures of support for special populations of students
2. Instructional Leadership, including three proficiency areas: Instructional Plan Implementation, Faculty Development, and Learning Environment
3. Operational Leadership, including four proficiency areas: Decision-Making, Leadership Development, School Management, and Communication
4. Professional and Ethical Behaviors

The Deliberate Practice score, worth 5% of the evaluation, is an evaluation of an administrator's effectiveness in achieving personalized, pre-selected goals for school or personal leadership improvement. Over the course of an evaluation year, administrators select goals based on data that reveal need. Data sources may include student achievement data, teacher effectiveness data, and/or leadership evaluation data. Each administrator creates a plan for targeted improvement of those goals through repeated practice of leadership strategies that correlate with achievement in that area of need to strengthen the application of the selected strategies. Deliberate Practice activities are supported, monitored, and evaluated by district-level supervisors who provide on-going formative assessment, and who award the Deliberate Practice score at the end of the annual evaluation period.

Appendix F3: Career Continuum Leadership Programs for Teachers and Administrators

The BCPS Career Continuum will prepare effective educators to provide high-quality, differentiated professional development to teachers and administrators at the school level, and at the same time offer career pathways for educators as they grow into valued leaders in challenging roles with increased financial and non-financial benefits. The Career Continuum will enlarge BCPS' career ladder offerings to create a network of human resources operating at the school and district levels that educators can access for timely, specialized professional development.

BCPS runs the following leadership programs: Leadership Experiences and Administrative Development (LEAD), Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL), Center for Educational Leadership Professional Learning, and the Coach Development and Credentialing Program.

LEAD

The Leadership Development Continuum, spanning six years, prepares and inducts new principals and assistant principals into their roles.

The continuum begins with teacher leaders who have achieved their Florida Department of Education Level 1 certification and who have Effective or Highly Effective evaluations for the previous three years. Eligible teacher leaders apply to the LEAD program through a multiple step process including a resume, interviews, presentations and on-demand writing scenarios.

Professional learning at this stage is centered on identification of personal strengths and growth within the scope of the Florida Principal Leadership Standards. Participants are mentored by an effective Assistant Principal through professional learning communities, and complete reflective

job-embedded tasks at their work sites.

During the first year as an Assistant Principal in BCPS, participants enter the second stage of LEAD, an induction program known as FYAP (First Year Assistant Principal). FYAP provides individual mentorship by experienced Assistant Principals and bi-monthly seminars focused on the four domains of the principal leadership standards and BASA. Supportive areas of focus include effective communication skills, teacher feedback, school culture, using data to inform instruction and interaction management.

Individuals who have earned three Effective or Highly Effective evaluations as an Assistant Principal are eligible to apply to the third step of LEAD, the Principal Preparation Program (PPP). Through professional assessments, action research projects and an increased level of involvement in district initiatives, participants move outside the world of an Assistant Principal to develop and demonstrate their talents and strengths as a school leader.

The final step of LEAD is the First Year Principal Program (FYP), which supports participants with an induction model and a monthly critical friends group that provides a forum for professional learning and study. First Year Principals also hone their skills as highly effective observers through study of the Marzano framework.

PROPEL

Additionally, BCPS in conjunction with Florida Atlantic University hosts a fast-track program, PROPEL, for teachers with Highly Effective or Effective ratings over the previous three years who want to become administrators. This high pressure, intense pathway allows teachers to earn Masters degrees in leadership, achieve their certification, and begin in their role as instructional leader with job-embedded professional learning in only 2-3 years.

Center for Educational Leadership Professional Development

Through the Center for Educational Leadership, sitting school principals who have completed the FYP program will receive targeted leadership support. CEL will offer in-person leadership development courses, and a CEL consultant will guide principals in small groups that meet weekly. Small groups will take turns completing walk-throughs of each cohort principal's school and providing feedback to one another. Through CEL's expertise, principals receive extensive support as educational leaders.

Coach Development and Credentialing Program

The BCPS Instructional Coach Development and Credentialing Initiative was founded in partnership with the New Teacher Center (NTC) and grounded in NTC's Formative Assessment System. NTC is a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. Through shared learning and application of the Formative Assessment System, Instructional Coaches have the opportunity to deepen their insights into teachers' and students' needs and the coaching strategies and skills that could move individual teachers' practices forward, within a dynamic district-based network dedicated to improving teaching and learning.

Through the Coach Development and Credentialing Program, individuals will attend six days of professional learning throughout the school year and partake in a monthly coaching community of practice (Coaching Forums). The six modules that comprise the NTC Professional Learning Series for Mentors and Coaches are: Instructional Coaching; Observing and Conferencing; Using Data to Inform Instruction; Coaching in Complex Situations; Mentoring for Equity; and Differentiated Instruction. Currently, NTC is working to infuse tenets of social-emotional

learning and standards-based instruction into each of its modules so that every coach will be better prepared to assist educators in these areas. Content for coaching is aligned with the Marzano Protocols utilized in the BrIDGES evaluation. Please see the Appendix F7: NTC-Marzano Alignment Matrix.

Coaches engage in inquiry into their own coaching practice by engaging in a professional goal setting process that is grounded in national mentor standards. Through regular coaching visits, guidance by a set of coaching protocols, professional development in tools for planning aligned and effective instruction, analyzing evidence of student learning, and observing and coaching for effective instruction, coaches will help maximize the effectiveness of teachers by providing differentiated, collegial, job-embedded mentoring that furthers the growth of BCPS’ positive school cultures of professional learning, teacher leadership, data-driven research based practices, and student achievement. The graphic below represents the theoretical framework that guides the Teaching and Coaching Cycle.

Tool	Areas of Focus	
Planning Aligned and Effective Instruction	<ul style="list-style-type: none"> • Standards-Based Content • Instructional Practices 	
Analyzing Evidence of Student Learning	<ul style="list-style-type: none"> • Analyze Alignment and Rigor of Task • Categorize Student Performance • Analyze Student Performance • Reflect and Plan 	

Observing and Coaching
for Effective Instruction

- Standards-Based Content
- Instructional Practices
- Student Actions
- Environment for Learning

Successful credentialing at the Coach level includes professional development on effective coaching, Professional Learning Community (PLC) facilitation, lesson study, differentiated instruction, and content area courses including courses specific to instruction framed by the Florida Standards. Coach development produces educators who are skilled at evaluating and shaping school cultures, using assessment to the highest effect for instructional improvement, increasing the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards, and collaborating with colleagues in the design, implementation, scoring and interpretation of student data to improve educational practice and student learning.

BCPS is working toward sustainability of the Coach Development and Credentialing Program through a train-the-trainer model. Currently three BCPS personnel have been through the NTC Presenters Academy – Years 1 and 2. Nine more are engaged in Presenters Academy – Year 1 this year. After an initial investment, enough BCPS staff will be prepared to be able to offer the program to other BCPS employees without the expense of NTC consultants.

Appendix F4: Focus Areas for Professional Learning

Social Emotional Learning (SEL) Focus

Through this professional development focus, BCPS seeks to address how teachers in high poverty schools can create socially and emotionally responsive classrooms that empower students to be college, career and community ready.

Research has shown that well-implemented Social and Emotional programs that are SAFE (sequential, active, focused, and explicit) result in gains in academic achievement as well as decreases in behavioral issues. Moreover, students participating in SEL programs have more self-control and self-regulation skills, develop positive social skills such as empathy, compassion, patience and generosity, experience more joy and optimism, and have greater enthusiasm for learning (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011).

The purpose of the SEL focus area is to provide students with the SEL skills to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities and to enjoy productive and satisfying lives. Implementation of SEL programs in schools provides a foundation for creating a safe learning environment where all students can succeed. An effective program will include multi-component school-based interventions involving classroom-based curricula that focuses on teaching students skills to enhance social and emotional competencies as well as academic learning. Through SEL, students can learn to handle their feelings, including helping them to focus on their studies and improve individual performance. Better social skills have been shown to correlate with students' increased time-on-task, higher achievement scores, and higher grades.

A sustainable, positive school climate can be supported and furthered by SEL, as can efforts to

reduce dropout rates, to foster youth development and academic achievement, and to increase the knowledge, skills and dispositions necessary for students to be responsible and productive members of the school community and society as a whole. SEL can increase attendance and a related sense of connection to school and to adult members of the school community. When school members feel safe, valued, cared for, engaged and respected, learning can measurably increase.

Components of this focus area will include the following:

- With the New Teacher Center (NTC), BCPS is developing an advanced mentor and coach development program that integrates key levers of SEL outcomes. In order to be effective, mentors and coaches need to guide teachers in having social and emotional learning conversations with students and teaching specific skills such as: 1) Knowing, expressing and regulating emotions; 2) Negotiating and resolving conflicts; 3) Collaborating and working cooperatively in teams; 4) Listening actively and giving feedback; 5) Reading and responding to social cues; 6) Taking multiple perspectives; and 7) Setting goals and self-monitoring. These competencies will be integrated within the Coach Credential required of Mentor Teachers, Master Teachers, TIER Coaches, Peer Reviewers, Principal Mentors and Principal Liaisons.
- Implementing focused coaching in all identified High-Needs Schools on SEL.
- Providing tuition for teachers to participate in professional learning on culturally responsive pedagogy and the specific SEL needs of students in poverty through a Cultural Diversity Credential offered in partnership with Florida Atlantic University (FAU).

The long-term goal is to have a unified SEL program operating with high fidelity in every school

in BCPS, in every grade. LEAP Ahead will allow BCPS to pilot and refine programming to make this vision a reality.

Early Literacy Focus

As part of the BCPS Superintendent's vision, Master Teachers will assist in building BCPS' early years program, which will pursue the goal of preventing remediation after grade 3.

Literacy plays a key role in ensuring that students have the learning experiences in the early years that are linked with academic achievement, reduced grade retention, higher graduation rates and better life outcomes.

Through this focus area, BCPS will expand on its partnership with FAU to allow new teachers in grades K-3 in TIF schools and their Master Teachers/TIER Coaches to get extensive hands-on development by FAU's highly qualified professors, using FAU's researched curriculum and campus laboratory setting. This partnership will be held through the Teaching and Leadership Center, a professional learning facility for teachers to participate in lectures and laboratory practice. Early career teachers will be able to bring their classes to the FAU campus to engage in hands-on practice with students while being supported by FAU staff and their assigned Master Teacher/TIER Coach.

In addition, Master Teachers will focus their work explicitly on early literacy and will hold PLCs around problems and practices of literacy instruction.

Teacher Residency Focus

The third focus area is on building a comprehensive teacher residency program to assist uncertified teachers and Education Support Professionals (ESPs) in becoming certified.

Beginning educators who participate in teaching residency programs are more likely to remain in the same school district than teachers developed through other programs, according to research from the U.S. Department of Education's National Center for Education Evaluation and Regional Assistance (2015). Teacher residencies take many forms, but the central idea of the residency model is the centrality of the clinical practice piece of the teacher preparation program.

According to Urban Teacher Residencies United (June 2015), residencies engage in the following teacher preparation shifts:

- Rethinking the nature of the clinical experience through co-teaching, competency-based assessments, the use of district-aligned evaluation tools, and mentor selectivity and development
- Reimagining coursework, pedagogies and pathways to program entry through applications of theory in practice, simulations and rehearsals, and unique routes to program entry
- Underscoring the importance of authentic collaboration and partnership between and across schools and institutes of higher education

The BCPS partnership with FAU 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. This focus area will enable ESPs who work in hard-to-staff schools to become certified and transition into the teacher role, employing their years of hands-on classroom experience.

Appendix F5: LEAP Ahead Evaluation Design

GOAL: Increase Student Achievement in High-Need Schools.					
Objectives	Performance Measures	Evaluation Questions:	Data Sources:	Instruments/ Methodology:	Completion Dates:
Objective 0.1: The percent of students performing proficient or better on the FSA in high-need schools will improve 3 percentage points (ppt) per year.	Y1: Baseline (B) + 3 ppt Y2: B + 6 ppt Y3: B + 9 ppt Y4: B + 12 ppt Y5: B + 15 ppt	To what extent are students making gains on FSA?	FSA Scores	Quantitative analysis: Descriptives	Y1: July Y2: July Y3: July Y4: July Y5: July
STRATEGY 1: Develop an LEA-wide HCMS with Educator Evaluation and Support Systems at the Center (Absolute Priority).					
Objective 1.1: 90% of participating educators indicate support of the elements of the HCMS, including the VAM, by	Y1: Not measured Y2: 60% Y3: 70%	Are communication structures sufficient to ensure that participants understand the HCMS elements?	Teachers Administrators	Qualitative analysis: Surveys Focus Groups	Y2 Jan.&Jun Y3 June Y4 June Y5 June

Year 5.	Y4: 80% Y5: 90%	To what extent do the participating teachers and administrators report that they understand the HCMS elements? Believe the system to be fair? Believe the system has had positive impact on high need students?			
Objective 1.2: 100% of the following human capital decisions are informed by educator evaluation results: recruitment/ preparation; hiring; placement; retention; dismissal; professional development; tenure; promotion.	Y1: 2 of 8 Y2: 4 of 8 Y3: 6 of 8 Y4: 7 of 8 Y5: 8 of 8	To what extent do BCPS policies and procedures require the use of evaluation results for human capital decisions? In what ways do administrators in high-need schools use the HCMS to make hiring, promotion and dismissal	Human Resources Administrators	Qualitative analysis: Document review Interviews Surveys Focus Groups	Y1 June Y2 June Y3 June Y4 June Y5 June

		decisions?			
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).					
Objective 2.1: 100% of positions in high need schools will be filled prior to the opening of each school year.	Y1: 80%	How many openings occurred in High-Need Schools annually?	Talent Acquisition & Operations - Instructional	Quantitative analysis: Descriptives	Y1 June
	Y2: 85%				Y2 Jun& Jan.
	Y3: 90%				Y3 Jun& Jan
	Y4: 95%	How many were filled prior to the opening of school?			Y4 Jun& Jan
	Y5: 100%				Y5 Jun& Jan
Objective 2.2: The recruitment and retention rates of teachers and principals in High-Need Schools rated as “Highly Effective” or “Effective” will increase by 5 percentage points each year.	Y1: Baseline (B)	Was the financial incentive of sufficient magnitude to influence the decision of teachers to begin or continue teaching in High-Need Schools?	Human Resources	Quantitative analysis: Frequencies	Y1 Oct
	Y2: B + 5 ppt				Y2 Oct
	Y3: B + 10 ppt				Y3 Oct
	Y4: B + 15 ppt				Y4 Oct
	Y5: B + 20 ppt	Did teacher support influence the decision of teachers to			Y5 Oct

		begin or continue teaching in high need schools?			
Objective 2.3: The number of teachers teaching in critical content areas rated as “Highly Effective” or “Effective” will increase by 2 percentage points each year.	Y1: Baseline (B) Y2: B + 2 ppt Y3: B + 4 ppt Y4: B + 6 ppt Y5: B + 8 ppt	What percentage of teachers in critical content areas received performance ratings? How many teachers in critical content areas were rated at each effectiveness level?	Human Resources	Quantitative analysis: Frequencies	Y1Oct Y2 Oct Y3Oct Y4Oct Y5Oct
Objective 2.4: The number of teachers with more than 10 absences will decrease by 3 percentage points each year.	Y1: Baseline (B) Y2: B – 3 ppt Y3: B – 6 ppt Y4: B – 9 ppt Y5: B – 12 ppt	For what reasons do teachers miss school? How supported do teachers feel? How does the school culture support teacher mental health and resilience?	Human Resources	Quantitative analysis: Frequencies	Y1 June Y2 June Y3 June Y4 June Y5 June
STRATEGY 3: Implement a Performance-based Compensation System (Requirement 1).					
Objective 3.1: The number of	Y1: Baseline	To what extent has the concept	Human	Qualitative	Y1 June

participating teachers opting in to the districtwide performance salary structure will increase by 3 percentage points each year.	(B) Y2: B + 3 ppt Y3: B + 6 ppt Y4: B + 9 ppt Y5: B + 12	of performance salary been accepted by BCPS educators?	Resources	analysis: Surveys Focus Groups	Y2 June Y3 June Y4 June Y5 June
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.					
Objective 4.1: 100% of professional development offerings for teachers and principals in High-Need Schools will be based on student performance data, educator evaluation data or a research-based focus area.	Y1: 75% Y2: 80% Y3: 85% Y4: 95% Y5: 100%	To what extent are professional development offerings aligned with student achievement data? Educator evaluation data? Research-based focus areas?	School Administrators Professional Development Standards & Support	Quantitative analysis: Descriptives	Y2 June Y3 June Y4 June Y5 June
Objective 4.2: 100% of individuals on the Career Continuum who are	Y1: Planning Y2: 60%	How many individuals who were required to do so	Coaching & Induction	Quantitative Analysis:	Y2 June Y3 June

required to do so have completed the Coaching Credential.	Y3: 80% Y4: 90% Y5: 100%	completed the Coaching Credential? To what extent is the Coaching Credential preparing educators to provide personalized professional development?		Frequencies	Y4 June Y5 June
Objective 4.3: 100% of educators in high need schools who have 0-3 years of experience or are rated Needs Improvement/Unsatisfactory and 80% of educators in grades K-3 are provided coordinated job-embedded professional development via the Career Continuum.	Y1: Planning Y2: 50% and 40% Y3: 80% and 50% Y4: 90% and 60% Y5: 100% and 70%	To what extent do identified teachers and leaders report receiving services from an individual on the career continuum? What is the reported quality of feedback and coaching?	Teachers Administrators Coaching & Induction	Quantitative analysis: Frequencies Qualitative analysis: Surveys, Focus Groups	Y1 June Y2 June Y3 June Y4 June Y5 June

Appendix F6: Gantt Chart - LEAP Ahead Implementation

		Owner	Phase 1	Phase 2		Phase 3	
			2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Teacher & Principal Evaluation System</i>						
1	<i>Refinements to Evaluation</i>	<i>Parente</i>	Plan	Pilot	Implement across district	Refine	
2	<i>VAM Professional Development</i>	<i>Parente</i>	Plan	Pilot	Implement	Refine	Expansion across district
	<i>HCMS Modifications</i>						
1	<i>Certification Assessment Preparation</i>	<i>Brown</i>	Plan & Pilot	Implement	Refine	Expansion across district	
2	<i>Targeted Recruitment of Highly Effective and Effective educators across district</i>	<i>Brown</i>	Pilot	Implement across district	Refine		
3	<i>Transfer Bonuses</i>	<i>Brown</i>	Plan	Implement	Refine		Expansion TBD
4	<i>Residency Program for ESPs</i>	<i>Whitehead</i>	Plan & Pilot	Implement		Refine	Expansion TBD
	<i>PBCS/Salary Structure</i>						
1	<i>Effectiveness Salary Adjustment</i>	<i>Brown</i>	Pilot	Implement	Refine and integrate successful components into district-wide PBCS		
2	<i>Career Continuum Bonuses</i>	<i>Brown</i>	Plan & Pilot	Implement	Refine	Expansion TBD	
3	<i>Attendance Bonuses</i>	<i>Brown</i>	Pilot	Implement	Refine	Expansion TBD	

Professional Development																	
1	<i>CEL Partnership for Leadership Development</i>	<i>Iudica</i>	Plan & Implement			Expansion TBD											
2	<i>Marzano Demonstration Sites</i>	<i>Toomer</i>		Plan	Implement			Expansion TBD									
3	<i>Mentor Teachers</i>	<i>Salter</i>	Plan	Implement	Refine	Expansion across district											
4	<i>Master Teachers</i>	<i>Salter</i>	Pilot	Implement			Refine	Expansion TBD									
5	<i>TIER Coaches</i>	<i>Iudica</i>	Pilot	Implement			Refine	Expansion TBD									
6	<i>Peer Reviewers</i>	<i>Parente</i>		Pilot	Implement	Refine	Expansion across district										
7	<i>Principal Mentors</i>	<i>Iudica</i>	Plan	Pilot	Implement	Refine	Expansion TBD										
8	<i>Principal Liaisons</i>	<i>Iudica</i>	Plan	Pilot	Implement	Refine	Expansion TBD										
9	<i>Coach Credential Program with infused SEL</i>	<i>Dorantes</i>	Plan & Pilot	Implement	Refine	Expansion across district											
10	<i>Early Literacy Partnership with FAU</i>	<i>Whitehead</i>	Plan	Pilot	Implement	Refine	Expansion TBD										
Project Evaluation																	
1	<i>Refine and confirm evaluation plan</i>	<i>Schmudde</i>	X														

2	<i>Draft survey instruments and focus group/interview protocols</i>	<i>Schmudde</i>		X	X												
3	<i>Collect quantitative data, conduct surveys, focus groups interviews and document review</i>	<i>Schmudde</i>			X	X	X	X	X	X	X	X	X	X	X	X	X
4	<i>Provide quarterly updates</i>	<i>Schmudde</i>		X		X	X		X	X		X	X		X	X	
5	<i>Produce annual evaluation</i>	<i>Schmudde</i>			X			X			X			X			X
Grant Management																	
1	<i>Hold Project Management Team Meetings</i>	<i>Brown</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	<i>Attend TIF Trainings and Meetings</i>	<i>Brown</i>	X			X			X			X			X		
3	<i>Submit Annual Reports</i>	<i>Brown</i>			X			X			X			X			X
4	<i>Submit Final Report</i>	<i>Brown</i>															X

Appendix F7: NTC Core Capabilities and Marzano Teacher Evaluation Model Alignment Matrix

This document presents the NTC Core Capabilities mapped to BCPS' Evaluation Framework.

Domain 1: Classroom Strategies and Behaviors

Elements	NTC Core Capability
<p>I. ROUTINE SEGMENTS</p> <ul style="list-style-type: none"> 1. Providing clear learning goals and scales (rubrics) 2. Tracking student progress 4. Establishing classroom rules and procedures 	<ul style="list-style-type: none"> 4. Uses a variety of instructional strategies to meet different student needs, develop student competencies, and achieve instructional purposes 1. Establishes and maintains a culture of safety, respect, and rapport
Elements	NTC Core Capability
<p>II. CONTENT SEGMENTS</p> <ul style="list-style-type: none"> 6. Identifying critical information 7. Organizing students to interact with new knowledge 13. Reflecting on learning 21. Organizing students for cognitively complex tasks 23. Providing resources and guidance 	<ul style="list-style-type: none"> 5. Engages, challenges and deepens conceptual understanding through critical thinking, complex problem-solving, academic discussions, and student reflection 4. Uses a variety of instructional strategies to meet different student needs, develop student competencies, and achieve instructional purposes
Elements	NTC Core Capability
<p>III. SEGMENTS ENACTED ON THE SPOT</p> <ul style="list-style-type: none"> 34. Applying consequences for lack of adherence to rules and procedures 35. Acknowledging adherence to rules and procedures 	<ul style="list-style-type: none"> 1. Establishes and maintains a culture of safety, respect, and rapport

Domain 1: Classroom Strategies and Behaviors (Continued)

Elements	NTC Core Capability
<p>36. Understanding students' interest and background</p> <p>39. Demonstrating value and respect for low expectancy students</p> <p>40. Asking questions of low expectancy students</p> <p>41. Probing incorrect answers with low expectancy students</p>	<p>3. Plans standards-based instruction and formative assessments for transfer and independence</p> <p>4. Uses a variety of instructional strategies to meet different student needs, develop student competencies, and achieve instructional purposes</p> <p>2. Knows how to make content accessible to all learners</p>

Domain 2: Planning and Preparing

Elements	NTC Core Capability
<p>I. PLANNING AND PREPARING FOR LESSONS AND UNITS</p> <p>42. Planning and preparing for effective scaffolding of information within lessons</p> <p>43. Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>44. Planning and preparing for appropriate attention to established content standards</p>	<p>3. Plans standards-based instruction and formative assessments for transfer and independence</p>

Elements	NTC Core Capability
<p>II. PLANNING AND PREPARING FOR USE OF MATERIALS AND TECHNOLOGY</p> <p>45. Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g. manipulatives or video tape)</p>	<p>2. Knows how to make content accessible to all learners</p>

<p>46. Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>47. Needs of English Learners</p> <p>48. Needs of students receiving Special Education</p> <p>49. Needs of student who lack support for schooling</p>	
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Domain 3: Reflecting on Teaching

Elements	NTC Core Capability
<p>I. EVALUATING PERSONAL PERFORMANCE</p> <p>50. Identifying specific areas of pedagogical strength and weakness</p> <p>51. Evaluating the effectiveness of individual lessons and units</p> <p>52. Evaluating the effectiveness of special pedagogical strategies and behaviors across different categories of students (e.g. different socio-economic groups or different ethnic groups)</p>	<p>6. Analyzes student performance to determine the impact of instruction on student learning, provides feedback, and plans instructional next steps</p> <p>4. Uses a variety of instructional strategies to meet different student needs, develop student competencies, and achieve instructional purposes</p>

Domain 4: Collegiality and Professionalism

Elements	NTC Core Capability
<p>I. PROMOTING A POSITIVE ENVIRONMENT</p> <p>55. Promoting positive interactions about colleagues</p> <p>56. Promoting positive interactions about students</p> <p>57. Seeking mentorship for areas of need or interest</p> <p>58. Mentoring other teachers and sharing ideas and strategies</p>	<p>7. Collaborates with colleagues, resource personnel, and families to support student learning</p>

Appendix F8: References

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

LEAP Ahead is being implemented by Broward County Public Schools (an LEA) to increase teacher and principal effectiveness and student achievement in 32 identified High-Need Schools.

The total budget for LEAP Ahead over the five years is \$57,605,166 (not including non-TIF federal funds), of which we are requesting \$53,808,909 in support from the U.S. Department of Education (Department) through the TIF grant. A grant from the Department would provide the essential funding necessary to specifically support the following elements of our plan: Teacher Preparation, Educator Evaluation, Equitable Distribution of Educators, Career Continua, Professional Development, Performance Salary, and fully aligned Human Capital Management System, as described in the enclosed proposal.

The narrative that follows is organized by budget category and explains the use of requested funds for each of five years of the grant period.

REQUESTED TIF FUNDS

Personnel

Project Year 1 (2016-17). BCPS requests the Department to fund \$6,294,978 in total personnel costs for Year 1 of the project. This includes \$1,888,048 in full-time personnel and \$4,406,930 in other personnel costs (including stipends).

Full-time personnel costs reflect the costs of BCPS personnel focused exclusively on coordination of the TIF project activities, including project management and operations, research, educator evaluation, and professional learning associated with TIF funds.

Other personnel costs include attendance bonuses, performance pay for teachers and administrators in TIF schools who have received Effective or Highly Effective evaluation scores, and stipends for those who take on the career ladder positions of Master Teacher and TIER Coach in TIF schools during initial implementation of the refined Career Continuum. Note that Career Continuum stipends are offered in addition to the base salary in order to provide sufficient incentive to educators for taking on these additional responsibilities. Costs also include compensating educators for hours worked in addition to their contract to enable grant activities.

Full-Time Personnel: The following requested personnel will be hired as employees of the project.	Full-Time Equivalent (FTE)	Total
Master Teacher (10). As detailed in the proposal narrative, this full-time position is open to 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. They must have completed the Coach Credentialing program and hold a degree or certification in elementary education. Duties include building capacity in the	10 FTE	\$586,480

<p>primary grades (K-3) by leading PLCs focused on Early Literacy, working with groups of teachers at a single school, and assisting with the Early Literacy program at FAU's Teaching and Leadership Center. Funding is requested for 10 Master Teachers in Year 1.</p> <p>10 x \$58,648 = \$586,480</p>		
<p>TIER Coach (17). As detailed in the proposal narrative, this full-release position is open to 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. They must have completed the Coach Development and Credentialing Program described in Appendix F3. In partnership with NTC, duties include providing support for new teachers during the first two years of teaching through the use of formative assessment tools, and working with school administrators to provide guidance for teacher teams in PLCs on data-driven instructional decision-making, class culture and climate, classroom management, analyzing student work, differentiated instruction, and supporting ELLs and students with special needs. Special emphasis is placed on coaching around Social Emotional Learning (SEL). Funding is requested for 17 TIER Coaches in Year 1.</p> <p>17 x \$58,648 = \$997,016</p>	17 FTE	\$997,016
<p>Evaluation Coordinator (1). This individual serves as BCPS' Evaluation/Grant Activities Coordinator leading the development and implementation of TIF initiatives. This position includes developing communication plans and developing training for the SEL initiative in the TIF schools.</p> <p>1 @ 1 FTE = \$116,997</p>	1 FTE	\$116,997
<p>Professional Learning Coordinator (1). This individual will coordinate professional learning sessions targeted to specific needs, as evidenced by the teacher evaluation, for teachers in all TIF schools.</p>	1 FTE	\$116,997

1 x @ 1 FTE = \$116,997		
Micro-Computer Tech (1). The Micro-Computer Tech provides help desk support to users of Applitrack, MyLearningPlan, and iObservation. This individual will also be responsible for managing and updating the TIF website. 1 @ 1 FTE = \$35,279	1 FTE	\$35,279
Secretary (1). This position will oversee payroll processes for grant staff, manage processing of the grant budget, process all payments related to the TIF personnel, and process reimbursement for teachers and administrators. 1 @ 1 FTE = \$35,279	1 FTE	\$35,279
Total Full Time Personnel – Year 1		\$1,888,048

Description of Other Personnel Costs	Cost
Attendance Bonus (438). This financial incentive is given to teachers who have exemplary attendance. Please note that \$485 is an average bonus amount, assuming that 80% of awards are for missing less than 3 days, 10% of awards are for missing less than 2 days, 7% of awards are for missing less than 1 day, and 3% of awards are for 0 days absent. 438 x \$485 = \$212,430	\$212,430
Performance Salary adjustment – Effective Educators (1372). This bonus of \$2,500 is contingent on a teacher, principal, or assistant principal receiving an evaluation of Effective through BrIDGES or BASA and working at a TIF school as detailed in the PBCS outlined in this proposal narrative. This proposal requests a budget sufficient for 1372 educators, which represents approximately 84% of the teachers, principals, and assistant principals in the identified High-Need Schools. 1372 x \$2,500 = \$3,430,000	\$3,430,000

<p>Performance Salary adjustment – Highly Effective Educators (157). This bonus of \$4,000 is contingent on a teacher, principal, or assistant principal receiving an evaluation of Highly Effective through BrIDGES or BASA and working at a TIF school as detailed in the PBCS outlined in this proposal narrative. This proposal requests a budget sufficient for 157 educators, which represents approximately 10% of the teachers, principals, and assistant principals in the identified High-Need Schools.</p> <p>157 x \$4,000 = \$628,000</p>	\$628,000
<p>Master Teacher Career Ladder Stipend (10). See position description above. Funding is requested for 10 Master Teachers.</p> <p>10 x \$4,000 = \$40,000</p>	\$40,000
<p>TIER Coach Career Ladder Stipend (17). See position description above. Funding is requested for 17 TIER Coaches.</p> <p>17 x \$4,500 = \$76,500</p>	\$76,500
<p>Hours beyond contract. These funds are requested to compensate educators for working beyond contract hours as they engage in TIF activities.</p>	\$20,000
<p>Total Other Personnel Costs – Year 1</p>	\$4,406,930

Project Year 2 (2017-18). BCPS requests the Department to fund \$7,835,320 in total personnel costs for Year 2 of the project. This includes \$2,651,390 in full-time personnel and \$5,183,930 in other personnel costs, including stipends.

The full-time personnel request reflects the continuing costs of staff associated with coordinating the TIF project activities, including project management and operations, research, educator evaluation, human capital management, and professional learning associated with TIF funds. Year 2 also sees the phase-in of Principal Liaisons and Teacher Peer Reviewers along the Career Continuum. For Year 2 and beyond, full-time salaries include a 3% annual raise.

Other personnel costs include transfer bonuses, attendance bonuses, performance pay for teachers and administrators in TIF schools who have received Effective or Highly Effective evaluation scores, and stipends for those who take on the career ladder positions of Principal Mentor, Mentor Teacher, Master Teacher, TIER Coach, and Peer Reviewer in TIF schools during initial implementation of the refined Career Continuum. Note that Career Continuum stipends are offered in addition to the base salary in order to provide sufficient incentive to

educators for taking on these additional responsibilities. Costs also include compensating educators for hours worked in addition to their contract to enable grant activities

Full Time Personnel: The following requested personnel will be hired as employees of the project.	FTE	Total
<p>Principal Liaison (2). This full-release position is open to principals with at least three years of experience as a Principal Mentor, who have been rated as Highly Effective for at least three years prior, and hold Coach Credential. Duties include providing extra assistance to struggling principals via expertise in assessing school need, molding school cultures, and transferring knowledge to struggling administrators, all for maximum effect on student achievement and school goal attainment. Funding is requested for 2 Principal Liaisons in Year 2.</p> <p>2 x \$120,510 = \$241,020</p>	2 FTE	\$241,020
<p>Master Teacher (13). Duties for this continuing position are detailed above.</p> <p>13 x \$60,407 = \$785,291</p>	13 FTE	\$785,291
<p>TIER Coach (17). Duties for this continuing position are detailed above.</p> <p>17 x \$60,407 = \$1,026,919</p>	17 FTE	\$1,026,919
<p>Teacher Peer Reviewer (3). As detailed in the proposal narrative, this full-time, district-level position is open to teachers who have served as Mentor Teachers during the TIF implementation and wish to increase their leadership role to the top of the Career Continuum. Teacher Peer Reviewers are credentialed through training, and duties include providing intense professional development to struggling teachers at 4-5 TIF schools through expert pedagogical knowledge for maximum improvement to the quality of</p>	3 FTE	\$190,020

instruction. Funding is requested for 3 Teacher Peer Reviewers. 3 x \$63,340 = \$190,020		
Evaluation Coordinator (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$120,507	1 FTE	\$120,507
Research Specialist (1). This position will oversee the implementation of the Value-Added Model (VAM) for teacher and administrator evaluations, serve as lead research analyst, and coordinate the validation, dissemination, and explanation of the value-added data. Responsibilities will include training district- and school-based staff on value-added methodology, applying VAMs to courses not associated with state assessments, assisting in assessing the HCMS, attending evaluation-related committee meetings, conducting appropriate analyses pertaining to current and future evaluation systems, and helping to obtain grant funds to continue funding teacher pay-for-performance. In Year 1, this position is supported through 2012 TIF funds. 1 @ 1 FTE = \$94,452	1 FTE	\$94,452
Professional Learning Coordinator (1). Duties for this continuing position are detailed above. 1 x @ 1 FTE = \$120,507	1 FTE	\$120,507
Micro-Computer Tech (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$36,337	1 FTE	\$36,337
Secretary (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$36,337	1 FTE	\$36,337
Total Full Time Personnel – Year 2		\$2,651,390

Description of Other Personnel Costs	Cost
<p>Transfer Bonus (122). This financial incentive is given to teachers who receive an evaluation score of Effective or Highly Effective and transfer to TIF schools to teach in critical content areas. This amount is based on an estimate of 122 teachers meeting the criteria to receive a \$3,000 bonus.</p> <p>122 x \$3,000 = \$366,000</p>	\$366,000
<p>Attendance Bonus (438). See description above.</p> <p>438 x \$485 = \$212,430</p>	\$212,430
<p>Performance Salary adjustment – Effective Educators (1372). See description above.</p> <p>1372 x \$2,500 = \$3,430,000</p>	\$3,430,000
<p>Performance Salary adjustment – Highly Effective Educators (157). See description above.</p> <p>157 x \$4,000 = \$628,000</p>	\$628,000
<p>Principal Mentor Career Ladder Stipend (6). As detailed in the proposal narrative, this position is open to principals with five years of experience, who have earned an evaluation rating of Highly Effective for at least the last three years and have completed the Coach Development and Credentialing Program outlined in Appendix F3. Duties include providing vital support to new principals as they translate their academic knowledge into practical knowledge for maximum achievement at their schools. Funding is requested for 6 Principal Mentors.</p> <p>6 x \$4,000 = \$24,000</p>	\$24,000
<p>Mentor Teacher Career Ladder Stipend (90). As detailed in the proposal narrative, this position is open to 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. Duties include conducting or co-observing demonstration lessons, scheduling mentoring sessions with novice teachers, and providing immediate, school-based professional development support in response to evaluation scores. Funding is requested for 90 Mentor Teachers.</p>	\$360,000

90 x \$4,000 = \$360,000	
Master Teacher Career Ladder Stipend (13). Requirements for this stipend of \$4,000 are detailed above. 13 x \$4,000 = \$52,000	\$52,000
TIER Coach Career Ladder Stipend (17). Requirements for this stipend of \$4,500 are detailed above. 17 x \$4,500 = \$76,500	\$76,500
Peer Reviewer Career Ladder Stipend (3). See position description above. Funding is requested for 3 Peer Reviewers. 3 x \$5,000 = \$15,000	\$15,000
Hours beyond contract. See description above.	\$20,000
Total Other Personnel Costs – Year 2	\$5,183,930

Project Year 3 (2018-19). BCPS requests the Department to fund \$8,383,602 in total personnel costs for Year 3 of the project. This includes \$3,081,672 in full-time personnel and \$5,301,930 in other personnel costs, including stipends.

Full-time personnel costs reflect the continuing costs of coordinating the TIF project activities, including project management and operations, research, educator evaluation, human capital management, and professional learning associated with TIF funds. In Year 3, one key position, Program Supervisor, funded in Years 1-2 by 2012 TIF funding, will be supported through the new TIF funds. Full-time salaries include a 3% annual raise.

Other personnel costs will finance transfer bonuses and attendance bonuses for teachers and administrators at TIF schools. This portion also reflects the performance pay for teachers and administrators in TIF schools who have received Effective or Highly Effective evaluation scores, and stipends for those who take on the career ladder positions of Principal Mentor, Mentor Teacher, Master Teacher, TIER Coach, Peer Reviewer, and Marzano Demonstration Site Teacher in TIF schools during implementation and development of the refined Career Continuum. Note that Career Continuum stipends are offered in addition to the base salary in order to provide sufficient incentive to educators for taking on these additional responsibilities. Costs also include compensating educators for hours worked in addition to their contract to enable grant activities.

Full Time Personnel: The following requested personnel will be compensated as employees of the project.	FTE	Total
<p>Program Director (1). This district-level position oversees the activities of BCPS' Coaching and Induction Division. Additional duties associated with LEAP Ahead are to provide overall leadership to the project, take the lead on the Human Capital and PBCS activities, and serve on the Oversight Committee to ensure that information flows appropriately to inform project implementation and refinement. In Years 1 and 2, the position of Program Director is supported by 2012 TIF funds.</p> <p>1 @ 1 FTE = \$153,257</p>	1 FTE	\$153,257
<p>Program Supervisor (1). This position will oversee the day to day implementation of the project, supervising Mentor Teachers and Master Teachers. In Years 1 and 2, this position is supported by 2012 TIF funds.</p> <p>1 @ 1 FTE = \$124,125</p>	1 FTE	\$124,125
<p>Principal Liaison (2). Duties for this continuing position are detailed above.</p> <p>2 x \$124,125 = \$248,250</p>	2 FTE	\$248,250
<p>Master Teacher (13). Duties for this continuing position are detailed above. Funding is requested for 13 Master Teachers in Year 3.</p> <p>13 x \$62,219 = \$808,847</p>	13 FTE	\$808,847
<p>TIER Coach (17). Duties for this continuing position are detailed above.</p> <p>17 x \$62,219 = \$1,057,723</p>	17 FTE	\$1,057,723

Teacher Peer Reviewer (3). Duties for this continuing position are detailed above. 3 x \$65,240 = \$195,720	3 FTE	\$195,720
Evaluation Coordinator (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$124,122	1 FTE	\$124,122
Research Specialist (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$97,286	1 FTE	\$97,286
Professional Learning Coordinator (1). Duties for this continuing position are detailed above. 1 x @ 1 FTE = \$124,122	1 FTE	\$124,122
Micro-Computer Tech (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$37,427	1 FTE	\$37,427
Staff Assistant (1). This individual will facilitate scheduling, implementation, and monitoring of professional learning programs, including collecting data. 1 @ 1 FTE = \$73,366	1 FTE	\$73,366
Secretary (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$37,427	1 FTE	\$37,427
Total Full Time Personnel – Year 3		\$3,081,672

Description of Other Personnel Costs	Cost
Transfer Bonus (122). See description above.	\$366,000

122 x \$3,000 = \$366,000	
Attendance Bonus (438). See description above. 438 x \$485 = \$212,430	\$212,430
Performance Salary adjustment – Effective Educators (1372). See description above. 1372 x \$2,500 = \$3,430,000	\$3,430,000
Performance Salary adjustment – Highly Effective Educators (157). See description above. 157 x \$4,000 = \$628,000	\$628,000
Principal Mentor Career Ladder Stipend (6). Requirements for this stipend of \$4,000 are detailed above. 6 x \$4,000 = \$24,000	\$24,000
Mentor Teacher Career Ladder Stipend (90). Requirements for this stipend of \$4,000 are detailed above. 90 x \$4,000 = \$360,000	\$360,000
Master Teacher Career Ladder Stipend (13). Requirements for this stipend of \$4,000 are detailed above. 13 x \$4,000 = \$52,000	\$52,000
TIER Coach Career Ladder Stipend (17). Requirements for this stipend of \$4,500 are detailed above. 17 x \$4,500 = \$76,500	\$76,500
Peer Reviewer Career Ladder Stipend (3). Requirements for this stipend of \$5,000 are detailed above. 3 x \$5,000 = \$15,000	\$15,000
Marzano Demonstration Site Teacher Stipend (128). As detailed in the proposal narrative, this one-period release position is open to teachers who have completed at least two years of full-time teaching and received a rating of Effective or Highly Effective in the previous academic year. Duties include showcasing their	\$128,000

classrooms as laboratories of high-quality instruction, and working with peer teachers to expand their professional development and understanding of the Marzano elements that inform their evaluations. Funding is requested for 128 Demonstration Site Teachers. 128 x \$1,000 = \$128,000	
Hours beyond contract. See description above.	\$10,000
Total Other Personnel Costs – Year 3	\$5,301,930

Project Year 4 (2019-20). BCPS requests the Department to fund \$8,476,067 in total personnel costs for Year 4 of the project. This includes \$3,174,137 in full-time personnel and \$5,301,930 in other personnel costs, including stipends.

Full-time personnel costs reflect the continuing costs of coordinating the TIF project activities, including project management and operations, research, educator evaluation, human capital management, and professional learning associated with TIF funds. Full-time salaries include a 3% annual raise.

Other personnel costs include performance pay for teachers and administrators in TIF schools who have received Effective or Highly Effective evaluation scores, and stipends for those who take on the career ladder positions of Principal Mentor, Mentor Teacher, Master Teacher, TIER Coach, Peer Reviewer, and Marzano Demonstration Site Teacher in TIF schools during implementation and development of the refined Career Continuum. Note that Career Continuum stipends are offered in addition to the base salary in order to provide sufficient incentive to educators for taking on these additional responsibilities. Costs also include compensating educators for hours worked in addition to their contract to enable grant activities.

Full Time Personnel: The following requested personnel will be compensated as employees of the project.	FTE	Total
Program Director (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$157,855	1 FTE	\$157,855
Program Supervisor (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$127,849	1 FTE	\$127,849

Principal Liaison (2). Duties for this continuing position are detailed above. 2 x \$127,849 = \$255,698	2 FTE	\$255,698
Master Teacher (13). Duties for this continuing position are detailed above. 13 x \$64,086 = \$833,118	13 FTE	\$833,118
TIER Coach (17). Duties for this continuing position are detailed above. 17 x \$64,086 = \$1,089,462	17 FTE	\$1,089,462
Teacher Peer Reviewer (3). Duties for this continuing position are detailed above. 3 x \$67,197 = \$201,591	3 FTE	\$201,591
Evaluation Coordinator (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$127,846	1 FTE	\$127,846
Research Specialist (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$100,205	1 FTE	\$100,205
Professional Learning Coordinator (1). Duties for this continuing position are detailed above. 1 x @ 1 FTE = \$127,846	1 FTE	\$127,846
Micro-Computer Tech (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$38,550	1 FTE	\$38,550
Staff Assistant (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$75,567	1 FTE	\$75,567

Secretary (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$38,550	1 FTE	\$38,550
Total Full Time Personnel – Year 4		\$3,174,137

Description of Other Personnel Costs	Cost
Transfer Bonus (122). See description above 122 x \$3,000 = \$366,000	\$366,000
Attendance Bonus (438). See description above 438 x \$485 = \$212,430	\$212,430
Performance Salary adjustment – Effective Educators (1372). See description above 1372 x \$2,500 = \$3,430,000	\$3,430,000
Performance Salary adjustment – Highly Effective Educators (157). See description above 157 x \$4,000 = \$628,000	\$628,000
Principal Mentor Career Ladder Stipend (6). Requirements for this stipend of \$4,000 are detailed above. 6 x \$4,000 = \$24,000	\$24,000
Mentor Teacher Career Ladder Stipend (90). Requirements for this stipend of \$4,000 are detailed above. 90 x \$4,000 = \$360,000	\$360,000
Master Teacher Career Ladder Stipend (13). Requirements for this stipend of \$4,000 are detailed above. 13 x \$4,000 = \$52,000	\$52,000

TIER Coach Career Ladder Stipend (17). Requirements for this stipend of \$4,500 are detailed above. 17 x \$4,500 = \$76,500	\$76,500
Peer Reviewer Career Ladder Stipend (3). Requirements for this stipend of \$5,000 are detailed above. 3 x \$5,000 = \$15,000	\$15,000
Marzano Demonstration Site Teacher Stipend (128). Requirements for this stipend of \$1,000 are detailed above. 128 x \$1,000 = \$128,000	\$128,000
Hours beyond contract. See description above.	\$10,000
Total Other Personnel Costs – Year 4	\$5,301,930

Project Year 5 (2020-21). BCPS requests the Department to fund \$8,794,848 in total personnel costs for Year 5 of the project. This includes \$3,599,418 in full-time personnel and \$5,195,430 in other personnel costs, including stipends.

Full-time personnel costs reflect the continuing costs of coordinating the TIF project activities, and of infusing these activities into district operations for long-term sustainability of the project. Full-time salaries include a 3% annual raise.

Other personnel costs include transfer bonuses and attendance bonuses for teachers and administrators at TIF schools. This portion also reflects the performance pay for teachers and administrators in TIF schools who have received Effective or Highly Effective evaluation scores, and stipends for those who take on the career ladder positions of Principal Mentor, Mentor Teacher, Master Teacher, TIER Coach, and Peer Reviewer in TIF schools during development of the refined Career Continuum. Note that Career Continuum stipends are offered in addition to the base salary provided under Personnel in order to provide sufficient incentive to educators for taking on these additional responsibilities. Costs also include compensating educators for hours worked in addition to their contract to enable grant activities.

Full Time Personnel: The following requested personnel will be compensated as employees of the project.	FTE	Total
Program Director (1). Duties for this continuing position are detailed above.	1 FTE	\$162,591

1 @ 1 FTE = \$162,591		
Program Supervisor (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$131,684	1 FTE	\$131,684
Principal Liaison (2). Duties for this continuing position are detailed above. 2 x \$131,684 = \$263,368	2 FTE	\$263,368
Master Teacher (15). Duties for this continuing position are detailed above. Funding is requested for 15 Master Teachers in Year 5. 15 x \$66,009 = \$990,135	15 FTE	\$990,135
TIER Coach (20). Duties for this continuing position are detailed above. Funding is requested for 20 TIER Coaches in Year 5. 20 x \$66,009 = \$1,320,180	20 FTE	\$1,320,180
Teacher Peer Reviewer (3). Duties for this continuing position are detailed above. 3 x \$69,213 = \$207,639	3 FTE	\$207,639
Evaluation Coordinator (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$131,681	1 FTE	\$131,681
Research Specialist (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$103,211	1 FTE	\$103,211
Professional Learning Coordinator (1). Duties for this continuing position are detailed above. 1 x @ 1 FTE = \$131,681	1 FTE	\$131,681
Micro-Computer Tech (1). Duties for this continuing position are detailed above.	1 FTE	\$39,707

1 @ 1 FTE = \$39,707		
Staff Assistant (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$77,834	1 FTE	\$77,834
Secretary (1). Duties for this continuing position are detailed above. 1 @ 1 FTE = \$39,707	1 FTE	\$39,707
Total Full Time Personnel – Year 5		\$3,599,418

Description of Other Personnel Costs	Cost
Transfer Bonus (122). See description above 122 x \$3,000 = \$366,000	\$366,000
Attendance Bonus (438). See description above 438 x \$485 = \$212,430	\$212,430
Performance Salary adjustment – Effective Educators (1372). See description above 1372 x \$2,500 = \$3,430,000	\$3,430,000
Performance Salary adjustment – Highly Effective Educators (157). See description above 157 x \$4,000 = \$628,000	\$628,000
Principal Mentor Career Ladder Stipend (6). Requirements for this stipend of \$4,000 are detailed above. 6 x \$4,000 = \$24,000	\$24,000
Mentor Teacher Career Ladder Stipend (90). Requirements for this stipend of \$4,000 are detailed above.	\$360,000

90 x \$4,000 = \$360,000	
Master Teacher Career Ladder Stipend (15). Requirements for this stipend of \$4,000 are detailed above. 15 x \$4,000 = \$60,000	\$60,000
TIER Coach Career Ladder Stipend (20). Requirements for this stipend of \$4,500 are detailed above. 20 x \$4,500 = \$90,000	\$90,000
Peer Reviewer Career Ladder Stipend (3). Requirements for this stipend of \$5,000 are detailed above. 3 x \$5,000 = \$15,000	\$15,000
Hours beyond contract. See description above.	\$10,000
Total Other Personnel Costs – Year 5	\$5,195,430

Fringe Benefits

BCPS’ total request to the Department for fringe benefits amounts to \$8,459,849.

Project Year 1 (2016-17).

Fringe Benefits: FICA is calculated at \$8,088 per FTE, and fringe benefits are calculated at 17.6% for salaries. Stipends are assessed a fringe rate of 9.6%.	Calculation	Total
#FTEs = 31	\$8088 x 31	\$250,728
Full-Time Salaries = \$1,888,048	17.6% x salaries	\$332,296
Other Salaries - \$4,290,430	17.6% x other salaries	\$755,116

Stipends - \$116,500	9.6% x stipends	\$11,184
Total – Year 1		\$1,349,324

Project Year 2 (2017-18).

Fringe Benefits: FICA is calculated at \$8,088 per FTE, and fringe benefits are calculated at 17.6% for salaries. Stipends are assessed a fringe rate of 9.6%.	Calculation	Total
#FTEs = 40	\$8088 x 40	\$323,520
Full-Time Salaries = \$2,651,390	17.6% x salaries	\$466,645
Other Salaries - \$4,656,430	17.6% x other salaries	\$819,532
Stipends - \$527,500	9.6% x stipends	\$50,640
Total – Year 2		\$1,660,337

Project Year 3 (2018-19).

Fringe Benefits: FICA is calculated at \$8,088 per FTE, and fringe benefits are calculated at 17.6% for salaries. Stipends are assessed a fringe rate of 9.6%.	Calculation	Total
#FTEs = 43	\$8088 x 43	\$347,784
Full-Time Salaries = \$3,081,672	17.6% x salaries	\$542,374
Other Salaries - \$4,646,430	17.6% x other salaries	\$817,772

Stipends - \$655,500	9.6% x stipends	\$62,928
Total – Year 3		\$1,770,858

Project Year 4 (2019-20).

Fringe Benefits: FICA is calculated at \$8,088 per FTE, and fringe benefits are calculated at 17.6% for salaries. Stipends are assessed a fringe rate of 9.6%.	Calculation	Total
#FTEs = 43	\$8088 x 43	\$347,784
Full-Time Salaries = \$3,174,137	17.6% x salaries	\$558,648
Other Salaries - \$4,646,430	17.6% x other salaries	\$817,772
Stipends - \$655,500	9.6% x stipends	\$62,928
Total – Year 4		\$1,787,132

Project Year 5 (2020-21).

Fringe Benefits: FICA is calculated at \$8,088 per FTE, and fringe benefits are calculated at 17.6% for salaries. Stipends are assessed a fringe rate of 9.6%.	Calculation	Total
#FTEs = 48	\$8088 x 48	\$388,224
Full-Time Salaries = \$3,599,418	17.6% x salaries	\$633,498

Other Salaries - \$4,646,430	17.6% x other salaries	\$817,772
Stipends - \$549,000	9.6% x stipends	\$52,704
Total – Year 5		\$1,892,198

Travel

BCPS’ total request to the Department for travel amounts to \$149,375. The requested funds cover mileage for grant staff to attend meetings and visit the 32 TIF schools, and for travel expenses for key project staff for required TIF meetings.

Travel for TIF meetings is calculated as follows:

Travel: Travel expenses include a \$45 a day per diem (full day), \$450 airfare, \$130 hotel rate, \$150 registration/ miscellaneous, for full-day expenses. Half-day expenses total \$300. Total = \$1,375 per person.	# Trips	\$ per Trip	Total
TIF Annual Conference	3 people x 1 conference = 3	\$1,375	\$4,125
TIF Annual Event	2 people x 1 meeting = 2	\$1,375	\$2,750

Project Year 1 (2016-17).

Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 32 TIF schools to provide support and services.	\$10,000
Travel for Required TIF Meetings. See description above.	\$6,875

Total – Year 1	\$16,875
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Project Year 2 (2017-18). BCPS’ total requested travel costs for Year 2 of the project amount to \$26,875. All activities from Year 1 continue into Year 2. Additional mileage funds are requested to cover travel for grant staff to attend meetings and visit the 32 TIF schools as support to schools and refinement of project components increases.

Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 32 TIF schools to provide support and services.	\$20,000
Travel for Required TIF Meetings. See description above.	\$6,875
Total – Year 2	\$26,875

Project Year 3 (2018-19). BCPS’ total requested travel costs for Year 3 of the project amount to \$31,875. All activities from Years 1-2 continue into Year 3. Additional mileage funds are requested to cover travel for grant staff to attend meetings and visit the 32 TIF schools as support to schools and refinement of project components increases.

Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 32 TIF schools to provide support and services.	\$25,000
Travel for Required TIF Meetings. See description above.	\$6,875
Total – Year 3	\$31,875

Project Year 4 (2019-20). BCPS’ total requested travel costs for Year 4 of the project amount to \$36,875. All activities from Years 1-3 continue into Year 4. Additional mileage funds are requested to cover travel for grant staff to attend meetings and visit the 32 TIF schools as support to schools and refinement of project components increases. Travel expenses for professional learning remain consistent with Year 3.

Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 32 TIF schools to provide support and services.	\$30,000
Travel for Required TIF Meetings. See description above.	\$6,875
Total – Year 4	\$36,875

Project Year 5 (2020-21). BCPS’ total requested travel costs for Year 5 of the project amount to \$36,875. All activities from Years 1-4 continue into Year 5. Requested mileage and travel funds remain consistent with Year 4.

Mileage. Funds to cover mileage will enable grant staff to attend district meetings and to visit the 32 TIF schools to provide support and services.	\$30,000
Travel for Required TIF Meetings. See description above.	\$6,875
Total – Year 5	\$36,875

Equipment

Project Years 1-5 (2016-21). Funding is not requested for equipment costs.

Supplies

Project Years 1-5 (2016-21). BCPS requests a total of \$75,000 of TIF funding for supplies, to be divided equally in the amount of \$15,000 for each Project Year. Office supplies are needed to support grant activities, workload management, and communication between all personnel and stakeholders through print and non-print media.

Contractual

BCPS requests a total of [REDACTED] for contractual expenses during the grant period.

Project Year 1 (2016-17). BCPS is asking the Department to fund \$120,000 for contractual expenses in Year 1. This portion reflects the contracting of specialized expert consultants on leadership development and a third-party evaluator.

Vendor expenses include the following:

Component	Description of Work	Cost
Center for Educational Leadership (CEL) Consultants	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.	\$100,000
Grant Evaluator	An outside evaluator will assess the effectiveness of LEAP Ahead to provide recommendations for continuous improvements to the systems through both an impact evaluation and an implementation study, as detailed in this proposal.	\$20,000
Total – Year 1		\$120,000

Project Year 2 (2017-18). BCPS requests \$435,000 to fund contractual support in Year 2. This portion reflects a continuation of the contracting of specialized expert consultants and evaluator described above, and the addition of the professional learning training components within the Career Continuum.

Component	Description of Work	Cost
New Teacher Center (NTC) Consultants	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.	\$300,000
Center for Educational Leadership (CEL) Consultants	See description above.	\$100,000

Grant Evaluator	See description above.	\$35,000
Total – Year 2		\$435,000

Project Year 3 (2018-19). BCPS requests funds from the Department for contractual expenses in the amount of \$1,135,000 in Year 3. This portion reflects a continuation of the contracting of expert consultants to evaluate LEAP Ahead, implementation of professional learning for the Career Continuum, and implementation of Marzano Demonstration Sites.

Component	Description of Work	Cost
New Teacher Center (NTC) Consultants	See description above.	\$300,000
Learning Sciences International (LSI) Consultants	LSI will partner with BCPS on the Marzano Demonstration Sites. Marzano Demonstration Sites will transform four classrooms in each school into rigorous, standards-based places of student-centered teaching and learning and will provide personalized professional development to school leaders and teachers.	\$800,000
Grant Evaluator	See description above.	\$35,000
Total – Year 3		\$1,135,000

Project Year 4 (2019-20). BCPS requests \$885,000 in Year 4 contractual funds. This portion reflects the costs of the outside evaluator who will continue conducting the impact study and implementation evaluation of LEAP Ahead, as well as continuation of professional learning for the Career Continuum positions and the Marzano Demonstration Sites.

Component	Description of Work	Cost
New Teacher Center (NTC) Consultants	See description above.	\$50,000

Learning Sciences International (LSI) Consultants	See description above.	\$800,000
Grant Evaluator	See description above.	\$35,000
Total – Year 4		\$885,000

Project Year 5 (2020-21). BCPS requests contractual costs for Year 5 in the amount of \$85,000. This portion reflects the costs of the outside evaluator who will conclude the impact study and implementation evaluation of LEAP Ahead and prepare final reports documenting the efficacy and fidelity of the project. It also includes funding for New Teacher Center consultants to assist BCPS with sustainability plans for the Coaching Development and Credentialing Program.

Component	Description of Work	Cost
New Teacher Center (NTC) Consultants	See description above.	\$50,000
Grant Evaluator	See description above.	\$35,000
Total – Year 5		\$85,000

Construction – No funds are requested for construction.

Other

BCPS’ overall request in the Other category over the grant period is \$700,000.

Project Year 1 (2016-17). BCPS is requesting a total of \$200,000 in Year 1 to finance tuition remission/scholarships for individuals participating in FAU coursework and fees for Florida Teacher Certification Examinations.

Description of Work	Cost
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Tuition Remission/Scholarships. Teachers taking courses for the Teacher Residency, Cultural Diversity Credential, Teacher Certification Exam Preparation, or other course aligned to their needs are eligible for tuition remission or scholarships through the TIF grant.	\$150,000
Fees for FL Teacher Certification Examinations (250). BCPS will partner with FAU to improve the number of certified teachers serving in High-Need Schools. This LEAP Ahead higher education partnership will involve preparation for uncertified teachers in the TIF schools to assist these educators in passing professional exams for certification. In addition to supporting this preparation, TIF funding will be utilized to cover the assessment fees for these exams. 250 x \$200 = \$50,000	\$50,000
Total – Year 1	\$200,000

Project Year 2 (2017-18). BCPS is requesting a total of \$200,000 in Year 2 to finance tuition remission/scholarships for individuals participating in FAU coursework and fees for Florida Certification Examinations.

Description of Work	Cost
Fees for FL Teacher Certification Examinations (250). See description above. 250 x \$200 = \$50,000	\$50,000
Tuition Remission/Scholarships. See description above.	\$150,000
Total – Year 2	\$200,000

Project Year 3 (2018-19). BCPS is requesting a total of \$100,000 in Year 3 to finance tuition remission/scholarships for individuals participating in FAU coursework.

Description of Work	Cost
Tuition Remission/Scholarships. See description above.	\$100,000
Total – Year 3	\$100,000

Project Year 4 (2019-20). BCPS is requesting a total of \$100,000 in Year 4 to finance tuition remission/scholarships for individuals participating in FAU coursework.

Description of Work	Cost
Tuition Remission/Scholarships. See description above.	\$100,000
Total – Year 4	\$100,000

Project Year 5 (2020-21). BCPS is requesting a total of \$100,000 in Year 5 to finance tuition remission/scholarships for individuals participating in FAU coursework.

Description of Work	Cost
Tuition Remissions/Scholarships. See description above.	\$100,000
Total – Year 5	\$100,000

Indirect Costs

Indirect costs are calculated at a restricted rate of 3.82%. The total indirect costs requested over the five years of the project are as follows:

Year 1	\$305,454
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Year 2	\$388,591
Year 3	\$436,868
Year 4	\$431,633
Year 5	\$417,294
Total	\$1,979,870

Training Stipends – No funds are requested for training stipends.

NON-FEDERAL FUNDS

A total of \$3,796,257 in non-federal funds is budgeted to support LEAP Ahead.

Personnel

A total of \$1,118,389 is provided from non-federal funds for personnel costs.

Project Year 1 (2016-17). \$329,877 in personnel costs is supported by non-federal funds in Year 1. This portion reflects the costs of supporting BCPS personnel whose compensation is covered through the district’s current budget for the proportion of time it is estimated they will spend working on LEAP Ahead. This portion also covers Master Coaches who will serve as coaches to those on the Career Continuum.

Personnel: The following employees will be supported with non-TIF funds. The estimated percent of their time devoted to LEAP Ahead is indicated in column 2.	FTE	Total
<p>Director, Employee Evaluations (.15). This position serves as the Evaluation Lead on the project, and will supervise the grant staff, evaluation coordinators, and all grant initiatives, including finalizing contract language and negotiations with the Broward Teachers Union (BTU), and presenting plans to senior leadership and the School Board. The base salary for this position is \$144,559, 15% of which is budgeted for this project.</p> <p>1 @ .15 FTE = \$21,684</p>	.15 FTE	\$21,684

<p>Chief School Performance and Accountability Officer (.15). This position supervises principals in BCPS and helps schools plan the types of professional development needed to address trends in achievement and educator performance. The base salary for this position is \$190,000, 15% of which is budgeted for this project.</p> <p>1 @ .15 FTE = \$28,500</p>	.15 FTE	\$28,500
<p>Director, Leadership Development (.15). This position directs activities related to professional development for school administrators. The base salary for this position is \$144,559, 15% of which is budgeted for this project.</p> <p>1 @ .15 FTE = \$21,684</p>	.15 FTE	\$21,684
<p>Data Based Researcher (.15). This position provides research and analysis in support of the LEAP Ahead program. The base salary for this position is \$60,061, 15% of which is budgeted for this project.</p> <p>1 @ .15 FTE = \$9,009</p>	.15 FTE	\$9,009
<p>Cadre Director. The Wallace Foundation grant supports professional learning by providing principal supervisors known as cadre directors. \$175,000 reflects the personnel who will directly support TIF schools.</p>		\$175,000
<p>Community Liaison. A Kellogg Foundation grant supports the Minority Success Academy. This amount pays for a Community Liaison that works directly with TIF schools.</p>	1 FTE	\$40,000
<p>Master Coaches. A Scale Up Grant from New Teacher Center pays for Master Coaches who provide support to individuals on the Career Continuum.</p>		\$30,000
<p>Other salaries. A Kellogg Foundation grant will pay teachers in identified High-Need Schools to attend the Minority Success Academy.</p>		\$4,000

Total – Year 1		\$329,877
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Project Year 2 (2017-18). BCPS will support the project personnel expenses in Year 2 with non-federal funds in the amount of \$288,304. This portion reflects the continuing costs of supporting BCPS personnel whose compensation is covered through the district’s current budget for the proportion of time it is estimated they will spend on work related to LEAP Ahead. Year 2 also reflects budgets from non-federal grant funds that are being leveraged in support of LEAP Ahead. Full-time salaries include a 3% annual raise.

Personnel: The following employees will be supported with non-TIF funds. The estimated percent of their time devoted to LEAP Ahead is indicated in column 2.	FTE	Total
Director, Employee Evaluations (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$22,335	.15 FTE	\$22,335
Chief School Performance and Accountability Officer (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$29,355	.15 FTE	\$29,355
Director, Leadership Development (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$22,335	.15 FTE	\$22,335
Data Based Researcher (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$9,279	.15 FTE	\$9,279
Cadre Director. Duties for this continuing position are detailed above.		\$175,000
Master Coaches. Duties for this continuing position are detailed above.		\$30,000

Total – Year 2		\$288,304
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Project Year 3 (2018-19). BCPS will support personnel expenses in Year 3 with \$290,803 in non-federal funds. This portion reflects the continuing costs of supporting BCPS personnel whose compensation is covered through the district’s current budget for the proportion of time it is estimated they will spend on work related to LEAP Ahead. Year 3 also reflects non-federal funding from grant sources that will be leveraged in support of LEAP Ahead. Full-time salaries include a 3% annual raise.

Personnel: The following employees will be supported with non-TIF funds. The estimated percent of their time devoted to LEAP Ahead is indicated in column 2.	FTE	Total
Director, Employee Evaluations (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$23,005	.15 FTE	\$23,005
Chief School Performance and Accountability Officer (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$30,236	.15 FTE	\$30,236
Director, Leadership Development (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$23,005	.15 FTE	\$23,005
Data Based Researcher (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$9,557	.15 FTE	\$9,557
Cadre Director. Duties for this continuing position are detailed above.		\$175,000
Master Coaches. Duties for this continuing position are detailed above.		\$30,000
Total – Year 3		\$290,803

Project Year 4 (2019-20). BCPS will support personnel costs for Year 4 in the amount of \$118,377. This portion reflects the continuing costs of supporting BCPS personnel whose compensation is covered through the district’s current budget for the proportion of time it is estimated they will spend on work related to LEAP Ahead, as well as grant funding leveraged in support of the proposed project. Full-time salaries include a 3% annual raise.

Personnel: The following employees will be supported with non-TIF funds. The estimated percent of their time devoted to LEAP Ahead is indicated in column 2.	FTE	Total
Director, Employee Evaluations (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$23,695	.15 FTE	\$23,695
Chief School Performance and Accountability Officer (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$31,143	.15 FTE	\$31,143
Director, Leadership Development (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$23,695	.15 FTE	\$23,695
Data Based Researcher (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$9,844	.15 FTE	\$9,844
Master Coaches (Scale Up Grant – NTC). Duties for this continuing position are detailed above.		\$30,000
Total – Year 4		\$118,377

Project Year 5 (2020-21). \$91,028 will be contributed to personnel costs in year 5 from non-federal funds. This portion reflects the continuing costs of supporting BCPS personnel whose compensation is covered through the district’s current budget for the proportion of time it is estimated they will spend on work related to LEAP Ahead, as above. Full-time salaries include a 3% annual raise.

Personnel: The following employees will be supported with non-TIF funds. The estimated percent of their time devoted to LEAP Ahead is indicated in column 2.	FTE	Total
Director, Employee Evaluations (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$24,406	.15 FTE	\$24,406
Chief School Performance and Accountability Officer (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$32,077	.15 FTE	\$32,077
Director, Leadership Development (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$24,406	.15 FTE	\$24,406
Data Based Researcher (.15). Duties for this continuing position are detailed above. 1 @ .15 FTE = \$10,139	.15 FTE	\$9,009
Total – Year 5		\$91,028

Fringe Benefits

BCPS' in-kind contributions to fringe benefits amount to \$253,453. This includes the following, calculated at \$8,088 per FTE, plus 17.6% of total full time salaries.

Year 1	\$79,087
Year 2	\$63,683
Year 3	\$64,122
Year 4	\$25,687
Year 5	\$20,874
Total	\$253,453

Travel

Project Years 1-3 (2016-19). BCPS will provide \$105,000 to cover travel. During the first three years of the project period, \$35,000 will be provided annually through a grant from the Wallace Foundation. These funds cover mileage for staff to attend meetings and visit the 32 TIF schools.

Equipment – No funds are budgeted for equipment.

Supplies - No in-kind funds are provided for supplies specific to the LEAP Ahead project.

Contractual

Non-federal funds in the amount of \$1,287,415 will be provided over the grant period for contractual expenses.

Project Year 1 (2016-17).

Component	Description	Cost
Applitrack	Applitrack is the districtwide human resources system that facilitates the process of teacher selection and provides principals with access to lists of recommended candidates and digital interviews. The total cost to the district is \$46,550. 15% of this amount is allocated for TIF schools. $\$46,550 * .15 = \$6,983$	\$6,983
iObservation	iObservation is the online observation tracking software used to collect and track instructional practice data on each of the indicators in the Marzano Teacher Evaluation Model, and to provide immediate feedback to teachers on the strength of their practice. The total cost to the district is \$470,000. 15% of this amount is allocated for TIF schools. $\$470,000 * .15 = \$70,500$	\$70,500
My Learning Plan	MyLearningPlan is a web-based professional development management system that personalizes	\$180,000

	<p>professional development for all instructional and non-instructional employees. It provides easy access to current records of professional learning and reports for administrators, integration with other data systems to provide information for certification and in-service points, and useful tools for Professional Learning Communities. The total annual cost to the district is \$1,200,000. 15% of this amount is allocated for TIF schools.</p> <p>$\\$1,200,000 * .15 = \\$180,000$</p>	
Total – Year 1		\$257,483

Project Year 2 (2017-18).

Component	Description	Cost
Applitrack	See description above. $\$46,550 * .15 = \$6,983$	\$6,983
iObservation	See description above. $\$470,000 * .15 = \$70,500$	\$70,500
My Learning Plan	See description above. $\$1,200,000 * .15 = \$180,000$	\$180,000
Total – Year 2		\$257,483

Project Year 3 (2018-19).

Component	Description	Cost
Applitrack	See description above. $\$46,550 * .15 = \$6,983$	\$6,983
iObservation	See description above. $\$470,000 * .15 = \$70,500$	\$70,500
My Learning Plan	See description above. $\$1,200,000 * .15 = \$180,000$	\$180,000

Total – Year 3		\$257,483
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Project Year 4 (2019-20).

Component	Description	Cost
Applitrack	See description above. \$46,550 * .15 = \$6,983	\$6,983
iObservation	See description above. \$470,000 * .15 = \$70,500	\$70,500
My Learning Plan	See description above. \$1,200,000 * .15 = \$180,000	\$180,000
Total – Year 4		\$257,483

Project Year 5 (2020-21).

Component	Description	Cost
Applitrack	See description above. \$46,550 * .15 = \$6,983	\$6,983
iObservation	See description above. \$470,000 * .15 = \$70,500	\$70,500
My Learning Plan	See description above. \$1,200,000 * .15 = \$180,000	\$180,000
Total – Year 5		\$257,483

Construction – No in-kind funds are provided for construction.

Other

BCPS will contribute \$1,032,000 in non-federal funds to support the Minority Success Academy, and TIER Mentors who will provide services in TIF schools.

Project Year 1 (2016-17).

Description	Cost
Minority Success Academy. In Year 1, \$57,000 will be available to educators in TIF schools to pay for scholarships to attend the Minority Success Academy.	\$57,000
TIER Mentors. The TIER Mentor program is a district-wide mentoring program. Funding represents 15% of the total budget for this project which will be used to pay TIER Mentors who serve in TIF schools. \$1,300,000 * .15 = \$195,000	\$195,000
Total – Year 1	\$252,000

Project Year 2 (2017-18).

Description	Cost
TIER Mentors. See description above. \$1,300,000 * .15 = \$195,000	\$195,000
Total – Year 2	\$195,000

Project Year 3 (2018-19).

Description	Cost
TIER Mentors. See description above. \$1,300,000 * .15 = \$195,000	\$195,000
Total – Year 3	\$195,000

Project Year 4 (2019-20).

Description	Cost
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TIER Mentors. See description above. \$1,300,000 * .15 = \$195,000	\$195,000
Total – Year 4	\$195,000

Project Year 5 (2020-21).

Description	Cost
TIER Mentors. See description above. \$1,300,000 * .15 = \$195,000	\$195,000
Total – Year 5	\$195,000

Indirect Costs – No in-kind funds are provided for indirect costs.

Training Stipends – No in-kind funds are provided for training stipends.

NON-TIF FEDERAL FUNDS

\$3,205,012 in federal funding, already allocated to BCPS, will be leveraged to support the activities outlined in the proposed project:

	Year 1	Year 2	Year 3	Year 4	Year 5
ESEA Title II, Part A	\$471,851	\$471,851 (projected)	\$471,851 (projected)	\$471,851 (projected)	\$471,851 (projected)
PROPEL	\$65,000	\$65,000	\$65,000		
Teacher Incentive	\$650,757				

Fund, Cohort 4					
Total	\$1,187,608	████████	████████	████████	████████

ESEA Title II, Part A funds will continue to be used to provide professional development to educators based on their evaluation results. Professional development in core academic subjects is an allowable use of these Federal funds. Approximately \$3,000,000 of Title II-A funding is allocated across BCPS for professional development, of which \$450,000 will support the 32 High-Need Schools targeted through TIF on an annual basis, pending continued funding. In addition, the salary and benefits for the Supervisor of Coaching and Induction is paid with Title II funds. \$21,851 of this amount represents 15% of this individual’s time, which will be allocated to TIF schools.

A **PROPEL** State subgrant from federal funds in collaboration with Florida Atlantic University underwrites the development of the PROPEL accelerated instructional program for teachers who wish to become school administrators. This high pressure, intense pathway allows teachers to earn Masters degrees in leadership, achieve their certification in administration, and begin in their role as instructional leader with job-embedded training in only 2-3 years. In addition, the PROPEL project will build a cadre of mentors to serve its principals. PROPEL funds for Principal Mentors will be leveraged in the amount of \$65,000 per year for the first three years of the project.

A **Teacher Incentive Fund** grant from 2012 has begun much of the work that will be built upon in LEAP Ahead. \$10,397,633 in Year 1 will support the goals of the proposed work. (We also expect to apply for a no-cost extension into Year 2, but since that has not been approved, it is not calculated here.) A Program Supervisor (in Years 1-2), Research Specialist (in Year 1) and Staff Assistant (in Years 1-2) will do work that can be leveraged in support of the proposed project. In addition, the previous TIF grant will pay New Teacher Center for their work with the district on the Coach Development and Credentialing Program in Year 1.

The total amount of Non-TIF federal funds that will be leveraged to support LEAP Ahead is \$3,205,012.

The following State and local funding, already allocated to BCPS, will be leveraged to support the activities outlined in the proposed project:

An **Instructional Leadership and Faculty Development Grant** from the State of Florida provides \$656,786 toward the following objectives: 1) Improve teaching aligned to the vision of excellent instruction and Florida Standards and strengthen instructional practice through

authentic professional learning communities, 2) Improve actionable and accurate feedback in teacher observation, 3) Improve coaching models, cycles, and methods, 4) Align Standards instructional materials to ensure coherence and rigor, and 5) Engage and align partners to leverage expertise and coherence.

A **Minority Success Academy** grant from the Kellogg Foundation provides \$200,000 for support of seven elementary schools pursuing culturally responsive teaching. The Minority Success Academy is a specialized, multi-tiered differentiated instruction program for emerging learners that utilizes a challenging and inspiring blend of real-world, hands-on experiences, through STEM project-based learning and STEM Learning through the Arts. The Minority Success Academy directly addresses the learning and achievement gap, providing opportunities, experiences, and resources for students and education practitioners, to prepare students to excel academically and in life.

EXCEED is a \$4.3 million State grant through which BCPS partners with FAU's College of Education to establish a Center of Excellence for Elementary Teacher Preparation. "Collaborative Transformation: Establishing Excellence in Elementary Preparation" 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. The program will be fully aligned with Broward school district evaluations to prepare new teachers for district employment requirements.

A **Wallace Foundation** grant, in the amount of \$3.5 million over 2014 – 2018, focuses on improving the practice of principal supervisors (cadre directors) who work directly with principals. This initiative aims to help move principal supervisors' focus to one of support, freeing them to better coach and develop principals to help them improve instruction. The program has four goals: Reduce the number of principals supervisors oversee; focus more on developing principals; find ways to change central administration to support principal supervisors; and study how well the changes work.

A **Scale Up Grant** from the New Teacher Center pays for BCPS to run demonstration sites of NTC's induction program. The project supports Master Coaches who support educators on the Career Continuum. This grant provides \$600,000 over the first four years of the project.

BCPS applied for a two-year **National Center for Teacher Residencies SEED Grant** in the amount of \$500,000 to establish a teacher residency and mentor program. Although we submitted the application last week and have not yet heard if it has been funded, we plan to leverage these funds in support of TIF if the grant is awarded.



State Board of Education

Marva Johnson, *Chair*
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Members
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Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

Pam Stewart
Commissioner of Education

APR 18 2016

April 13, 2016

Mr. I. Benjamin Leong
Broward County School District
600 SE 3rd Ave., 10th Floor
Ft. Lauderdale, Florida 33301-3125

Your indirect cost proposal for fiscal year 2016-2017 has been reviewed and the restricted rate of 3.82% and unrestricted rate of 16.07% is approved with an effective date of July 1, 2016 through June 30, 2017.

If you have any questions please call Don Crumbliss at [REDACTED]

Sincerely,
[REDACTED]

Matt Kirkland

[REDACTED]
TO [REDACTED]
 DISCUSSION FILE
 TAKE APPROPRIATE ACTION
 DRAFT RESPONSE FOR MY SIGNATURE
 RESPOND ON MY BEHALF

Matt Kirkland
Chief Comptroller, Bureau of the Comptroller

**DISTRICT SCHOOL BOARD OF BROWARD COUNTY
 CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
 PLAN B**

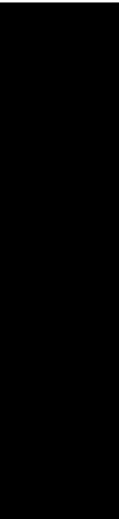
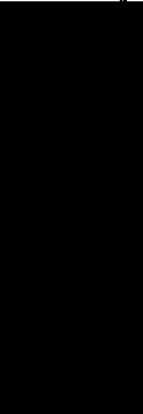
I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in 2 CFR 200, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the Indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 3.82%

Federal Programs - Unrestricted with Carry Forward 16.07%

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2014-2015, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

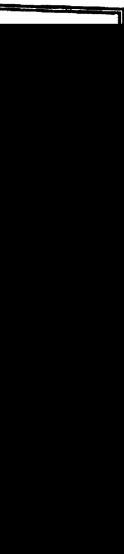
Signature of District Superintendent  Date Signed <u>3/29/16</u>	Signature of District Superintendent  Date Signed <u>3/29/16</u>
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Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 3.82%

Federal Programs - Unrestricted with Carry Forward 16.07%

These rates become effective **July 1, 2016, and remain in effect until June 30, 2017**, and will apply to all eligible federally assisted programs as

Signature of Comptroller, Florida Department of Education  Date Signed <u>4/13/16</u>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Angela	<input type="text"/>	Brown	<input type="text"/>

Address:

Street1:	3531 Davie Road
Street2:	<input type="text"/>
City:	Davie
County:	<input type="text"/>
State:	FL: Florida
Zip Code:	33314-1604
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

The School Board of Broward County, Florida

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	6,294,978.00	7,835,320.00	8,383,602.00	8,476,067.00	8,794,848.00	39,784,815.00
2. Fringe Benefits	1,349,324.00	1,660,337.00	1,770,858.00	1,787,132.00	1,892,198.00	8,459,849.00
3. Travel	16,875.00	26,875.00	31,875.00	36,875.00	36,875.00	149,375.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	75,000.00
6. Contractual	120,000.00	435,000.00	1,135,000.00	885,000.00	85,000.00	2,660,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	200,000.00	200,000.00	100,000.00	100,000.00	100,000.00	700,000.00
9. Total Direct Costs (lines 1-8)	7,996,177.00	10,172,532.00	11,436,335.00	11,300,074.00	10,923,921.00	51,829,039.00
10. Indirect Costs*	305,454.00	388,591.00	436,868.00	431,663.00	417,294.00	1,979,870.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	8,301,631.00	10,561,123.00	11,873,203.00	11,731,737.00	11,341,215.00	53,808,909.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # U374A160018

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The School Board of Broward County, Florida	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	329,877.00	288,304.00	290,803.00	118,377.00	91,028.00	1,118,389.00
2. Fringe Benefits	79,087.00	63,683.00	64,122.00	25,687.00	20,874.00	253,453.00
3. Travel	35,000.00	35,000.00	35,000.00	0.00	0.00	105,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	257,483.00	257,483.00	257,483.00	257,483.00	257,483.00	1,287,415.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	252,000.00	195,000.00	195,000.00	195,000.00	195,000.00	1,032,000.00
9. Total Direct Costs (lines 1-8)	953,447.00	839,470.00	842,408.00	596,547.00	564,385.00	3,796,257.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	953,447.00	839,470.00	842,408.00	596,547.00	564,385.00	3,796,257.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524