



Strengthening Student Well-Being: Through Research-Based Systems of Support

School Transformation Office (STO)

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Established 1915 BROWARD County Public Schools | A RATED SCHOOL DISTRICT

Why This Work Matters

Students who participated in evidence-based whole-child support programs showed an 11-percentile-point gain in academic achievement over their peers.

Durlak, Weissberg, Dymnicki, Taylor & Schellinger — meta-analysis of 213 school-based programs, Child Development (2011)

Well-being is academic work
Mental health and behavioral supports are not separate from achievement — they are a condition for it.

Evidence decides what stays
MTSS and action research turn progress monitoring, targeted interventions, and instructional reviews into decisions.

Access drives results
Aligning supports with continuous improvement cycles produces measurable gains across diverse school contexts.

Session Agenda

- Who We Serve
  - District
  - School Transformation Office (STO)
- Why the School Transformation Office Exists
- Challenges Magnified in Turnaround
- How the School Transformation Office Supports Schools
- Grounded in MTSS and Action Research
- In Practice at Rock Island Elementary
- Measuring What Matters



Broward County Public Schools District Grade

2023-2024	2024-2025	2025-2026
Established 1915 BROWARD County Public Schools	Established 1915 BROWARD County Public Schools	Established 1915 BROWARD County Public Schools
A	A	A
A-RATED SCHOOL DISTRICT	A-RATED SCHOOL DISTRICT	A-RATED SCHOOL DISTRICT

A RATED SCHOOL DISTRICT

"A" rated for the third consecutive year

Who We Serve: Broward County Public Schools

	District		STO Schools	
Male	92,208	51.9%	5,683	**52.2%**
Female	85,367	48.1%	5,209	47.8%
White	85,589	48.2%	2,035	18.7%
Black	76,685	43.2%	8,564	**78.6%**
Asian	7,099	4.0%	63	0.6%
Native American/ Native Alaskan	474	0.3%	20	0.2%
Native Hawaiian/ Pacific Islander	389	0.2%	9	0.1%
Multiracial	7,339	4.1%	201	1.8%
Hispanic	65,595	36.9%	2,179	20.0%
ELL	22,278	12.5%	2,832	**26.0%**
ESE (SWD)	36,423	20.5%	2,571	**23.6%**
FRL	109,808	61.8%	9,666	**88.7%**
TOTAL	**177,575**	**100.0%**	**10,892**	**100.0%**

Challenges Magnified in Turnaround

Chronic Absenteeism

Students can't learn when they aren't present. In turnaround schools, higher mobility, transportation gaps, and housing instability push absence rates well above district averages.

Unfinished Learning

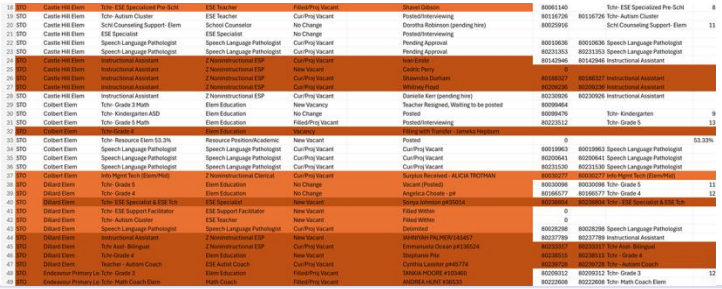
Wide gaps in foundational skills mean teachers must accelerate and remediate at once — with less time, because turnaround timelines demand visible gains in a single year.

Staffing & Turnover

Vacancies and high turnover disrupt continuity. Turnaround schools carry more novice teachers and must rebuild instructional capacity while improving outcomes.







Mental health and behavioral needs are rising

Trauma, anxiety, and behavioral escalations consume instructional time. Turnaround schools serve higher concentrations of need with the same base allocation of counselors and social workers.

Family engagement is harder to sustain

Language barriers, work schedules, and past negative school experiences lower participation — and turnaround schools must rebuild trust while under public scrutiny of their grade.

Why Does the School Transformation Office Exist?

The School Transformation Office (STO) exists to accelerate improvement in underperforming schools by providing focused support, resources, and leadership development above and beyond non-turnaround schools that are needed to close gaps and drive lasting success.



The C.O.R.E. Framework

C — Cultivating
Building the conditions, culture, and climate where students and staff can thrive.

O — Ownership
Leaders, teachers, students, and families each own their part of the improvement work.

R — Results
Decisions are driven by data, with progress monitored and adjusted in real time.

E — Empowerment
Capacity is built so schools sustain gains long after turnaround support ends.

STO Schools: Five-Year Academic Trend

STO Schools - School Grade 5 - Year Analysis

74% rated A or B

2026: 17 of 23 graded schools.

School	2022	2023	2024	2025	2026
Broward Estates	D	D	C	C	N/A
Castle Hill	D	D	C	C	B
Colbert	C	D	C	C	B
Cresthaven	B	C	B	B	C
Deerfield Beach	C	C	C	C	C
Dillard	C	D	C	B	A
Dr. MLK	D	C	C	B	A
Endeavour	F	B	A	A	A
Larkdale	C	C	B	B	C
Markham	C	D	B	C	C
Marshall Thurgood	B	C	C	C	C

School	2022	2023	2024	2025	2026
Morrow	C	C	C	C	A
North Fork	F	C	B	B	A
Oakridge	D	D	B	C	B
Oriole	C	C	B	A	B
Park Ridge	C	D	C	C	B
Rock Island	C	C	C	A	A
Royal Palm	C	C	C	C	A
Sunland Park	A	C	C	A	A
Tedder	C	C	C	C	B
Village	C	D	C	B	A
Walker	D	F	C	B	B
West Hollywood	C	C	C	C	C
Westwood	D	C	B	A	A

Enhanced Regional Support Model

Bringing Expertise Closer to Schools for a More Coordinated, Responsive, and Equitable System

WHY REGIONALIZATION?

Brings district expertise closer to schools
Provides one coordinated entry point for support
Strengthens collaboration across ESE and Student Services
Ensures more consistent, timely, and equitable support for all schools

WHAT IT DOES

Aligns ESE and Student Services
Coordinates people, resources, and supports
Supports schools during data chats, instructional reviews, and school visits
Uses data to identify and prioritize needs

HOW IT WORKS

School leaders contact their Regional Office
Regional teams coordinate support from ESE and Student Services
Students and families receive consistent and streamlined support



STRONGER SUPPORT. GREATER IMPACT.

CONSISTENT SUPPORT

Students and schools receive the same high-quality support across regions.

TIMELY RESPONSE

Faster access to expertise and resources.

SCHOOL-FOCUSED

Support is driven by school and student needs.

DATA-INFORMED

Uses data to target support and monitor progress.

COLLABORATIVE

Aligns ESE and Student Services for a whole-child approach.

EQUITABLE ACCESS

Ensures all schools and students have access to the support they need.

From Identifying Need to Delivering Support

Research-based, tiered systems of support address students' mental health and overall well-being — **and in doing so, improve academic outcomes.**

Tier 1 • Universal

Schoolwide climate, whole-child instruction, and wellness practices reaching every student.

Tier 2 • Targeted

Small-group interventions and check-ins for students showing early warning signs.

Tier 3 • Intensive

Individualized mental health services and wraparound family supports.

What comes next

The following slides show how progress monitoring, targeted interventions, and instructional reviews tell us whether these supports are working — and where to adjust.

Grounded in MTSS and Action Research

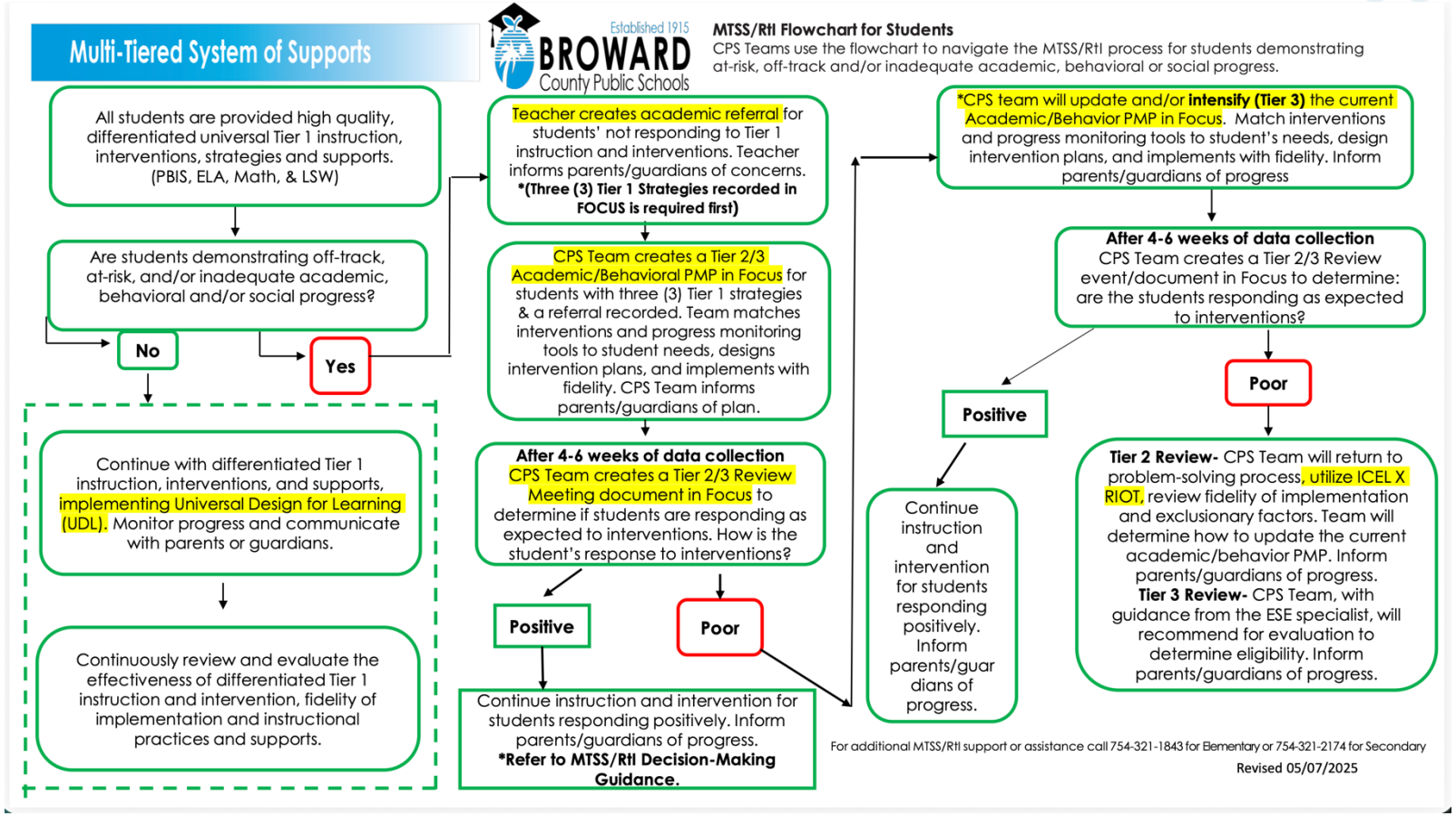
MTSS

Collaborative Problem-Solving Team

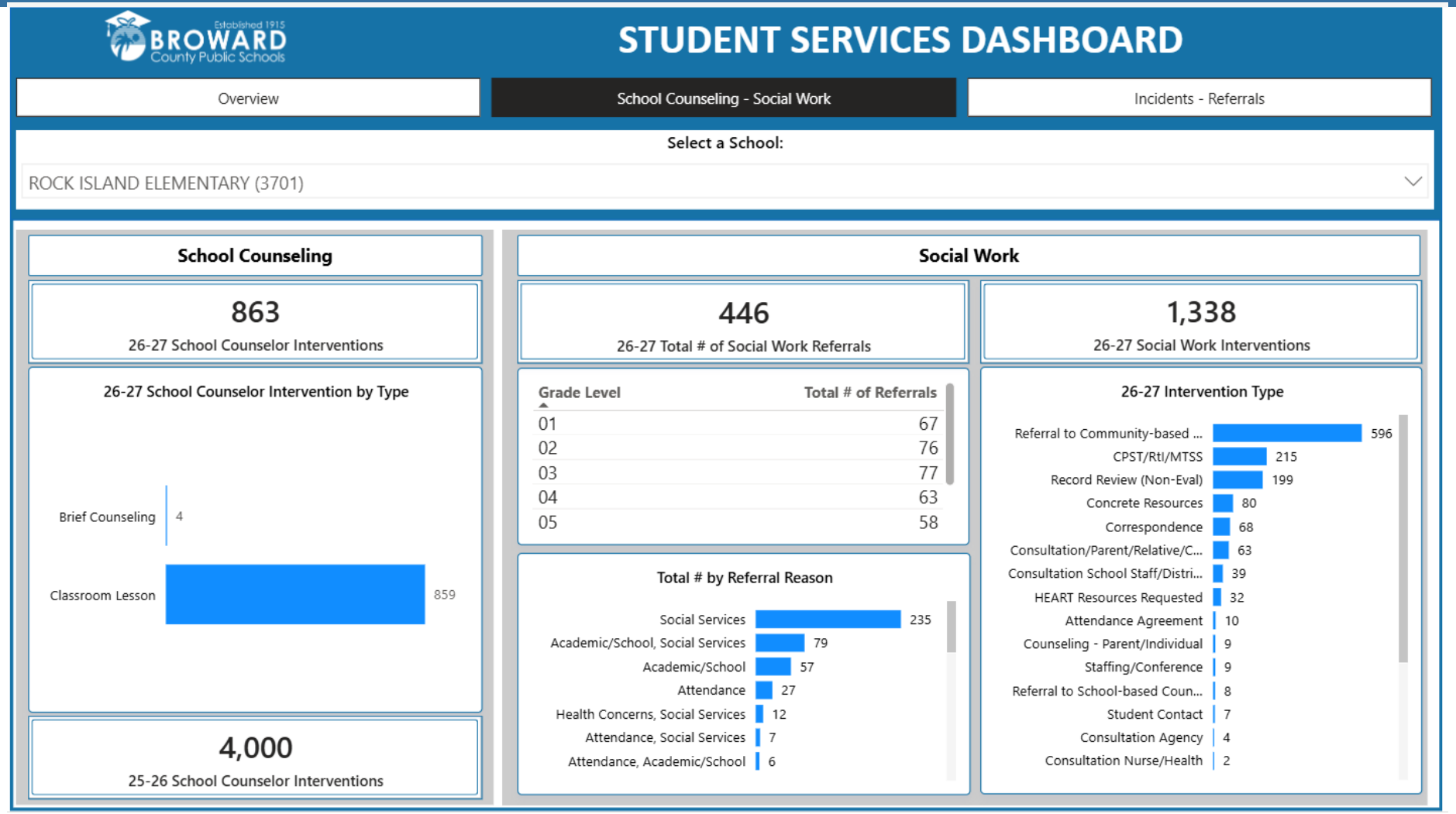
Response to Intervention

Families are Partners

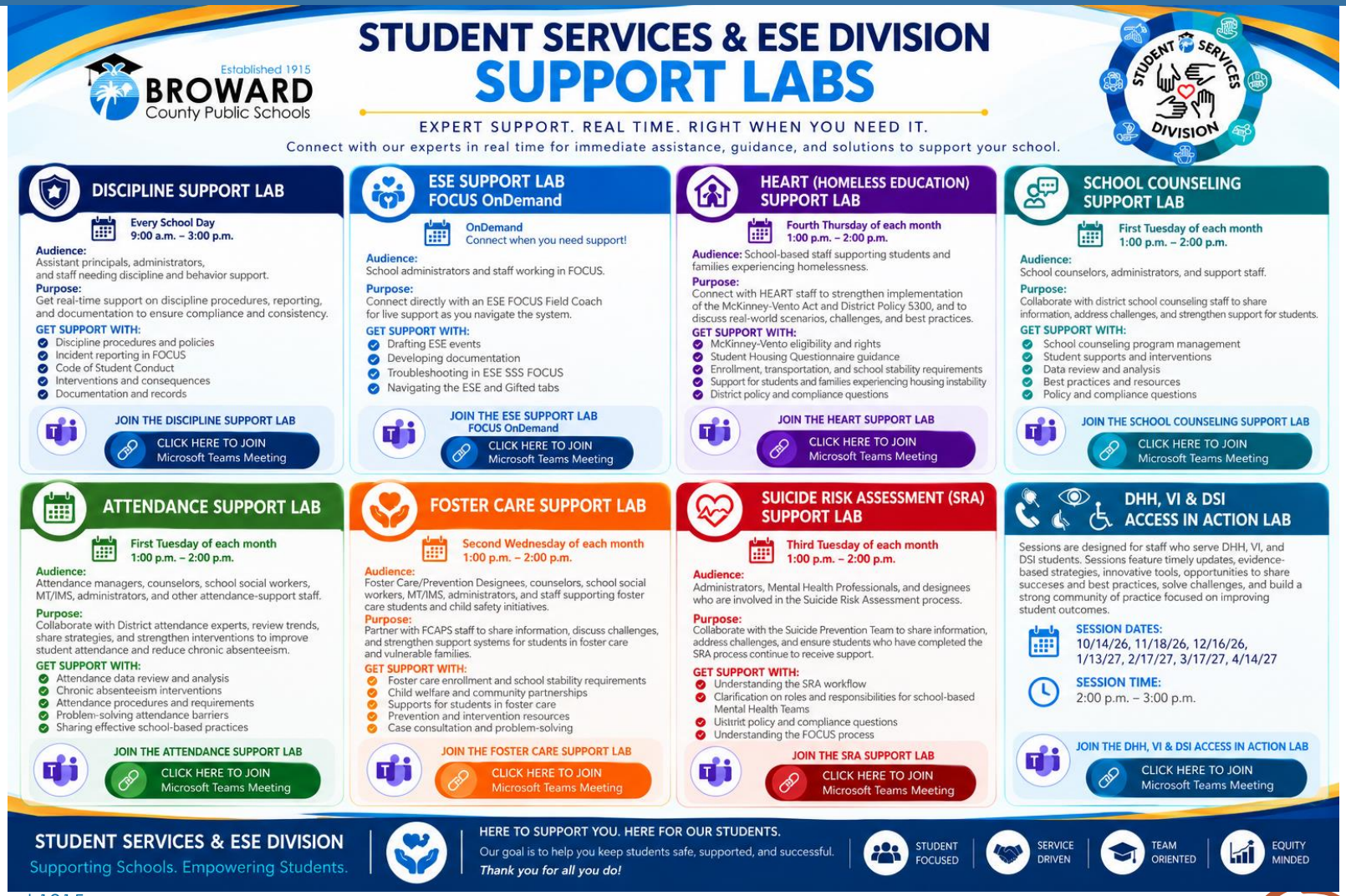
Supports and Services



Measuring What Matters



Student Services & ESE Division Support Labs



Family Social Services at Rock Island Elementary

SUPPORTING FAMILIES • STRENGTHENING STUDENTS • BUILDING BRIGHTER FUTURES

Food Pantry & Clothing Bank



An on-campus pantry stocks non-perishable groceries, breakfast and snack items, and household and hygiene essentials. The clothing bank provides uniforms, shoes, coats, and socks in student sizes. Families are referred by staff or may self-request, and pick-up is discreet and ongoing throughout the year.

Community Liaison



Serves as the bridge between home and school — connecting families to housing, utility, clothing, and enrollment assistance, and following up to make sure the referral actually results in help.

School-Based Social Worker



Provides counseling, crisis response, and case management for students and families, and partners with the MTSS team to address social-emotional needs alongside academics.

Rock Island Elementary School's Student Outcomes

Reporting Category	2022	2023	2024	2025	2026
Enrollment	**452**	**459**	**530**	**505**	**524**
Third Grade Proficiency			37%	70%	63%
Achievement Proficiency ELA	41%	41%	43%	57%	63%
Learning Gains ELA	67%		59%	62%	61%
Lowest Quartile ELA	54%		52%	88%	86%
Achievement Proficiency Math	48%	43%	45%	67%	74%
Learning Gains Math	60%		49%	69%	80%
Lowest Quartile Math	52%		59%	84%	73%
Science	23%	52%	34%	43%	57%
Total Points	345	136	378	540	557
Overall Percentage	49%	45%	47%	67%	70%
School Grade	**C**	**C**	**C**	**A**	**A**



Behavior and Mental Health Support

PBIS

Respect, outstanding choices, care for others, and continued learning.

Mentorship

Connecting students with caring mentors for guidance and encouragement.

Life Skills and Wellness

Mindfulness, healthy choices, positive relationships, and a growth mindset.

M.T.S.S.

MTSS matches support to student needs and monitors progress to guide interventions.



Rock Island Elementary School
M.T.S.S
October 6, 2026

Meeting Agenda

Purpose: Review student academic, behavioral, attendance, and adjustment concerns; confirm intervention levels; assign monitoring responsibilities; and establish family outreach and progress-monitoring actions.

1. **Welcome and Meeting Purpose**
   - Review MTSS goals and desired outcomes.
2. **Review of Student Check-In/Check-Out and Monitoring Assignments**
   1. Student, Student, Student, Student, Student, Student, Student, and other students identified for monitoring.
   - Coordination with classroom teachers, small-group staff, and new-student supports.
3. **Behavior Intervention and Progress Monitoring**
   - Daily behavior plans, ClassDojo supports, parent communication, and Tier 2 documentation.
     1. Review of Student, Student, Student, and class-wide supports.
4. **Academic and Attendance Concerns**
   - Academic triggers, work refusal, processing concerns, testing supports, and attendance barriers.
     1. Review of Student, Student, Student, Student, Student, and Student.
5. **Family Outreach and Home Visits**
   - Contact verification, parent conferences, home visits, caregiver coordination, and transportation follow-up.
     1. Focused outreach for Student, Student, Student, and families with unreliable contact information.
6. **Schoolwide Behavior List and MTSS Tiering Decisions**
   - Teacher recommendations, adjustment to the Rock Island Way, reading-related behavior, and intervention entry criteria.

MTSS Action Plan

Implementation Window: October–November 2026 **Review Cycle:** Weekly monitoring with formal review at the next PLC and MTSS meeting

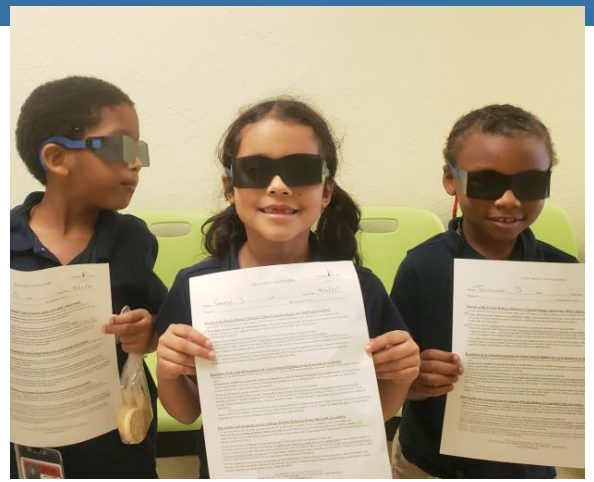
Priority / Student(s)	Action Steps	Owner(s)	Timeline	Evidence / Success Indicator
[redacted]—health and check-in/check-out	Confirm eczema treatment and school supports; conduct check-in/check-out about three times weekly; coordinate with Thursday small-group services.	Margaret, Samuel, Diana	Family follow-up within 1 week; monitoring ongoing	Family contact log, health update, completed check-in tracker, and reduced need for continuous redirection.
[redacted] adjustment and peer conflict	Monitor cafeteria interactions; coordinate Aiden's new-student supports with Ms. Gardener; document [redacted] aggression, interruptions, and academic concerns in the OHI evaluation and	Samuel, Valencia, Diana	Begin immediately; review in 2–4 weeks	Monitoring notes, staff strategy alignment, OHI documentation, and fewer peer-conflict incidents.

Partners Delivering Services On Campus

WHY PARTNERSHIPS MATTER

- **Schools with deep, sustained community partnerships improve faster than schools that work alone.**
- Community-school models — health, mental health, and family services delivered on campus — are a recognized, evidence-based school improvement strategy.
- Research links these partnerships to higher attendance and fewer chronic absences.
- Fewer disciplinary incidents and stronger school climate.
- Stronger family engagement and trust in the school.
- Improved achievement in reading and mathematics.
- The mechanism: remove the barriers outside the classroom, and students arrive present, regulated, and ready to learn.
- **For turnaround schools, partnerships are not an add-on to the academic plan — they are part of what makes it work.**

Learning Policy Institute — Community Schools as an Effective School Improvement Strategy (Oakes, Maier & Daniel, 2017)









Services delivered where students already are — on campus.

Attendance Awareness Month

September

ATTENDANCE CAMPAIGN

Recognize consistent and improved attendance.

Staff foster a schoolwide culture that values daily attendance — reinforcing that being present is a shared commitment to learning, growth, and future success.

Questions or support

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ATTENDANCE COUNTS! EVERY SCHOOL DAY

1. **Communicate the campaign**
   Share Attendance Counts! Every School Day schoolwide.
2. **Foster belonging**
   Students who feel valued attend more consistently.
3. **Promote why it matters**
   Give families the academic and social impact of chronic absence.
4. **Everyday matters**
   "I am glad you are here" makes a student's presence meaningful.
5. **Recognize punctuality**
   Every minute of instructional time contributes to success.
6. **Keep incentives meaningful**
   Ask students and families what motivates them — cost is not the point.
7. **Parents as partners**
   Thank guardians at drop-off or in writing for their essential role.



Established 1915 BROWARD County Public Schools

A RATED SCHOOL DISTRICT

Family Navigators | Connecting Families to Student Success

WHAT IS A FAMILY NAVIGATOR?

A school-based Community Liaison who builds strong relationships with families, identifies barriers to student success, and connects students and families with school and community resources that support attendance, achievement, behavior, and overall well-being.

HOW NAVIGATORS SUPPORT STUDENTS & FAMILIES

- Attendance: monitor concerns, counsel families, conduct outreach and home visits.
- Academics & behavior: connect students to teacher-led interventions and PBIS supports.
- Family needs: link families to food assistance and other community resources; follow up on referrals.

SPRING 2026 IMPACT

150% of annual student service target achieved

148% of annual attendance intervention target achieved

187% of annual academic intervention target achieved

70% of students no longer chronically absent

THE FAMILY NAVIGATOR MODEL

3 priority schools

Walker• Rock Island • Thurgood Marshall

Exceeding Service Targets

90 students and 61 families served during the initial spring implementation period

Data-Driven Support

Monitoring attendance, interventions, and student progress to provide timely, individualized support

Source: BCPS Promise Neighborhood Family Navigator mid-year RBA reporting, spring 2026. Figures reflect that reporting period.

School Transformation Office Schools: Three-Year Performance Trend

Performance improved across the portfolio, but gains are uneven and lowest-25% mathematics growth remains a concern.

+8.5 pts
Average points earned
51.7% to 60.2%

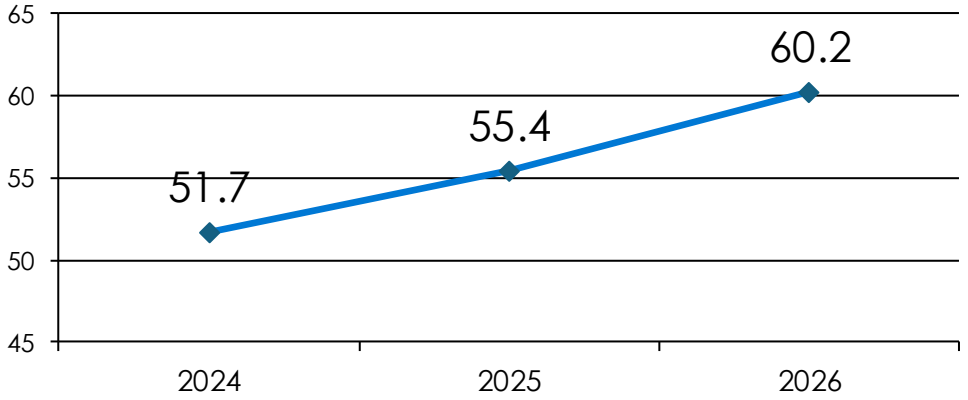
16 of 19
Schools improved
2024 to 2026

9 "A" schools
2026 grade distribution
up from 1 in 2024

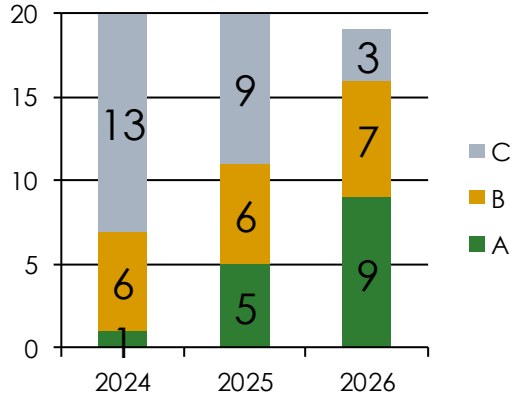
3 "C" schools
2026 grade distribution
down from 13 in 2024

20-school transformation portfolio

Portfolio trend: average percent of possible points



Grade distribution shifted upward



What moved the trend

- **Achievement accelerated**
  Grade 3 ELA +16.7; overall ELA +15.1; science +20.9 points.
- **Most schools advanced**
  84% of schools with comparable data improved from 2024 to 2026.
- **Growth gap persists**
  Math gains fell 1.4 points; lowest-25% math gains fell 3.9 points.

School-level movement, 2024 to 2026

+25
Dillard Elementary

+23
Rock Island Elementary

+22
Sunland Park Academy

+18
Royal Palm Elementary

+17
Dr. Martin Luther King Jr Elementary

Source: STO Schools 2026; Florida School Grades 2024-2026

20 schools identified; 2026 results available for 19

Contact Information



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