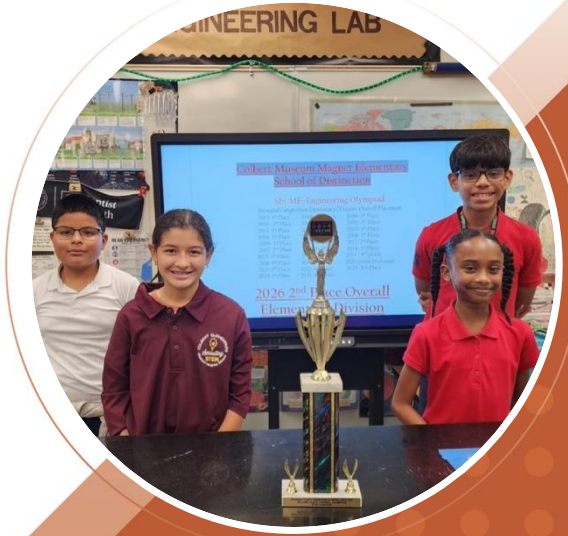


Closing Opportunity Gaps Through Design:

Research-Based Systems That Drive Academic Gains

School Transformation Office (STO)

Dr. Veda F. Hudge, Assistant Superintendent, STO
Dr. Francine Baugh-Stewart, Director, STO
Mr. Dorsett McLeod, Principal, Colbert Elementary



Established 1915 BROWARD County Public Schools | A RATED SCHOOL DISTRICT

Closing Opportunity Gaps Through Design

There is no silver bullet for closing achievement gaps. Progress comes from many intentionally designed strategies working together.

Related research: Welner & Somerville (2023), Learning Policy Institute
"Close Opportunity Gaps Without Gimmicks:
Four Lessons From Exemplary Public High Schools"

Session Agenda

- School Transformation Office's Role in Teaching and Learning
- Action Research & Best Practices
- Data D.I.V.E.S. and Instructional Reviews
- Targeted Professional Learning and Resource Alignment
- Evidence-Based Interventions and Progress Monitoring Practices
- Continuous Improvement and Instructional Coherence
- Partnering in Education and its Role in Academia

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%**

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.

Core Challenges in School Turnaround

Attendance & School Culture

Rebuilding engagement and trust while removing barriers to learning. Schools must engage students and families and create a culture focused on student success.

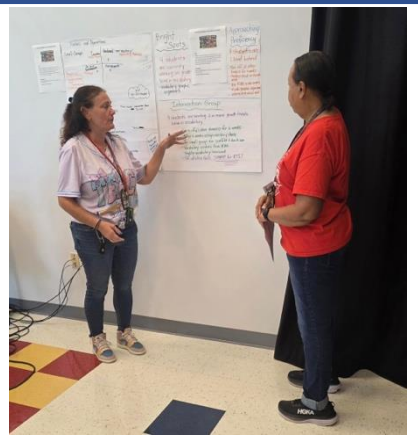
Instructional Capacity

Diagnosing learning needs and delivering rigorous instruction consistently. Teachers need targeted professional learning and support to respond to evidence of student progress.

Staffing & Retention

Recruiting, developing and retaining effective educators. Schools must build staff expertise and sustain the talent needed to carry out improvement priorities.







Leadership & Improvement Focus

Keeping a clear improvement agenda while addressing daily demands. Leaders must communicate urgency, monitor progress and tailor support to the school's needs.

Coordinated Support & Sustainability

Aligning school, district and state support. Turnaround requires coherent guidance and routines that sustain effective practice beyond the initial changes.

Research synthesis, not a ranked list. Sources: WestEd (2017, 2024). Full references in speaker notes.

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.

Director Academy

Shared Learning and Calibration

Teaching and Learning staff meet to learn from one another and calibrate their approach to supporting schools.

AGENDA

- **Welcome & Icebreakers**
- **The 4 Disciplines of Execution & Culture Code:**
  The Secrets of Highly Effective Groups
- **Regional Support Hub Alignment**
- **Regional Support Hub Discussion Activity**
- **Closing**



PARTICIPANTS

Regional Director

Regional/STO Superintendent

Director/Supervisor

Deputy Superintendent

Teaching and Learning Academic

Principal and Assistant Principal Academies

- Principal Academies build a strong leadership pipeline
- Job-embedded professional development tied to daily practice
- Collaborative planning across grade levels and content teams
- Coaching cycles grounded in classroom evidence
- Shared data routines focused on student learning
- Coherence: fewer, deeper initiatives for lasting impact





Recurring Convenings That Sustain the Work

- **Monthly Principal Academy Meeting**
- **Cross-Regional Principal Meeting**
- **Assistant Principal Academy**
- **Coaches Meeting**

Sample Monthly Principal Academy

60-minute session: four moves

0–10 min	**Opening Reflection** Did fidelity alone guarantee quality?
10–25 min	**High Fidelity vs. High Quality** Naming the difference and the gap
25–45 min	**Enter the Culture Code** The five drivers that sustain excellence
45–60 min	**Culture Code Audit & Commitment** From insight to a named next step

Cross Regional Principal Academy

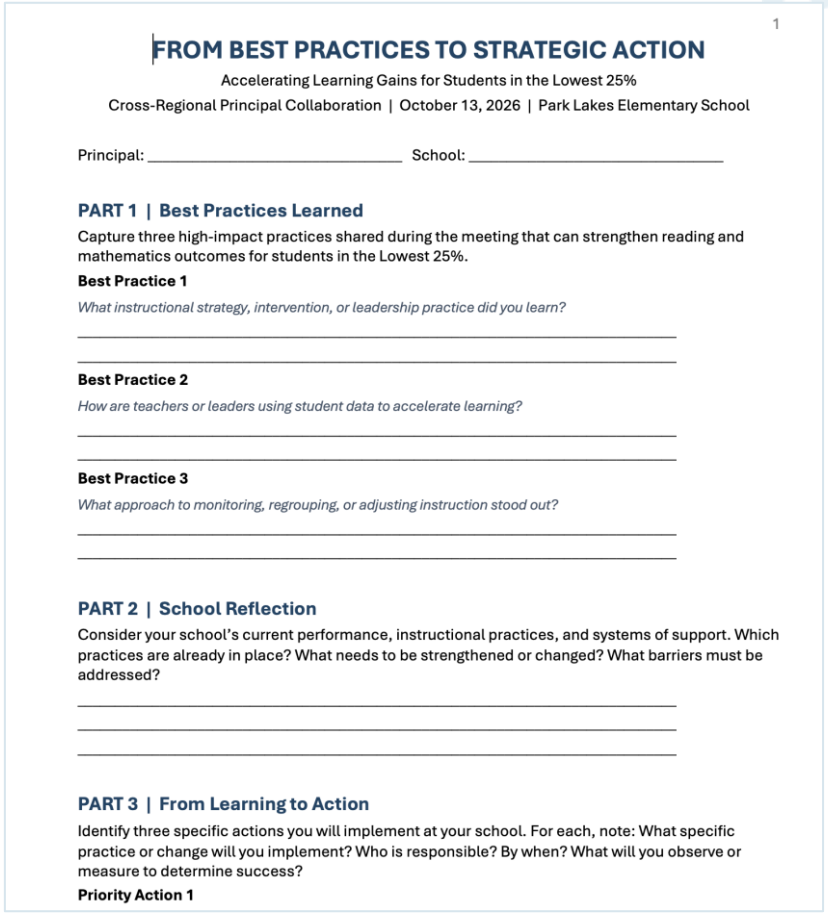






Shared practices for reading and mathematics gains

Focus: students in the lowest 25%
Reflection and school action planning



1

FROM BEST PRACTICES TO STRATEGIC ACTION

Accelerating Learning Gains for Students in the Lowest 25%

Cross-Regional Principal Collaboration | October 13, 2026 | Park Lakes Elementary School

Principal: _____ School: _____

PART 1 | Best Practices Learned

Capture three high-impact practices shared during the meeting that can strengthen reading and mathematics outcomes for students in the Lowest 25%.

Best Practice 1

What instructional strategy, intervention, or leadership practice did you learn?

_____

_____

Best Practice 2

How are teachers or leaders using student data to accelerate learning?

_____

_____

Best Practice 3

What approach to monitoring, regrouping, or adjusting instruction stood out?

_____

_____

PART 2 | School Reflection

Consider your school's current performance, instructional practices, and systems of support. Which practices are already in place? What needs to be strengthened or changed? What barriers must be addressed?

_____

_____

_____

PART 3 | From Learning to Action

Identify three specific actions you will implement at your school. For each, note: What specific practice or change will you implement? Who is responsible? By when? What will you observe or measure to determine success?

Priority Action 1

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Initial School Visit

2026–2027 School Priorities and Instructional Support

Instructional Leadership Team (ILT)	Identify the members of the school's instructional leadership team.
Problem of Practice	Use 2025–26 assessment data to define a SMART goal and academic priorities for 2026–27.
Professional Learning Plan	Connect the professional development plan to the school's problem of practice.
Coaching Expectations	Clarify administrator and coach expectations, monitoring, feedback and what success looks like.
Classroom Look-Fors	Identify school-specific look-fors that address the problem of practice, in addition to District look-fors.

ADDITIONAL DISCUSSION TOPICS

Master schedule, staffing vacancies, school culture and climate, pre-planning agenda, and professional learning communities (PLC)

Initial School Visit

Colbert ES (0231)

Initial School Visit

LEADERSHIP TEAM

Chentel Neat (Science Coach)

Shanta Appleton (Teacher)

Jennifer Dorfman (ESE Specialist)

Jacquelyn Bray (Assistant Principal)

Ashlee Lucas

Lindsey Legagneur (School Counselor)

Karmala Jackson (Autism Coach)

ACADEMIC PRIORITIES

- Grade 5 math proficiency and Tier 1 instruction
- Grade 4 ELA proficiency and learning gains
- Lowest 25% in ELA, grades 4–5
- Grade 2 overall ELA performance

Leadership actions

- Targeted staffing and coaching
- Instructional labs and progress monitoring

CLASSROOM LOOK-FORS

- Grade-level standards and aligned tasks
- Pacing aligned to the Scope and Sequence
- Checks for understanding and feedback
- Subgroup strategies aligned to the Problem of Practice
- Flexible small groups with differentiated materials
- Scaffolding that addresses misconceptions

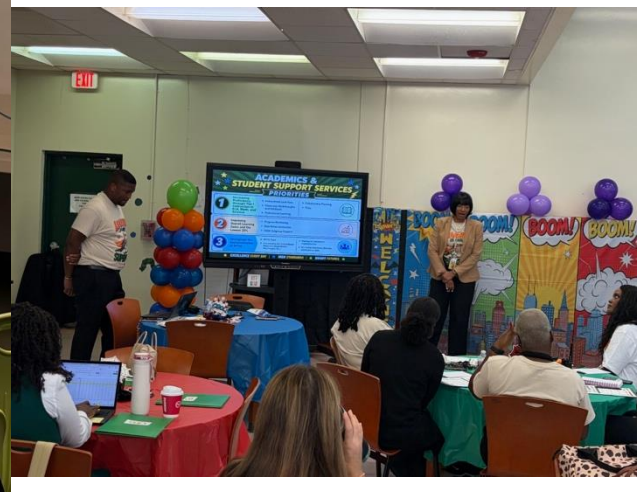
Summary of the supplied school-visit records.

Instructional Review: Sample Agenda

Time Minutes	Topic	Facilitator
5	**Welcome and Introductions**	Principal
5	**Academics & Student Support Services Priorities** Explain your academic and student support services priorities for the 2026-2027 school year and include leadership actions that address your priorities	Principal
5	**SWOT Analysis** Using the SWOT Analysis Model, include how your school teams evaluate internal and external factors to support both strategic planning and decision-making processes	Principal
5	**Instructional Look Fors** Vision for high-quality instruction, Review 3-4 Look-Fors including observable indicators for "evident" and "not evident"	Principal
50	**Classroom Walkthroughs**	School & Instructional Review Team
25	**Walkthrough Debrief** Discuss "Glows" and "Grows" based on observations	School & Instructional Review Team
20	**Action Planning** Collaboratively create an action plan for school improvement	School & Instructional Review Team
5	**Closing/Final Thoughts**	All



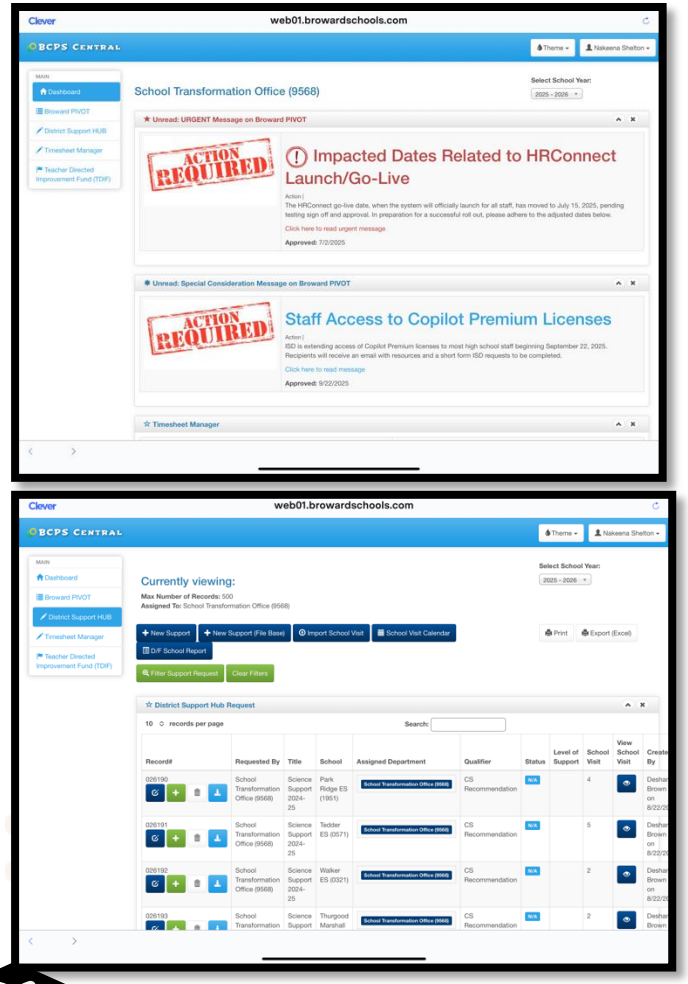




PARTICIPANTS Principals Principal Supervisor Instructional Leadership Team District Staff

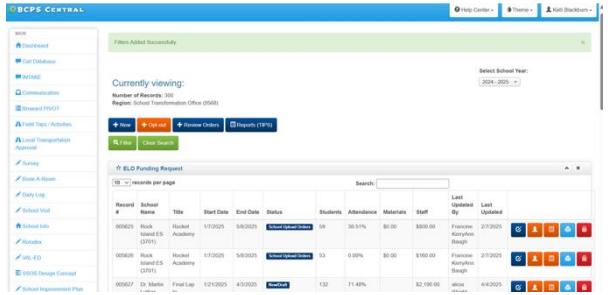
Strategic Resources and Initiatives

Targeted School Support



Supplemental Funding

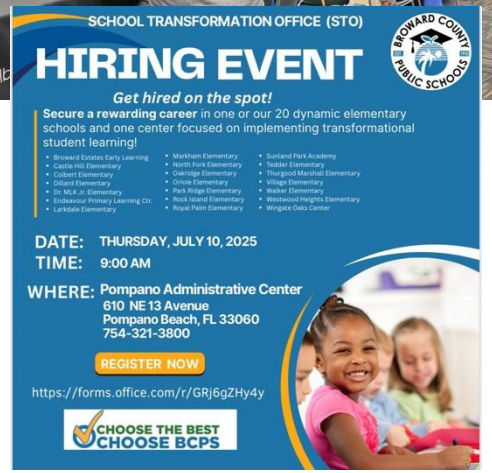
- Curriculum Resources
- Instructional Facilitators
- Extended Learning Opportunities (ELO)





Tailored Recruitment Practices





Documented School Support

BCPS Central records support requests, school visits and follow-up actions

Instructional Facilitators

- Walkthroughs
- Instructional alignment and differentiated groups
- Coaching and collaborative planning

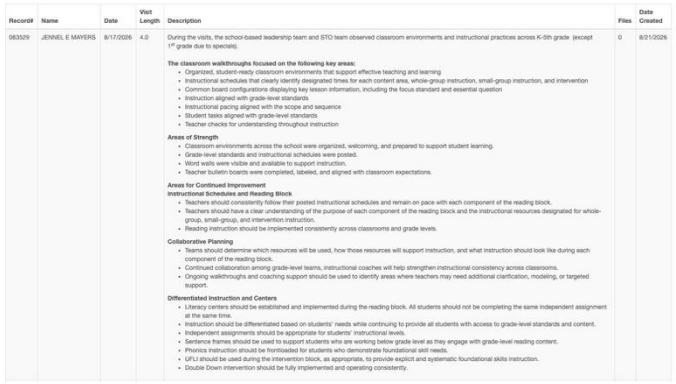
Directors

- Data analysis with principals
- Intervention and staffing support
- Professional development coordination

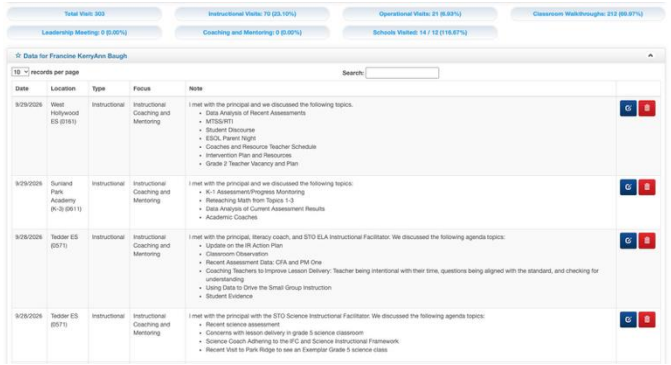
☆ District Support Hub Request: Castle Hill ES (1461)

Record#	037997		
Created By	JENNEL E MAYERS	**Created Date**	8/21/2026
Requested By Location	School Transformation Office (9568)	**School**	Castle Hill ES (1461)
Principal	Letitia Ingram-Phillips	**Contact Person at the School**	Letitia Ingram-Phillips
Qualifier	CS Recommendation	**Type of Support**	
Focus Area		**Grade Level**	
Leadership Team		**Approximate # of Participants**	0
Title	ELA Support 26-27		
Detailed Rationale for Request			

Castle Hill ES: ELA support request



Walkthrough notes, Aug. 17, 2026



Director log, Sept. 28–29, 2026

Data D.I.V.E.S.

Dialogues to Inform Vital Educational Strategies

2 days, 3 times a year



Principals receive support, feedback and potential resources to strengthen school improvement.

Sample Data D.I.V.E.S. Agenda

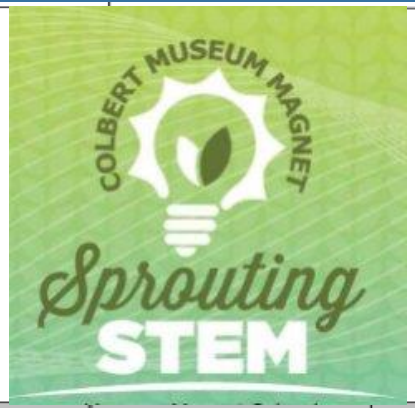
- **Preparation**
  Review data and reflect on student needs.
- **Principal Presentation**
  3 minutes to share data and leadership actions.
- **Cabinet & District Staff Q&A**
  5 minutes for questions, feedback and support.
- **Flex time**
  2 minutes to clarify next steps or remaining questions.

Participants: Superintendent, Regional/STO Offices, Principals, and District Staff

Data D.I.V.E.S. Dashboard by Subgroup

Updated January 6, 2026	Enrollment (2nd Semester)			Student Attendance		
	2025	2026	Change	2025	2026	Change
Kindergarten	94	54	-40	38%	29%	-8%
Grade 1	85	93	8	31%	33%	2%
Grade 2	101	80	-21	32%	25%	-6%
Grade 3	99	86	-13	34%	25%	-9%
Grade 4	84	90	6	31%	24%	-7%
Grade 5	90	91	1	26%	26%	0%

1st Semester Percentage Absent more than 10%



ESSA Category	FPPI	Years Below 41%
N/A		
Black	49	0
Hispanic	53	0
White		0
SWD	41	0
FRL	49	0
ELL	49	0

Updated 01/08/26	OVERALL					BLACK					HISPANIC					WHITE				
	ELA FAST Perf				Change PM2 to PM2	ELA FAST Perf				Change PM2 to PM2	ELA FAST Perf				Change PM2 to PM2	ELA FAST Perf				Change PM2 to PM2
	PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26	
Grade 3	45	29	20	34	4.4	43	32	19	29	-3.5	45	25	21	41	16.4	0	0	33	67	66.7
Grade 4	35	25	13	16	-8.5	39	23	14	20	-3.7	27	29	10	14	-15.1	60	20	0	0	-20.0
Grade 5	41	27	25	30	3.0	40	29	25	29	0.0	43	27	24	34	7.3	1...	0	67	33	33.3
School	43	27	19	27	-0.5	41	28	19	26	-2.9	38	27	19	30	3.2	50	13	33	33	20.8

Updated 01/08/26	ELL					FRL					SWD				
	ELA FAST Perf				Change PM2 to PM2	ELA FAST Perf				Change PM2 to PM2	ELA FAST Perf				Change PM2 to PM2
	PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26	
Grade 3	24	9	12	22	13.5	46	29	18	32	2.7	48	17	20	45	27.6
Grade 4	20	11	5	0	-10.5	35	23	15	14	-8.7	24	5	8	13	7.7
Grade 5	26	9	7	0	-8.7	36	22	27	30	8.4	31	29	8	24	-4.6
School	23	9	8	8	-1.5	39	25	20	26	0.9	35	16	12	26	10.6

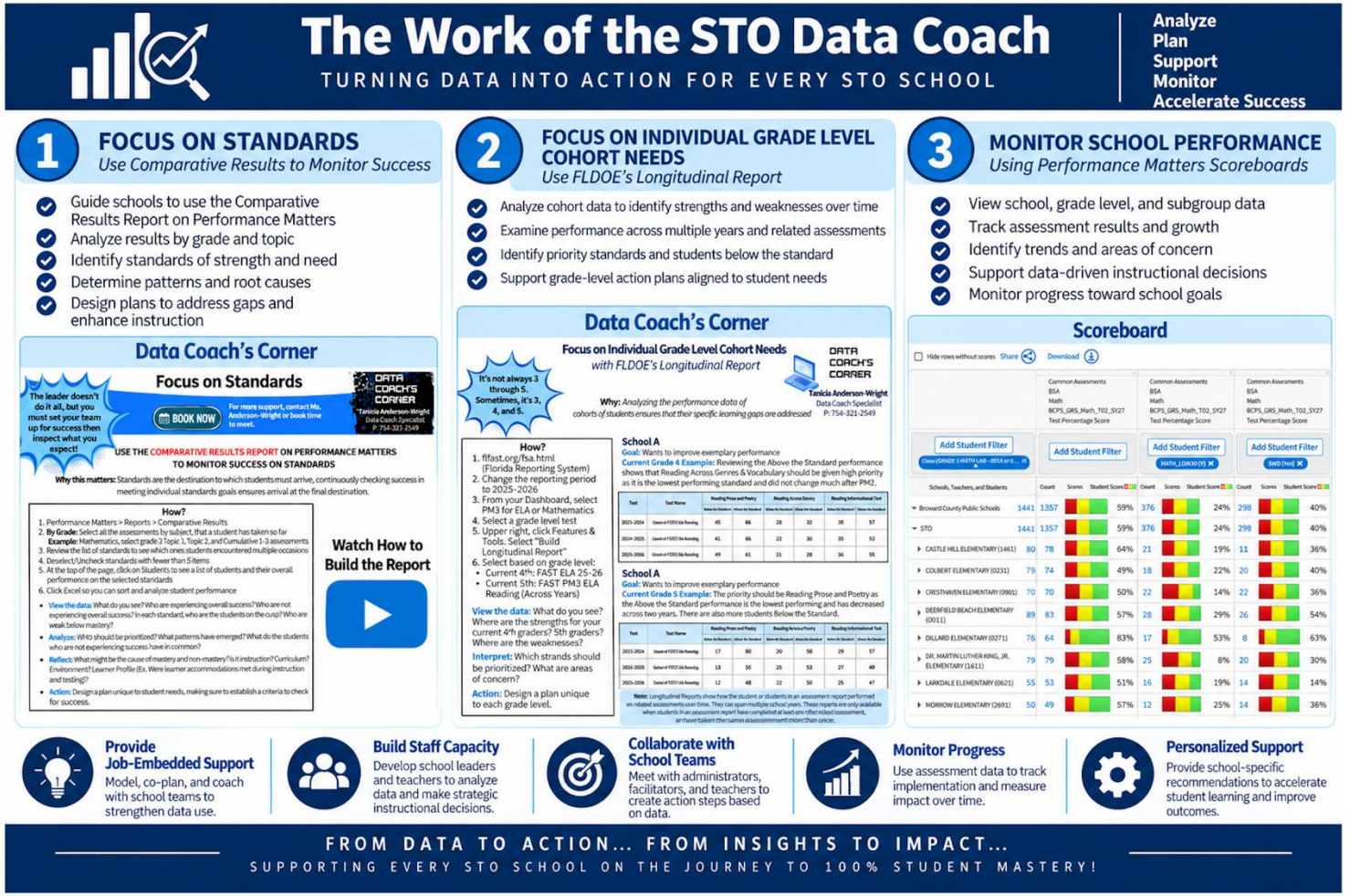
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	PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26	
Grade 3	57	29	9	37	8.2	57	27	12	42	14.7	55	29	7	34	5.1	1...	0	0	0	0.0
Grade 4	41	19	4	7	-12.0	41	21	4	4	-17.1	41	15	3	14	-0.4	60	40	0	0	-40.0
Grade 5	40	17	4	13	-3.7	30	16	4	13	-3.8	53	16	5	14	-2.7	0	0	0	33	33.3
School	49	22	6	19	-3.0	44	22	7	19	-2.5	49	20	5	20	0.2	63	25	0	11	-13.9

Updated 01/08/26	ELL					FRL					SWD				
	Math FAST Perf				Change PM2 to PM2	Math FAST Perf				Change PM2 to PM2	Math FAST Perf				Change PM2 to PM2
	PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26	
Grade 3	38	13	0	17	4.2	58	36	7	38	2.6	48	26	20	60	33.9
Grade 4	35	11	0	5	-5.5	39	15	5	8	-6.9	24	10	4	13	3.0
Grade 5	22	4	0	6	2.0	35	18	4	14	-4.0	31	14	0	12	-2.8
School	31	9	0	9	0.2	44	23	5	20	-3.3	35	17	7	26	8.5

The Work of the STO Data Coach

Supporting School Teams

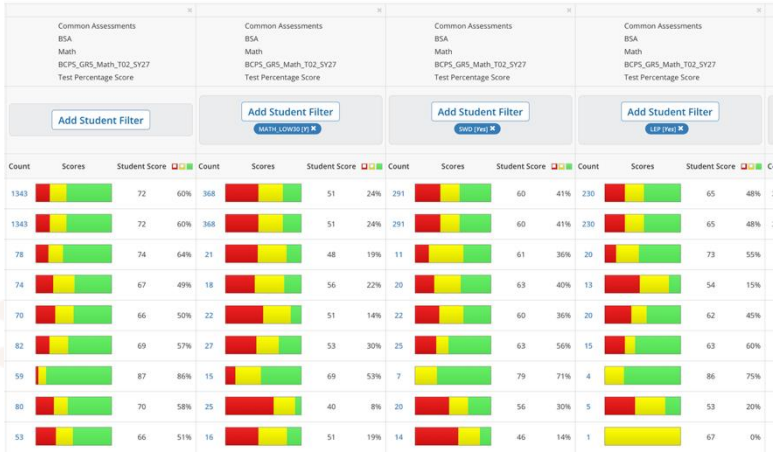




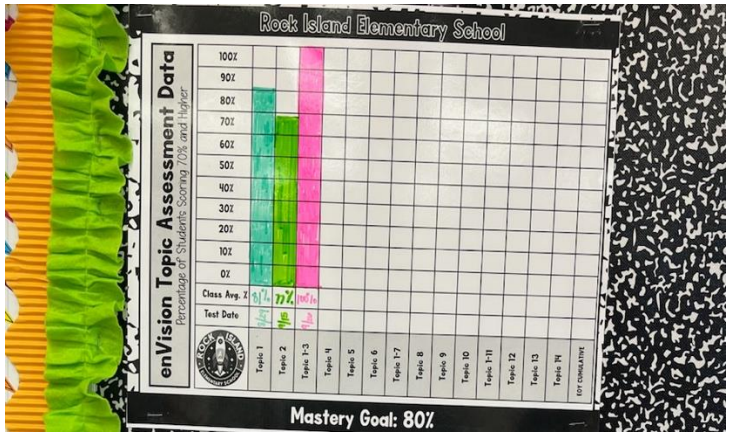
Data-Driven Practices

- Timely data reviews with Principals and content leadership teams.
- Item-level analysis drives enrichment, reteaching, and intervention planning.
- STO provides tiered support based on performance trajectory.

School Data Monitoring by Sub-Groups



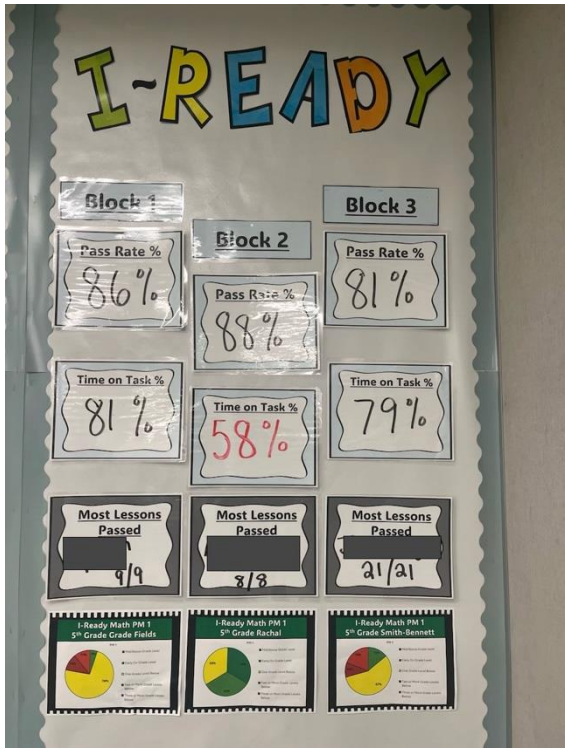
Student Data Monitoring



Student Data Chats



Classroom Data Monitoring



Teacher Data Analysis Meetings

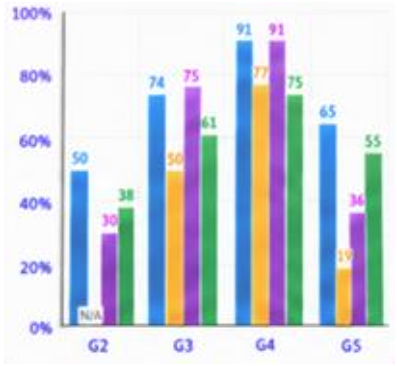
			Reading Prose and Poetry				Reading Informational Text				Reading Across Genres & Vocabulary			
Scale Sco	Achievement Level	Teacher	RP|ELA.4.R.	RP|ELA.4.R.	RP|ELA.4.R.	RP|ELA.4.R.	RI|ELA.4.R.2.	RI|ELA.4.R.	RI|ELA.4.R.	RI|ELA.4.R.	RGV|ELA.4.R.	RGV|ELA.4.R.	RGV|ELA.4.R.	RGV|ELA.4.V.
206	H2		1/3	1/3	1/3	2/2	0/3	1/3	0/2	1/3	3/4	1/4	2/4	1/2
207	H2		3/4	1/3	1/3	2/3	1/2	0/3	2/2	2/3	1/4	3/3	0/3	1/3
230	4		1/4	4/5	2/4	n/a	2/2	3/3	0/2	3/3	3/4	1/4	3/3	2/2
198	H1		0/3	2/3	1/4	1/2	1/3	1/2	3/3	0/3	0/3	2/4	1/3	2/3
208	H2		1/4	3/4	1/4	n/a	1/3	2/3	2/2	2/3	1/4	2/4	0/3	2/2
188	H1		0/3	0/3	2/3	0/3	0/3	1/3	0/2	1/2	2/4	0/4	0/3	2/3
230	4		3/4	5/5	1/4	n/a	1/2	2/3	2/3	1/2	2/4	1/4	1/2	2/3
203	L2		2/3	0/3	1/3	0/2	3/3	2/3	0/2	0/3	1/4	1/4	1/4	2/2
217	3		2/4	1/4	1/4	n/a	2/3	2/3	3/3	1/3	1/4	1/4	2/3	0/1
227	4		3/3	4/4							2/3	1/4	1/3	1/3
217	3		3/4	2/3							1/4	3/4	1/3	1/2
238	5		3/4	3/4							4/4	2/4	2/2	3/3
204	L2		3/4	1/4							2/5	1/4	0/2	3/3
240	5		3/3	2/4							2/4	3/4	4/4	1/2
221	3		3/3	2/4							2/3	2/4	2/4	2/3
222	3		2/3	2/3							2/4	2/4	2/4	2/2
248	5		3/4	3/4							3/4	4/4	1/3	2/2
215	3		3/4	2/3							2/4	1/3	2/3	3/3
186	H1		0/4	0/4							1/5	2/4	0/3	1/3
222	3		2/2	3/3							2/4	3/4	0/3	3/3
230	4		4/4	0/3							2/4	2/4	0/4	1/3
196	H1		2/3	2/4							1/4	0/3	1/3	2/1



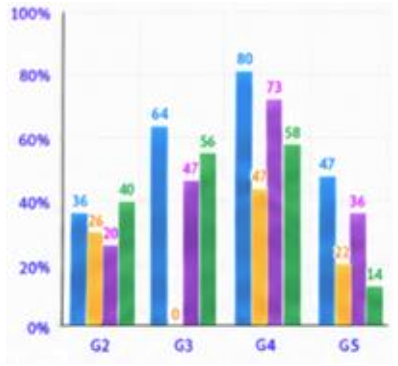
Analysis of Formative Data Across Cohorts of Schools

All | Lowest 30% | SWD | ELL

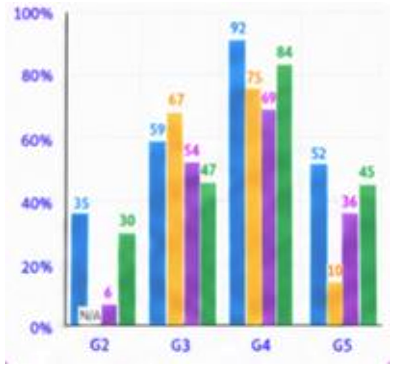
Castle Hill ES



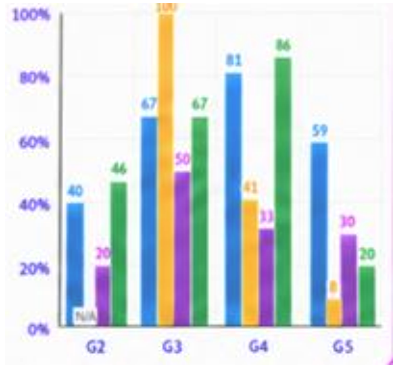
Colbert ES



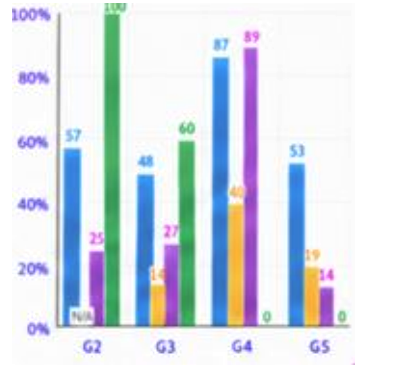
Cresthaven ES



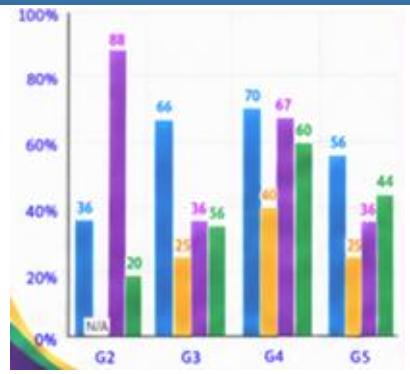
Dr. MLK ES



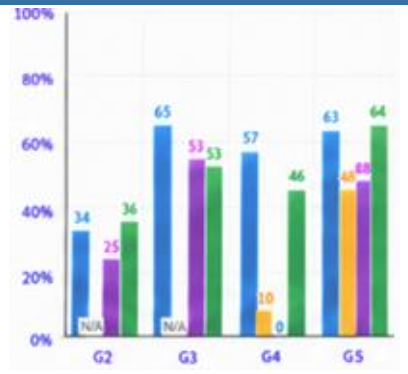
Larkdale ES



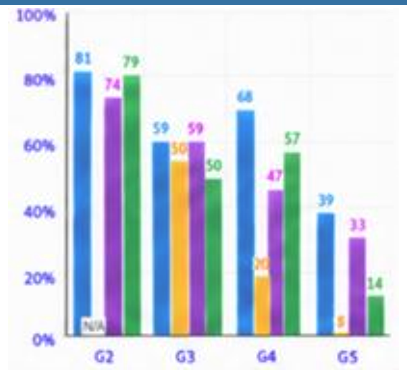
Morrow ES



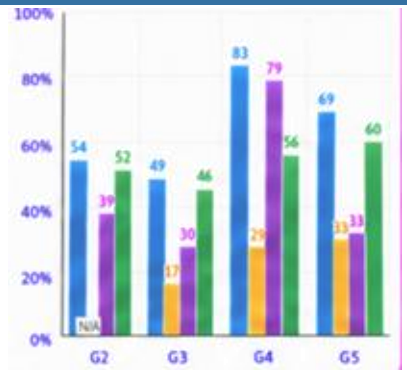
Oakridge ES



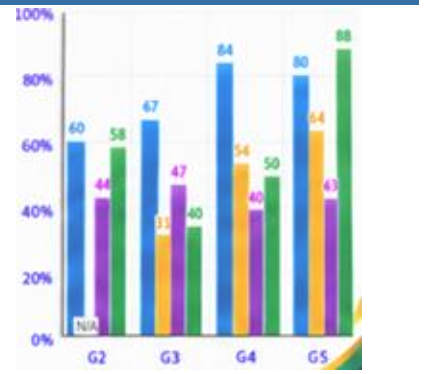
Royal Palm ES



Village



Westwood Heights



Targeted Support for Students

STO leaders use data to identify learning needs and guide the creation of small groups for re-teaching, remediation, or intervention.





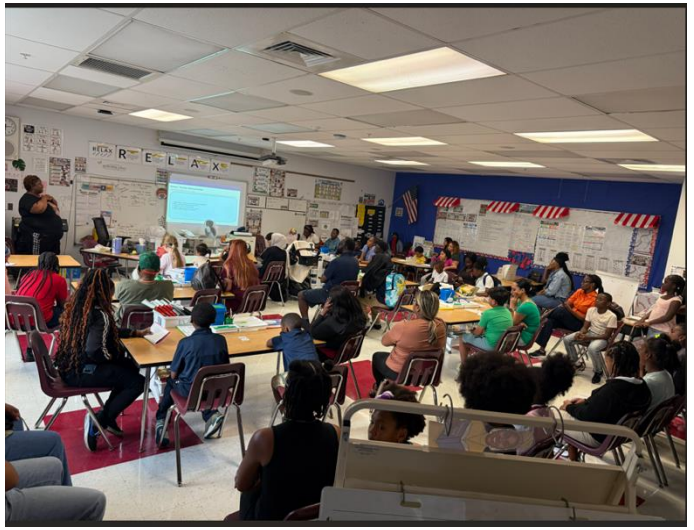
Principal-led small-group instruction

Partnering for Impact



Schools and Community Partners

STO and the Community Foundation of Broward connect principals with community and business partners.



Academic Night

Schools host academic nights to engage students and parents in learning and strengthen support at home.



Open House/Meet and Greet

Schools host open houses to introduce parents to academic programs and expectations for the new school year.

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%

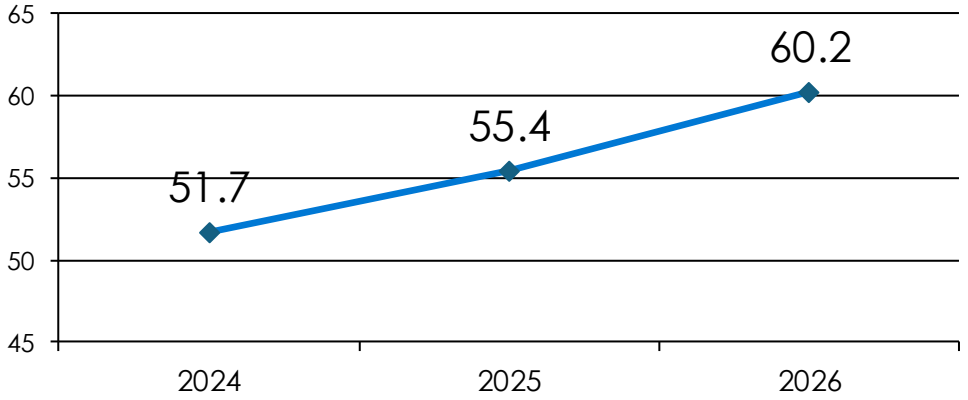
16 of 19
Schools improved
2024 to 2026

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

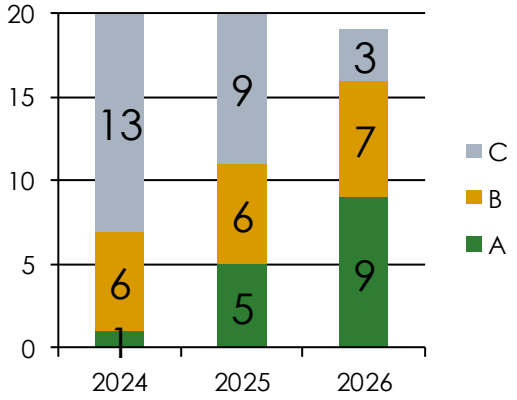
3 "C" schools
2026 grade distribution
down from 13 in 2024

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

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