



# BROWARD COUNTY PUBLIC SCHOOLS

## STRATEGIC PLAN PROGRESS REPORT

MOVING FORWARD ON THE RIGHT PATH

**2016/17**

Focus on Literacy and Early Learning



## **Broward County Public Schools**

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Superintendent of Schools

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# MESSAGE FROM THE SUPERINTENDENT **ROBERT W. RUNCIE**



Our kindergarten students entering Broward County Public Schools (BCPS) on August 21, 2017, is the Graduating Class of 2030! Because we don't know what the world will look like in 13 years, we must prepare our students to be successful in a world experiencing rapid rates of change, driven primarily by globalization, technology, and global warming.

These forces compel us to revisit the purpose of public education. Now is the time to expand our thinking from "college and career readiness" to "life-readiness." **Life-ready** students will enter the world with **agency** to navigate their own success; demonstrate **critical consciousness** to connect school to lived experiences and societal structures to make a positive impact on the community; and continue to be **independent learners** who can solve real world problems. Most of all, we want our children to grow and achieve **happiness** and positive relationships in a diverse international community.

Preparing students to create the world we need begins at BCPS, which provides a rich "portfolio of choice" for our students and families. Across our District, there are incredible learning opportunities for our students. There is nothing traditional about our innovative District schools. There are more than 160 innovative and magnet programs, many of which are recognized as the best in the country including Cambridge, International Baccalaureate, STEM (Science, Technology, Engineering, and Mathematics) + Computer Science, Robotics, Music, Performing Arts, Debate, Dual Language, JROTC (Junior Reserve Officer Training Corps), Technical & Industry Certifications, Athletics, and much more, which carry our students on to more than 600 colleges and universities in America and around the world each year.

We are making great progress in our schools with increased academic achievements, graduation rates that are the highest in five years, and advanced placement pass rates that are the highest in a decade.

We have incredibly dedicated teachers, administrators, and staff working hard every day to support our students and give them the confidence and skills to achieve their dreams in this dynamic world.

Finally, public education is undergoing significant challenges from state and federal policy agendas that pivot toward privatization. These challenges are opportunities for us to reimagine public education and create a more hopeful vision for the 21st century learning. We must design our system around engagement, connectedness, belonging, and empowerment of our young people. We look forward to continuing to work with educators, students, families, and communities to redesign learning environments, in and out of school, that are targeted to each young person's culture, lived experience, and how they're situated relative to opportunity in society.

Every child has a gift for the world. Let's work together to help them unwrap it!

Sincerely,

A stylized, handwritten signature in black ink that reads "Robert W. Runcie". The signature is fluid and cursive, with the first letters of the first and last names being significantly larger and more prominent.

Robert W. Runcie, Superintendent of Schools

## OUR MISSION

Our mission statement defines our purpose—why we exist and what we do to achieve our vision. It provides direction and focus, and helps guide all goals and decisions. It reminds us why we do the work we do.

**Broward County Public Schools  
is committed to educating  
all students to reach  
their highest potential.**

## OUR VISION

Our vision statement vividly describes our ideal environment and outcomes—a picture of the future we want to create. It inspires, energizes and provides a long-term view.

**Educating  
today's students  
to succeed  
in tomorrow's world.**

# From Strategy Formulation to Strategic Plan Implementation

The District's Strategic Plan is focused on improving the instructional core while leveraging the input of teams of administrators, teachers, students and stakeholders. We are taking a proactive approach to manage current performance while maintaining the ability to respond to internal and external changes.

The current Plan utilizes a shorter planning horizon with an emphasis on execution, monitoring and reporting. This direction ultimately enables more frequent reviews and course corrections.

## YEAR 1 2016/17

Address areas that provide **the greatest performance improvement opportunities** using existing resource

## YEAR 2 2017/18

Pursue opportunities requiring **improved capabilities and investments**

## YEAR 3 2018/19

**Leverage outcomes** and discoveries from previous years while targeting programs in specific challenge areas

Understanding that education in the early grades is critical for student long-term success, the District's initial portfolio of prioritized initiatives is committed to investing in early literacy.

# Portfolio 1: Literacy and Early Learning

Education in the early grades is critical for student long-term success. We have committed to investing in early literacy for the initial year of the Strategic Plan.

Year 1 challenged us to strengthen the roots of early literacy. We trained our staff, improved awareness of student performance and engaged the community to help us reach our students early in their education stages.

As districts across the state look to reduce the focus on testing, we are expanding our definition of success by incorporating broader measures than the typical school grades and assessment outcomes.

By concentrating on early literacy, the District embraces a long-term perspective: students need to be independent readers early on to experience greater success in school. Once students learn to read, they can then read to learn.

Our 2016/17 results for third grade students on the Florida Standards Assessment (FSA) English Language Arts demonstrated continued improvements. The percentage of students meeting or exceeding grade level proficiency (achievement levels 3-5) increased by two percentage points to 57 percent, compared to 55 percent in 2015/16, and is up five percentage points from 2014/15 (52 percent).



# Birth to Pre-Kindergarten (Pre-K)

**INITIATIVE OVERVIEW:** If young children are given a solid foundation in the fundamentals of reading and in social and emotional learning skills, they will be more prepared to enter kindergarten.

**REASON FOR THE INITIATIVE:** We must improve the literacy and development levels for our youngest students. We define and offer these high-quality learning environments through Early HeadStart, HeadStart and Voluntary Pre-Kindergarten (VPK) programs. We also partner with private providers, local businesses, non-governmental and philanthropic organizations, county and municipal governments and our community to improve literacy and development levels.

**STATUS OF THE INITIATIVE:** We have completed the Planning Phase and have begun implementation.

### PROJECT SCHEDULE:

ON PLAN	DELAYED	AT-RISK
●	○	○

### DELIVERABLES:

1. Social Emotional Development and Relationships (SEDR)
2. Use evidence to inform practice—Classroom Assessment Scoring System (CLASS), Teaching Strategies for Early Childhood (TSfEC)
3. Communication Plan for deliverables number 1 and 2
4. Institutionalize Project Plan through continuous improvement
5. Gulfstream Early Childhood Center of Excellence
6. “Countdown to Kindergarten” Campaign

### PERFORMANCE HIGHLIGHTS:

- > Students in a structured Pre-K Program: 16,726 (77 percent of Broward four-year-olds population)

### MAJOR ACHIEVEMENTS FOR YEAR 1:

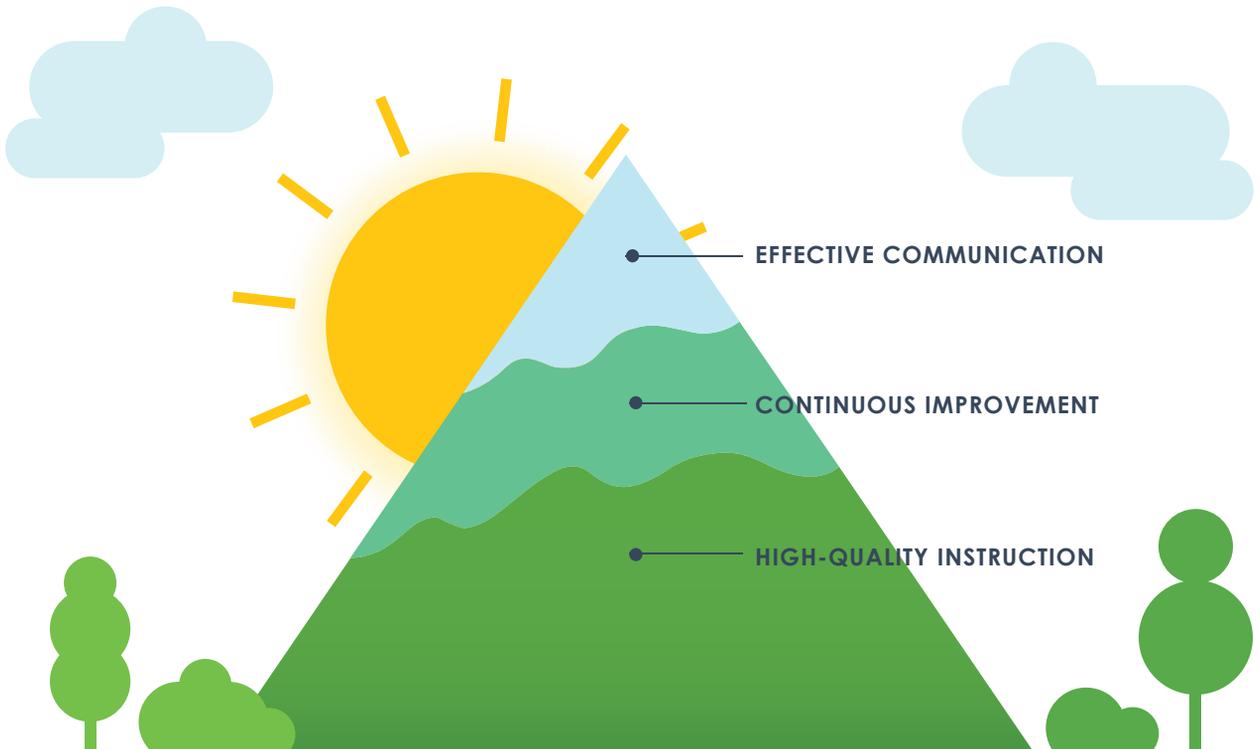
1. Community collaboration for “Countdown to Kindergarten” campaign.
2. Partnerships/collaboration with Pre-K Exceptional Student Education (ESE) team to meet the needs of students with disabilities (SWD) through Head Start services.

If young children are given a solid foundation in social and emotional learning skills, they will be more prepared to enter kindergarten.



# Moving Forward on the Right Path

The 2016-19 strategic plan reaffirms Broward County Public Schools commitment to three major goals



## HIGH-QUALITY INSTRUCTION

We must ensure that our students are learning every day.  
By measuring our progress, we can stay on track to meet our goals.

## CONTINUOUS IMPROVEMENT

We are improving the way we manage, organize, and align our resources —  
including staff, facilities, and construction.

## EFFECTIVE COMMUNICATION

We are all ambassadors for Broward County Public Schools.  
With accurate information, we can make a positive impact on public awareness.

# HIGH-QUALITY INSTRUCTION

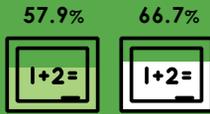
■ Current: 2016    ■ Target: 2019

## ELEMENTARY SCHOOLS

Increase reading and math proficiency.



READING (Level 3+)



MATH (Level 3+)

## MIDDLE SCHOOLS

Use project- and problem-based learning to improve skills.



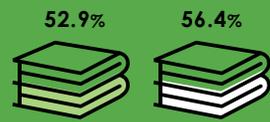
READING (Level 3+)



MATH (Level 3+)

## HIGH SCHOOLS

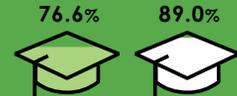
Ensure college and career readiness.



READING (Level 3+)



ALGEBRA 1 (Level 3+)



GRADUATION RATE

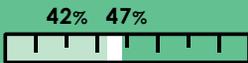
Our goal is for all Broward County Public Schools graduates to be literate, knowledgeable, socially mature and productive members of our community.

# CONTINUOUS IMPROVEMENT



STUDENT-TO-COMPUTER\* RATIO

Current: 6:1, 2019 target: 3.5:1



5-YEAR TEACHER RETENTION

Current: 42%, 2019 target: 47%

26% / 40%

BUSINESS/SUPPORT SERVICES WITH KEY PERFORMANCE INDICATOR IN TOP QUARTILE

Current: 26%, 2019 target: 40%



PROJECTS IN SMART\*\* PROGRAM

Current: 20%, 2019 target: 90%

35% / 90%

ACTIVE FACILITY-RELATED PROJECTS IN SMART PROGRAM\*\*\*

Current: 35%, 2019 target: 90%



FACILITY-RELATED PROJECTS IN CONSTRUCTION PROCUREMENT, CONSTRUCTION, OR CLOSE-OUT

Current: 7%, 2019 target: 60%

\*Computer = desktop, tablet and laptop. \*\*Bond-funded program to fund Broward County schools improvements in Safety, Music & Art, Athletics, Renovation and Technology. \*\*\*Does not include school Choice Enhancement projects. (SMART): Safety, Music & Art, Athletics, Renovation and Technology.

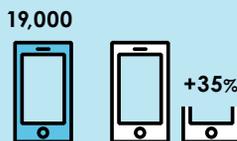
# EFFECTIVE COMMUNICATION



SOCIAL MEDIA ENGAGEMENT

Current: 54,042 Twitter followers and + 12,580 Facebook "likes"  
2019 target: 15% increase

(as of September 2016)



MOBILE APP DOWNLOADS

Current: 19,000  
2019 target: 35% increase



POSITIVE-TO-NEGATIVE NEWS RATIO

Current: 5:1  
2019 target: 5% increase

## Balanced Literacy



We consistently monitor our students' reading skills development until they are independent readers.

**INITIATIVE OVERVIEW:** Balanced literacy begins with phonics, continues with guided reading, and uses content-based and fiction texts for independent reading. We consistently monitor our students' reading skills development until they are independent readers.

**REASON FOR THE INITIATIVE:** If teachers implement this approach across the curriculum, students would be independent readers by end of second grade (Level M on the Fountas & Pinnell reading level scale by end of second grade). We need to ensure our teachers have access to professional development, resources and time for high-quality implementation.

**STATUS OF THE INITIATIVE:** We have completed the Planning Phase and have begun implementation.

### PROJECT SCHEDULE:

ON PLAN	DELAYED	AT-RISK
●	○	○

### DELIVERABLES:

1. Develop a balanced literacy framework and literacy guide
2. Establish and implement professional development systems focused on the framework
3. Quality assurance for the implementation framework
4. Acquisition of balanced literacy resources

### PERFORMANCE HIGHLIGHTS:

- > 97 percent of elementary schools sent teachers to training on the Benchmark Assessment System (BAS)
- > 58 percent of Broward County's 31 municipalities have adopted official declarations supporting the importance of literacy

### MAJOR ACHIEVEMENTS FOR YEAR 1:

1. We now have a unified system to assess our students' reading progress and inform instruction.
2. Highlighted "Book Study"—dialogue to further define our approach with the Office of School Performance and Accountability (OSPA) and literacy.
3. Professional development (BAS to calibrate conversations with grade-level teachers to Responsive Literacy Instruction development) reaching the teacher, grade level, and school.
4. Schools received the necessary implementation tools (BAS systems, additional literacy continuums, access to resources via SharePoint, etc.).

# Performance Monitoring

**INITIATIVE OVERVIEW:** If students, teachers and parents monitor reading progress with actionable information, appropriate instruction can be provided to address unique student needs.

**REASON FOR THE INITIATIVE:** We can provide support in language acquisition and literacy development. We can then monitor the progress of our students' reading levels and how well each teacher, grade level and school is performing. It is also necessary to track the support that local school professionals receive from Broward County Public Schools (BCPS) departments and provide high-quality feedback to ensure continuous improvement.

**STATUS OF THE INITIATIVE:** We have completed the Planning Phase and have begun implementation.

## PROJECT SCHEDULE:

ON PLAN	DELAYED	AT-RISK
●	○	○

## DELIVERABLES:

1. Access to Benchmark Assessment System (BAS) data
2. Use the BAS results to inform and improve practice at the classroom level
3. Institutionalize practice of using data to inform decision-making

## PERFORMANCE HIGHLIGHTS:

- > On average, 97 percent of students in grades K-3 participated in BAS assessments during each administration period
- > From the beginning of the year to the end of the year, 83 percent of students increased two or more reading levels on the BAS

## MAJOR ACHIEVEMENTS FOR YEAR 1:

1. Valuable data via the dashboards extends beyond Early Literacy to many other initiatives .
2. Shifting focus to balanced literacy is becoming more visible in schools.



## Multi-Tiered System of Supports/ Response to Intervention (MTSS/RtI)

**INITIATIVE OVERVIEW:** When we target support to the unique needs of struggling and advanced students, they overcome literacy difficulty and see gains in achievement.

**REASON FOR THE INITIATIVE:** Achieving early, independent reading on grade level for all students is critical to our community. We will incorporate the balanced literacy approach and identify students who have differentiated needs, developmental delays and/or diagnosable learning disabilities. We will ensure our staff follows MTSS in planning, training and resourcing the environment and implementing RtI protocols.

**STATUS OF THE INITIATIVE:** We have completed the Planning Phase and have begun implementation.

**PROJECT SCHEDULE:**

ON PLAN	DELAYED	AT-RISK
●	○	○

**DELIVERABLES:**

1. Consensus development for personalized learning pathways
2. Capacity and infrastructure building for personalized learning pathways
3. Implementation plan for personalized learning pathways
4. Focus on dyslexia and other literacy challenges

**PERFORMANCE HIGHLIGHTS:**

- > Targeted support in reading for grades K-3 students has increased by more than 12 percentage points over prior years
- > Language proficiency for our K-3 English Language Learners has increased by more than 4 percentage points

**MAJOR ACHIEVEMENTS FOR YEAR 1:**

1. MTSS/RtI Instructional Facilitators have engaged 100 percent of District schools to support completion of Self-Assessment of Multi-Tiered System of Supports (SAM) and School Positive Behavior Plan (SPBP).
2. MTSS/RtI identified exemplary practices and an exemplary school for University of South Florida Problem Solving and Response to Intervention (PS/RtI) Project.



Achieving early, independent reading on grade level for all students is critical to our community

# Quality Assurance

**INITIATIVE OVERVIEW:** When all information within the Literacy and Early Learning portfolio is implemented well, we will be successful at creating highly literate students.

**REASON FOR THE INITIATIVE:** Students who become successful, independent readers will require high-level plans, professional development, resources and feedback systems that are above and beyond compliance. We must implement and monitor this implementation with the expectation of high-quality practices, continuous improvement and measurable results.

**STATUS OF THE INITIATIVE:** We have completed the Planning Phase and have begun implementation.

## PROJECT SCHEDULE:

ON PLAN	DELAYED	AT-RISK
●	○	○



## DELIVERABLES:

1. Transform Early Literacy projects into “Look-Fors” framework
2. Pilot and finalize “Look-Fors” framework in Spring 2017
3. Access to the “Look-Fors” framework data
4. Use the “Look-Fors” framework data to inform and improve practice

## PERFORMANCE HIGHLIGHTS:

- > More than 80 percent of our K-3 teachers were successful at moving their students more than two reading levels on the BAS during the school year

## MAJOR ACHIEVEMENT FOR YEAR 1:

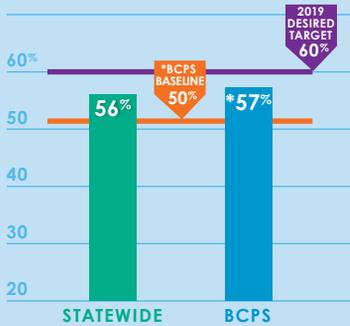
- > Our team members experienced tremendous collaboration with the Office of Academics and Office of School Performance and Accountability. We deliberately focused on accomplishing our strategic goals with great success.

# 2016/19 Outcomes

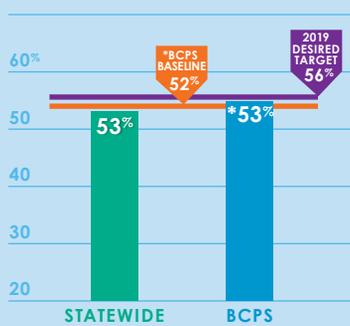
Updated March 2018



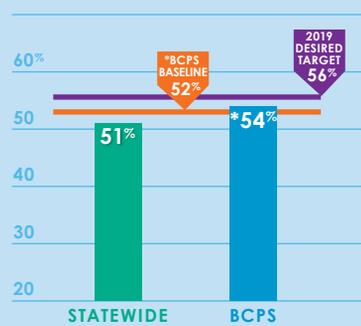
## Elementary Learning Reading



## Middle Grades Reading



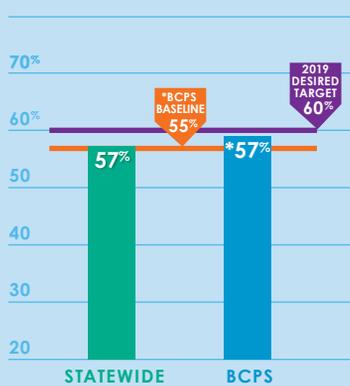
## High Schools Reading



## Elementary Learning Math



## Middle Grades Math



## High Schools Algebra 1



\*Percentage of students level-3 and above, includes traditional schools only, combined grades K-5.

BCPS is fortunate to have an outstanding team of more than 32,000 employees—teaching professionals, principals assistant principals, clerks, secretaries, office managers, custodians, facilities maintenance staff, food service workers, bus drivers and mechanics and administrative staff—who works tirelessly to give the children of Broward County their best effort.

The 2016/17 school year marked another successful chapter for BCPS. As our students continue to grow and progress, we must maintain our focus on “Moving Forward on the Right Path.”

We are doing great work in Broward County. We must stay focused on students. Remember that when our kids win, we win.

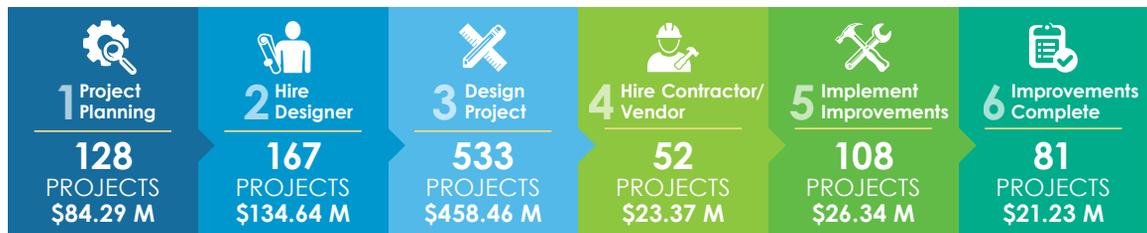
“Without continual growth and progress, such words as improvement, achievement, and success have no meaning.”

**BENJAMIN FRANKLIN**

# Safety, Music & Art, Athletics, Renovation and Technology SMART Program

With the Program Management Office mobilized, the SMART initiative is steadily building momentum and is on target for completion in five to seven years as promised to voters.

As of June 30, 2017, **1,069 SMART facilities projects are underway** in one of the six phases of the design and implementation process, marking an **investment of \$748 million**. The six-phase process (see below), which is utilized for most SMART facilities projects, helps ensure projects are completed with the utmost efficiency and integrity.



As-of June 30, 2017.

To stay updated on the SMART Program, please visit [browardschools.com/smarthutures](http://browardschools.com/smarthutures)

## HIGHLIGHTS:

- > **Facilities and Construction (Safety and Renovation):** After some delays in the initial phases of the projects, we are now on track to complete the projects within the committed timeline.
- > **Music Equipment:** More than 40,000 new instruments were purchased for Broward County, offering each school the ability to begin the 2017/18 school year with renewed excitement for its music programs.
- > **Athletics:** More than \$7 million in investments have been allocated for new tracks at some middle schools and high schools, as well as weight rooms at each of our high schools.
- > **Technology:** We have installed more than 83,000 new computer devices with infrastructure/networking equipment and over 11,000 wireless access points to-date.



To stay updated on the Strategic Plan, please visit [browardschools.com/strategicplan](http://browardschools.com/strategicplan)



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