

2024 Strategic Plan Annual Outcomes Report

Prepared by:



The Office of Strategic Initiative Management

for 2019-20



Message from the Chief Strategy & Operations Officer

To say that this is an exciting time for Broward County Public Schools (BCPS) would be a gross understatement. The District's previous *Annual Outcome Reports* (AOR) provided glimpses into areas that exhibited strong student outcomes trends and some areas that presented opportunities for improvement. Together, we should celebrate our successes and take pride in delivering our mission to educate over 270,000 PreK-12 students and 130,000 adult learners to reach their highest potential.

The beginning of School Year 2019/20 saw the District launch its 2024 Strategic Plan, the third strategic plan under the leadership of Superintendent Runcie. This year also brought with it an unprecedented global pandemic. The pandemic highlighted some gross inequities as it touched the lives of every family and community. The transformation of public education—particularly in urban centers—became a high national priority. Everyone's getting a strong appreciation of how central and critical our public schools are to the functioning of our entire economy, our way of life. Now more than ever, school districts and educational leaders must be intentional, strategic, and dedicated to overcoming the inequities that impede ALL students' achievement.

Through the persistence of our Strategic Initiative Management team (SIM), the District was able to sustain its discipline in strategy execution while simultaneously exhibiting crisis management resilience. Our resilience is a strength that has become part of this District's DNA due to our dedicated educators and staff, the School Board's support, the Superintendent and leadership team, and broad community engagement.

"Persistence and resilience only come from having been given the chance to work through difficult problems."

— Gever Tulley

This year's AOR is different from year's past due to changing circumstances – some student assessment data is unavailable for 2019/20 as a result of the pandemic. However, evidence of District-wide progress is provided in this AOR from across a number of workstreams facilitated by SIM:

- 2024 Strategic Plan Initiative Oversight
- Process Improvement Projects
- Broward Benchmarking Analysis and Reporting
- Recalibration of the 2024 Strategic Plan
- School and Departmental Planning Retreats and Workshops

Sustainable success never results from a silver bullet – it takes collaboration, prioritization, and performance monitoring, among other things. When those elements are combined with persistence and resilience, individuals and organizations can begin to form sustaining habits.

In closing, I would like to leave you with a quote from Confucius, the great Chinese philosopher, "Our greatest glory is not in never falling, but in rising every time we fall." I hope you enjoy this *Annual Outcomes Report*.

Sincerely,

Maurice L. Woods

Chief Strategy & Operations Officer

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The SIM Team making peanut butter and jelly sandwiches to deliver to those in need during the holidays.

From left to right: Pete Eschenbrenner, Dale Schmidt, Dean Vaughan, Greg Rawls, and LeReva Mathis.



Dr. Deborah Posner (left) and members of the SIM Team visiting with Food & Nutrition Services staff at Croissant Park Elementary School, during National School Lunch Week.

SIM's Mission: Driving organizational excellence through strategic plan execution.

Examples of District-wide Stakeholder Engagement by SIM



I. Executive Summary

The Broward County Public Schools (BCPS) 2024 Strategic Plan was officially launched at the beginning of the 2019-20 school year. This report describes how services and deliverables from the Office of Strategic Initiative Management (SIM) were structured and provided to advance, monitor, analyze, and report on the progress of 19 Strategic Initiatives in year one of the five year plan, available at www.browardschools.com/strategicplan. It also describes how and why the Strategic Plan has been recalibrated for year two to keep it responsive and relevant to the needs of BCPS’s diverse stakeholders when conditions inevitably change.

As the computer scientist John Lilly recently said, “our only security is our ability to change.” The still unfolding events of 2020, like no other in modern history, have made that clear. The COVID-19 global pandemic forced schools across the world to shut down. In response, BCPS quickly shifted from a physical to a virtual learning and working model.

The pandemic has broadened the District’s strategic thinking around the dimensions of mission continuity and resiliency in its planning. It also has underpinned the significance of professional learning (to develop the requisite skills for successful virtual delivery of services) and partnerships (to expand the District’s capacity to operate under severe constraints). But it has not affected the District’s unwavering focus on its goals: delivering High-Quality Instruction (HQI), providing a Safe & Supportive Environment (SSE), and ensuring Effective Communication (EC).

While the challenges of the moment are daunting, BCPS envisions a bright, exciting future. That future springs from better containment of viral spread through a concerted public health response, the full reopening of schools for in-person instruction, and scientific inquiry and discovery leading to a coronavirus vaccine. For BCPS, it won’t be a return to the past, however. Instead, BCPS intends to deliver an improved student experience, one that marries the best of on-campus experiences with the flexibility and expanded access afforded by services that are available virtually.

Why publish an Annual Outcomes Report? In short, because there’s clarity in perspective. Looking back over the year in its entirety, informed by a full suite of both quantitative and qualitative data collected at various times and consolidated in one place, gives the organization an opportunity to identify and build upon what’s working, to correct what’s not working, and to plan better for the future.

SIM’s report this year is different from past reports, a result of circumstances beyond its control. Past reports, for example, rigorously analyzed student data to better understand the impact of the District’s strategy on improving student outcomes, a fundamental part of knowing whether BCPS is succeeding in its mission to educate today’s students to succeed in tomorrow’s world. Student assessment data, particularly the Florida Standards Assessment (FSA), provided essential source data for that analysis. With school closures and the State’s cancellation of the FSA, though, that analysis is not possible. Nevertheless, crucial components of SIM’s work, such as Strategic Plan execution and accountability, process improvement projects through the Lean Six Sigma framework, and operational benchmarking analysis, continued throughout 2019-20 and are covered here, similar to past reports.

Finally, this report looks at the year ahead and outlines District priorities for the 2020-21 school year. Here, SIM's work aims to help the organization draw important lessons from the challenges that it faced in 2019-20 and use that knowledge to drive continuous improvement.

Key Findings

During the 2019-20 school year, the SIM office worked predominantly to:

1. Facilitate consistent communications and cadence of accountability around the six Strategic Plan Campaigns and their associated Initiatives;
2. Identify and support the development of key Metrics across Strategic Plan Goals;
3. Facilitate Process Improvement Projects on payroll, tangible personal property management, field trips, and space planning using Lean Six Sigma methodology;
4. Benchmark District performance measures across other large districts;
5. Establish our District-wide SIM Ambassador program to expand our department's capacity and ensure consistent application of our frameworks for planning, execution, accountability, and process improvement;
6. Analyze the impact of COVID-19 on the District's strategy;
7. Outline school reopening options and facilitate Cabinet and Board decision-making; and
8. Drive the annual Strategic Plan recalibration process and amend the Strategic Plan as needed.

A year-end review of 2019-20 outcomes yields the following findings:

1. **The 2024 Strategic Plan communications and accountability framework was successfully executed across all 19 Initiatives.** As promised, four quarterly reports on Strategic Plan progress were delivered to the Board. Project teams were formed, and project plans created, for all Initiatives, with clear deliverables identified for each. Monthly Campaign calls were conducted for each Campaign to foster better alignment across Initiatives.
2. **Overall, out of 23 Primary Metrics for which Targets were set and data was available, 57% (13/23) met or exceed their Year 1 Targets, while 87% (20/23) showed improvement over their respective Baselines.** Forty-three percent (10/23) did not meet Year 1 Targets, while 13% (3/23) did not exceed their respective Baselines.
3. **With the State's cancellation of the FSA, progress towards High-Quality Instruction (HQI) Targets are not fully reportable.** Aligned to the Strategic Goal of HQI, no Primary Metric data was available for 2019-20 due to unavailability of testing related to the COVID-19 crisis, or through expected delays in receiving data from the State (e.g., Graduation Rates).
4. **Overall, momentum towards Safe and Supportive Environment (SSE) Targets is positive.** Among Primary Metrics aligned to the Strategic Goal of SSE, 50% (7/14) met or exceeded their Year 1 Targets, while 93% (13/14) showed improvement over their respective Baselines.
5. **District Tactics addressing Effective Communication (EC) Targets are showing improvement over Baseline measures.** Among Primary Metrics aligned to the Strategic Goal of EC, 67% (6/9) met or exceeded their Year 1 Targets, while 78% (7/9) showed improvement over their respective Baselines.

6. **District collaboration tools, like Microsoft Teams, proved vital to mission continuity—and are a wise investment.** To sustain virtual delivery of instruction and remote work models during facility closures, the District invested in and quickly deployed over 18,000 new Microsoft Teams licenses. Beyond supporting mission continuity, substituting virtual collaboration for in-person meetings saves on mileage. Using estimated mileage savings alone, the District’s investment in Teams breaks even in 1.1 years, compared to typical IT investments that generally take 3 to 7 years before generating positive returns. That assumes recurring large meetings, such as Principal Level and Board Agenda Planning Group (APG) meetings, continue virtually even after facilities reopen.
7. **The District received a Net Promoter Score (NPS) of 7.9, 8.3, 8.5, and 7.5, respectively, among students, parents, teachers and staff, and the community.** The District significantly stepped up efforts to survey stakeholders, both to gauge customer service satisfaction and to understand stakeholder preferences on critical topics. To assist, SIM published a “Survey Design Guide” to promote best practices for developing effective surveys. Use of the NPS was added to the District’s climate survey and expanded across multiple departments as a way of measuring loyalty, the ultimate indicator of customer satisfaction. A score of 7 or above is considered very good.
8. **While the District made progress across several Process Improvement Projects (PIPs), cleaner hand-offs of new processes to replace old ones are crucial.** The District is working to improve processes associated with payroll, work order management, inventory controls, and instructional software purchasing. Progress associated with this work refers to project progression across milestones and phases as outlined in a Project Charter, which serves as a template and blueprint for deliverables and phases associated with each PIP. Project Managers are needed to ensure implementation success, but the District struggles to dedicate staff for that purpose, due to either a lack of bandwidth or skills. External implementation partners have not been an adequate substitute, as those partners still require extensive interaction with District personnel. The delineation of existing processes (current state) and mapping to new processes (future state) will facilitate cleaner hand-offs, as process mapping helps improve communication and provides documentation for training. To enhance transparency and accountability in project implementation, Microsoft Teams has been used for cross-functional collaboration, and Project Plans have been used as a framework for accountability across project teams. All PIP Plans are tracked as workstreams within the Operational & Process Improvement Initiative.
9. **As reported by the Council of the Great City Schools (CGCS), BCPS achieved best quartile results across 30 operational Key Performance Indicators (KPI), primarily through improvements in Human Resources, Food Services, and Accounting.** That’s an improvement over BCPS’s average of 25 best quartile KPIs for the previous four years. However, while CGCS is accepted as the best source for large district KPIs, the District should avoid drawing firm conclusions from the published results. That’s because of contextual differences between districts and wide variations in how districts operate. Instead, CGCS’s reported KPIs should be a starting point for inquiry rather than a final verdict on performance.

10. **BCPS increased the number of completed grant applications from 291 in 2018-19 to 334 in 2019-20, a 15% increase.** With award announcements for applications submitted in the last quarter pending, the full amount of grant funding received is not yet available. Going forward, the District's dependence on grant funding is likely to deepen with anticipated funding cuts, the result of declines in State revenues. That alone is concerning, but BCPS faces a greater challenge in finding the capacity needed to support grant applications and fulfillment.
11. **Over 200 employees and students volunteered and have been trained to serve as SIM Ambassadors. 1,070 employees, including District- and school-based staff across academics and operations, received Lean Six Sigma (LSS) White Belt certifications from SIM.** Of these, 68 staff advanced to earn Yellow Belt certifications. In addition, 206 students received White Belts. The SIM Ambassador program provides opportunities for those with certifications to use LSS skill sets in their daily work and also serve as an extension to SIM's capacity.
12. **In its response to the COVID-19 pandemic, the District developed a solid foundation for future success.** SIM drove the formation and coordination of 16 working teams that have been tasked by Cabinet with the responsibility of planning for the reopening of schools. The focus is not on a return to the past, but on elevating the student experience. That experience includes enhanced eLearning through the synchronous delivery of instruction, the capability to switch seamlessly from physical to virtual learning and working models, the virtual delivery of Social-Emotional Learning, mindfulness activities, and other student supports, and improvements in safety and health protocols. Key enablers behind the District's success include the increased use of collaboration tools (like Microsoft Teams, Clever, and Canvas), the distribution of digital devices (with over 100,000 laptops distributed to students), the upgrade of the District's wide area networking (WAN) capacity (in progress), and the rapid rollout of professional learning to District staff.

Recommendations

BCPS seeks to learn from the challenges it has experienced and to draw purpose from those challenges. The District has taken major steps over the past two years to fortify its expertise in the areas of prevention, preparedness, response, and recovery. It created the Division of Safety, Security, and Emergency Preparedness (SSEP) and expanded Student Support Initiatives (SSI) to include recovery project management. SSI is now Student Support Initiatives and Recovery, or SSIR. Within SSEP, Enterprise Risk Management (ERM) was launched to identify, assess, and plan for risks that the District may encounter. Those steps, coupled with mission-critical investments in technology and professional learning, have placed BCPS in a much stronger position to ensure the continuity of its operations when facing adversity. But mission continuity and resiliency rely on work from all District divisions. SIM, in its work across all divisions, recommends that all Initiative leads seek to:

1. Triage any crisis response with clear priorities.
2. Recognize that crises differ in magnitude and duration, and adjust recovery work emphasis and resources accordingly.
3. Ensure employees are treated well and that self-care is encouraged.

4. Communicate with consistent messages, regularly and through multiple channels.
5. Build local capacity through relationships with partners that can fill critical (and clearly articulated) resource gaps.
6. Be mindful, deliberate, and decisive—undistracted by noise.
7. Keep protocols clear and simple, and make sure they are implemented with fidelity.

In addition, SIM recommends that BCPS:

8. **Refine its communication with the Board, instituting a practice adopted for Board Workshops during school reopening discussions.** At that time, operational game plan leads were requested to identify explicitly the feedback they needed from the Board, and to provide well-defined and quantified options for the Board’s review. That practice helps focus the District’s dialogue with the Board and provides greater transparency to the public. It should continue.
9. **Implement measures to avert survey fatigue.** Survey data is essential for many reasons. Well-designed surveys often provide the least expensive, easiest, and fastest way to collect meaningful, actionable data that can be used to measure and advance progress on a variety of topics. However, the District risks creating survey fatigue. Building on its Survey Design Guide, SIM recommends implementing measures to avert survey fatigue. That starts by developing a District-wide survey blueprint that delineates the purposes, types, timing, frequencies, common Metrics, and audiences where feedback is desired across all BCPS entities. By pairing existing survey instruments to the blueprint, BCPS will likely discover where it might be “over surveying,” a first step for identifying opportunities to streamline, consolidate, or eliminate surveys.

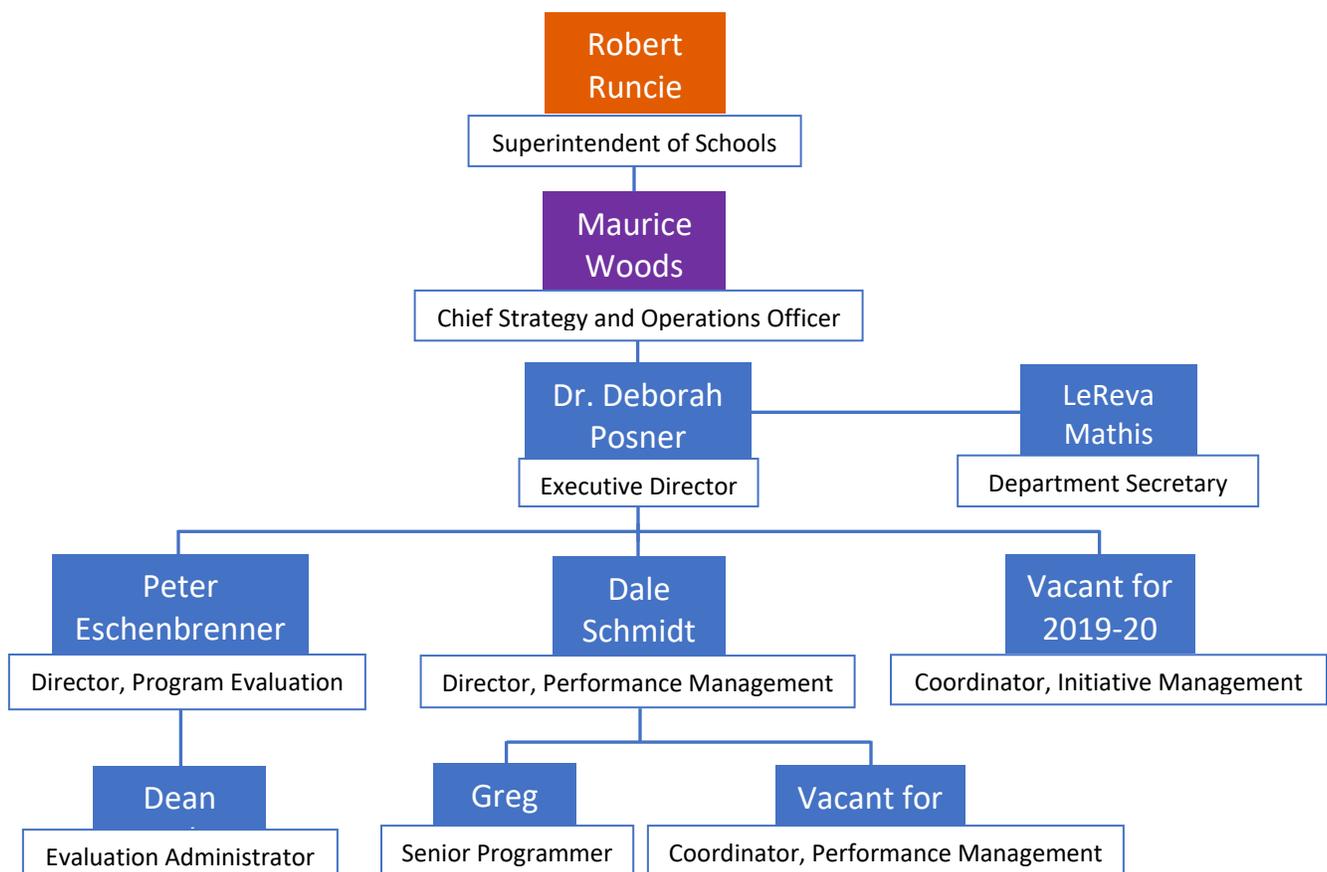
II. Overview of SIM

A District the size of BCPS that operates under constrained funding faces formidable challenges when it comes to scaling up strategic Initiatives. Charged with facilitating excellence in Strategic Plan execution, the Office of Strategic Initiative Management is keenly aware of those challenges. This section describes the SIM structure and engagement model for being responsive to and supporting the organization while at the same time empowering employees to align, plan, and execute their work in a coordinated way.

Staffing and Structure

Executive Director, Dr. Deborah Posner leads the Office of Strategic Initiative Management (SIM) with extensive experience in strategic planning, process improvement, and academics. Her staff also brings many years of experience in education, project management, research and analysis, and process improvement to support SIM’s directive of Strategic Plan execution. In 2019-20, SIM was understaffed for two key Coordinator positions due to financial constraints and the subsequent hiring freeze due to the COVID-19 pandemic; however, Dr. Posner secured the services of Jaren Longmire, Pro Bono Strategic Consultant with experience in a large urban school district, and Maggie Gallagher, Harvard Fellow from the Harvard Graduate School of Education. Figure 1 shows SIM’s organizational chart for the 2019-20 school year. The Office of Strategic Initiative Management is part of the Division of Strategy and Operations.

Figure 1. SIM Organizational Chart for 2019-20 School Year



SIM combines the disciplines of Initiative oversight, performance management, and program evaluation to facilitate the successful implementation of the District’s Strategic Plan (see Figure 2). SIM leverages its staff’s education industry expertise, private sector experience, in-depth knowledge of research methods and statistics, and programming know-how to help BCPS advance towards its Goals in a deliberate, well-defined, measurable, analytical, informed, and controlled manner. It does so through a variety of services and deliverables described throughout this report.

Figure 2. SIM Structure



The work is collaborative, in high demand, and requires careful scoping and load-balancing. Effective communication is critical. To manage demand and improve communication, SIM maintained or enhanced several mechanisms in its practice during the 2019-20 school year. These include:

- An online **SIM Service Request Form** (available to BCPS employees on the SIM SharePoint site) and vetting process to manage demand for SIM services and set department priorities. If services are needed, internal customers are requested to describe the support they need and articulate its alignment with the District’s Goals. Completed forms are vetted through the Executive Director of SIM, Chief Strategy and Operations Officer, and the Superintendent’s Cabinet as needed.
- A **SIM Operational Calendar**, which provides an important resource management tool and visualization for both SIM staff and internal customers to see which SIM services have been engaged and when delivery is planned.
- **Marketing Collateral**, organized around the 2024 Strategic Plan and the SIM organization provide colorful and useful ways to disseminate core messages pervasively.
 - A poster that summarizes the 2024 Strategic Plan Vision, Mission, Goals, Campaigns, and Initiatives—with a Quick Response (QR) code link to the full document—provides a convenient, succinct reference for all District staff and is available in multiple languages.
 - Stickers that articulate the District’s new Core Values are available to be displayed on work surfaces (e.g., notebooks).
 - Finally, a bookmark highlights the District’s Mission and Goals on one side and describes SIM’s mission and services on the other.
- A **SIM Monthly Newsletter**, which provides a concise monthly view into select SIM activities.
- A comprehensive **SharePoint Site**, where SIM contacts, tools, presentations, newsletters, calendars, and other helpful resources may be accessed by internal customers.

- A **SIM Menu of Services** with defined service level agreements (SLA’s) to manage load balancing, strategic priorities, and expectations of our internal customers.
- A **SIM Customer Feedback Form** to facilitate our ongoing continuous improvement efforts, utilizing the Net Promoter Score (NPS) framework for measuring customer loyalty.
- A **SIM Project Plan Tool** which is the District’s standard for monitoring strategic Initiatives, as well as provide a mechanism for numerous departments, schools, and individuals to track and report on their own projects.

Menu of Services

SIM provides a published menu of services to improve engagement, accountability and clarity into deliverables and expectations when District departments partner with SIM. SIM services include:

- | | |
|---|---|
| • Board Workshop Development | • Web Tool Development and Online Resources |
| • Performance Management Reviews | • Dashboard Development |
| • Execution and Accountability Sessions | • Focus Group Facilitation |
| • Data Analysis and Interpretation | • Survey Design |
| • Benchmarking | • Project Management Workshops |
| • Project Plan Build and Management | • Lean Six Sigma Certification |
| • Process Improvement Projects | • Planning Retreats |
| • Strategic Consultations | • Other value-added services |

See Appendix A for a description of the suite of services provided by SIM.

Using SIM staff estimates of individual time allocated to the delivery of services or support, a SIM activity mix was constructed to examine how SIM has evolved to serve BCPS during the first year of the 2024 Strategic Plan.

SIM’s activity mix for 2019-20 changed in significant ways over 2018-19, as shown in the figure below. In 2018-19, over 20% of SIM’s time was spent on developing the 2024 Strategic Plan. With the plan already produced, approved, and launched, that share of activity was expected to decrease in 2019-20, but it actually increased to 25%. The increase resulted from the additional work requested of SIM to assess the impact of COVID-19 through an updated environmental scan and to lead the development of the Broward Schools Reopening Plan.

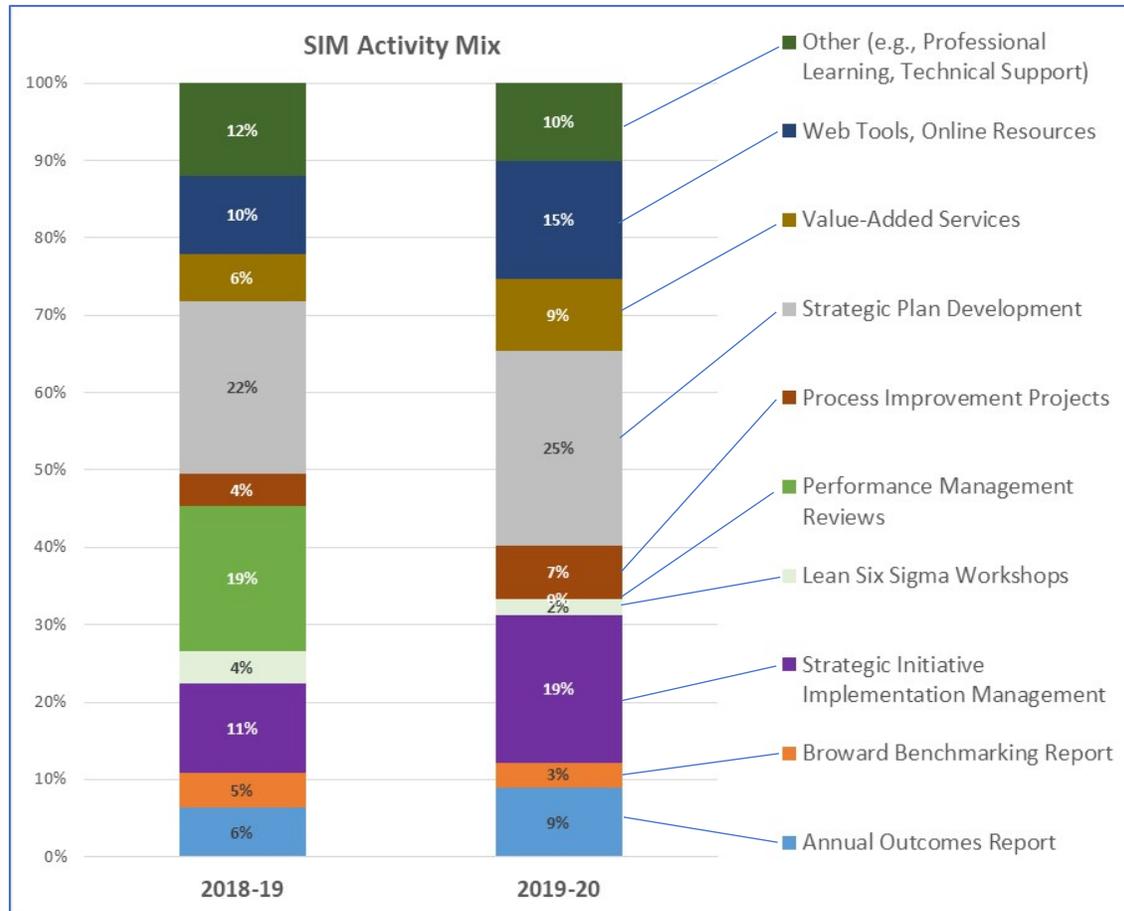
The share of work attached to strategic Initiative implementation management almost doubled, growing from 11% in 2018-19 to 19% in 2019-20. The increase reflects the increase in number of Initiatives formally tracked by SIM, which grew from the Early Literacy, Reimagining Middle Grades, and College, Career, and Life Readiness Initiatives in 2018-19 under the previous Strategic Plan to 19 under the 2024 Strategic Plan.

The share of activity devoted to Performance Management (PM) Reviews fell from 19% in 2018-19 to 0% in 2019-20. Time that might otherwise have been used to deliver PM Reviews was instead allocated to support the expanded scope of Strategic Plan Initiatives, to produce an updated environmental scan, to facilitate school reopening plans, and to provide other Value-Added Services, such as strategic

consultations and recommendations for various departments and schools across the District. Staff vacancies further restricted SIM’s ability to deliver PM Reviews.

Activity around the development of Web Tools and other online resources increased from 10% to 15%. The increase represents expanded engagement of SIM to develop surveys and other tools that support the collection and reporting of data associated with numerous Initiatives.

Figure 3. SIM Activity Mix, 2018-19 to 2019-20



Resources

Below and in Figure 4 are examples of some of SIM’s marketing materials and helpful resources provided across the District, posted on our SharePoint site internally for employees, as well as published on our website for community members.

- Annual Outcomes Report
- Benchmarking Report
- Dashboards
- Free Templates and Tools
- Monthly Newsletters
- Operational Calendar
- Project Charters
- Project Plans
- Service Request Form
- Strategic Plan and Poster

Figure 4. Examples of SIM Marketing Materials and Resources

BCPS Mission: Educating all students to reach their highest potential.

CORE VALUES: Student Focus, Teaching Excellence, Accountability, Respect, Safety

2024 Strategic Plan Dashboard Metrics Progress Overview

Status by 2024 Strategic Plan Goal

Goal	Met Target	Approaching Target	In Progress	Under Development	Data Not Available
High-Quality Instruction	11%	31%	47%	10%	8%
Safe & Supportive Environment	64%	27%	9%	0%	0%
Effective Communication	0%	0%	0%	0%	100%

Project Plan: Early Literacy Initiative: Quality Assurance

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Comp	Risk Level
Leadership Week Planning	Nuckler	03/02/18	05/20/18	100%	100%	Low
Principal Cadre Planning	Nuckler	03/01/18	06/01/18	100%	100%	Low
MP Cadre Planning	Nuckler	03/01/18	06/01/18	100%	100%	Low
ESSE Essential Elements	Nuckler	01/05/18	06/01/18	100%	100%	Low
Leadership Week Implementation	Nuckler	07/30/18	08/01/18	100%	100%	Low
Principal Cadre Implementation	Nuckler	08/06/18	08/06/18	100%	100%	Low
MP Cadre Implementation	Nuckler	08/06/18	08/06/18	100%	100%	Low
Teacher Identification for Targeted Support	Nuckler	06/01/18	07/01/18	100%	100%	Low
Targeted Support Deployment	Nuckler	11/01/18	05/01/19	32%	0%	High
Initial School Visits around Essential Elements	Nuckler	09/19/18	11/01/18	100%	100%	Low
Interim School Visits around Essential Elements	Nuckler	01/01/19	03/31/19	7%	0%	Low
Final School Visits around Essential Elements	Nuckler	04/01/19	05/01/19	0%	0%	Low
Determining Effectiveness of Targeted Support	Nuckler	06/01/19	08/31/19	0%	0%	Low

2024 STRATEGIC PLAN

Office of Strategic Initiative Management

START WITH WHY

60

Customer Service Survey

As its services and engagement model change over time, SIM takes deliberate steps to gauge the organization’s satisfaction with its services. A formal Customer Service Survey queries users of SIM services as to their overall experience with SIM engagement.

During the 2019-20 school year, 60 respondents self-identified as District Staff, District Administrators, Teachers, School Staff, or School Administrators. Seventy-three percent of all respondents identified

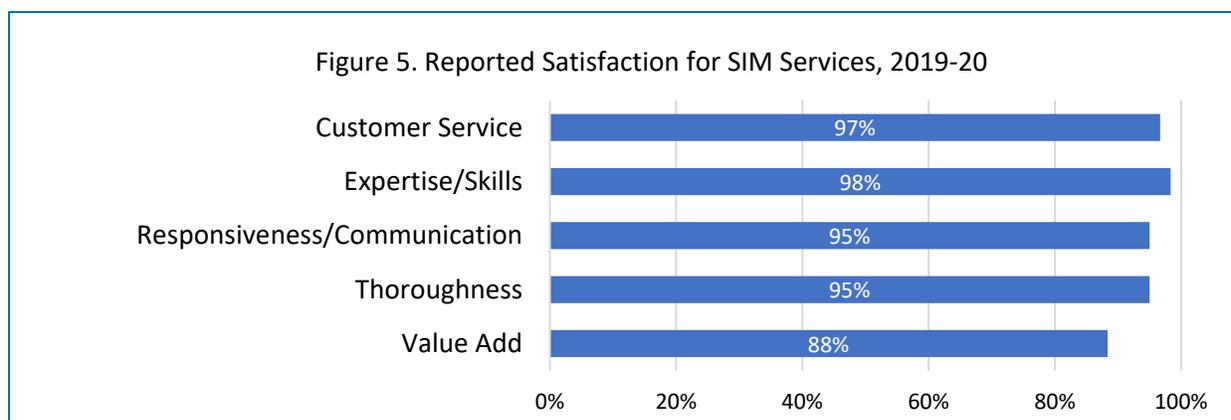
themselves as District Staff or District Administrators. Teachers, School Staff, and School Administrators accounted for 27% of respondents.

Overall, 92% of respondents in 2019-20 – up from 76% of respondents in 2018-19 – provided a rating of seven or higher with regard to their likelihood of recommending SIM services, where a higher score (up to 10) indicates greater likelihood of a positive recommendation. This is based on the widely recognized Net Promoter Score (NPS) for measuring customer loyalty, as used across many industries.

The average SIM Survey rating for 2019-20 was 9.1 representing an increase from 8.2 in 2018-19. Similarly, a review of 810 survey responses collected after Lean Six Sigma workshops in 2019-20, where attendees were asked the same question (though with some potential duplication of respondents from the separate, smaller survey), revealed an average response of 8.9 out of 10. These workshop participants also included employees from all levels of the organization – teachers, staff, and administrators. While the survey has some limitations, we have the opportunity to triangulate findings with other forms of data collection as well.

Respondents to the SIM Survey ($n=60$) were asked to identify the services they had received from SIM, with many respondents selecting multiple services. Overall, 13 of 21 services offered by SIM were selected by respondents. Most services highlighted by staff included Planning Retreats, Lean Six Sigma Workshops, and Strategic Plan Development.

Respondents were also asked to provide ratings of their experience with SIM across a variety of dimensions: Customer Service, Expertise/Skills, Responsiveness/ Communication, Thoroughness, and Value Add. Responses could range on a scale of Very Satisfied, Satisfied, Neutral, Unsatisfied, and Very Unsatisfied. As shown in Figure 5, across all services provided by SIM in 2019-20, high levels of satisfaction were reported by respondents, indicating strong support for the depth of services provided by SIM to a variety of District audiences.



Accomplishments

In addition to data on customer satisfaction of SIM services, SIM also experienced several, measurable accomplishments over the course of the year. Led by Dr. Deborah Posner, SIM prepared for and facilitated six Board Workshops as well as 51 Campaign meetings throughout the year. The work of SIM was also expanded on through the recruitment of 100 SIM Ambassadors (see page 22) and 1313 Lean Six Sigma Certifications District-wide (see page 64). SIM also furthered the use of process improvement best practice through the facilitation of six project improvement plans for District teams as well as planning retreats for the Physical Plant Operations (PPO), Exceptional Student Learning Support (ESLS), English for Speakers of Other Languages (ESOL), Title I, and Grants Departments in addition to Olsen Middle School.

Through the tools identified on pages 6-7, SIM facilitated the implementation and Metric tracking of the first year of the 2024 Strategic Plan despite challenges faced by COVID-19 and the focus on school reopening. SIM also coordinated the reporting of the Council of Great City Schools (CGCS) benchmarking data for the year by defining, gathering and reporting the Key Performance Indicators (KPI) for all functions in the District.

In addition to the above quantitative accomplishments by SIM throughout the year, there are several other notable qualitative accomplishments that were achieved through consultation with District offices. These include a comprehensive study of the District's grants strategy, an analysis of our work order management system, and our Physical Plant Operations (PPO) and their Key Performance Indicators (KPIs).

SIM was requested by its Chief to partner with the Grants Administration Department for the purpose of identifying ways to better align District grant activities with the 2024 Strategic Plan. In addition to having informal conversations and a one-on-one session with the Director of Grants Administration (GA), SIM conducted a workshop with the entire GA team in December 2019. SIM found that GA has made notable improvements over the past five years, such as the development and adoption of a grants tracking system and the quarterly release of a comprehensive newsletter but that there remained opportunities for introducing new approaches or modifying existing ones. SIM published a report detailing these opportunities as well as a robust analysis of their situation prior to the study, structural constraints, current department perception and brand, key achievements, and next steps for GA.

SIM's recommendations for the Grants department categorized opportunities into three distinct categories: operational modifications, communication refinements, and District leadership engagement. Among the operational modifications suggested were opportunities such as using a SWOT analysis tool, utilizing grant segmentation, and the expansion of grants liaisons, among others. Communication refinements included specific recommendations around data reporting, newsletter length, and social media usage. Finally, SIM also explored opportunities for GA to engage District leadership through a more robust relationship with the Cabinet as well as annual Board Workshops on related grants-activities.

Another project that exemplifies SIMs accomplishments this year was the department's involvement in the Phase 2 roll out of the Maximo work order system utilized by the District. In order for BCPS to effectively and efficiently use Maximo, a coordinated understanding of the program among several different departments and stakeholders was paramount. Dr. Deborah Posner led a focus group with

District personnel across technology, maintenance, and finance departments in order to lay the groundwork for the Phase 2 rollout of the software. By continuing work towards full Maximo implementation, District work orders will have shorter steps to completion by utilizing real-time data, alerting, and customer feedback.

Finally, SIMs analysis of PPO and their KPIs in October 2019 reflect a commitment to operational and process improvement. SIM produced a report that included important background and context, PPO's relationship with the strategic plan, a spending analysis, KPI data, benchmark comparisons to other large districts in Florida, and several quantitative measures of PPOs work. SIM analyzed the people, process, and platforms associated with PPOs work in order to report the current state of PPO's KPI data. SIM found that the KPIs of the PPO department reflect a series of business decisions over time. SIM deeply analyzed how staffing, information and technology systems, and the pressures of other District priorities impacted PPOs ability to make progress on KPIs.

III. Strategic Plan Year-One in Review: Major Accomplishments of BCPS

The 2019-20 school year was the first year of the 2024 Strategic Plan that was approved and adopted by the School Board on June 18, 2019. After a year-long strategic planning process, and in alignment with [Policy 1101, Districtwide Strategic Planning](#), the 2024 Strategic Plan was adopted with improved Core Values and Goals, and identified six Campaigns and 19 Initiatives. The Strategic Plan Recalibration, was approved on September 15, 2020 and included 20 Initiatives as shown in the Strategic Plan’s one-page poster in Figure 6.

Figure 6. 2024 Strategic Plan One-Page Poster

BROWARD County Public Schools
Established 1915

2024 Strategic Plan

2020 Recalibration

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

OUR MISSION: *Educating all students to reach their highest potential.*

OUR CORE VALUES:

- Student Focus
- Teaching Excellence
- Accountability
- Respect
- Safety

OUR GOALS:

High-Quality Instruction | Safe & Supportive Environment | Effective Communication

OUR CAMPAIGNS & INITIATIVES:

- Support Services for All**
 - Student, Employee, & Supplier Diversity
 - Prevention, Intervention, & Assistance
 - Social-Emotional Learning
- Retain, Develop, & Recruit**
 - Employee Retention & Recruitment
 - Professional Learning for All
 - Organizational Structure & Aligned Funding
- Our Data, Our Tools**
 - Data Governance & Use
 - Tool Development, Implementation, & Use
- Student Experience**
 - Achievement & Equity
 - College, Career, & Life Readiness (PreK-Adult)
 - Personalized Pathways
 - Enrollment Opportunity Optimization
- Let's Connect**
 - Public Relations, Partnerships, & Legislation
 - Internal Communication
 - Marketing
 - Customer Service
 - Family & Community Engagement
- Refresh, Redesign, & Reduce Risk**
 - Operational & Process Improvement
 - Facilities & Asset Management
 - Safety, Security, & Risk Mitigation

STARS

Published by the Office of Strategic Initiative Management (SIM).
Access the full 2024 Strategic Plan at www.browardschools.com/strategicplan.

The 2019-20 school year was the fourth year in which the SIM framework was applied to support the implementation of strategic Initiatives in BCPS. This section describes the District’s progress with respect to the 2024 Strategic Plan’s six Campaigns and 19 Initiatives during the initial year of the 2024 Strategic Plan in addition to the extensive support provided to identify successful school reopening options during the COVID-19 pandemic. Also discussed here are the findings from Process Improvement Projects and Lean Six Sigma trainings along with special projects, web tools, and professional learning and collaboration that received extensive support from or were executed by the SIM Office. Before these highlights, however, the SIM framework for execution and accountability is presented.

A. 2024 Strategic Plan – Year 1

SIM reviewed the progress made against the District’s new 2024 Strategic Plan throughout 2019-20. As shown in the 2024 Strategic Plan’s Maturity Model in Figure 7, Goals for the first year of the Strategic Plan included building team capacity, aligning District-wide Goals, and beginning execution of the Campaigns and Initiatives.

Figure 7. 2024 Strategic Plan Maturity Model



Cadence of Accountability

The District employs a monthly, quarterly, and annual cadence of accountability as shown in Figure 8. The 2019-20 quarterly reporting cadence (see Table 1) to the School Board was implemented to address all six Strategic Plan Campaigns and Initiatives and report on the progress of the Strategic Plan, including Initiatives, Metrics, and Targets. The final quarterly report of each school year is dedicated to the annual Strategic Plan recalibration process which includes a review of all Campaigns and Initiatives over the prior fiscal year, and approval of any proposed changes to Initiatives, Tactics, Metrics, or timelines based on the evolving needs of our stakeholders and School Board feedback.

Figure 8. Cadence of Accountability

- ✓ Project Plan Updates: Monthly
- ✓ Dashboard Updates: Quarterly*
- ✓ Report to School Board: Quarterly
- ✓ Refresh & Recalibration Cadence: Annual
- ✓ Outcomes Report: Annual

* For all available data

The final quarterly review of the 2019-20 school year was held during the August 25, 2020 School Board Workshop.

Table 1.
2019-20 Quarterly Reporting Cadence with Initiative Deep Dives

Quarter	Month	Campaigns	Initiatives
1	October 2019	<ul style="list-style-type: none"> • Student Experience • Our Data, Our Tools 	<ul style="list-style-type: none"> • Achievement & Equity • Tool Development, Implementation, & Use
2	February 2020	<ul style="list-style-type: none"> • Retain, Develop, & Recruit • Support Services for All 	<ul style="list-style-type: none"> • Employee Retention & Recruitment • Student, Employee, & Supplier Diversity
3	April 2020	<ul style="list-style-type: none"> • Refresh, Redesign, & Reduce Risk • Let’s Connect 	<ul style="list-style-type: none"> • Operational & Process Improvement • Internal Communications
4	August 2020	<ul style="list-style-type: none"> • All Campaigns 	<ul style="list-style-type: none"> • All Initiatives

The planned quarterly reporting cadence for 2020-21 was established and approved during the annual recalibration process (see Table 2). Similar to the quarterly reporting cadence of 2019-20, all six Strategic Plan Campaigns will be addressed along with six select Initiatives during the first three quarterly reviews, followed by a review of all Initiatives during the fourth quarter’s final annual review.

Table 2.
2020-21 Planned Quarterly Reporting Cadence with Initiative Deep Dives

Quarter	Month	Campaigns	Initiatives
1	October 2020	<ul style="list-style-type: none"> • Refresh, Redesign, & Reduce Risk • Student Experience 	<ul style="list-style-type: none"> • Safety, Security, & Risk Mitigation • College, Career, & Life Readiness (PreK-Adult)
2	January 2021	<ul style="list-style-type: none"> • Let’s Connect • Student Experience 	<ul style="list-style-type: none"> • Public Relations, Partnerships, & Legislation • Personalized Pathways
3	April 2021	<ul style="list-style-type: none"> • Our Data, Our Tools • Support Services for All 	<ul style="list-style-type: none"> • Data Governance • Prevention, Intervention, & Assistance
4	August 2021	<ul style="list-style-type: none"> • All Campaigns 	<ul style="list-style-type: none"> • All Initiatives

Execution and Accountability Framework

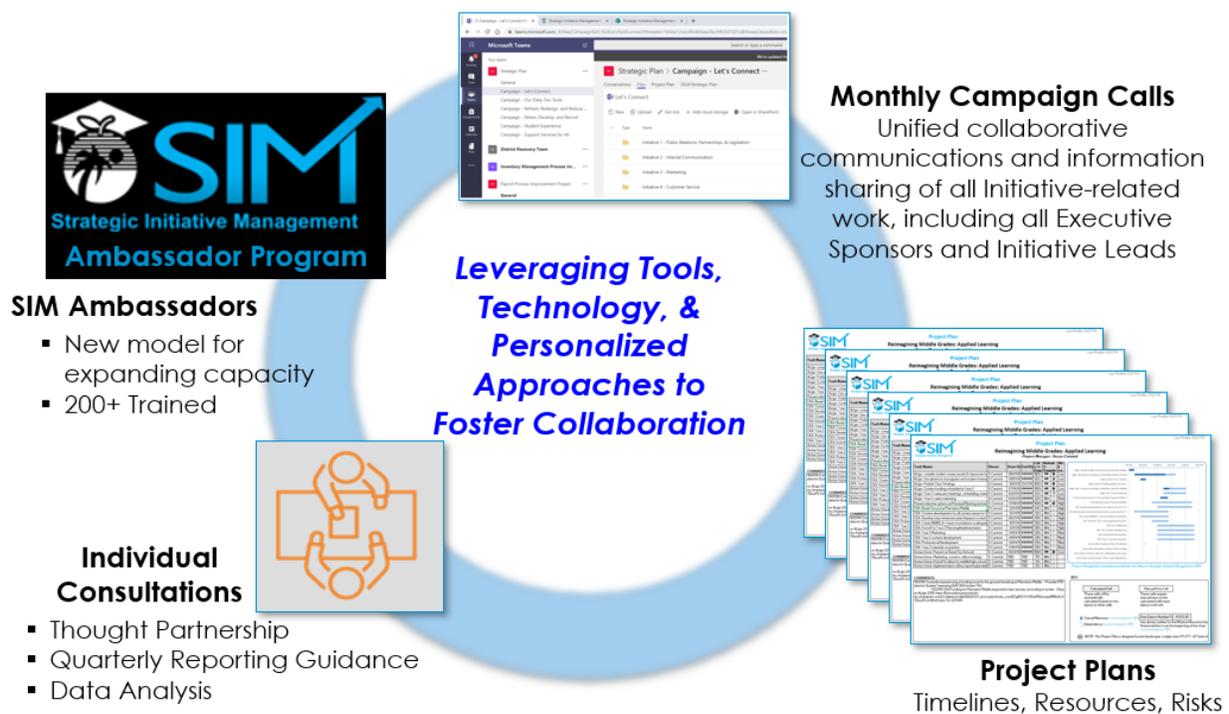
Multiple tools and mechanisms were employed to ensure accountability began from the time the Strategic Plan was approved and adopted by the School Board on June 18, 2019. The Strategic Plan Execution and Accountability Framework (see Figure 9) allowed for teams throughout the District to foster collaboration, create personalized and tailored tools to meet their needs, and communicate effectively towards the achievement of strategic planning Goals.

Microsoft Teams was used throughout the year in order stay aligned on progress and communicate effectively. This technology allowed strategic planning teams to house and edit shared documents, chat

both during and after meetings, and allowed for meeting participants to meaningfully engage through the use of video and audio meetings. Microsoft Teams also facilitated quick collaboration between District employees through rapid information sharing.

Monthly Campaign meetings were utilized as a way to revisit, align, and make adjustments to Project Plans for each planning team. These meetings were attended by Executive Sponsors, Initiative leads, and were facilitated by SIM. These meetings were opportunities to revisit Metrics, progress towards Goals, and timelines. They were also an opportunity for problem-solving and resource sharing. This allowed for increased levels of accountability at several levels of the District towards Strategic Plan Goals. In addition to monthly Campaign meetings, SIM also created opportunities for individual consultations to foster thought partnership, give guidance on data and Metrics, and support in quarterly reporting.

Figure 9. 2024 Strategic Plan Execution and Accountability Framework



The District’s Communication Framework, as shown in Figure 10, includes a variety of ways with which SIM disseminates information and updates about Strategic Plan Initiatives. These tools assist in communicating the progress of the District towards its strategic Initiatives, foster accountability, engage in multi-directional conversations, and build investment in and knowledge of strategic Initiatives. Our communication tools allow us to leverage several different types of channels for information sharing and stakeholder engagement, from marketing materials, such as posters and bookmarks, to social media updates and contests.

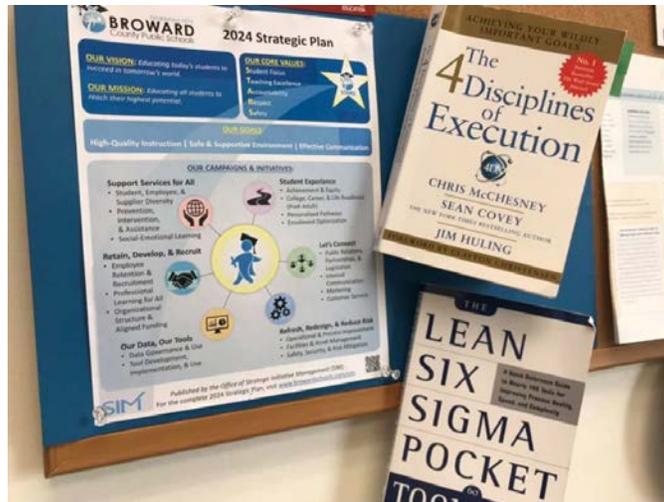
Figure 10. 2024 Strategic Plan Communications Framework

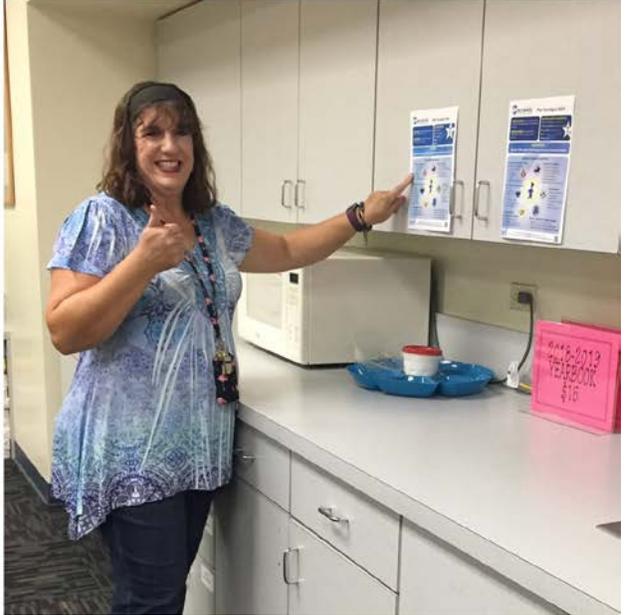
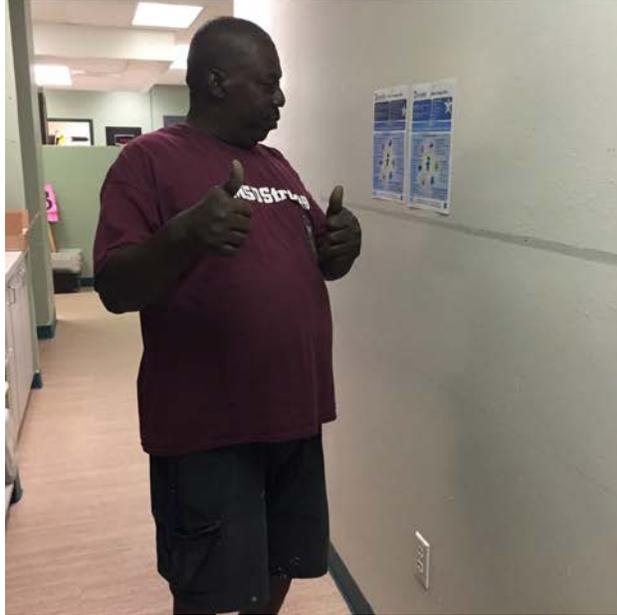
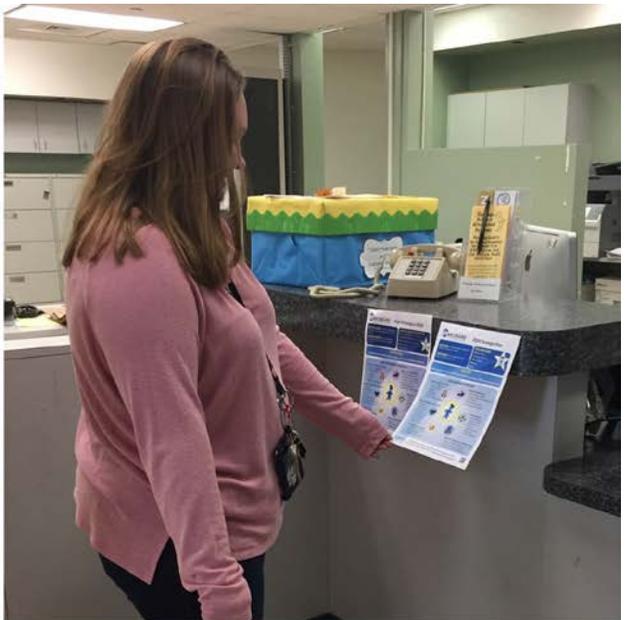
- SIM Website & SharePoint site
- Monthly Newsletters
- Poster & QR Code
- Monthly Newsletters
- Annual Outcomes Reports
- Planning Retreats
- Social Media
- Other Marketing Materials



www.facebook.com/bcpssim www.twitter.com/bcpssim

**Artifacts from Submissions to SIM’s Social Media Contest:
Stakeholders Showing Their 2024 Strategic Plan Posters on Display in Schools and Offices**





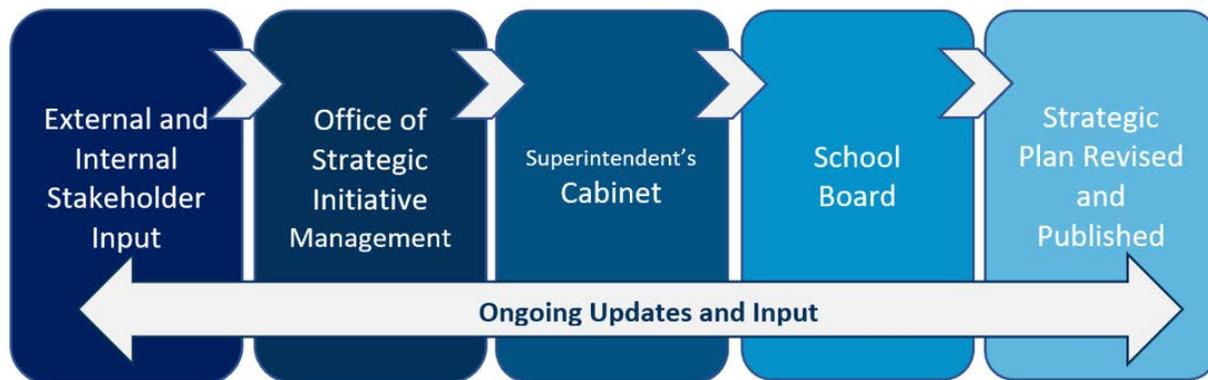
Change Management Process

The process for proposed amendments to the Strategic Plan, including updates to Initiatives, Metrics, Targets, or timelines may still be submitted through the designated online form at www.browardschools.com/strategicplan by any District stakeholder (e.g., students, teachers, staff, families, business and community partners, School Board Members, etc.). Submissions are vetted and reviewed by the Strategic Plan Committee, approved by the Superintendent’s Cabinet as our Steering Committee for the process, and presented to the School Board for final approval and adoption. To meet the evolving needs of our stakeholders through an even more agile approach, updates (see Figure 11) to the Change Management Process were approved at the annual Recalibration review on August 8, 2020, including:

- **Expanded Input and Feedback** – Change suggestions may also be captured from any direction or level of the organization or through external sources (e.g., legislation, advisory groups, health officials, etc.).
- **Improved Cadence for Change Management** – Initiatives, Metrics, and Targets may now be revised and updated at any time during the year as needed, with School Board approval.

NOTE: Updates to Tactics may take place as needed at the more detailed Project Plan level under direction of the Executive Sponsors, and do not require this formal approvals process.

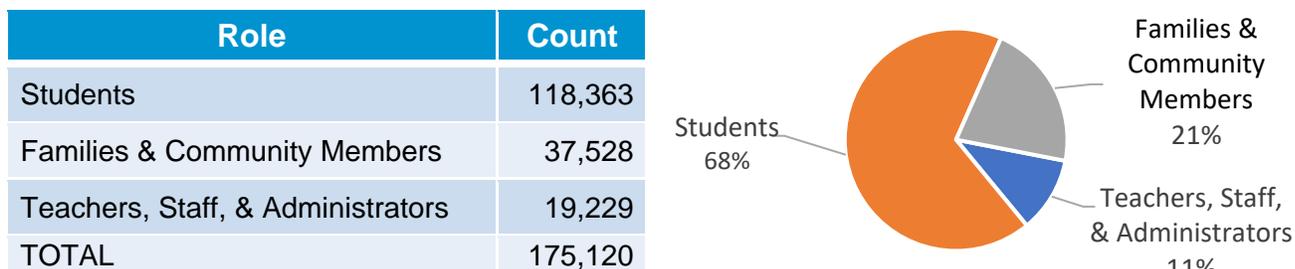
Figure 11. Updated 2024 Strategic Plan Change Management Process to Maximize Agility



Listening Tour

Throughout the Strategic Planning process, feedback and input from internal and external stakeholders were collected at multiple venues and through triangulated methods, which contributed to the development of District Goals and Campaigns with cascading Initiatives, Metrics, and Targets. As shown in Figure 12, over 175,000 responses were received from all groups including students, families and community members, and teachers, staff, and administrators.

Figure 12. Participants by Role



The 2024 Strategic Plan Committee met multiple times during the planning cycle, and consisted of students, teachers, school- and District-level administrators and staff, local business, non-profits, partnering organizations, and community members, as shown in Figure 13.

Figure 13. Participant Groups



The Listening Tour during the planning year and continuing throughout the first year of the Strategic Plan, reached multiple internal and external groups and stakeholders to ensure a broad reach and participation for input in the development and recalibration of the 2024 Strategic Plan:

- ✓ Principals Meetings
- ✓ School-based Events
- ✓ Classroom Visits
- ✓ Community Events
- ✓ Local Non-Profit Meetings
- ✓ Strategic Plan Surveys
- ✓ School Board Workshops
- ✓ Strategic Plan Committee Meetings
- ✓ Strategic Plan Focus Groups
- ✓ Past District-wide Surveys
- ✓ Departmental Planning Retreats
- ✓ Leadership Conferences
- ✓ Director Workgroups
- ✓ Superintendent’s Cabinet Meetings

As shown in Figure 14, stakeholder feedback and input has been gathered from multiple student and parent groups, committees and councils for a broad range of at-risk and specialized student populations, District and school leaders, community and business leaders, municipalities and non-profit partners, and District operational divisions and departments.

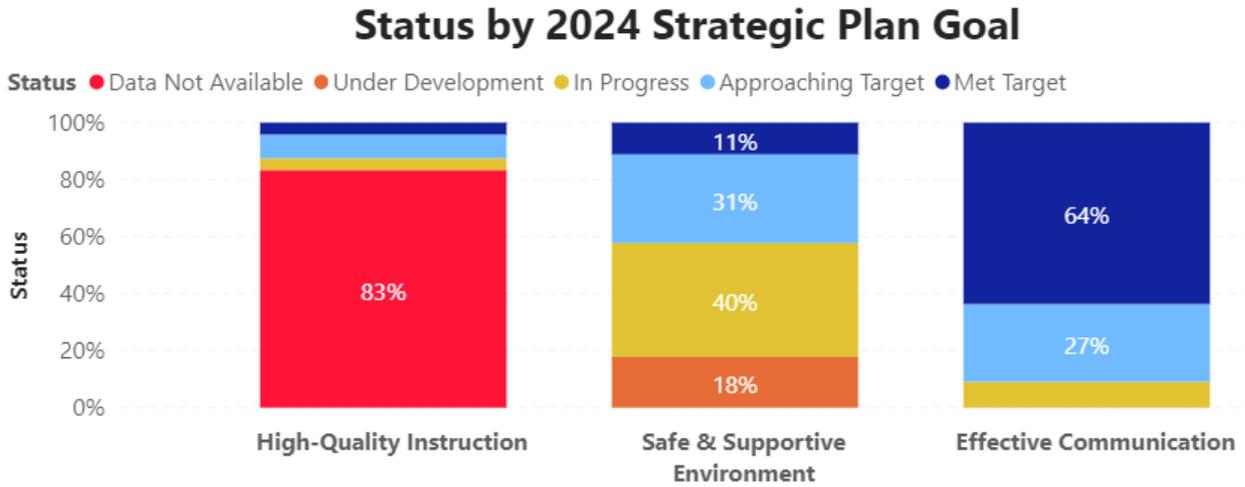
Figure 14. 2024 Strategic Plan Listening Tour



Dashboards

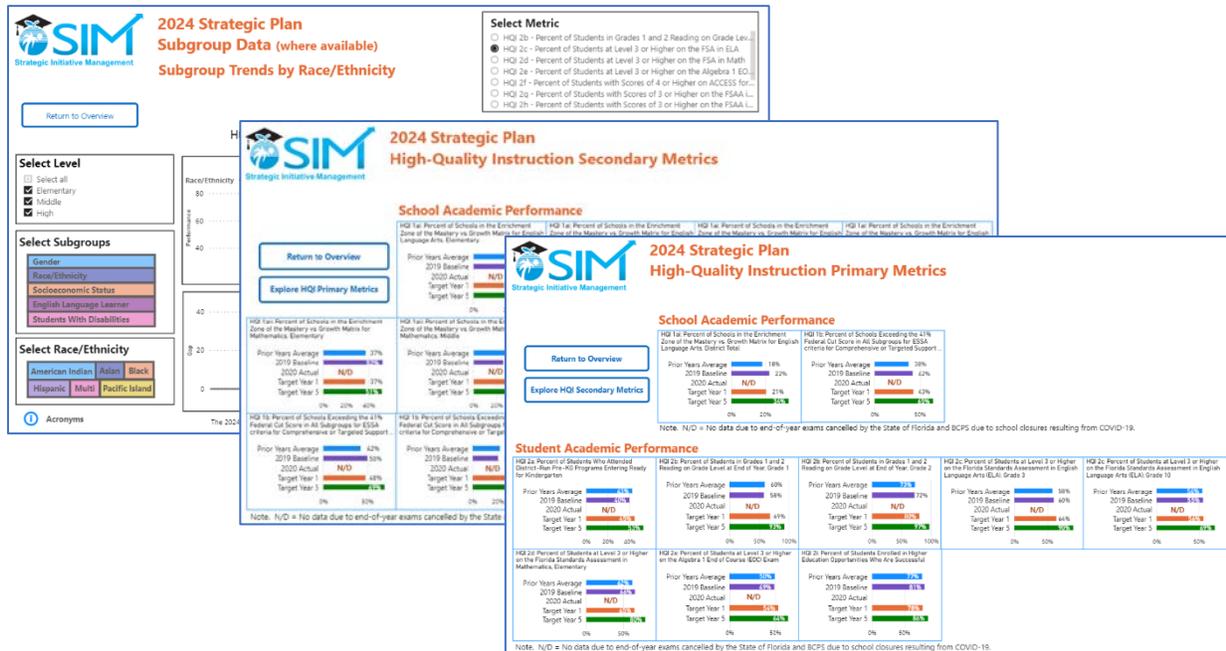
As part of enhancing a District-wide culture around the use of data for decision-making, the District has seen increased development and usage of data dashboards in the last year. As a primary example, SIM has created and maintained the 2024 Strategic Plan Dashboard that is accessible to all District staff on SharePoint, which tracks and reports on all 2024 Strategic Plan Primary and Secondary Metrics across the plan's three Strategic Goals of High-Quality Instruction, Safe and Supportive Environment, and Effective Communication. The dashboard provides an overview of the status of all Metrics by Strategic Goal as shown in Figure 15.

Figure 15. 2024 Strategic Plan Dashboard Overview



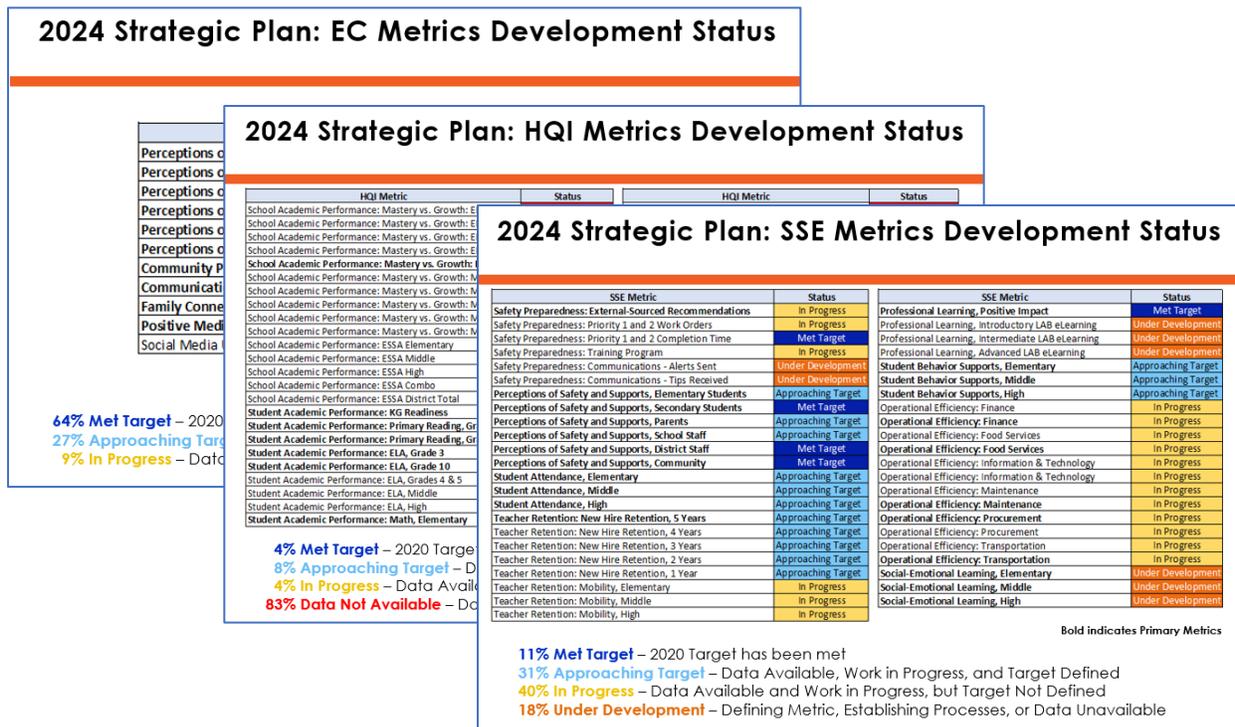
Additional dashboard pages display more in-depth views of the progress made for the Primary and Secondary Metrics of each Strategic Goal along with subgroup breakdowns for select Metrics (see Figure 16). The Prior Years Average, Baseline, Actual, annual Target, and five-year Target are presented for each Primary and Secondary Metric to provide a comprehensive view of progress towards the District five-year Goals. Select Metrics can also be drilled into and disaggregated by subgroups.

Figure 16. Dashboards Displaying Progress of Primary and Secondary Metrics, and Subgroups



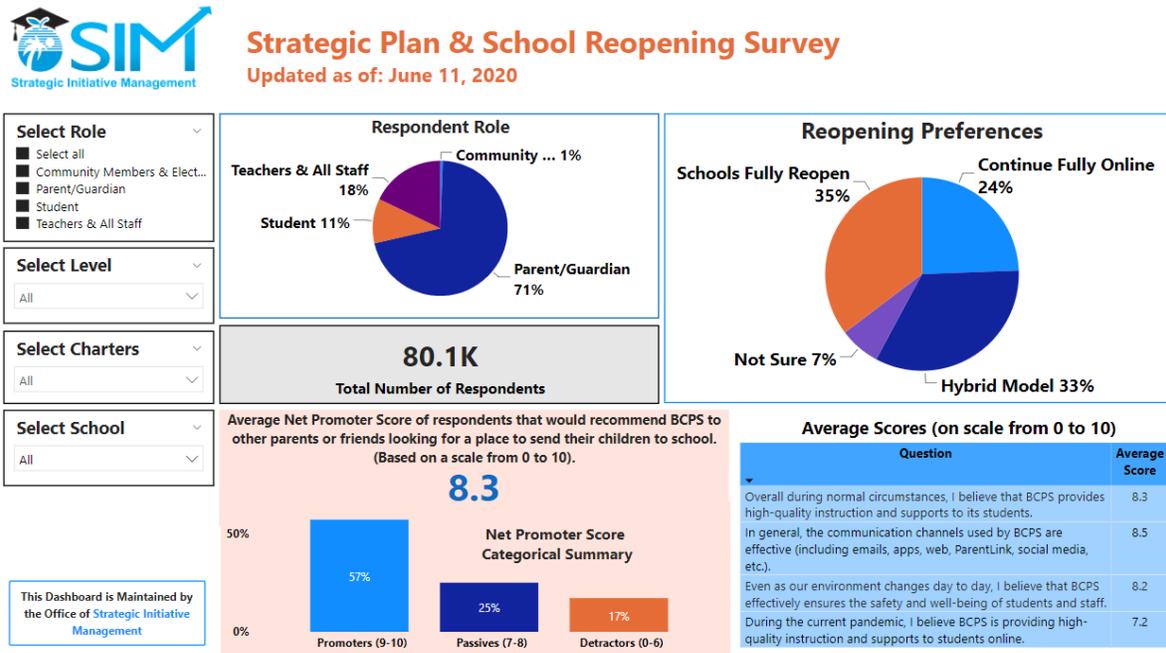
In addition to the Strategic Plan dashboard, during the Strategic Plan quarterly and annual reviews with the School Board, SIM also produced detailed summaries of Metric status by each Strategic Plan Goal to provide more comprehensive views of Metric progress throughout the year (see Figure 17).

Figure 17. Metric Development Status Summaries of Progress for Primary and Secondary Metrics



In response to the COVID-19 pandemic, SIM also developed a dashboard for the Strategic Plan and School Reopening Survey, which was used to inform District leaders on staff, family, and community perspectives on school reopening and inform next steps in School Reopening Planning down to the school level (see Figure 18). This dashboard also provided data for select 2024 Strategic Plan Metrics around positive perceptions of safety supports and communication effectiveness by District staff and community members. Finally, SIM created a heat map to track Lean Six Sigma Certifications issued by District location.

Figure 18. Strategic Plan & School Reopening Survey



Other District departments have also developed and used dashboards for decision-making. Examples of departments employing dashboards includes Student Assessment & Research, School Climate & Discipline, School Counseling & BRACE Advisement, and multiple departments within the Information and Technology Division. Such dashboards cover areas including student achievement (Benchmark Assessment System Implementation, State Exams, School Grades Insight, Mastery vs. Growth, etc.), College and Career Exploration (Naviance Implementation, Naviance Student Activity, Bright Futures Scholarship, Free Application for Federal Student Aid, etc.), Professional Development and Training (eLearning, etc.), and Distance Learning and Wellness Surveys (Panorama, etc.).

SIM Ambassador Program

During the 2019-20 school year, SIM Launched the SIM Ambassador Program, designed to benefit both participants and BCPS (see Figure 19). This program provides an opportunity for staff and students across the District to volunteer to act as extensions of the SIM team, obtaining hands-on experience, mentoring from senior leaders, networking with District staff, resume-building, and the ability to make a significant impact on a District-wide scale. Currently, there are over 200 SIM Ambassadors participating in the program. Many participants in the program have received their Lean Six Sigma White Belt or Yellow Belt Certification, and some are enrolled in the District Leadership Development Program or District Leadership Support Program through the Leadership Development Department.

Figure 19. 2024 Strategic Plan SIM Ambassador Program

Benefits to the Participant:

- Access, connection, and mentoring with **Senior Leaders**
- **Professional development** and resume-building
- Chance to **apply new skills** hands-on
- **Networking** opportunities
- Ability to make a **significant impact** on a District-wide scale



200+
Staff & Students

Benefits to the District:

- **Expanding capacity** of the SIM Team
- Quality and timely **2024 Strategic Plan execution**
- Extension of District **Leadership Development** Programs and pipelines
- Ensuring **diverse** skills and backgrounds on cross-functional Initiative teams
- Model for effective **succession planning** for new and emerging leaders

SIM Ambassadors have been instrumental in assisting in the quality and timely implementation of the 2024 Strategic Plan across one of more of its 19 Initiatives and working in close collaboration with Initiative leads. Additionally, SIM Ambassadors have contributed to the Strategic Plan Committee, which SIM formed to assist in the development and recalibration of the 2024 Strategic Plan, as well as the substantial School Reopening Planning effort described previously in this report. By assisting in these areas, SIM Ambassadors have expanded the capacity and impact of the SIM Team.

Examples of SIM Ambassador contributions include process mapping for Process Improvement Projects, cross-functional user feedback, research on school reopening best practices and case studies in response to the COVID-19 crisis, diverse subject matter expertise, and extensive stakeholder engagement across all areas of the District. Additional District-wide benefits from the program include extension of District Leadership Development Programs and pipelines, ensuring diverse skills and backgrounds on cross-functional Initiative teams, and providing a model for effective succession planning for new and emerging leaders.

**Examples of Engagement with
SIM Ambassadors**



2024 Strategic Plan Recalibration

In order to adapt to evolving conditions (including the COVID-19 crisis), stakeholder feedback, and analysis of the implementation of the 2024 Strategic Plan over the first year, changes were proposed to the Strategic Plan as part of the Year 1 Recalibration. Proposed changes to the Strategic Plan, including updates to Initiatives, Metrics, Targets, or timelines were captured through an inclusive and improved Change Management Process. This process provided opportunities for stakeholder suggestions to be captured from any direction or level of the organization or through external sources in addition to online submissions, prior to review by the Strategic Plan Committee, approval by the Superintendent’s Cabinet, and approval and adoption by the School Board.

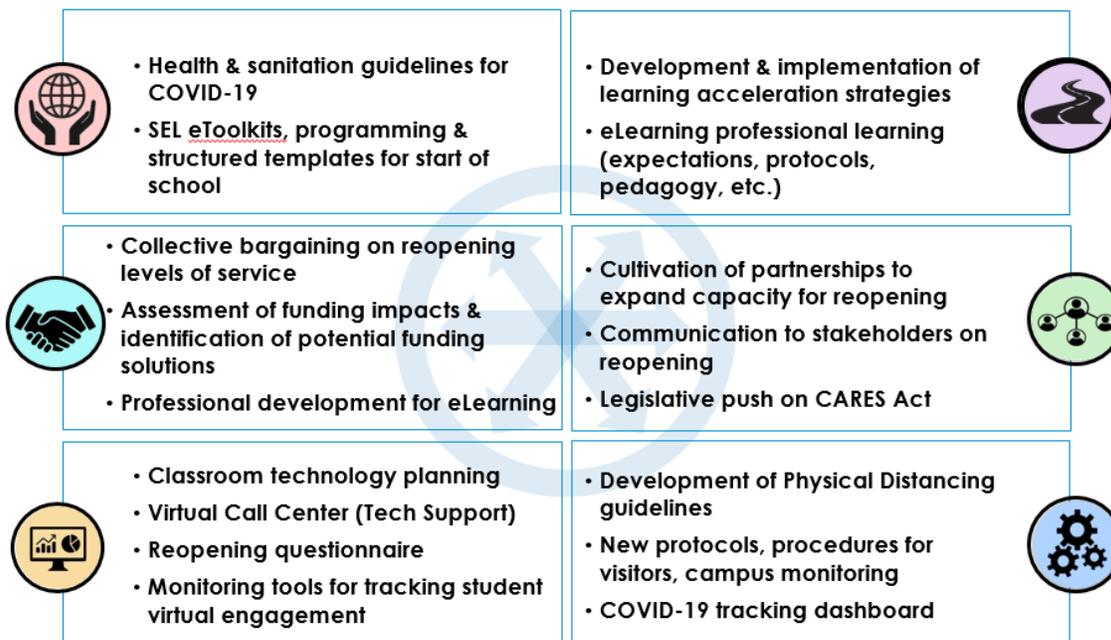
Proposed changes included adjustments to the Initiative’s theories of action, Tactics utilized towards the Initiative, or the scope of the Initiative. Figure 20, below, outlines which Initiatives experienced a recalibration. Included in the Initiatives needing adjustments to their theory of action were Prevention, Intervention, and Assistance as well as Safety, Security, and Risk Management. There were also seven Initiatives that needed adjustments to their Tactics. In the case of an adjustment to the Initiative scope, which all Initiatives experienced, the scope was expanded to meet the needs of the COVID-19 crisis. As scope, timeline, or milestones shift, the detailed project plans are updated accordingly by Initiative leads.

Figure 20. Summary of Changes to Strategic Plan Initiatives

		Theory of Action	Tactics	Scope
	Achievement & Equity			✓
	College, Career, & Life Readiness (PreK-Adult)			
	Personalized Pathways			
	Enrollment Optimization			
	Student, Employee, & Supplier Diversity		✓	✓
	Prevention, Intervention, & Assistance	✓		
	Social Emotional Learning			
	Employee Retention & Recruitment			✓
	Professional Learning for All			
	Organizational Structure & Aligned Funding			
	Tool Development, Implementation, & Use		✓	✓
	Data Governance		✓	
	Operational & Process Improvement			✓
	Facilities & Asset Management			
	Safety, Security, & Risk Mitigation	✓		
	Public Relations, Partnerships, & Legislation		✓	✓
	Internal Communications		✓	
	Marketing		✓	
	Customer Service		✓	

Figure 21 shows selected examples of the expanded scope of various Initiatives in direct response to the COVID-19 crisis. For example, within the Support Services for All Campaign, health and sanitation guidelines were added to the scope of the Campaign and its Initiatives in order to respond to national guidance from the Center for Disease Control. Another example would be the increased professional learning around eLearning tools and pedagogies as part of the Student Experience Campaign.

Figure 21. Scope Expansion (Select Examples)



In addition to adjustments made to Initiative’s theories of action, Tactics, or the scope of Campaigns and Initiatives, there also was a need to adjust the Metrics that help to measure progress. Figure 22 lists these Metric updates, all of which are related to High-Quality Instruction (HQI) and Safe and Supportive Environment (SSE). Metrics addressing student achievement on Florida Standards Assessment (FSA) in science and history, Personalized Educational Pathways accessible to BCPS students, and percent of teacher completing LAB eLearning Modules were all added to the Strategic Plan. Given the transition to eLearning, student attendance and its measurement were adjusted to reflect the shift.

Figure 22. Metric Updates

HQI: Student Academic Performance (addition):

- HQI 2j: Percent of Students with Scores of 3 or Higher on the Florida Standards Assessment in Science (Grades 5 and 8) and Biology End of Course Exam.
- HQI 2k: Percent of Students with Scores of 3 or Higher on the Civics and U.S. History End of Course Exams.

HQI: Personalized Educational Pathways (addition):

- HQI 6a: Percent of Personalized Educational Pathways accessible to BCPS Students in Grades 9-12.

SSE: Student Attendance* (edit):

- SSE 3: Added Footnote Re: Student attendance in eLearning context.

SSE: Professional Learning (addition):

- SSE 5b, c, d: Percent of Teachers Completing LAB eLearning Modules (Introductory, Intermediate, and Advanced).

Additionally, at the request of community members in various District-wide advisory groups, a new Campaign, Family and Community Engagement, was launched in order to amplify family and community voice with equitable, multi-direction communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs.

Figure 23 lists the key Tactics towards this Goal. These Tactics include efforts such as expanding internal and external partnerships towards creating a centralized site for online resources as well as expanding and promoting increased language translations for communications and at events.

Figure 23. New Family & Community Engagement Initiative



Campaign: Let's Connect

Initiative 5: Family & Community Engagement

Amplify family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs.

Divisions: Academics, Communications*, Legislative Affairs, School Performance & Accountability, Student Support Initiatives & Recovery

Key Tactics:

- Expand and promote the number of translations available for various events and communications, to ensure a broader reach and meaningful engagement across the community.
- Facilitate and participate in community meetings, focus groups, and other forums for listening and engagement.
- Provide professional development opportunities and technical support for schools around best practices in community engagement.
- Expand internal and external partnerships to create a centralized site for online resources and learning opportunities.
- Coordinate opportunities for organizations to provide relevant support to families and communities, and/or fill capacity gaps at the District.

△ Increasingly leverage existing communications channels through community partners.

△ Streamline and focus communications and engagement activities to those which are culturally relevant across varying audiences.

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

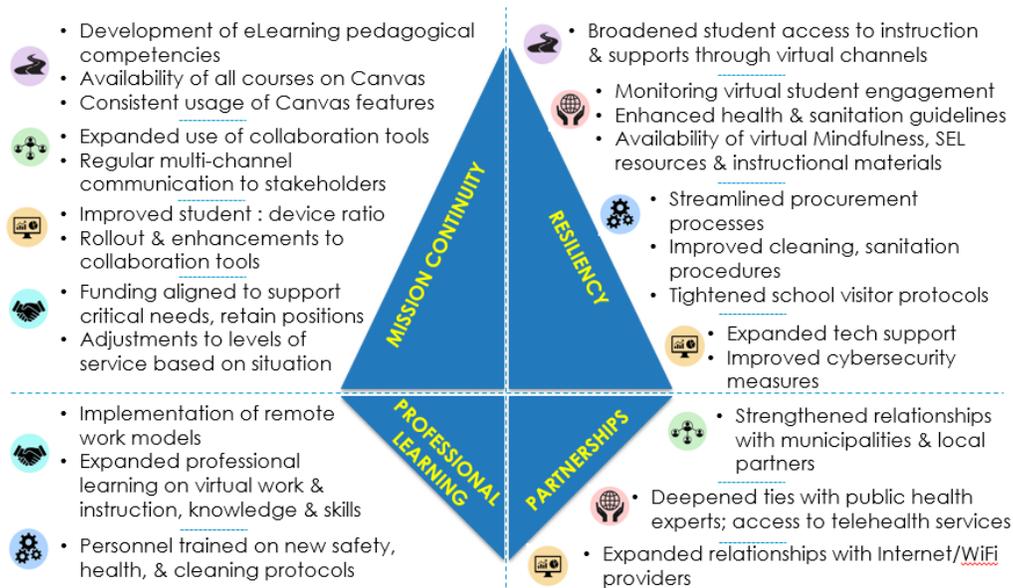
Finally, we proposed and received support for updating our change management process itself, to ensure a more agile approach to 2024 Strategic Plan recalibration going forward. So as of Year 2 of plan implementation, recalibration will no longer be limited to an annual process. Changes can now be proposed from any direction, and brought to the Board for approval at any time in the year as needed.

Even with adjustments and recalibrations to the Strategic Plan, our shared Core Values and Goals remain unwavering even during this time of crisis. Our 2024 Strategic Plan stands strong as the blueprint towards achieving our three Goals of High-Quality Instruction, Safe & Supportive Environment, and Effective Communication. The six Campaigns and nineteen Initiatives of the plan cover all the key areas in which we need to innovate to ensure we meet our Goals – from strategic use of data and tools, creating personalized pathways, and ensuring the right organizational structure and aligned funding, to providing support services for all, effective internal and external communications, and operational and process improvement. All changes and adjustments have been vetted by the Superintendent’s Cabinet which serves as our Steering Committee, and approved by the School Board. We hold a deep commitment to our Strategic Plan while acknowledging a need to be nimble and flexible to the needs of the District and current realities.

B. Deliverables – Impact of COVID-19

While the impact of COVID-19 has brought with it challenges and transitions for all, it has also afforded BCPS with important learnings and has positioned the District for greater success in the future. Figure 24 outlines the ways in which in the District has been able to grow and expand learning and capacity through increased resiliency, mission continuity, partnerships, and professional learning. Examples include, the revisiting and tightening of protocols such as school visitor and health and sanitation policies, a deepening of ties with public health experts, expanded professional learning communities, and improved student to device ratio across the District.

Figure 24. Operationalizing Enhancements for Greater Future Success



Additionally, COVID-19 brought on increased learnings around the ways in which we shape our priorities – from the nuance we bring to recovery work to the ways that we treat our employees and the importance of values-aligned and simple protocols. This section expands upon the ways that COVID-19 accelerated and altered Strategic Plan Initiatives.

Figure 25. Learnings from the COVID-19 Crisis

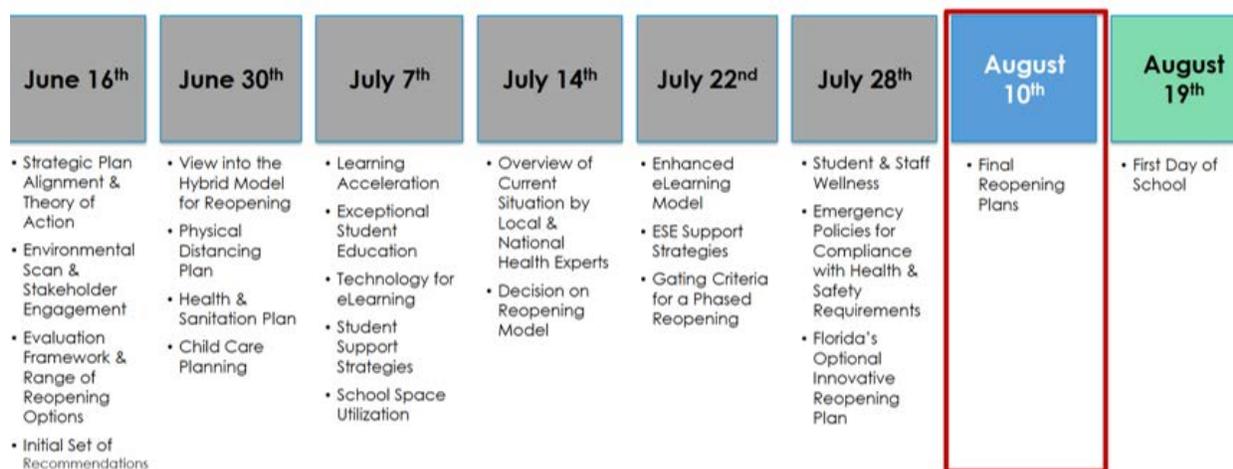
- Triage** your response with clear priorities.
- Recovery** work must reflect that crises differ in magnitude and duration.
- Employees** – treat them well! Don’t neglect self-care either.
- Communicate** with consistent messages through multiple channels, regularly.
- Build local capacity** through partnering organizations and businesses.
- Be mindful**, deliberate, and decisive; don’t be distracted by noise!
- Protocols matter**; they should reflect our values and be scrupulously followed. Keep them simple!

Cadence of Board Workshops

In order to plan for the reopening of schools during the COVID-19 crisis, the feedback and ideas of the School Board of Broward County, Florida and the families and students they represent, remained critical. In order to illicit feedback and collaboration from the School Board, Board Workshops were held at a robust cadence throughout the summer (see Figure 26). Board Workshops functioned as a way for Cabinet members serving as Executive Sponsors or Game Plan leads to present working drafts of school reopening plans, provide clarity on plans, and receive feedback from the Board and community. Each

Board Workshop included notes from Mr. Runcie and various Cabinet members, community input, and Board input and feedback on reopening plans. This increased level of collaboration and communication of Board Workshops allowed for continuous iteration and improvement on school reopening plans as well as the strengthening of relationships between the School Board, the Superintendent’s Cabinet, SIM, and other District leadership.

Figure 26. Cadence and Topics of Summer 2020 Board Workshops

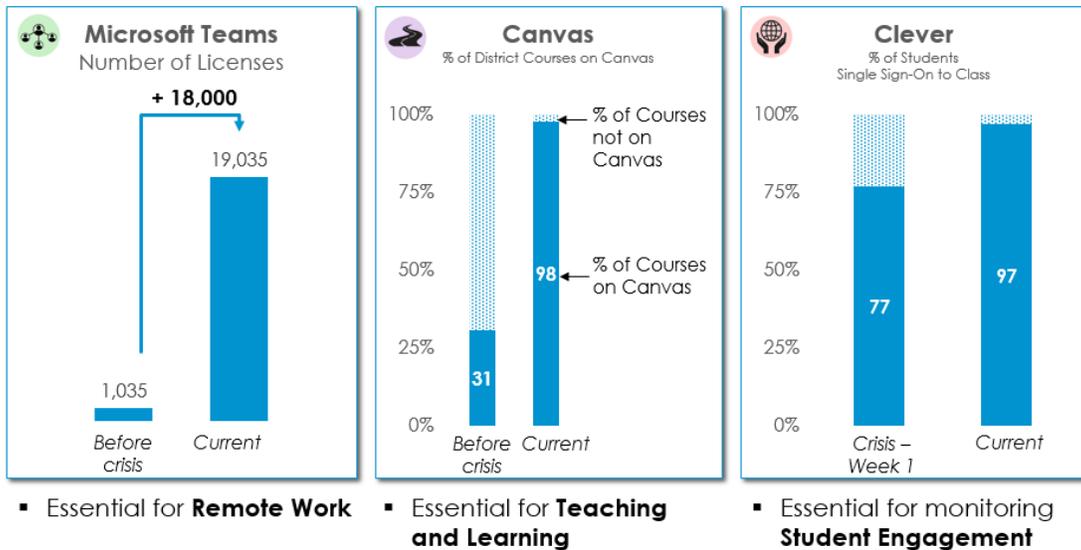


Accelerated Progress

The rapid transition to online platforms in the wake of COVID-19, several of our strategic Initiatives saw accelerated progress towards their Goals through increased technology, capacity-building, and cost-saving efforts in the transition to a virtual format (see Figure 27). In order for District employees to engage fully in remote work, the number of Microsoft Teams licenses increased by 18,000 from only 1,035 prior to the crisis. This has allowed for more effective and frequent internal communication throughout all teams and work streams in BCPS. Additionally, platforms such as Canvas and Clever, which help to support Teaching and Learning and Student Experience, respectively, also saw significant increases. Ninety-eight percent of District courses are available on Canvas as compared to 31% prior to the crisis. Clever was also utilized at increased rates between the first week of the crisis and the end of April, from 77% of students utilizing a single sign-on to engage in class versus the current 97%.

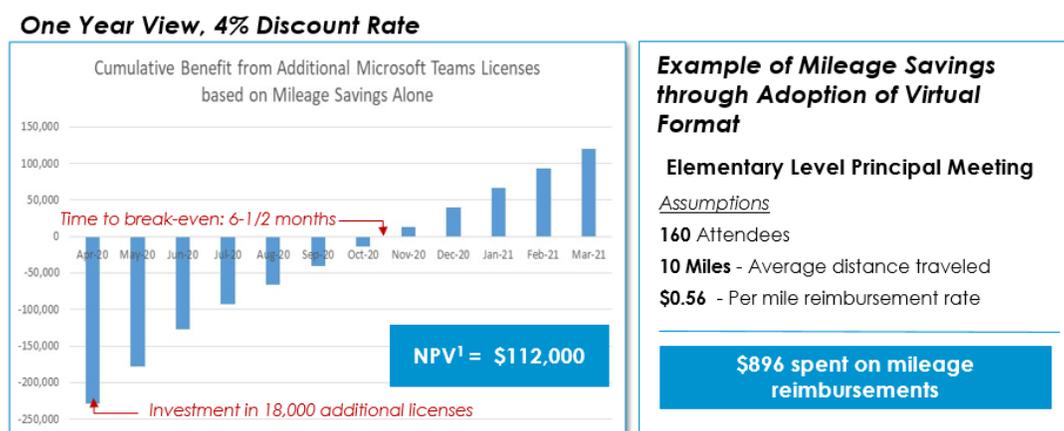
Figure 27. Accelerated Progress

Data as of 04.27.20



In addition to utilizing technological tools towards our Goals, COVID-19 also created long-term cost savings. Despite incurring the costs of Microsoft Teams licenses, the reduction in reimbursements related to employee mileage reimbursements from April 2020 to July 2020 saw a 4% discount rate over the course of one year. Figure 28 shows a hypothetical example of how this might impact a single elementary level principal meeting. In addition to the financial impact of the transition to a virtual platform, there may also be increased productivity through a better use of time that is not spent commuting to and from meetings.

Figure 28. Hypothetical Example of Cost Savings



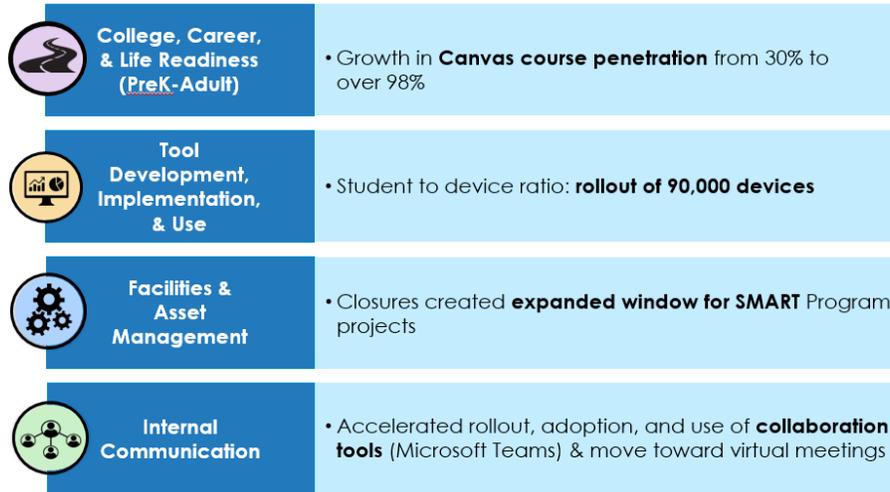
- Returns generated from accrual of mileage savings:**
- Assumes 95% reduction in reimbursements, April – July 2020
 - Assumes ongoing 50% savings in mileage reimbursements through use of virtual meetings, August 2020 – March 2021

Upside potential from productivity gains through better use of time no longer consumed by travel

¹ Return on Investment based on Net Present Value of + benefits – costs. An NPV > \$0 is an attractive investment.

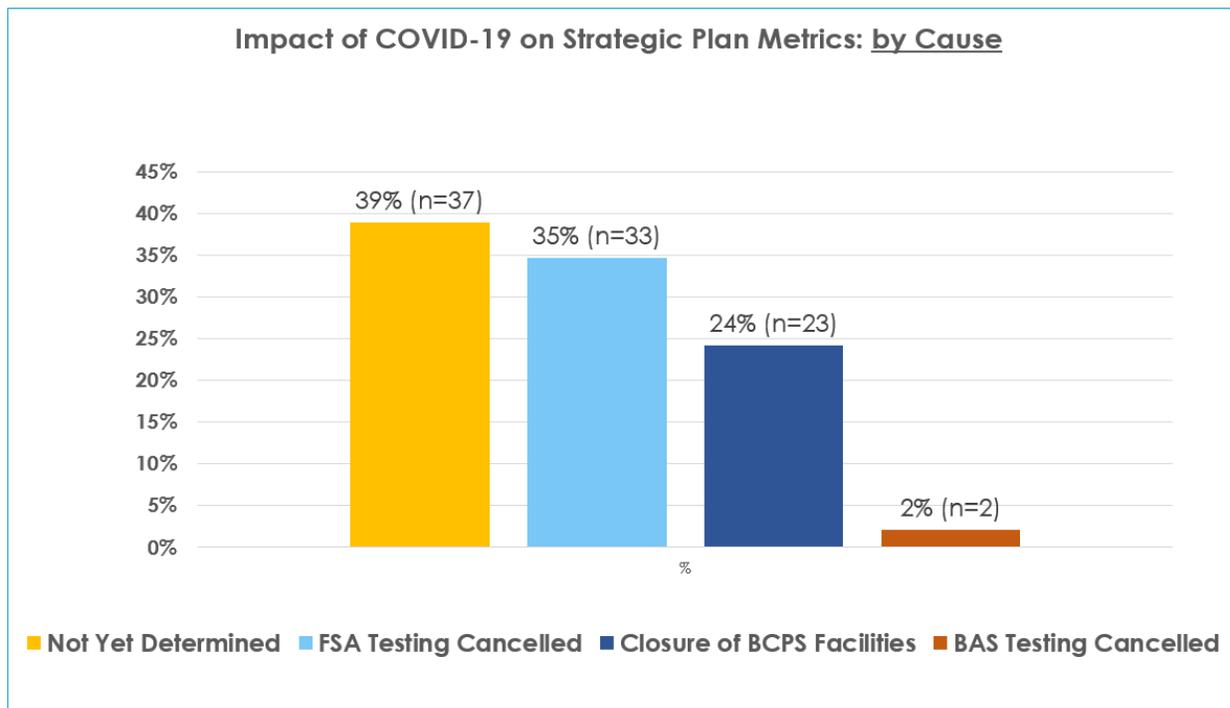
Overall, areas of accelerated progress were noted in four Campaigns, as shown in Figure 29 below.

Figure 29. Areas of Accelerated Progress



Finally, COVID-19 had a varying impact on Strategic Plan Metrics by cause as shown in Figure 30. The impact of COVID-19 on most Metrics is not yet determined (39%). followed by Metrics impacted by the cancellation of FSA testing (35%), closure of BCPS facilities (24%) or the cancellation of BAS testing (2%).

Figure 30. Impact on Metrics



School Reopening Plans

While COVID-19 created massive disruptions to the daily routines and procedures of BCPS in order to respond to the immediate crisis, it also prompted a rigorous, detailed, and collaborative school reopening Initiative beginning in March 2020. In addition to captaining our strategic Initiatives work, SIM took on the responsibility of leading school reopening efforts alongside 16 “Game Plan” working teams, listed in Figure 31. Game Plan leads met weekly with the SIM team in order to collaborate and align on plans as well as prepare for plans to be presented to the School Board.

Figure 31. Operational Game Plan Teams for School Reopening

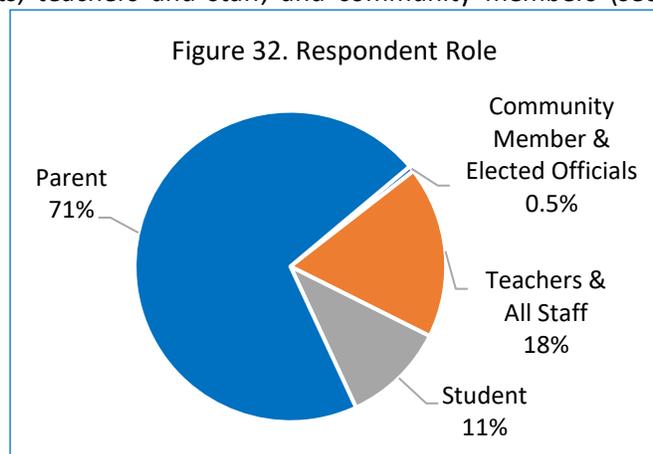
OPERATIONAL GAME PLANS	
School Calendar	School Space Utilization
Learning Acceleration	Transportation
Technology	Food Services
Physical Distancing Protocols	Athletics & Other Programming
Health & Sanitation	Child Care
Student Support Strategies	Family Communications
Human Resources	Safety & Security
Partnerships	Exceptional Student Education

The process of planning for school reopening required constant iteration, monitoring the local public health status around COVID-19, and rigorous data analysis regarding parent and family desires and space planning. In late June 2020, families across the District were surveyed on whether or not they wanted students to return to school fully in-person, return to school with a hybrid model, or return to school in a fully virtual model. Given the rise of COVID-19 cases in Broward County, the SIM team and Game Plan leads proceeded to plan for school reopening where students would return to school under a hybrid model.

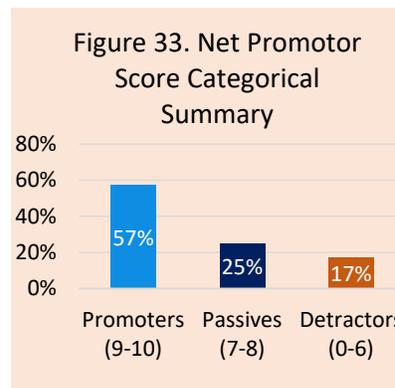
The District surveyed stakeholders in May/June of 2020, both to gauge customer service satisfaction and to glean stakeholder feedback on critical topics. SIM revised their Strategic Plan Survey to address areas related to overall satisfaction with the District’s response to moving to an eLearning environment, communication from the District, and preferences for reopening schools during 2020-21. Over 80,000 responses were received from students, parents, teachers and staff, and community members (see Table 3 and Figure 32). Parents (71%, n=56,757) represented the largest respondent group.

Table 3
Respondent Groups

Roles	n	%
Community Member & Elected Officials	482	1%
Teachers & All Staff	14,339	18%
Student	8,570	11%
Parent	56,757	71%
Total	80,148	100%



Stakeholders were asked if they would recommend Broward County Public Schools to other parents or friends looking for a place to send their children to school. Use of the Net Promotor Score (NPS) is a proven method used across industries to measure loyalty as an ultimate indicator of customer satisfaction. A score of 7 or above is considered very good. Overall, the District received an NPS of 8.3 among all respondent groups. When viewed by group, teachers and staff (8.5) reported the highest NPS followed by parents (8.3), students (7.9), and the community (7.5). A review of the NPS categorical breakdown in Figure 33 shows that 82% of respondents responded positively to this question.



Additional questions highlighted respondent satisfaction with a number of critical areas, including high-quality instruction and support in a traditional and eLearning environment, student safety and well-being, and District communication. As shown in Figure 34, respondents showed strong support for the District with average scores ranging from 7.2 to 8.5.

Figure 34. BCPS Customer Satisfaction

Question	Average Score
During the current pandemic, I believe Broward County Public Schools is providing high-quality instruction and supports to students <i>online</i> .	7.2
Overall during normal circumstances, I believe that Broward County Public Schools provides high-quality instruction and supports to its students.	8.3
Even as our environment changes day to day, I believe that Broward County Public Schools effectively ensures the safety and well-being of students and staff.	8.2
In general, the communication channels used by Broward County Public Schools are effective (including emails, apps, web, ParentLink, social media, etc.).	8.5

A final critical question asked respondents to select their preference for reopening schools in Fall of 2020. From the perspective of this May/June survey administration, respondents expressed preference for schools fully reopening (35%), followed by a hybrid model (33%), and continuing fully online (24%). Variations among groups responses are highlighted in Table 4 below.

Table 4.

Preference for How Schools Should Resume Classes for Fall 2020

Preference	Community Members & Elected Officials	Parent/Guardian	Student	Teachers & All Staff	Combined
Continue Fully Online	33%	24%	24%	25%	24%
Hybrid Model	30%	33%	30%	37%	33%
Not Sure	7%	6%	6%	9%	7%
Schools Fully Reopen	31%	36%	39%	29%	35%

During the July 14th Board Workshop, Mr. Runcie, with consultation from health experts, made the decision to transition to reopening schools with a fully virtual model in order to keep students, families, and staff healthy and safe. At this time, a pivot was made in the planning processes.

As school reopening plans pivoted, the focus of the work of the SIM team and Game Plan leads transitioned to enhancing the eLearning model, ESE support strategies, phased reopening criteria, student wellness, and complying with Florida’s protocol for innovative reopening plans. A final Board Workshop discussion took place on August 10th to finalize the details in preparation for the first day of school on August 19th.

The District approach to school reopening plans towards long-term optimization of student experience started with a 100% eLearning approach during Phase 1. Ultimately, District reopening plans sought to orient not towards a “return to normal” approach, but rather a long-term improvement of the learning experience for students in a “new normal.”

Ultimately, school reopening plans were of high priority during the 2020 summer months and had varied impacts on the Strategic Plan as well as on board relationships, Metrics, and long-term student learning and outcomes for the District. Figure 35 provides an example of eLearning success in Fall 2020.

Figure 35. Actual Artifacts of eLearning Successes in Fall 2020



Ms. Tompkins’ Gulfstream Early Learning Center VPK Virtual classroom: Students learned about the color red by being encouraged to wear something red, conducting a scavenger hunt in their house to share red toys and other objects they found, and counting red balls they rolled out with the play dough provided to them through the VPK program.

C. Deliverables – Metrics Progress

Even with COVID-19 impacting one-third of the 2019-20 school year, we still saw the following progress. Overall, out of 23 Primary Metrics for which Targets were set and data was available, 57% (13/23) met or exceed their Year 1 Targets, while 87% (20/23) showed improvement over their respective Baselines. Forty-three percent (10/23) did not meet Year 1 Targets, while 13% (3/23) did not exceed their respective Baselines. Aligned to the Strategic Goal of High-Quality Instruction (HQI), no Primary Metric data was available for 2019-20 due to unavailability of testing related to the COVID-19 crisis, or through expected lags in receiving data from Florida DOE (e.g., student success in higher education opportunities, Graduation Rates). Among Primary Metrics aligned to the Strategic Goal of Safe & Supportive Environment (SSE), 50% (7/14) met or exceeded their Year 1 Targets, while 93% (13/14) showed improvement over their respective Baselines. Among Primary Metrics aligned to the Strategic Goal of Effective Communication (EC), 67% (6/9) met or exceeded their Year 1 Targets, while 78% (7/9) showed improvement over their respective Baselines.

High-Quality Instruction

HQI Primary Metrics focus on School Academic Performance, Student Academic Performance and Graduation Rates. Academic performance measures are based on student performance on select critical summative assessments, including the Florida Standards Assessments (FSA) for English Language Arts, Mathematics and Algebra 1, and the District's Benchmark Assessment System (BAS) in Reading. The State of Florida and BCPS cancelled these end-of-year exams due to school closures resulting from the COVID-19 pandemic. The District has been exploring alternative ways to assess student performance in the near term. This is especially important in the context of a current eLearning environment, with a strong focus on achievement and equity.

Additional HQI Primary Metrics include the percent of students who are successful in higher education opportunities (e.g., Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, Industry Certifications). The Florida Department of Education doesn't provide this data to districts until November or December of each year. Similarly, graduation rates are also not available from the state until late fall for the prior school year.

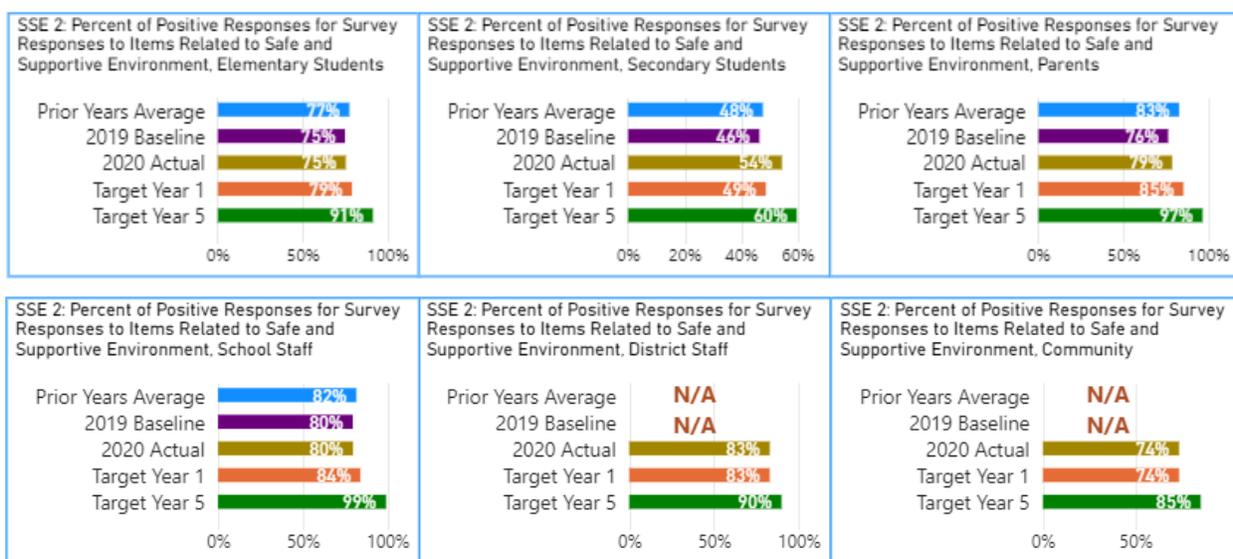
Safe & Supportive Environment

SSE Primary Metrics focus on Safety Preparedness, Perceptions of Safety and Supports, Student Attendance, Teacher Retention, Professional Learning, Student Behavior Supports, Operational Efficiency, and Social-Emotional Learning. Aligned to the Strategic Goal of SSE, 93% (13/14) of all Primary Metrics for which Targets were set and data were available met or exceeded their respective baselines through their year 1 results. Half, or 50% (7/14) of SSE Primary Metrics met or exceeded their respective Targets for Year 1. This 50% includes positive Perceptions of Safety and Supports by secondary students, District staff, and the community, as well as Professional Learning outcomes and effectiveness of Student Behavior Supports. Areas still approaching their respective Targets include positive Perceptions of Safety and Supports among elementary students, parents, and school staff, Teacher Retention and Student Attendance.

The Primary Metrics for safety and support are positive responses for survey items related to SSE. Targets and Metrics for survey responses for Perceptions of Safety and Supports are disaggregated by six

subgroups: elementary students, secondary students, parents, school staff, District staff, and the broader community. As shown in Figure 36, 2020 responses for elementary students stayed consistent with 2019 Baseline of 75% of students with positive responses on items related to SSE. This falls 4 percentage points short of the Target for Year 1. For secondary students there was an eight-percentage point increase from 46% to 54% of students with positive responses, five percentage points higher than the Target for Year 1. Positivity rates for parents saw a three-percentage point increase from 76% to 79% of parents and fell six percentage points shorts of the Target for Year 1. School staff held consistent from 2019 Baseline with 80% of school staff with positive responses and four-percentage points below the Target for Year 1. While there is no Baseline data for District staff or community, those groups had 83% and 74% positive responses, respectively.

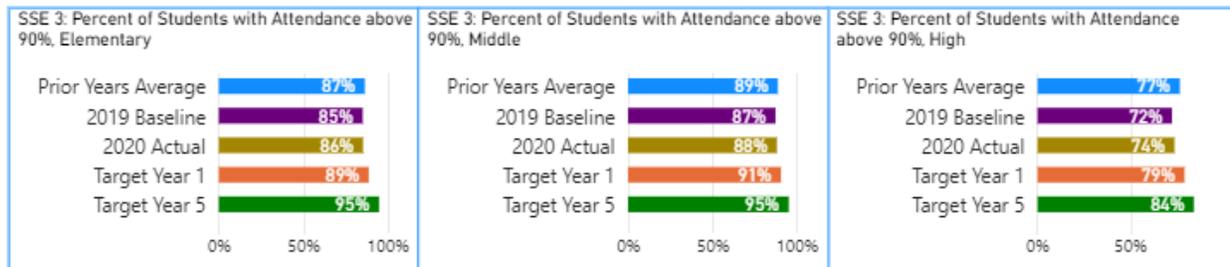
Figure 36. Perceptions of Safety and Supports



Note. N/A = Not Applicable.

Student Attendance Metrics focuses on the percentage of students who had at least a 90% attendance rate for the school year, prior to school closures in March. Figure 37 shows that the percentage of elementary school students with attendance above 90%, grew by one point from 85% to 86%, with a three-percentage point gap between the 2020 Actual and Target for Year 1. Middle school students had similar rates – one percentage point growth from 87% to 88% and a three-percentage point gap between the 2020 Actual and Target for Year 1. Finally, the percentage of high school students with attendance above 90% grew from 72% to 74% with a five-percentage point gap to a Target goal of 79% at the end of Year 1.

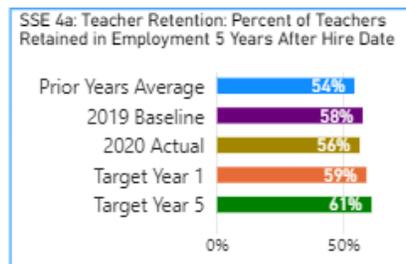
Figure 37. Student Attendance



Note. 2020 Actual data includes attendance rates through March 13, 2020, prior to school closures due to COVID-19.

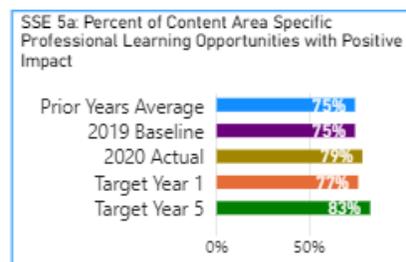
The Teacher Retention Primary Metric examines the percent of teachers who are retained after five years of employment with BCPS. Figure 38 shows that 56% of teachers remained in 2020 five years after their hire date, which fell below the 2019 Baseline by two percentage points, and three percentage points below the Target for Year 1.

Figure 38. Teacher Retention



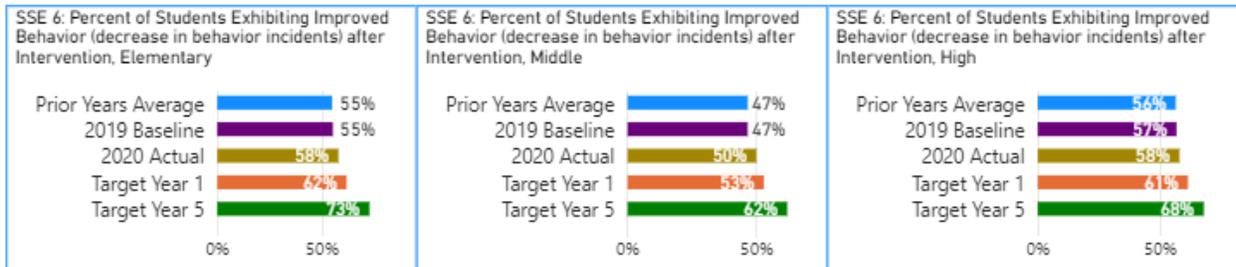
Professional Learning Metrics are concerned with the percent of content area specific professional learning environment opportunities that had a positive impact. As shown in Figure 39, the 2020 Actual exceeded the 2019 Baseline as well as the Target for Year 1 with 79% of professional learning opportunities having a positive impact.

Figure 39. Professional Learning



Student Behavior Support Metrics are focused on the percent of students exhibiting improved behavior and decreased behavior incidents after intervention. Across all three age groups (elementary, middle, high), 2020 Actuals met or exceeded Baseline with 58% for elementary students, 50% for middle school students, and 58% for high school students (see Figure 40). All three age groups fell below their Year 1 Targets by three or four percentage points.

Figure 40. Student Behavior Supports



Out of both the primary and secondary Operational Efficiency Key Performance Indicators (KPIs) for which data was available, 56% (5/9) either showed improvement or target met. Improvements occurred in the number of devices per student, work order completion time (days), maintenance and operations costs ratio to District operating budget and the procurement strategic sourcing ratio. On time performance in transportation continues to be at 100%. Also, 33% (3/9) were affected by the pandemic, such that the data reported for 2019-20 was as of January 2020 instead of June 2020.

Figure 41. Operational Efficiency Key Performance Indicators (KPIs)

Operational Efficiency Key Performance Indicators (KPIs)			
Description	2018-19	2019-20	Status
Finance – Fund Balance Ratio to District Revenue – All Types	6.3%	N/D ²	●
Finance – Expenditure Efficiency – Final Budget as a % of Actual ¹	97.9%	N/D ²	●
Food Services – Lunch Participation Rates – District-wide	60.6%	55.3% ³	●
Food Services – Fund Balance per Revenue ^{1, 4}	47.4%	41.7%	●
Information & Technology – Devices per Student	0.4	0.8	●
Information & Technology – Average Age of Computers (Years) ⁴	3.9	4.4	●
Maintenance – Work Order Completion Time (Days)	25	24	●
Maintenance – M&O Costs Ratio to District Operating Budget ¹	3.2%	2.7%	●
Procurement – Procurement Savings Ratio ¹	2.3%	1.6%	●
Procurement – Strategic Sourcing Ratio ⁴	87.8%	88.7%	●
Transportation – On-Time Performance	100%	100% ³	●
Transportation – Cost per Mile Operated ¹	\$4.31	\$5.52 ³	●

1. 2024 Strategic Plan Primary Metric.
2. No data currently available; data forthcoming from Finance Division after District financial audit.
3. Reflects data as of January 2020; data as of June 2020 not available due to pandemic.
4. Top Quartile within the Council of the Great City Schools (CGCS); for more details, refer to full 2020 Broward Benchmarking Report.

Key	
●	Improved or Target Met
●	No Change
●	Decline in Performance
●	No Data
N/D	No Data

Additional SSE Primary Metrics for which 2020 Actual data is not available include Safety Preparedness and Social-Emotional Learning. These Metrics may have data collection systems currently under development or 2020 Actual data may not yet be available due to data collection processes:

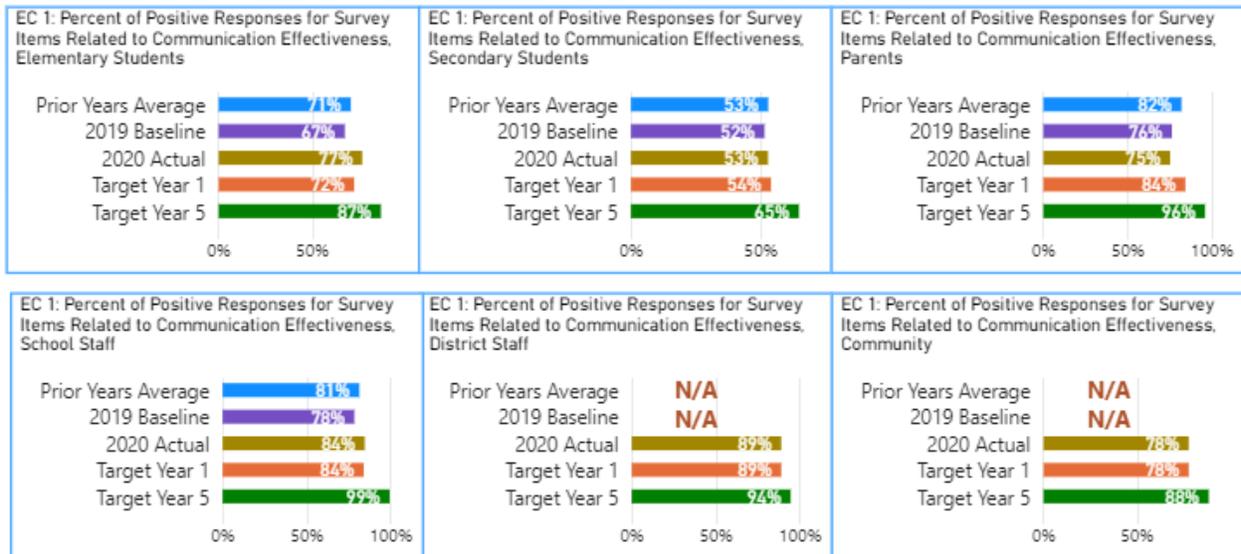
- Safety Preparedness – an inventory of all activities aligned with the District’s Top-Ranked Most Impactful, Accepted Safety and Security External-Source Recommendations has been undertaken, and is in the process of being finalized under the direction of the Chief Safety & Security Officer.
- Social-Emotional Learning – the District is in the process of acquiring a new instrument for assessing Social-Emotional Learning across the student populations, which is expected to be implemented sometime during the 2020-21 School Year.

Effective Communication

EC Primary Metrics focus on Perceptions of Communication, Community Partnerships, Communication Ambassadors, Family Connections, and Positive Media Coverage. Aligned to the Strategic Goal of EC, 78% (7/9) of all Primary Metrics for which Targets were set and data were available met or exceeded their respective Baselines through their Year 1 results. Two-thirds (6/9) of EC Primary Metrics met or exceeded their respective Targets for Year 1. This 67% includes positive Perceptions of Communication effectiveness among elementary students, school staff, District staff, and the community. The figure also includes community partnerships, as well family connections, which measure the percentage of enrolled students' families who allow for District outreach efforts. Areas still approaching their respective Targets include positive Perceptions of Communication effectiveness among secondary students and parents and Communication Ambassadors.

Perceptions of Communication Metrics measure the percent of positive responses for survey items related to communication effectiveness across six disaggregated groups: elementary students, secondary students, parents, school staff, District staff, and the broader community. As shown in Figure 42, the percent of positive responses from elementary students exceeded both the 2019 Baseline and the Target for Year 1 with 77% positive responses. For secondary students, positive responses surpassed the 2019 Baseline by one percentage point but is below the Target for Year 1 by one percentage point with a 53% positive response rate. For parents, positive response rates were at 75%, one percentage point below the 2019 Baseline and nine percentage points below the Target for Year 1. For school staff, response rates exceeded both the 2019 Baseline as well as the Target for Year 1 at 84% positive responses. Though there is no Baseline data for District staff and community, both groups had positive response rates of 89% and 78%, respectively.

Figure 42. Perceptions of Communication



Note. N/A = Not Applicable.

Community Partnership Metrics measure the number of partnerships with businesses, community organizations, and law enforcement agencies. While there is no Baseline data for this, there were 303 partnerships during the 2020 school year as shown in Figure 43. This number will serve as the Baseline and Target for the term of the Strategic Plan.

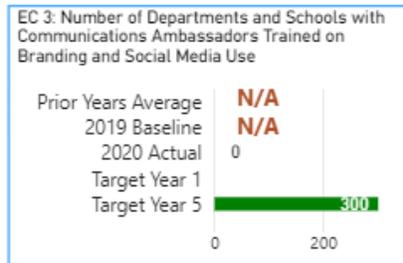
Figure 43. Community Partnerships



Note. N/A = Not Applicable. Data includes partnerships with municipalities.

The Communication Ambassadors Metric tracks the number of departments and schools with communication ambassadors trained on branding, social media use, and community relations. As a new indicator, there is no 2019 Baseline data and the 2020 Actual is zero as processes and staff are under development (see Figure 44).

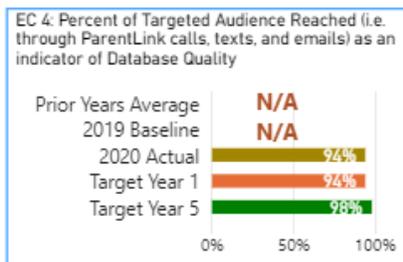
Figure 44. Communication Ambassadors



Note. N/A = Not Applicable.

Family Connection Metrics are concerned with the percent of targeted audience reached as an indicator of database quality. Tactics towards this indicator include ParentLink calls, texts, and emails. While there is no Baseline data from prior years, as shown in Figure 45 for 2020, 94% of the targeted audience was reached through the use of these tools.

Figure 45. Family Connections



Note. N/A = Not Applicable. Data represents the total number of parental records across all communication channels, less the total volume of parental opt-outs across all communication channels.

Finally, the only EC Primary Metric for which 2020 Actual data is not available is Positive Media Coverage. The Office of Communications is in the process of reviewing and reconciling available data for this Metric, under the direction of the Chief Communications Officer.

D. Deliverables – Student Experience Campaign

The Student Experience Campaign is comprised of four Initiatives that utilize a collaborative and cross-functional approach to collectively impact the District’s Strategic Goals. To ensure that students are engaged in school, motivated to attend every day, and prepared for future challenges, it is critical that we set up all stakeholders for success. This includes consistently providing service which is both personalized and high-quality in order to meet individual needs. This was the focus of the Student Experience Campaign and the work of its Initiatives in 2019-20.

Achievement & Equity

The goal of the Achievement & Equity Initiative is to close disparities in absolute levels of achievement, learning gains, and opportunities across the PreK-12 spectrum to ensure the highest and most equitable outcomes for all students. The key divisions involved in the work of the Initiative include Academics, Portfolio Services, and School Performance & Accountability.

The key Tactics of the Initiative in 2019-20 included:

- Provide District-wide professional learning for teachers and instructional facilitators aligned with defined best practices for facilitating achievement equity.
- Optimize usage of curriculum, Universal Design for Learning (UDL), access points, and the learning management system.
- Identify schools successfully reducing achievement disparity to scale best practices, such as among Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), and other populations with special needs.
- Increase use of longitudinal dashboards and analysis for effective monitoring.
- Provide increased extracurricular and advanced academic activities, and develop a process to monitor participation and link to student outcomes where appropriate for assessing impact.
- Partner with families and the community by providing education on how to help support the closing of achievement disparities.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Utilize School Improvement Plans to address gaps within and across schools.
- △ Analyze use of instructional support and supplemental funding (e.g., Title I) to ensure optimization.
- △ Reduce the number of remedial sections in middle schools.
- △ Better leverage data to anticipate where the most supports will be needed, to shift from a reactive to a more proactive culture.
- △ Review practices around retaining students in the K-5 spectrum, with opportunity to ensure more continued progression through increased supports.

The Achievement & Equity Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Three of the top accomplishments in 2019-20 include:

1. The BCPS Equity & Diversity Department hosted a summer series of webinars and collaboration opportunities focused on equity, diversity, and anti-racism. Webinars were led by local and national experts and were offered throughout the summer.
2. Early Literacy Resources – including a five pack of books, reading journal, and parent tips – were provided to all PreK-2 students at Title I schools. In response to school closures, books were mailed directly to students’ homes with 47,951 total students served.
3. Throughout the COVID-19 pandemic, the Family and Community Engagement Team, along with multiple community partners, provided social service supports to families in need, including food, clothing, diapers, and immediate financial assistance.

College, Career, & Life Readiness (PreK-Adult)

The goal of the College, Career, & Life Readiness (PreK-Adult) Initiative is to establish a cadence of experiences implemented across PreK-Adult that meet our expectations for all students to have the academic as well as interpersonal skills to be prepared for higher education, early employability, and civic engagement. The key divisions involved in the work of the Initiative include Academics, Portfolio Services, and School Performance & Accountability.

The key Tactics of the Initiative in 2019-20 included:

- Ensure longitudinal alignment of ongoing work streams around Early Literacy; Reimagining Middle Grades; and College, Career, and Life Readiness.
- Promote early college and career exploration, pathways of choice for every student, as well as development of a Life Plan for every graduate.
- Collaborate with families, the external community, businesses, and college partners to prepare students for high-demand and high-wage careers, as well as to ensure overall life readiness for all students.
- Develop a Social, Emotional, and Academic Development (SEAD) framework for each grade level, grade band, and the District.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Streamline Response to Intervention (Rtl) processes by reducing required paperwork.
- △ Better define school-level autonomy within appropriate parameters, vs. centralized best practices.
- △ Eliminate redundancies in data capture for greater efficiency and streamlined processes in the classroom for teachers.
- △ Ensure that teacher facilitation of supplemental activities is well-supported and resourced.
- △ Be mindful of introducing too many new Initiatives, and focus on implementing current ones with fidelity over time.

The College, Career, & Life Readiness (PreK-Adult) Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Five of the top accomplishments in 2019-20 include:

1. Developed and implemented Adulting 101 course and professional learning for ages 15 and up to learn essential life skills and develop Life Plan Labs.

2. Established Broward Advisors for Continuing Education (BRACE) Cadets program as a peer-to-peer College, Career, & Life Readiness (CCLR) mentoring program. Cadets created Initiatives such as “EmBRACE Your Future” and held events to help ensure students graduate from high school, are enrolled, employed, or enlisted upon receiving a diploma, receive financial aid, and achieve their personal goals.
3. Initiated Bridge 2 Life, a college access network, which hosted a virtual career town hall helping high school juniors and seniors explore careers in data science and information technology.
4. Continued and grew the Personalization for Academic and Social Learning (PASL) across multiple schools, a systemic approach to high school reform with the aim of improving high school students’ academic and social emotional outcomes.
5. Increased completion of the Free Application for Federal Student Aid (FAFSA) by 6.5% between March 2019 and May 2020.

In addition to the accomplishments for this Initiative, greater emphasis on the work of Postsecondary Workforce Education and Secondary Career and Technical Education has resulted in the identification and proposed District-wide tracking of Metrics for continuous improvement:

1. **Number of high school students who enroll in a Career and Technical Education (CTE) program before or within two years of graduating from a BCPS high school** (see Table 5).
 - a. **1,316** high school juniors and/or seniors Career Dual Enrolled as Juniors and/or Seniors at one of the Technical Colleges in 2019-20, up from **1,251** in 2018-19.
 - b. As shown below, **374** of BCPS 2017-18 high school graduates enrolled as an adult in a CTE Program at one of the Technical Colleges within two years of graduation. Only **274** of BCPS 2019 graduates enrolled in a CTE Program at a Technical College, however, enrollments only reflect through the 1st Quarter of 2020-21.

Table 5
CTE Enrollment of BCPS Graduates

Technical College	2017-18	2018-19
Atlantic Technical College	132	108*
McFatter Technical College	90	54*
Sheridan Technical College	152	112*
District-wide	374	274*

*Reflects enrollments through 1st Quarter of 2020-21

2. **Percentage of Adult General Education (AGE) students who were enrolled in Adult Basic Education (ABE) and/or GED® Preparation program who transition to/enrolled in a Career and Technical Education (CTE) program at the Technical Colleges within two years** (see Table 6).
 - a. **15%** of the Technical Colleges AGE students who were enrolled in ABE and/or GED in 2018-19 transitioned to a CTE program at one of the Technical Colleges within two years. Similarly, **14%** of students who were enrolled in an ABE and/or GED program in 2019-20 transitioned to a CTE program, however, data only reflects enrollments through the 1st quarter of 2020-21.

- b. **1%** of the Adult Centers & Community Schools AGE students who were enrolled in ABE and/or GED in 2018-19 transitioned to a CTE program at one of the Technical Colleges within two years. Less than 1% of AGE students enrolled in 2019-20 transitioned to a CTE programs in a Technical College based on enrollments through the 1st quarter of 2020-21.
- c. Overall, **8%** of the AGE students who were enrolled District-wide in ABE and/or GED in 2018-19 transitioned to a CTE program at one of the Technical Colleges within two years. District-wide AGE students transitioning to a CTE program at a Technical College following enrollment in 2019-20 fell slightly to **7%**, which only reflects enrollments through the 1st quarter of 2020-21.

Table 6
Adult Basic Education/GED Students Who Enrolled or Transitioned to a BCPS CTE Program

School Type	2018-19			2019-20		
	Enrolled		Transitioned	Enrolled		Transitioned
	<i>n</i>	%		<i>n</i>	%	
Technical Colleges	3,150	478	15	2,347	319*	14
Adult Centers & Community Schools	3,458	39	1	2,216	5*	<1
District-wide	6,608	517	8	4,563	324*	7

*Reflects enrollments through 1st Quarter of 2020-21

- 3. **Percentage of CTE program completers at one of the BCPS Technical Colleges who enroll and/or articulate to Broward College in an Associate of Science (AS) or Associate of Applied Science (AAS) program** (see Table 7).
 - a. Overall, **15%** of 2018-19 CTE program completers in one of the BCPS Technical Colleges enrolled and/or articulated to Broward College in an AS or AAS program.
 - b. The percentage of 2019-20 CTE program completers who enrolled and/or articulated to Broward College in an AS or AAS program is **unavailable at this time**.

Table 7
CTE Completers Who Enroll/Articulate to a Broward College AS or AAS Program, 2018-19

Technical College	Program	Enrolled at	
	Completers	Broward College	
	<i>n</i>	<i>n</i>	%
Atlantic Technical College	1,015	157	15
McFatter Technical College	628	125	20
Sheridan Technical College	1,066	112	11
BCPS Technical Colleges Total	2,709	394	15

*Reflects enrollments through 1st Quarter of 2020-21

4. **The Completion, Placement and Licensure percentage rates obtained in CTE programs at the Technical Colleges** (see Table 8).

Table 8

CTE Program Completion, Placement and Licensure Percentage Rates at BCPS Technical Colleges

Technical College	2017-18			2018-19		
	Completion	Placement	Licensure	Completion	Placement	Licensure
Atlantic Technical College	77%	85%	94%	76%	86%	82%
McFatter Technical College	78%	81%	100%	77%	86%	100%
Sheridan Technical College	76%	83%	98%	81%	85%	88%
BCPS Technical Colleges Total	77%	83%	97%	78%	85%	90%

5. **Number of Industry Certifications earned by students enrolled at the Technical Colleges.**

- a. **1618** Industry Certifications earned by students enrolled at the Technical Colleges in 2018-19
- b. **1137** Industry Certifications earned by students enrolled at the Technical Colleges in 2019-20.

6. **Number of Industry Certifications and Digital Tools earned by secondary students** (see Table 9).

Table 9

Industry Certifications and Digital Tools Earned by Secondary Students

Technical College	2018-19	2019-20*
Industry Certifications	11,997	6,764
Digital Tools (Middle School)	1,924	1,045
Total Certifications	13,921	7,809

*FLDOE is allowing schools to test and report for the 2019-20 SY until 10/15/2020

Personalized Pathways

The goal of the Personalized Pathways Initiative is to enhance and expand personalized educational pathways, inclusive of college and career pathways, and ensure equitable access to innovative programs. The key divisions involved in the work of the Initiative include Academics, Portfolio Services, and School Performance & Accountability.

The key Tactics of the Initiative in 2019-20 included:

- Ensure all students have the opportunity for investigation and exploration of pathway options for postsecondary success while in middle school, and pathway enrollment in high school.
- Build intentional student-centered schedules across the PreK-Adult spectrum, as well as within schools, to support personalized pathways.
- Increasingly leverage business and community partnerships to facilitate college and career exploration, internships, industry certifications, job placement, etc.
- Provide focused interventions and case management to students for the selection, development, and monitoring of personalized educational pathways.

- Expand use of contextualized curriculum and competency-based standards to facilitate learning opportunities for both students and staff aligned with educational pathways.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Reduce program offerings outside of a pathway or with inefficiently small class sizes.
- △ Improve use of personalization periods.
- △ Streamline personalized educational offerings to ensure alignment with the needs of surrounding community and local workforce.

The Personalized Pathways Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Three of the top accomplishments in 2019-20 include:

1. Developed a common definition of “Personalized Pathways” in tandem with stakeholders and a collaborative cross-section of District departments.
2. Created an inventory of programs across the District which constitute Personalized Pathways, including maps of availability by program type and specialization.
3. Identified gaps in access to Personalized Pathways and potential solutions to close those gaps.

Enrollment Opportunity Optimization

The goal of the Enrollment Opportunity Optimization Initiative is to analyze enrollment trends, and the capacity of existing school programs and facilities to determine how to maximize those resources to most effectively meet the needs of students, staff and the community. The key divisions involved in the work of the Initiative include Academics, Portfolio Services, School Performance & Accountability, and Finance.

The key Tactics of the Initiative in 2019-20 included:

- Analyze enrollment trends and projections and determine alignment with available facilities on an annual basis.
- Develop criteria and guiding values for target enrollment, program offerings, and facility space evaluation.
- Explore why families are choosing or departing a particular school in the District.
- Review and recommend changes to school enrollment and program offerings.
- Review and recommend changes to parental educational choices.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Perform school grade reconfigurations for the more efficient use of school facilities, such that more positive student experiences and outcomes will be created.
- △ Streamline the school boundary and reassignment application processes.

The Enrollment Opportunity Optimization Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Three of the top accomplishments in 2019-20 include:

1. Streamlined the school boundary process.
2. Submitted a Request for Proposal (RFP) for new School Choice software.
3. Collaborated with the Budget Department and Office of School Performance & Accountability to expand the School Choice process.

E. Deliverables – Support Services for All Campaign

The Support Services for All Campaign is comprised of three Initiatives that utilize a collaborative and cross-functional approach to collectively impact the District’s Strategic Goals. It is vital that students, families, and staff all have equitable access to supports they need in order to be healthy, valued, productive, and resilient. This was the focus of the Support Services for All Campaign and the work of its Initiatives in 2019-20.

Student, Employee, & Supplier Diversity

The goal of the Student, Employee, & Supplier Diversity Initiative is to cultivate an equitable, inclusive, and diverse environment for all stakeholders through a variety of best practices. The key divisions involved in the work of the Initiative include Academics, Human Resources & Equity, School Performance & Accountability, Strategy & Operations, and Student Support Initiatives & Recovery.

The key Tactics of the Initiative in 2019-20 included:

- Foster a culture of equal access and opportunity through educating students and enhanced awareness and training.
- Conduct an annual orientation of best practices in equity and diversity.
- Perform an annual 360-degree review of diversity practices and policies to ensure relevancy and effectiveness.
- Rebrand and re-position the District as welcoming to women and minority-owned businesses and the community at large. Communicate our commitment to cultural diversity and inclusion through technology, media, policies, procedures, outreach, and training.
- Improve how technology is leveraged to enhance reach to diverse audiences in the classroom, across the District, and throughout the community.
- Hire, retain, and support a diverse employee population by implementing affirmative talent acquisition strategies.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Conduct more webinars as a forum for enhanced reach. Capture and post in-person outreach sessions online.
- △ Increase user-friendliness of the Supplier Diversity Program webpage to remove barriers to initiating business with the District.
- △ Empower individual departments with more direct, two-way communication with external stakeholders.

The Student, Employee, & Supplier Diversity Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Five of the top accomplishments in 2019-20 include:

1. Provided courses on and Multi-Tiered Systems of Support (MTSS) for courageous conversations about race and ethnicity in schools, the community, and society.

2. Embedded equity across all elements of the 2024 Strategic Plan, including alignment with state reporting requirements, such as the Florida Educational Equity Act and Department of Education requirements for reporting and mandate implementation, and updating Tactic language to include equity.
3. Held recruitment fairs and events, both in-person and virtually, and planned the Equity, Diversity, & Inclusion Conference, student induction programs and ceremonies, and spring youth summit and conferences.
4. Updated Policy 3330 on the Supplier Diversity Outreach Program related to Small Business Enterprise (SBE) Certification and Minority/Women Business Enterprise (M/WBE) Certification.
5. Launched a new website and social media Campaign for the Office of Economic Development & Diversity Compliance, including a targeted social media strategy focused on suppliers.

Prevention, Intervention, & Assistance

The goal of the Prevention, Intervention, & Assistance Initiative is to develop enhanced academic, physical, mental, and behavioral supports for all stakeholders which serve to improve academic achievement, student attendance, discipline and behavior, and District-wide recovery efforts. The key divisions involved in the work of the Initiative include Academics, Human Resources & Equity, Safety, Security, & Emergency Preparedness, Strategy & Operations, and Student Support Initiatives & Recovery.

The key Tactics of the Initiative in 2019-20 included:

- Increase awareness of mental and physical health and wellness for all to remove stigmas or other barriers to access.
- Increase awareness, education, and support around nutrition, mindfulness, mental health, bullying, suicide prevention, and substance abuse prevention for both students and employees.
- Provide increased access to Tier 1 supports for ensuring proactive mental and physical health and wellness efforts, for both students and employees.
- Increasingly develop and leverage partnerships with local non-profit organizations to enhance short-term response and long-term recovery efforts where needed.
- Leverage Collaborative Problem-Solving Teams (CPST) to conduct data reviews of early warning signs around discipline, behavior, or mental and physical health and wellness, to determine appropriate interventions and referrals.
- Select and implement a dyslexia screener with corresponding tracking system to assess effectiveness of interventions.
- Review and refresh the list of early indicators for at-risk student identification.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Decrease process steps and time to deliver widespread messaging to stakeholders.
- △ Improve information sharing and coordination for ensuring continuity of care between agencies.
- △ Evaluate existing support programs and re-align based on site-specific needs at individual schools.

The Prevention, Intervention, & Assistance Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Five of the top accomplishments in 2019-20 include:

1. Identified and secured approximately \$7.7 million in new federal and state grant funding. At the federal level, \$2,483,273 was secured via the School Emergency Response to Violence grant (Project SERV 2.0). At the state level, \$4,919,980 was secured via the Antiterrorism and Emergency Assistance Program (AEAP), \$264,600 was secured via AmeriCorps, and \$15,000 was secured via the Volunteer Generation Fund (VGF).
2. Organized and delivered the Marjory Stoneman Douglas (MSD) Employee Summit for all employees prior to students' return to school. A total of 81 MSD employees participated.
3. Continued services to MSD families of the deceased and injured. The Family Liaison Consultant, in collaboration with both District and School-based Recovery Managers, provided bi-monthly Recovery & Wellness Newsletter communications. Families of the deceased received demand-driven task support and assistance with sibling 504 plan meetings. Families of the injured requested and participated in group meetings along with individual meetings once monthly.
4. Planned and implemented the first MSD commemoration day event. The 2020 Day of Service and Love was implemented District-wide with 123,517 volunteers, 494,068 service hours, 1,050 projects, and 247 schools participating, with a total estimated value of over \$12.5 million in service hours.
5. Developed and disseminated the Contingency Management Planning Guide in response to pandemic conditions and subsequent school closures. On June 15th, the Protocol for Prevention Strategies and Infection Control Measures for Novel Coronavirus (COVID-19) was completed.

Social-Emotional Learning

The goal of the Social-Emotional Learning Initiative is to establish a unifying, District-wide framework for social-emotional learning (SEL), including best practices for program implementation, use of tools, and communication protocols. The key divisions involved in the work of the Initiative include Academics, Portfolio Services, School Performance & Accountability, and Student Support Initiatives & Recovery.

The key Tactics of the Initiative in 2019-20 included:

- Establish a unifying definition for SEL engagement and activities, a system to establish a baseline and monitor SEL at all levels of the organization, and a common framework for communication and service delivery.
- Develop a common program for SEL support and core components, and provide a managed menu of options for content based on identified best practices.
- Integrate Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) within the SEL framework.
- Scale education and supports on SEL to include District-wide staff as well as families.
- Establish mindfulness as a District priority with consistently embedded time and expectation across courses, meetings, events, etc.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Eliminate separate, divergent forms of curriculum for SEL.
- △ Streamline and centralize reporting structure for School Counselors to receive direction.
- △ Align District organizational structure and resources to support the new SEL framework.
- △ Scale best practices in peer mentoring programs, student leadership opportunities, and other extracurricular activities which support SEL.

The Social-Emotional Learning Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Five of the top accomplishments in 2019-20 include:

1. Delivered 143 mindfulness sessions with 3,313 participants, including students, families, staff, and community members. Resources were expanded, advertised, and made more easily accessible in response to the increased need for socioemotional and mental health support during the pandemic.
2. Created Canvas sites for both mindfulness and socioemotional learning tailored for various developmental levels and needs.
3. Developed a District-wide Social & Emotional Learning organizational structure supported by expanded staffing.
4. Constructed Social & Emotional Learning and mindfulness eToolkits, including a daily “10 Minutes of Mindfulness” Toolkit for students and staff and a parent / caregiver resource toolkit in partnership with Rethink Ed.
5. Offered professional development and training to prepare staff to successfully implement Social & Emotional Learning and mindfulness practices for themselves and others.

F. Deliverables – Retain, Develop & Recruit Campaign

The Retain, Develop, & Recruit Campaign is comprised of three Initiatives that utilize a collaborative and cross-functional approach to collectively impact the District’s Strategic Goals. A stable, skilled workforce is key to the development and outcomes of our students. We strive to ensure that we recruit the highest qualified staff, and provide adequate resources for development and opportunities for professional learning, to ensure their long-term success. This was the focus of the Retain, Develop, & Recruit Campaign and the work of its Initiatives in 2019-20.

Employee Retention & Recruitment

The goal of the Employee Retention & Recruitment Initiative is to ensure the retention, development, engagement, and recruitment of a quality workforce by providing competitive benefits, emphasizing quality of life, offering career progression, and supporting employees in a rich and diverse environment. The key divisions involved in the work of the Initiative include Finance, Human Resources & Equity, and School Performance & Accountability.

The key Tactics of the Initiative in 2019-20 included:

- Re-assess the portfolio of job descriptions to reduce and align them to the Strategic Goals of the organization in a more effective way.
- Develop and implement career development cycles and succession planning protocols for all employee groups.
- Embrace an individual’s experiences through their employment cycle with the organization (recruitment, onboarding, mentoring, coaching, individual support, development, and offboarding).

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Streamline number of separate job descriptions under same job title.
- △ Streamline recruitment process for non-instructional positions.

The Employee Retention & Recruitment Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Four of the top accomplishments in 2019-20 include:

1. Expanded recruitment reach across multiple channels and platforms, including fall in-person interviews in Naples and Orlando and virtual interview opportunities via #bcpsteach. The Initiative created workgroups focused on attracting teachers, streamlining existing processes, and expanding internal recruitment Initiatives such as Grow Your Own.
2. Identified and assessed barriers to effective teacher retention, including certification challenges, “Why Teachers Leave” surveys, coaching and induction, and teacher mobility and incentive factors.
3. Enhanced internal partnerships and processes to maximize ongoing teacher certification, such as targeted communication, certification school visits, individualized certification plan support, financial assistance and test preparation, and Alternative Certification for Educators (ACE), Broward Educator Certification (BEC), and Teacher Incentive Fund (TIF) options.
4. Partnered with AspireHR to implement program services and delivery via SuccessFactors for more efficient employee recruitment and onboarding.

Professional Learning for All

The goal of the Professional Learning for All Initiative is to provide a cohesive and deliberate plan of action to ensure that professional learning is intentional, monitored, supported, valued, and sustained to ensure positive impact on teaching, learning, job performance, and career growth and development. The key divisions involved in the work of the Initiative include Academics, Finance, Human Resources & Equity, and School Performance & Accountability.

The key Tactics of the Initiative in 2019-20 included:

- Establish and regularly update professional learning (PL) playlists to streamline and support professional learning across the career continuum for all employees.
- Connect the process and system for employee individual goal-setting and annual evaluations to include student growth, with the professional learning management system for both instructional and non-instructional employees.
- Centralize data collected from needs assessments to identify themes and patterns to drive new professional learning offerings, including for non-instructional employees.
- Establish a centralized and integrated vetting process for vendors approved to provide professional learning opportunities aligned with District standards and needs.
- Expand access to career and leadership pathways for instructional staff, school leaders, and emerging programs for central administration.
- Closely monitor professional learning progression at schools with greatest challenges, and ensure appropriate level of site-based resources to support teachers through implementation.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Streamline existing professional learning offerings and support provided across District, based on return on investment and needs analyses.
- △ Establish appropriate single point of oversight and approvals for District-wide professional learning communications.
- △ Ensure alignment of professional learning from the individual goal-setting level, all the way to the District's Strategic Plan.
- △ Minimize pulling teachers and staff out of schools for professional learning, during the school day.
- △ Establish and expand Professional Learning Facilitator Academy to build capacity for professional learning and support to schools.

The Professional Learning for All Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Four of the top accomplishments in 2019-20 include:

1. Launched nine professional development playlists based on staff assignments and the associated deliverers of professional learning, with seven more in development.
2. Expanded career and leadership pathways for District staff.
3. Implemented Teacher Leader Facilitator Academy to provide Peer, Lead, and Master Teachers with targeted intensive professional development on academic standards, pedagogy, and culturally responsive practices.

4. Established Support Director Team to monitor professional learning progression at schools with the greatest need.

Organizational Structure & Aligned Funding

The goal of the Organizational Structure & Aligned Funding Initiative is to ensure proper alignment of organizational structure and funding to best support employee retention, development, and recruitment. The key divisions involved in the work of the Initiative include Finance, Human Resources & Equity, and School Performance & Accountability.

The key Tactics of the Initiative in 2019-20 included:

- Adopt the methodology of the Government Finance Officers Association (GFOA) to restructure and align resources to best meet the Goals of the Strategic Plan.
- Establish an equity formula for department structural needs associated with fiscal and human capital.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Analyze trend data to forecast organizational needs and proactively align structures as needed.

The Organizational Structure & Aligned Funding Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Three of the top accomplishments in 2019-20 include:

1. Managed and negotiated health insurance costs such that they were cost neutral.
2. Financially supported the opening of schools by ensuring adequate funding for positions, supplies, and other essential resources, with funding strategically allocated to meet critical needs in response to pandemic conditions.
3. Retained every position across the District.

G. Deliverables – Our Data, Our Tools Campaign

The Our Data, Our Tools Campaign is comprised of two Initiatives that utilize a collaborative and cross-functional approach to collectively impact the District’s Strategic Goals. Sound decisions are based on sound data. Ensuring that data are collected and reported accurately, completely, securely, and with common definitions, provides the essential foundation for future decision-making. This was the focus of the Our Data, Our Tools Campaign and the work of its Initiatives in 2019-20.

Data Governance & Use

The goal of the Data Governance & Use Initiative is to establish and enforce a data governance network which facilitates optimal data quality, ownership, access, security, and confidentiality. The key divisions involved in the work of the Initiative include Academics, Auditor, Chief of Staff, Communications, Facilities, Finance, General Counsel, Human Resources & Equity, Information & Technology, Legislative Affairs, Portfolio Services, Safety, Security, & Emergency Preparedness, School Performance & Accountability, Strategy & Operations, and Student Support Initiatives & Recovery.

The key Tactics of the Initiative in 2019-20 included:

- Convene a standing Data Governing Body to define data governance for BCPS, develop and oversee processes to carry out the above tasks, and ensure ongoing data integrity.
- Establish audit and role-based security access best practices around both internal and external information sharing.
- Identify types of data owned locally by schools and each District department.
- Identify and house all key District data within a central data repository (data warehouse), and identify all relevant data elements within a comprehensive data dictionary that includes common, standard definitions and coding schemes.
- Establish appropriate policies, procedures, documentation, and training to support the data governance framework.
- Ensure an appropriate data governance component is contained within contract language with vendors.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Establish processes for the ongoing monitoring and validation of data quality and usage.
- △ Stop allowing independently-maintained databases for long-term storage of data.
- △ Review student master data system (contact info, etc.) to further streamline and improve ease of access.

The Data Governance & Use Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Five of the top accomplishments in 2019-20 include:

1. Established a data governance committee and identified key owners for tasks.
2. Outlined and defined the goals, benefits, and roadmap needed to plan and overhaul BCPS’s system-wide data governance structure.
3. Developed tasks and timelines that account for capacity constraints and opportunities given the existing state of available data resources.

4. Determined critical data elements, documents, and practices needed to start a data governance culture within BCPS.
5. Established an outreach taskforce to investigate and align key data governance best practices within the District.

Tool Development, Implementation, & Use

The goal of the Tool Development, Implementation, & Use Initiative is to enhance interoperability and accessibility of systems, for increased process efficiencies and effective use of data for decision-making. The key divisions involved in the work of the Initiative include Academics, Finance, Information & Technology, and Safety, Security, & Emergency Preparedness.

The key Tactics of the Initiative in 2019-20 included:

- Develop a system for measuring and evaluating impact of programs in place.
- Increase use of geo-visualization capabilities for generating robust analytics.
- Develop and adopt process for reviewing, leveraging, and customizing existing tools and resources to adequately meet user needs over time.
- Provide professional learning to support major processes and tools.
- Develop a sustainable plan for technology refresh.
- Provide a new student information system (SIS) built on the latest technologies that will support State reporting requirements and facilitate District decision-making and student progress monitoring.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Reduce system redundancies and silos.
- △ Increase digital automation to reduce number of manual, paper processes.
- △ Optimize dependencies on external resources (including vendors) to ensure ongoing support of existing tools.

The Tool Development, Implementation, & Use Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Three of the top accomplishments in 2019-20 include:

1. Distributed more than 100,000 technology devices to students and staff to support distance teaching and learning. In response to school closures in the spring and launch of 100% eLearning in the fall of 2020-21, this represented significant progression towards the beginning of the technology refresh plan.
2. Secured a budget inclusion of \$3 million in capital for 2020-21 in support of future Student Information System (SIS) exploration. Providing a new SIS built on the latest technologies will support State reporting requirements and facilitate District decision-making and student progress monitoring.
3. Established a Virtual Call Center supported by school-based Microcomputer Technical Specialists and managed by the Computer Operations Service Desk. This cross-collaborative response to pandemic conditions provides students, families, and staff with on-demand support for working, teaching, and learning remotely – including technical, academic, and mental health support.

H. Deliverables – Refresh, Redesign, & Reduce Risk Campaign

The Refresh, Redesign, & Reduce Risk Campaign is comprised of three Initiatives that utilize a collaborative and cross-functional approach to collectively impact the District’s Strategic Goals. As new challenges arise, we need to have the flexibility and responsiveness to review and identify opportunities for continual process improvement. This helps facilitate optimal operational efficiency, the reduction of risk throughout the organization, and the ideal environment to support success for all. This was the focus of the Refresh, Redesign, & Reduce Risk Campaign and the work of its Initiatives in 2019-20.

Operational & Process Improvement

The goal of the Operational & Process Improvement Initiative is to facilitate a culture of continuous improvement by performing periodic reviews and improvements of processes at all District and school levels, for optimizing operational efficiencies, reducing waste, and saving costs. The key divisions involved in the work of the Initiative include Auditor, Chief of Staff, Facilities, Finance, Human Resources & Equity, Information & Technology, Portfolio Services, Safety, Security, & Emergency Preparedness, and Strategy & Operations.

The key Tactics of the Initiative in 2019-20 included:

- Facilitate Performance Management Reviews to analyze progress on operational Key Performance Indicators (KPIs), identify any barriers to improvement, and recommend appropriate action steps.
- Facilitate Process Improvement Projects using the Lean Six Sigma framework to identify, analyze, and streamline processes.
- Provide training in process improvement, project management, execution, and accountability, to facilitate implementation of Strategic Plan activities with fidelity.
- Inventory District-wide capabilities and capacity for implementing process improvements.
- Update procedures, professional learning, and implementation guides to support updated practices/policies.
- Determine steps for organizational change management to sustain process improvements, and ensure adequate communication and monitoring of changes put into practice for ongoing quality assurance.
- Establish a recognition program for departments or schools best exemplifying performance excellence and demonstrated savings through process improvements.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Eliminate paper-based and redundant processes as much as possible.
- △ Reduce waste in the form of time, number of process steps, costs, etc.
- △ Redesign District-wide processes such as payroll, inventory management, field trips, travel, etc.

The Operational & Process Improvement Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Five of the top accomplishments in 2019-20 include:

1. Established and implemented the SIM Ambassador Program to promote quality and timely 2024 Strategic Plan execution, leadership development, and succession planning. Over 200 SIM Ambassadors are currently participating, including school-based and District staff and students.
2. Completed critical milestones in six process improvement projects, including implementation of new technology for Payroll and streamlined processes for instructional software purchasing. Additional information on these projects is available below under Section J. *Deliverables – Process Improvement Projects*.
3. Facilitated an annual listening tour that solicited input and received feedback from over 175,000 stakeholders. Over 118,000 students, 37,000 families and community members, and 19,000 teachers, staff, and administrators participated. In addition, SIM helped plan six strategy-focused retreats for various departments and schools across the District, including Physical Plant Operations, Exceptional Student Learning Support, English to Speakers of Other Languages, Title I, Grants Administration, and Olsen Middle School.
4. Facilitated a cross-functional “game planning” process across 16 operational workstreams and led a series of seven Board Workshops, culminating in the BCPS Log in-Launch-Learn 2020-21 reopening plan.
5. Awarded 1,313 Lean Six Sigma White Belt and Yellow Belt Certifications to administrators, staff, and students across the District. Additional information on Lean Six Sigma training and certification is available below under Section J. *Deliverables – Process Improvement Projects/Lean Six Sigma*.

Facilities & Asset Management

The goal of the Facilities & Asset Management Initiative is to ensure that BCPS’s portfolio is aligned with its mission and with demand for services. Where demand exceeds District resources, institute unbiased, data driven approaches for setting priorities and evaluating alternatives. The key divisions involved in the work of the Initiative include Academics, Auditor, Facilities, Information & Technology, Portfolio Services, Safety, Security, & Emergency Preparedness, School Performance & Accountability, and Strategy & Operations.

The key Tactics of the Initiative in 2019-20 included:

- Develop core principles that guide how resources are allocated, and regularly validate alignment of investment priorities with those core principles.
- Implement a life cycle approach toward facilities and asset management, and map assets to where they currently are in their respective life cycle (e.g., procurement, active use, retirement, or inventory).
- Perform life cycle analyses and create a District-wide aggregate view to anticipate where and when investments will be needed.
- Introduce decision support tools for trade-off analyses around competing investment alternatives; track measures that can be used to evaluate the impact of different actions (e.g., “maintain” vs. “replace”).

- Identify and leverage all relevant data sources to support benchmarking, space utilization analyses, and costing activities.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Ensure that BCPS service standards are current and aligned to customer expectations.
- △ Revise policy to reflect above Tactics as appropriate.

The Facilities & Asset Management Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Four of the top accomplishments in 2019-20 include:

1. Revised and developed a Project Charter, Project Plan, and Theory of Action unifying all three workstreams of the Initiative.
2. Drafted updated Capital Budget Guidelines and begun integration of the Government Finance Officers Association's Smarter Schools Spending Framework within the District Educational Facilities Plan.
3. Strategically supported a comprehensive assessment and roadmap of Physical Plant Operations by analyzing impact on capital programs and funding.
4. Helped assess and provide recommendations during the implementation of the new Computerized Maintenance Management System to improve processes and better align District resources.

Safety, Security, & Risk Mitigation

The goal of the Safety, Security, & Risk Mitigation Initiative is to establish a resilient and responsive organization prepared to address all risks, threats, and potential vulnerabilities. The key divisions involved in the work of the Initiative include Academics, Auditor, Chief of Staff, Communications, Facilities, Finance, General Counsel, Human Resources & Equity, Information & Technology, Legislative Affairs, Portfolio Services, Safety, Security, & Emergency Preparedness, School Performance & Accountability, Strategy & Operations, and Student Support Initiatives & Recovery.

The key Tactics of the Initiative in 2019-20 included:

- Build a set of processes and the culture necessary to identify, codify, and mitigate risks in a continuous cycle.
- Build a professional safety, security, and emergency preparedness division.
- Establish an Enterprise Risk Management (ERM) Committee, and provide training, tools, data, and support across the District to facilitate effective risk management and decision-making.
- Align resources to perform threat assessments, address risks, and support the development and success of the new division and its processes.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Ensure seamless coordination of preparation and response between agencies.

The Safety, Security, & Risk Mitigation Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Four of the top accomplishments in 2019-20 include:

1. Completed all School Security Risk Assessments (SSRAs) and successfully submitted the Florida Safe Schools Assessment Tool (FSSAT) by the required October 1 deadline. This included instituting 1:1 reviews between District security staff and every school principal and a detailed analysis of the data, along with recommendations, prior to final submission.
2. Installed additional Stop the Bleed Kit stations at every school, in partnership with the Broward County Sheriff's Office.
3. Hired and onboarded more than 350 new employees, including school-based security staff and a majority of District Safety, Security & Emergency Preparedness Division staff.
4. Launched an enhanced District Security Operations Center in an improved location, which included hiring additional staff to focus on alarm and video monitoring, rolling out training and onboarding, and establishing criteria, protocols, and standard operating procedures for staff.

I. Deliverables – Let's Connect Campaign

The Let's Connect Campaign is comprised of four Initiatives that utilize a collaborative and cross-functional approach to collectively impact the District's Strategic Goals. Relationships, built on sound communications, are essential to ensuring the success of the District and the students we serve. To this end, we will build trust through open, transparent, and effective communication to engage both our internal and external stakeholders. This was the focus of the Let's Connect Campaign and the work of its Initiatives in 2019-20.

Public Relations, Partnerships, & Legislation

The goal of the Public Relations, Partnerships, & Legislation Initiative is to develop effective external communication processes (timely, complete, high quality) to meet the needs of families and community members, including business, higher education, legislative, non-profit organizations, and other community partners. The key divisions involved in the work of the Initiative include Chief of Staff, Communications, General Counsel, and Legislative Affairs.

The key Tactics of the Initiative in 2019-20 included:

- Establish consistent procedures for partnerships at the District level and the school level.
- Partner with community groups, including those that provide messaging accessible to individuals with diverse needs and abilities.
- Develop a procedure to ensure consistent senior leadership participation in the District's advisory councils and committees.
- Conduct surveys and/or focus groups to determine which communication formats, channels, content type, and frequencies are most preferred by various stakeholder groups.
- Ensure consistent communications with all elected officials on the local, state, and national level.
- Provide training, preparation, and regular drills to School Board Members, senior leadership team, and school-based administrators on crisis communication, in addition to training on best practices in branding, social media use, and community relations.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Reduce redundant communications.
- △ Reduce the verbiage in external communications

The Public Relations, Partnerships, & Legislation Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Four of the top accomplishments in 2019-20 include:

1. Expanded critical communications and community messaging with all Broward municipalities and Broward County in response to pandemic conditions.
2. Established a cadence and facilitated monthly calls between the Broward League of Cities and the District.
3. Leveraged partners to carry the cost of non-reimbursable adult meals provided to families during the crisis.
4. Redefined procedures for partnerships at the District and school levels.

Internal Communication

The goal of the Internal Communication Initiative is to develop effective internal communication processes (timely, complete, high quality) to meet the needs of all schools and District offices. The key divisions involved in the work of the Initiative include Academics, Auditor, Chief of Staff, Communications, Facilities, Finance, General Counsel, Human Resources & Equity, Information & Technology, Legislative Affairs, Portfolio Services, Safety, Security, & Emergency Preparedness, School Performance & Accountability, Strategy & Operations, and Student Support Initiatives & Recovery.

The key Tactics of the Initiative in 2019-20 included:

- Streamline communication processes to reduce turnaround time (i.e., Board meeting document preparation, public records requests, school memos, bulletin boards, information and presentations for school principals, etc.).
- Create a campaign to educate employees on what collaborative tools are available, their value, and how to use them most effectively to reach target audiences.
- Inventory, evaluate, and streamline a list of District committees (purpose, meeting cadence, members, deliverables). Maintain list in a centralized, easily-accessible repository.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Reduce redundant communications.
- △ Analyze and consider streamlining number of meetings required for attendance, particularly by school-based personnel.
- △ Define process to help ensure memos and other mass-delivered messages are not only sent, but also received, read, and understood by the appropriate and intended recipients.
- △ Reduce mileage expenses for in-person meetings through increased use of conference calls and video-conferencing tools.
- △ Reduce school staff time spent fielding attendance calls and tracking student absences.
- △ Support schools through developing communication plans aligned to District-wide best practices and priorities.

The Internal Communication Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Three of the top accomplishments in 2019-20 include:

1. Conducted multiple focus groups with internal stakeholders on communication needs and preferences, including Teachers, Education Support Professionals, Technical Support Professionals, Assistant Principals, Principals, and District staff.
2. Spearheaded the mass adoption and District-wide usage of Office 365 collaboration tools and virtual meetings, accelerated in response to pandemic conditions. By April this led to an increase in over 18,000 Microsoft Teams licenses, over 228,000 users utilizing Canvas for distance learning, and over 97% of students signing on to Clever for class.
3. Revised and retrofitted the Board Agenda Request Form and acquired a new work flow system for communicating, tracking, and completing Board items, ensuring better alignment of these items to the goals of the 2024 Strategic Plan.

Marketing

The goal of the Marketing Initiative is to develop a marketing strategy that promotes the importance and value Broward County Public Schools (BCPS) delivers to the community. The key divisions involved in the work of the Initiative include Chief of Staff, Communications, Portfolio Services, and School Performance & Accountability.

The key Tactics of the Initiative in 2019-20 included:

- Strengthen brand (both visual graphic and brand statement), and ensure consistent brand image alignment and design standards across the District.
- Increase use of social media for stakeholder engagement, and establish a team of social media content managers and communications ambassadors at departments and schools across the District, with a certification process to ensure required competencies.
- Use strategic marketing tools to drive traffic to the District website and social media channels.
- Engage with teachers and students as brand ambassadors to assist with communications development and delivery.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Streamline website navigation, and ensure ease of access to information with website content and language that are aligned to the needs of the audience.
- △ Better leverage website and social media communications to promote magnet school programs and help drive enrollment.
- △ Better leverage the platforms and networks of local municipalities to amplify District messages.

The Marketing Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Five of the top accomplishments in 2019-20 include:

1. Expanded marketing and communications of all District Initiatives and programs across digital, broadcast, and social media channels to inform, update and engage parents and staff.
2. Produced an ongoing series of weekly video updates from Superintendent Runcie to optimize communication with key stakeholders and the community and improve critical messaging during the pandemic.
3. Refreshed Marketing and Communications standards and guidelines to support consistent brand messaging and Americans with Disabilities Act (ADA) compliance District-wide, including preparing internal research and review with schools and departments under the direction of the Marketing & Communications Center (MarComm).
4. Implemented content creation, marketing efforts, and communication Campaigns for major District Initiatives throughout the Broward community, including the 2020 Census, the Day of Service and Love, and COVID-19 information updates.
5. Transformed BECON-TV into "The Graduation Station" in June to maximize awareness of and access to 44 Class of 2020 Virtual Graduations airing over 14 consecutive days.

Customer Service

The goal of the Customer Service Initiative is to provide a positive, engaging, and caring experience to all stakeholders by maintaining and enhancing communications and interactions through quality service delivered in a professional manner. The key divisions involved in the work of the Initiative include Academics, Auditor, Chief of Staff, Communications, Facilities, Finance, General Counsel, Human Resources & Equity, Information & Technology, Legislative Affairs, Portfolio Services, Safety, Security, & Emergency Preparedness, School Performance & Accountability, Strategy & Operations, and Student Support Initiatives & Recovery.

The key Tactics of the Initiative in 2019-20 included:

- Establish common definitions for stakeholder, customer, and engagement.
- Develop and adopt a clear set of customer service standards. Provide District-wide training based on common customer service standards.
- Educate internal and external customers about our customer service standards to ensure clear and consistent expectations.
- Establish a common criterion-based tool for measuring customer service quality and gathering feedback, both from internal and external customers.
- Explore the development of a customer service incentive and recognition program.

Ideas for future consideration and continuous improvement in 2019-20 included:

- △ Eliminate multiple, diverging sets of customer service standards and tools across the District.
- △ Eliminate separate trainings on customer service based on department or role, to ensure consistent messaging and adoption of standards.
- △ Realign BCPS School Improvement Plans (SIP's) to BCPS Strategic Plan (in addition to accreditation standards).

The Customer Service Initiative achieved multiple accomplishments in Year 1 of the 2024 Strategic Plan. Three of the top accomplishments in 2019-20 include:

1. Established a Customer Service Committee to gather input from internal and external stakeholder groups.
2. Determined common definitions for organization-wide use of “Stakeholder”, “Customer”, and “Engagement”.
3. Drafted a clear set of proposed Customer Service Standards for adoption by the entire organization.

J. Deliverables – Process Improvement Projects

SIM has worked closely with other key District stakeholders to realize savings of cost, time, process steps, and reduction of errors through Process Improvement Projects. These projects have utilized the principles of Lean Six Sigma to improve critical District processes and outcomes. In 2019-20, SIM has collaboratively facilitated six of these projects, covering the following areas: Payroll, Tangible Personal Property Management, Field Trips, Space Planning, Instructional Software Purchasing, and Economic Development & Diversity Compliance.

Payroll

The Chief Financial Officer is the Executive Sponsor of the project. The purpose of this project is to improve processes affecting payroll to prevent inaccurate payments to staff. According to multiple years of audit reports cited by the Division of Financial Management, Payroll errors are costing the District a significant amount of money, and many of these errors are not caught. Baseline data was needed to ascertain the magnitude of these errors, as well as a reporting framework to identify and address payroll errors on an ongoing basis. Additionally, improvements across different functional areas of the District were determined to be needed, affecting the people, processes, and platforms involved in this project.

Key stakeholder groups include Financial Management, Human Resources and Equity, Information and Technology, School Performance and Accountability, Business Support Services, Office of the Chief Auditor, Food and Nutrition Services, Transportation, Physical Plant Operations, Professional Development, and individual departments and schools. Several Lean Six Sigma tools were used to organize, implement, and track the work of this project, including a Project Charter, Project Plan, and set of Process Maps.

Currently, a group of external partners, led by Meridian and AspireHR, are working with BCPS stakeholders on the implementation of the critical software upgrades and additions which will improve Payroll Outcomes. While the COVID-19 crisis has affected the implementation schedule, critical implementation steps are still under way. The following return on investment (ROI) targets have been determined as of this time:

- Cost Savings:
 - Target: 50% reduction in overpayments through enhanced controls and process improvements.
 - Target: Reduction of overtime costs related to time entry and time evaluation by \$500,000.
- Reduction in Errors:
 - Target: Resolution of all findings by payroll auditor general.
 - Target: Reduction in the number of retroactive payments by 25%.
- Reduced Number of Process Steps:
 - Target: Elimination of manual clearing of balances.
- Time Saved:
 - Target: Automation of at least 50% of the payroll correspondence.
 - Target: 90% reduction of paper process.

Tangible Personal Property Management

The Chief Strategy and Operations Officer is the Executive Sponsor of the project. The purpose of this project is to improve District-wide tangible personal property management process to fix inefficiencies and inaccuracies present in its current state. The District-wide tangible personal property management process contains inefficiencies and inaccuracies which must be addressed and eliminated where possible, and baseline data was needed to quantify the magnitude of these issues.

Key stakeholder groups include Financial Management, Procurement and Warehousing Services, Information and Technology, School Performance and Accountability, Portfolio Services, Facilities, Strategy and Operations, the Office of the Chief Auditor, and individual schools. Several Lean Six Sigma tools were used to organize, implement, and track the work of this project, including a Project Charter, Project Plan, Gemba Walk, and set of Process Maps.

Currently, the project is on hold due to the COVID-19 crisis. However, important progress was made in identifying key areas of need for enhanced systems and processes, which was supported by discussions with members of Cabinet. Once the project resumes, a Design Think workshop is planned, which will bring together the full group of stakeholders to determine how best to redesign the tangible personal property management process for optimal results.

Field Trips

The Chief Strategy and Operations Officer is the Executive Sponsor of the project. The purpose of this project is to improve processes related to the provisioning of transportation services and the collection of associated payments, with the goals of ensuring 100% on-time arrival of field trip transportation services, and 100% collection of payments. Challenges exist across people, processes, and platforms related to field trip transportation fulfillment and payment collection, and baseline data was needed to quantify the magnitude of these issues.

Key stakeholder groups include Schools, Field Trip Clerks, Student Transportation & Fleet Services, the Office of School Performance & Accountability, Students, Families, Teachers, Information & Technology, Finance, and the Business Support Center. Several Lean Six Sigma tools were used to organize, implement, and track the work of this project, including a Project Charter, Project Plan, and Value Stream Analysis.

Currently, the project is on hold due to the COVID-19 crisis. However, important progress was made in identifying key areas of need for updates processes and enhanced systems, including identification of most frequent root causes of issues around related transportation timeliness and payment collection, as well as proposed modifications to the OSPA Central system. Once the project resumes, potential platform solutions within the OSPA Central system, as well as process changes for field trip processing and payment collection, will be further explored.

Space Planning

The Portfolio Services Officer is the Executive Sponsor of the project. The purpose of this project is to remove existing impediments to following a long-term, equitable, and efficient process for allocating workspace to District Staff, leveraging technology, community engagement, and partnerships where possible. Processes, forms, criteria and communication related to allocation of workspace to District staff need to be improved, standardized, and enforced District-wide. Baseline data was needed to quantify the

current state of workspace allocation to District staff and analyze concerns over District staff workspace shortages.

Key stakeholder groups include Facility Planning & Real Estate, Information & Technology, Office of School Performance & Accountability, Office of Academics, Finance, and Facilities. Several Lean Six Sigma tools were used to organize, implement, and track the work of this project, including a Project Charter, Project Plan, Decision Matrix, and set of Process Maps.

Currently, the project is on hold due to the COVID-19 crisis. However, important progress was made in determining workspace needs for District staff in the Kathleen C. Wright Building, as well as identifying and analyzing tools to improve access and outcomes related to working and conducting meetings remotely. Additionally, with most District staff working remotely because of the COVID-19 crisis, some challenges to increasing the use of working and conducting meetings remotely have been addressed, which is expected to address concerns around District staff workspace shortages. Furthermore, the Office of Facility Planning & Real Estate produced a detailed inventory of District staff workspace within the Kathleen C. Wright Building and other administrative sites, which will enhance decision-making in District staff workspace allocation. Once the project resumes, effects of the COVID-19 crisis related to remote work and meeting capacity among departments, primarily in the Kathleen C. Wright Building, will be identified and analyzed.

Instructional Software Purchasing

The Chief Academic Officer is the Executive Sponsor of the project. The purpose of this project is to review the current practices throughout the District for the procurement of instructional software, and allow only centralized purchasing of this software through a new process that is consistent with best practices and national standards. The improved process will ensure that instructional software meets or exceeds all of the District's requirements for student and staff use. An additional outcome of this project will be to streamline purchases for approvals by the District Administration that may result in savings to afford District-wide purchases no longer being funded by the state or other revenue sources.

Key stakeholder groups include the Office of School Performance and Accountability, Information and Technology, Elementary Learning, Secondary Learning, Innovative Learning, Title I, Bilingual/ESOL, Exceptional Student Education, Budget, Financial Management, Procurement & Warehousing Services, the Business Support Center, Athletics, and Grants. Several Lean Six Sigma tools were used to organize, implement, and track the work of this project, including a Project Charter, Project Plan, and set of Process Maps.

Recently, the project schedule has shifted due to the COVID-19 crisis. Key accomplishments to date include mapping out organizational change management steps, as well as clean-up of instructional software inventory. Upcoming milestones include finalizing the creation of an online course catalog, as well as enhancing the process for instructional software catalog updates and governance.

Economic Development & Diversity Compliance

The Chief Strategy & Operations Officer is the Executive Sponsor of the project. The purpose of this project is to improve access, user-friendliness, and visibility to individual contract data components.

Successful completion of the project is expected to result in a reduction of staff time needed to be spent in the following areas: contract compliance, sourcing, report preparation (i.e. Bond Oversight Committee Report, etc.). Objectives also include the reduction of errors in data gathering components, as well as an increase and deepening of diversity utilization in all areas of procurement District-wide.

Key stakeholder groups include the Office of Economic Development & Diversity Compliance, Procurement & Warehousing Services, Finance, the Office of General Counsel, Information and Technology, the Office of School Board Records, and a variety of end user departments throughout the District. Several Lean Six Sigma tools are being used to organize, implement, and track the work of this project, including a Project Charter, Project Plan, and set of Process Maps.

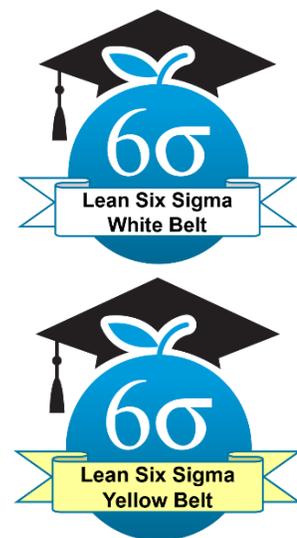
Currently, the project is in the Define phase, which involves the development of the problem statement, Project Charter, and Project Plan. Additionally, efforts are under way to establish relevant baseline data, related processes, barriers to improvement, and preliminary recommendations to improve upon the status quo. Upcoming milestones involve the completion of process mapping and root cause analysis, which will inform recommendations for improvement to be delivered to Cabinet.

Lean Six Sigma

Lean Six Sigma was first introduced to select District staff on March 20, 2018 and has been offered through several workshops since that time. These workshops covered the basics of the Lean Six Sigma methodology for process improvement and performance excellence as practiced by many Fortune 500 Corporations. Lean Six Sigma is used to foster a culture of continuous improvement (Kaizen) for organizations to reduce waste, while increasing efficiency, value, and quality. Though less commonly seen in use in the education sector, Districts around the country are beginning to recognize and adopt this framework for process improvement so commonly used in other industries, including business, health care, engineering, supply chain, banking, etc. We are proud to be on the cutting edge of using proven tools and techniques at the District and serving as a role model to others.

Dr. Deborah Posner, the presenter of these workshops, is a Lean Six Sigma Black Belt (required qualification to be able to certify others in the White, Yellow, Green, or Black Belt ranks). She shared how she has successfully integrated this framework to enhance operational efficiency within the education sector and beyond. Participants had the opportunity for hands-on practice applying a Lean Six Sigma tool for process improvement and learned the fundamentals for supporting process improvement projects in their departments through the proven steps of the DMAIC model (Define, Measure, Analyze, Improve, Control). Upon passing the online exam within one week after the workshop,

Figure 46. Lean Six Sigma Certification Badges



participants received a frameable certificate and digital badge (see Figure 46) to display their new credential.

These workshops included both White Belt or Yellow Belt certifications. Lean Six Sigma is recognized as a tool for operational efficiency as well as an enterprise-wide business strategy with direct bottom line impact. As a quality enhancement framework, Lean Six Sigma focuses on continuous improvement strategies and Tactics to eliminate waste, reduce variance, increase productivity, and achieve breakthrough results in business excellence. The overall objective for the Lean Six Sigma workshops has been to equip District employees with industry-proven philosophies for streamlining business processes, enhancing customer service, implementing and tracking process improvement projects, and transforming culture.

During 2019-20, ten Lean Six Sigma White Belt Workshops were held. Additionally, SIM has hosted one two-day Lean Six Sigma Yellow Belt Boot Camp. As of the conclusion of these workshops and the ones offered prior, 1,275 staff across the District have been certified as Lean Six Sigma White Belts, while 88 staff across the District have been certified as Lean Six Sigma Yellow Belts.

Staff interest in the workshops has been considerable – SIM maintains a waiting list of participants for each workshop which has had more names than the numbers of spaces available in the subsequent workshops. Additionally, when each of the workshops are advertised through the BCPS Alert system, these workshops typically fill within 15 minutes of the release of the alert. This past school year, SIM offered these workshops to students as a pilot program at Northeast, Stranahan, and Western high schools, in partnership with the Career, Technical, Adult, and Community Education department. SIM also offered this workshop in a virtual format to students including those from the JROTC program, who attended the following schools: Blanche Ely, Coconut Creek, Cooper City, Coral Springs, Cypress Bay, Deerfield Beach, Everglades, Fort Lauderdale, Hollywood Hills, Marjory Stoneman Douglas, McArthur, Miramar, Monarch, Nova, Piper, Plantation, Pompano Beach, South Plantation, Taravella, and West Broward high schools.

In another successful and synergetic partnership, SIM collaborated with the Leadership Development department within the Office of School Performance and Accountability to provide the Lean Six Sigma White Belt Workshop as a requirement for employees participating in the District's Leadership Development Program.

The benefits to the participants and to the District of these workshops have been remarkable, in both qualitative and quantitative terms. Below are reflections received from various different participants:

"I reduced my administrative time spent on processes which equated to 2 hours per week for one Grade 5 science class alone."

"I got rid of unnecessary meetings with my staff. This saved time and allowed them to be more supportive to schools."

"I now go through my emails more efficiently by being able to prioritize. As a result, I have been able to provide an additional 7.5 hours a week to focus on customer service."

"I am more organized at home. I have arranged my living area so that it looks more spacious. I am giving away clothing and other items. When I walk into the areas that are no longer cluttered, I take a deep breath and am instantly at peace."

"Now, I have a system of what I need to do each night before going to bed to avoid me having to do the things in the morning. Even 5 minutes makes a difference in the traffic patterns. So, now I even arrive early to work each day."

"I'm also using Lean Six Sigma to control my blood sugar (I'm diabetic)."

"In my personal life, I was able to save money and budget my finances with Lean Six Sigma."

"I even have my 4 year-old evaluating processes to complete his chores in the most efficient way to get more time for fun!"

Quantitatively, the benefits of these workshops were measured by feedback from a Reflections Survey distributed to each of the participants of the workshops within six months of the workshop dates. At this time, this survey has been distributed to participants in all Lean Six Sigma workshops offered through January 31, 2020, totaling 1,142 participants. Of these, 456 responded. The survey requested participants to estimate the number of hours per week they saved as a result of implementing the principles of Lean Six Sigma in their professional and personal lives. SIM then determined the midpoint of the annual salary band of each participant and converted this figure to their hourly rate, to determine the respective financial value of their time savings. This assumes that every employee generates at least as much value as the amount they are paid. While such a retrospective survey has some limitations, it gives us a sense of the potential scale and impact of our program.

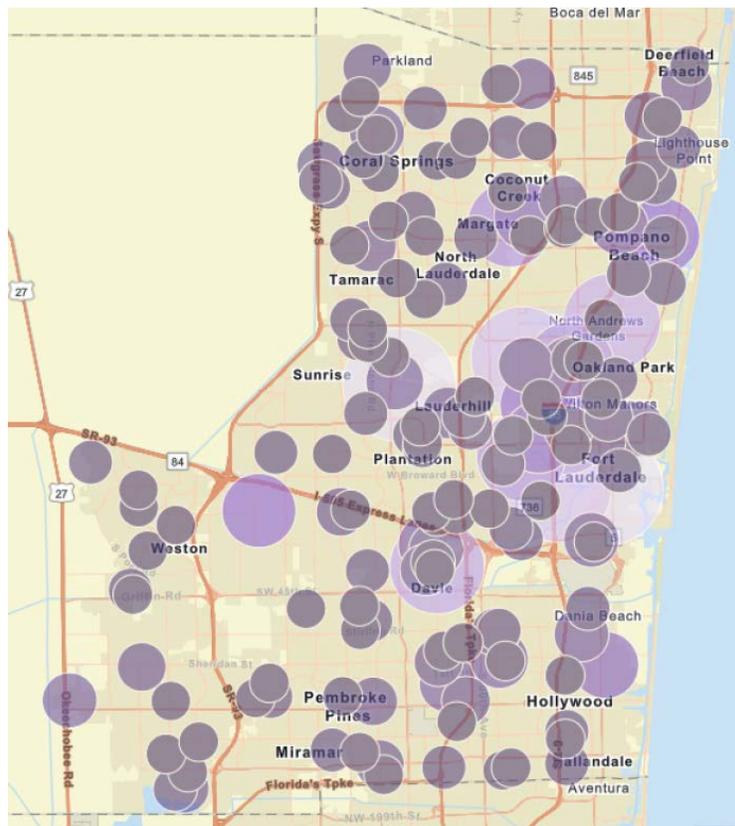
As such, employees reported the time savings they obtained individually on a weekly basis, and some reported time saved within their organizational units. The participants collectively reported saving approximately 2,060 hours of time per week at work, equating to approximately 4.5 hours per week per participant. With an average salary band midpoint of \$34 per hour, this equated to weekly value add of approximately \$67,300, or \$1.7M over the 6-month period captured by the survey respondents. Extrapolated to a full fiscal year period and including the full set of 1,142 participants in any of the aforementioned workshops (assuming similar time savings of participants who have not yet completed a Reflections Survey), the added value from time savings is likely close to \$3.5M.

While such savings may not appear as a specific line item in the District's books, they suggest that use of the Lean Six Sigma tools and techniques may at minimum be leading to indirect savings through increased efficiency and productivity. The above also does not account for larger organizational benefits the District expects to realize through the Process Improvement Projects it has underway.

Finally, since last year, SIM has had the capacity to serve as a revenue-generating center for the District, by opening up the Lean Six Sigma workshops to community members and business professionals for a fee. In 2019-20, SIM earned \$1,097 through this service. The revenue in turn was used to help fund 2024 Strategic Plan Initiatives and process improvement projects across the District.



'Gemba Walk' for a Process Improvement Project



Heat map showing distribution of staff and students trained by SIM as Lean Six Sigma White Belts across the District

K. Deliverables – Broward Benchmarking Report

BCPS uses Key Performance Indicators (KPIs) published annually by The Council of the Great City Schools (CGCS) to inform its practices and drive performance improvements across operations. SIM has institutionalized the use of KPIs at BCPS in two ways: first, by including KPIs as a focal point of Performance Management Reviews and Strategic Plan progress monitoring; and second, by publishing the Broward Benchmarking Report near the beginning of each calendar year.

To produce the Broward Benchmarking Report, SIM staff collect the latest KPIs reported by CGCS and examine how they have evolved over time. Across many of the KPIs, SIM has constructed three- to eight-year views by consolidating the KPIs published by CGCS since 2011. The multi-year view allows BCPS to look at trends over time, which can provide insights into the impact of the District's investments, policy changes, new legislation, etc. Moreover, the KPIs are benchmarked against other large Florida districts, as well as other districts in the nation that consistently rank in the top quartile.

There are many limitations to CGCS's KPI reporting, however. For example, the data is over one-year old when it is published; the outcomes referenced here were published in October 2019 but are for the 2017-18 school year. Nevertheless, it is the best available source for a wide array of public school district KPIs. Member districts share similar demographic characteristics, though they often differ in funding and organizational setup, which could impact KPIs dramatically. Thus, for any benchmark to provide a useful reference, it is important to understand the context behind the KPIs that are reported.

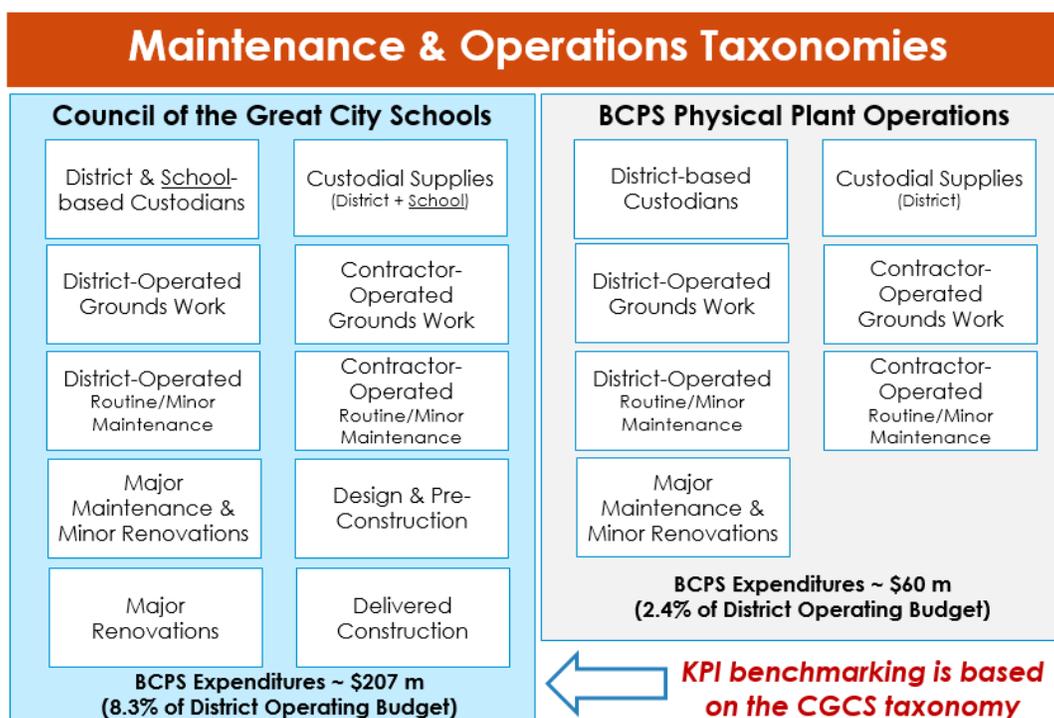
SIM recommends that KPIs reported by CGCS be utilized as a starting point for inquiry rather than for a final verdict on performance. To illustrate why, a look back at CGCS's 2019 Peer Review findings of the District's Physical Plant Operations (PPO) department is helpful. In that review, BCPS was reported to have by far the highest grounds work expenses of any large district in the state, at \$3,125 per acre per year for BCPS vs. \$1,915 for other large Florida districts—a Metric that CGCS does not include in its published reports. However, beyond the common maintenance of softscapes, BCPS's grounds work scope includes irrigation, fencing, bleacher, welding and grounds equipment repairs, as well as signage, paved surfaces, track repairs, striping, and retention ponds. Other districts have a more narrowly defined taxonomy for grounds-keeping, as learned at a March 6th, 2020 meeting of the Florida School Maintenance Council. At that meeting, maintenance and operations supervisors from seven counties, including Palm Beach, confirmed narrower definitions for grounds work, generally limiting it to the maintenance of softscapes. Furthermore, districts vary in how they report acreage. Many report total *site* acreage—which includes land, buildings and hard surfaces—while BCPS considers only land area. With a higher numerator (from costs associated with a broader scope of services) divided by a lower denominator (since only land area was included in figures reported to CGCS), BCPS's resulting KPI (grounds work expenses per acre) was therefore substantially higher.

A look at the whole of maintenance and operations KPIs reported by CGCS further underscores the need for caution when interpreting CGCS KPIs. In the past, for example, CGCS's KPI on the ratio maintenance and operations expenses to the District's total operating budget has been attached locally to PPO. But that's not accurate, because the CGCS definition for maintenance and operations includes design and pre-construction, major renovations, and delivered construction, as indicated in the figure that follows. At

BCPS, costs and associated performance monitoring around those items roll up into the District’s Capital Programs department within the Facilities division, not PPO.

Finally, many KPIs reported by CGCS are ratios based on student enrollment, or total number of employees, or total District operating budget. Those ratios provide a barometric reading of where a *district* stands on a given topic, like maintenance and operations, relative to its funding and demography. But they do not always give a fair view of where a *department* stands relative to its peers in other districts. For example, if a department was able to increase efficiencies while keeping costs—which are largely driven by salaries—flat, its KPIs would nevertheless worsen under declining enrollment or State funding cuts. A look at the resulting KPI, then, might lead one to conclude, inaccurately, that a department’s performance had deteriorated. Conversely, a department conducting business as usual with no effort to improve would see its KPIs improve under a scenario of growing enrollment.

Figure 47. Differences in CGCS and BCPS Maintenance and Operations Definitions



As done last year, SIM delivered an Excel-based master file containing the KPIs, trend data, best quartile rankings, and comparisons to other large Florida districts. The file provides hyperlinks to support easier navigation through the extensive workbook, but due to SIM staffing vacancies, leaves analysis of the data up to report users.

Benchmarking Results

BCPS achieved best quartile results across 30 operational KPIs, primarily through gains in Human Resources, Food Services, and Accounting. That’s an improvement over Broward’s average of 25 best quartile KPIs for the previous four years.

- Human Resources saw improvements in employee separation rates (10.1%) and discrimination complaints (0.33 per 1,000 employees), where lower values in comparison to other districts helped BCPS enter the top quartile in both categories. BCPS also achieved top quartile results in teacher retention after one year.
- In the Food Services category, BCPS sustained its top quartile ranking in fund balance per revenue. Greater lunch participation rates among free/reduced lunch (FRL) students (at 87.8%) and lower cost per meal (\$3.09) helped BCPS earn two additional top quartile rankings.
- BCPS's ability to process large volumes of invoices at low cost has sustained its top quartile position for five years in a row. It gained an additional top quartile result through reducing its W-2 correction rate to its lowest value (with 0.008% of W-2s needing correction) in eight years.

Academically, relative to the results of other member districts reported by CGCS, BCPS achieved best quartile results in the percentage of all Advanced Placement (AP) Exam scores that were a 3 or higher across all students and subgroups, apart from Students with Disabilities (SWD), where the top quartile was missed by only 1%. BCPS also had best quartile results in the four-year cohort graduation rate for Hispanic males, Hispanic females, and SWD.

The full Broward Benchmarking Report is available from SIM on request.

L. Deliverables – Web Tools

Throughout the year, SIM assisted BCPS with the development, testing, and launch of numerous online applications, forms, surveys, and databases. Among these are:

- ESOL User Administration application
- Impact Tool for RMG Community Liaisons application
- RMG User Administration application
- Safe and Supportive Environment, Active Assailant Protocols Certification application
- SIM (Shareable) Sign-In Form application
- School-Based Partnership Award Nominations application for PIO
- Advisory/Committee Volunteer Award Nominations for PIO
- Student Transportation, Student Customer Service Survey
- Student Transportation, Parent/Guardian Customer Service Survey
- PPO Customer Service Survey
- PPO Site Cleaning and Sanitation Survey

The above tools and forms represent and provide important solutions for collecting vital data that informs District activity, eases reporting, and supports analytics.

M. Deliverables – SIM Professional Learning and Collaboration

Conferences Attended

- **American Productivity and Quality Center (APQC) Conference** – Dr. Deborah Posner presented at the American Productivity and Quality Center (APQC) Conference from 10/2/19-10/4/19 in Houston, TX. This conference brought together professionals from a variety of industries around the world to share best practices in process and performance management. Dr. Posner presented on the use of the Lean Six Sigma Framework in the education industry, including best practices and quantifiable results obtained. The presentation was well-received and catalyzed additional collaboration and thought partnership with external public and private sector organizations, which will benefit the District in years to come.
- **The Council of the Great City Schools (CGCS) Conference** – Dale Schmidt, Director of Performance Management, attended the Council of the Great City Schools (CGCS) Conference from 10/23/19-10/27/19 in Louisville, KY. This conference brought together professionals from 74 of the largest city school districts in the United States and Canada, serving approximately 7.8 million students in aggregate. From this conference, SIM identified with the recommended best practices across many areas of District administration, including strategic planning, stakeholder engagement, and professional development.
- **Public Education Leadership Project (PELP)** – Select members of the SIM Team participated in the Public Education Leadership Project (PELP), which is dedicated to improving leadership and management competencies of public school leaders in order to drive greater educational outcomes. It was held online and consisted of three sessions, conducted on 6/17/20, 7/1/20, and 7/15/20. From this conference, SIM collaborated with staff from within the District and in other Districts across the country, sharing and learning best practices in handling the COVID-19 crisis, as well as planning for fall school reopening options.

Presentations

- **Superintendent’s State of the District Address** – Members of the SIM Team attended the Superintendent’s State of the District Address, which was held online on 8/3/20. This presentation from Superintendent Robert Runcie provided context for the planned reopening of District Schools on August 19 in a fully remote, eLearning environment, while also addressing challenges and next steps around District operations to best prepare for school reopening and the year ahead.
- **Eighth Annual Ed Talk** – Dr. Deborah Posner presented at Ed Talk 2019-20, which provides a forum for District staff to engage in dialogue with students, parents, and the broader community concerning issues impacting education today. This forum took place on 11/2/19 at Fort Lauderdale High School. Her presentation provided an overview of the District’s 2024 Strategic Plan, its connection to all stakeholder groups, and its ongoing implementation over the coming years.
- **Innovative Teacher Idea Expo** – Dr. Deborah Posner presented at the 23rd Annual Innovative Teacher Idea Expo, hosted by the Broward Teachers Union, on 2/8/20 at Nova Southeastern

University. Dr. Posner's presentation covered topics including strategic planning and project management.

- **James Hunter Leadership Presentation** – Select members of the SIM Team attended a presentation by James Hunter, Author, Trainer, and Consultant on Servant Leadership. The presentation, held on 2/12/20 at Dillard 6-12, covered the topic of servant leadership, how it differs from common conceptions of leadership, and how organizations can use this concept to improve outcomes in their areas, as well as the morale of employees.
- **COVID Safe Paths** – Dr. Deborah Posner presented as part of COVID Safe Paths online webinar series, hosted by the PathCheck Foundation, on 6/12/20. Her presentation addressed how the Fall reopening options of the District, as well as how to promote continuous learning for K-12 students during a time of changes and challenges due to the pandemic.

SIM Professional Development & Community Involvement

- All SIM Team members are now certified as Lean Six Sigma Yellow Belts or above.
- One SIM Team member completed the BCPS SchoolWires Re-Certification.
- One SIM Team member participated in the District's Leadership Development Program.
- Dr. Deborah Posner participated in a local training and is now certified Scrum Master.
- Dr. Deborah Posner continues to serve on the Board of Directors for Tomorrow's Rainbow, a non-profit partner to the District in our ongoing recovery efforts.
- SIM engaged in multiple knowledge sharing sessions with our counterparts at the Palm Beach School District, in order to address school reopening options in the context of the COVID-19 crisis.
- SIM participated in numerous online webinars throughout the year on relevant topics to enhance the way we serve, support, and facilitate strategic thinking across our District.

IV. Conclusions

The conclusions presented in this report are associated primarily with those Initiatives and services on which the work of the SIM team concentrated most heavily. A convergence of interactions, observations, quantitative and qualitative data around the District's strategic Initiatives and Strategic Plan recalibration process leads us to the following conclusions, which are mapped here to *The Four Disciplines of Execution* (Covey, McChesney, & Huling, 2012):

1. *Act on the lead measures.* **The District should evolve its approach to benchmarking to ensure strategic use of analyses.** Drawing conclusions from a set of measures can have the unintended consequence of diverting focus away from how an excellent measure is reached and sustained. Variances in measures may be desirable according to a chosen strategy. Linking strategy to measurable outcomes, while examining year-over-year performance, affords a better way to drive and sustain continuous improvement. This involves a balance between acting on leading indicators, while diligently monitoring progress toward lag measures. The District's DASA (District Assessment of School Administrators) evaluation process is a mechanism to support that. The District's Performance Management process provides another mechanism by which that can happen. However, staffing shortages restricted SIM's capacity to deliver any Performance Management reviews in 2019-20.
2. *Keep a compelling scorecard.* **Advancements in the collection and reporting of data at the District can and should go farther.** Multiple academic and operational dashboards provide useful sources of data. The data provide facts, while dashboard tooling offers "slicers" that provide connections between the data and defined attributes, such as school level, geography, or student subgroups. Dashboard users are, therefore, *informed*. However, additional analytics are needed to help create *knowledge, insights, and wisdom*. The skills, tools, and/or bandwidth required to do that are currently in short supply across the departments where they exist, including SIM.
3. *Create a cadence of accountability.* **Initiative Leads should assess the performance of their teams.** Initiative leads have convened working groups behind the Tactics that are being implemented. However, indecisiveness due to differing opinions, competing time/resource commitments, or lack of clear visioning, direction, and feedback from Executive Sponsors, are common pitfalls of any committee. These challenges can lead to time delays and inconsistencies in execution. Even before COVID-related closures, SIM observed timeline extensions across most work streams, which suggest that Initiative team effectiveness should be honestly reviewed for clarity of purpose, active involvement of members and sponsors, and regular accountability for work product.
4. *Focus on the wildly important.* **Understanding learning (summer + COVID) slide and addressing it must be a top priority for 2020-21.** District teachers, the Office of School Performance and Accountability, the Office of Academics, and Student Support Initiatives and Recovery are making learning acceleration a top priority. SIM stands prepared to help them develop, evolve, coordinate, implement, communicate, and evaluate strategies to help them succeed.

5. **Agility is key to effective change management.** In today’s rapidly evolving world, now more than ever we must be prepared to pivot quickly toward new service delivery models, adjustments to our Tactics, and innovative ways to do more with fewer resources while meeting the needs of both our internal and external stakeholders.

These conclusions, along with new baseline measures across targets, informed the recalibration of the 2024 Strategic Plan. Over the next four years, they will inform the continued implementation of the 20 Initiatives set forth in the recalibrated plan. Figure 7 on page 12 displays the implementation timeline for the maturity cycle for the Strategic Plan Initiatives.

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VI. Appendix

Appendix A – SIM Menu of Services

Board Workshop Development

BCPS is governed by nine elected officials who are entrusted with the proper care, management and control of District affairs. Thus, Board Member engagement around strategic Initiatives is not only essential, it is imperative.

The SIM process convenes Initiative Sponsors and Managers and School Board representatives on a recurring basis at publicly-advertised School Board Workshops. Periodic Board engagement ensures that School Board representatives gain deep visibility into the planning, funding, and rollout of an Initiative at logical intervals where course changes, if needed, can be accommodated. Board Members can express their concerns and preferences in a forum that is accessible by and responsive to their constituents.

Board Workshops around strategic Initiatives promote a healthy dialog that provides essential project guidance. The SIM team provides Board Workshop development services that:

- 1) Manage the agenda planning protocol and scheduling of Board Workshop items;
- 2) Recommend scope, content, structure, and format of the Board Workshop presentation; and
- 3) Assist with the compilation, interpretation, and presentation of data which inform the District's progress.

While Program Sponsors have final say on the scope and content of Board Workshop presentations, SIM strives to ensure that any open issues identified in a Workshop are adequately addressed in subsequent Workshops. In addition to Board Workshops around District strategic Initiatives, the SIM team offers Board Workshop Development services to District Departments on request if SIM resources are available to support them.

Performance Management Reviews

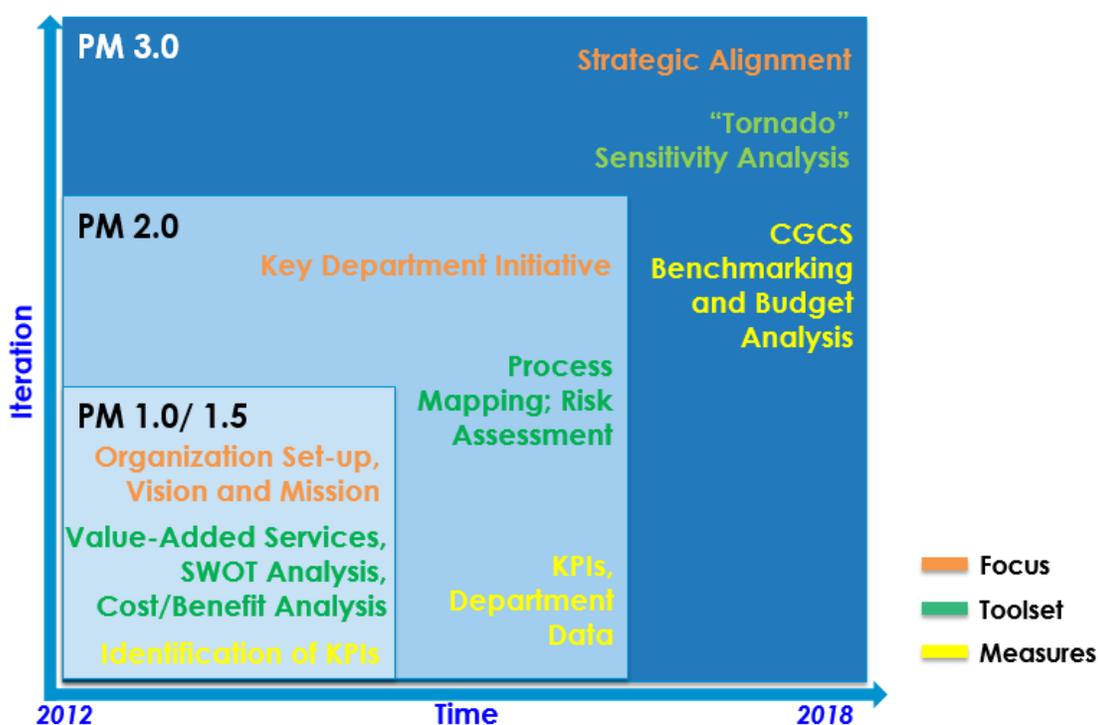
District departments occasionally request or are requested to participate in a Performance Management (PM) Review. The requests reflect an interest on behalf of the Superintendent, Senior Leadership Team, School Board Member, or other stakeholder to receive an update on the value-added services provided by a department, as well as to understand the challenges it faces in providing those services. The review provides an opportunity for District leadership and department heads to collaborate directly with a singular focus on the core business of the department under review. The purpose is to identify solutions or corral resources to help address day-to-day challenges and improve overall performance. Often, a request for a review reflects an interest to understand whether District investments in critical areas are providing the expected efficiencies upon which they were originally justified.

The SIM Team manages the PM process in its entirety, and PM Reviews are a fundamental offering on the menu of services available through the SIM department. The process begins with a kickoff session wherein the SIM team describes:

- 1) The objective of the Review as it relates to the scope of the session (i.e., “who asked for what and why?”);

- 2) The template and toolset that will be used to produce and frame the content; and
- 3) The Metrics that will be highlighted to gauge overall performance.

During the 2017/18 school year, Performance Management 3.0 was launched. The third generation of PM at BCPS builds upon the focus and toolsets of prior generations¹, thereby expanding the repertoire of familiar management approaches available to District departments as they adapt to meet growing or new demands on their core business (see figure below). Specifically, PM 3.0 introduced a Tornado Analysis, a construct that is useful for understanding which factors are the most important to the decisions, risks, or problems at hand. The tornado visualization can help departments set priorities and allocate resources where they are most likely to have an impact on overall performance. The exercise also helps set District performance expectations by identifying those factors over which a department may have limited influence. For example, a natural disaster over which there is no control can dramatically affect costs (or revenue, participation, etc.) that calculate into a department’s KPIs.



Preparations for a PM review are led by the SIM team. Multiple workshops are conducted over four to six weeks to ensure that the context behind performance measures is fully explored, understood, and presented in a fair, non-judgmental manner that brings light to the Review rather than heat. An initial draft of the content and presentation dry-run are provided to the Superintendent, Chief of Staff, Chief Financial Officer, and Chief of Strategy and Operations, who often request additional detail or offer alternative points of view, recommendations on messaging, etc. The PM Review process culminates in a 90- to 120-minute formal presentation attended by all Senior Leadership and other key stakeholders. Time is afforded for an extensive questions and answers period. The SIM team records action items that

¹ Examples of tools used in PM 1.0, 1.5, and 2.0 include SWOT Analyses, Cost/Benefit Analyses, Project Plans, and Process Maps.

surface during the discussion and subsequently distributes them. The department head and his or her respective Chief are responsible for ensuring that the action items are properly addressed in a timely way. Departments are encouraged to communicate their progress on action items through Board Workshops, staff meetings, Principal meetings, memoranda, and/or other vehicles.

Execution and Accountability Sessions

Execution and Accountability (EA) Sessions were newly introduced by the Superintendent midway through the 2018-19 school year. The express intent of an EA Session is to identify gaps or barriers that hinder progress of the District's most critical Initiatives toward achieving desired results. The process for delivery of an EA Session begins with a Discovery Retreat on the current state of progress of the Initiative, with particular emphasis on:

- **Governance**, or how decisions are made, how the work is monitored, and how changes are managed;
- **Clarity of purpose**, including roles and responsibilities, deliverables, desired outcomes and goals;
- **Project scope and reach**, with emphasis on how well-defined the scope is, including phasing, milestones, timelines and interdependencies;
- **Communications and coordination**, both within the team, across the organization, and with external stakeholders;
- **Resourcing**, to understand the requisite people, inputs, tools, and system issues that are critical to the success of the Initiative; and
- **Use of data and information**, to discuss how progress is being measured and with what frequency, as well as how data is collected, tracked, reported, and acted upon.

The EA process culminates in a formal session, akin to PM Reviews in length, structure, and audience. The Session promotes collaborative problem-solving on how gaps or barriers across the above dimensions can be addressed, with specific emphasis on identifying a 90-day go-forward plan.

Data Analysis and Interpretation

Through its Data Analysis and Interpretation services, SIM works with District departments to identify, collect, analyze, organize, and present data such that it is successfully converted into usable information that provides meaningful insights and actionable guidance. Where needed, SIM assists with the design of data collection methods and format, which can greatly influence the quality of the data received and the turn-around time of the analysis.

Efforts at continuous improvement, whether they are attached to academics or operations, are almost always multi-faceted. That is, they typically utilize multiple Tactics to produce a result. Thus, SIM employs a wide variety of methods to understand the likelihood that an outcome is the result of a particular Tactic, or whether the outcome could be due to chance.

When associated with strategic Initiatives, the data sets that are to be analyzed are identified early on in conversations with Project Managers. Those conversations are tied to the development of the Logic Model associated with the Initiative. The discipline of defining a Logic Model and identifying outcome Metrics before any new program is introduced is one that the SIM team strives to cascade throughout the organization. That discipline puts District staff on much firmer ground when asked "how do you know if what you are doing is working?"

Data Analysis and Interpretation services available through SIM often contribute to a misperception that SIM is the research arm of the Student Assessment and Research Department (or SAR). While SIM collaborates extensively with SAR, it provides such services separate and apart from, as well as in concert with, SAR.

Benchmarking

The SIM Department provides Benchmarking services to identify opportunities for process improvements. Benchmarking services are automatically included in Performance Management Reviews, but they are also available independently. Annually, SIM produces a report, *School District Key Performance Indicators: Values and Trends*. The report provides benchmarks across both operations and academics, with specific emphasis on other Florida districts similar to BCPS. The benchmarks draw from self-reported results on Key Performance Indicators (KPIs) that are disclosed by large urban districts across the nation and compiled by the Council of Great City Schools in its *Managing for Results* report.

The value-add of SIM's Benchmarking services is three-fold:

- 1) Trends over time are examined. Currently, the SIM team has consolidated six years of CGCS data into a master database, and annually adds another year's worth of history with each new publication.
- 2) Groupings of KPIs are jointly indexed to illuminate how business decisions or external factors (such as changes in legislation) can affect an entire family of KPIs.
- 3) Districts that consistently perform in the top quartile are identified. SIM advises District departments to reach out to their top-performing peers to identify improvement strategies that may be applicable to BCPS.

With all benchmarks, SIM urges caution, because rarely is it the case that they represent true "apples to apples" comparisons. However, that does not mean they are not useful. Rather, it underscores the need for the value-add described here. That's because a multi-year history can expose anomalies; an index of KPI groupings reflects the inter-related nature of the indicators and how they respond to change; and outreach to top-performing peers can reveal fundamental contextual differences.

Project Plan Development

Project Plans form the cornerstone of SIM's approach to driving excellence in execution. SIM works with District staff to define the scope and objectives behind the work they do to implement an Initiative. The process of mapping out the steps and timing needed to obtain their objectives results in a project plan.

SIM offers a custom-built, dynamic, user-friendly, and free project planning tool that captures the steps and phasing of projects, using a Gantt chart depiction as shown in the figure below. The tool enables concise reporting on the status of complex projects; as such, it is a powerful communications vehicle when shared. By sharing project plans, Project Managers keep District leadership and staff informed on progress towards milestones. Likewise, risks can be communicated such that they can be addressed, and hopefully averted, before they materialize.

Because often several projects roll into one broad Initiative, SIM adds value to the project planning process by identifying interdependencies between multiple project plans. Where interdependencies are identified, the SIM team can inspect timelines to recommend adjustments or convene work stream teams to ensure their expectations are aligned.

While Project Managers are responsible for project plan content, SIM serves as a thought partner to assist them. In that role, SIM staff adopt a system-wide view to understand how departments throughout the organization may be affected, and whether project success or failure may rest on the actions of others. SIM challenges District staff to understand critical success factors before any plan is finalized.

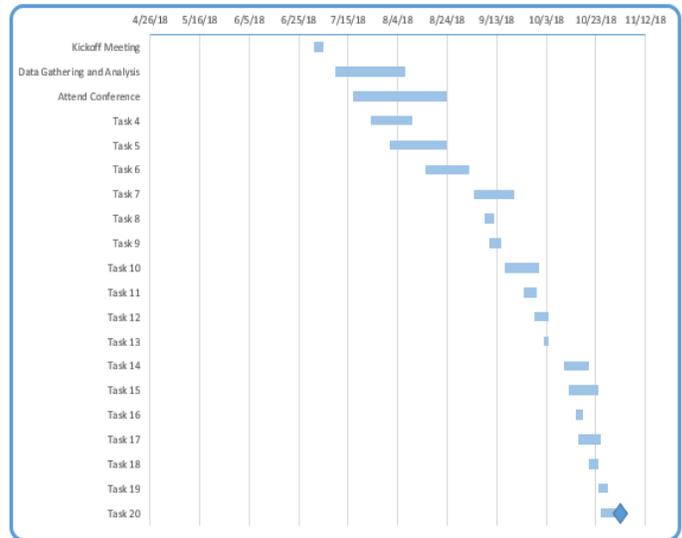


Project Plan

< Insert Project Title >

Project Managers: < Insert Names of Project Managers >

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
Kickoff Meeting		07/01/18	07/05/18	100%	0%	High
Data Gathering and Analysis		07/10/18	08/07/18	0%	0%	Low
Attend Conference		07/17/18	08/24/18	0%	0%	Low
Task 4		07/24/18	08/10/18	0%	0%	Low
Task 5		08/01/18	08/24/18	0%	0%	Low
Task 6		08/15/18	09/02/18	0%	0%	Low
Task 7		09/04/18	09/20/18	0%	0%	Low
Task 8		09/08/18	09/12/18	0%	0%	Low
Task 9		09/10/18	09/15/18	0%	0%	Low
Task 10		09/16/18	09/30/18	0%	0%	Low
Task 11		09/24/18	09/29/18	0%	0%	Low
Task 12		09/28/18	10/04/18	0%	0%	Low
Task 13		10/02/18	10/04/18	0%	0%	Low
Task 14		10/10/18	10/20/18	0%	0%	Low
Task 15		10/12/18	10/24/18	0%	0%	Low
Task 16		10/15/18	10/18/18	0%	0%	Low
Task 17		10/16/18	10/25/18	0%	0%	Low
Task 18		10/20/18	10/24/18	0%	0%	Low
Task 19		10/24/18	10/28/18	0%	0%	Low
Task 20		10/25/18	10/31/18	0%	0%	Low



Project Management template provided by the Office of Strategic Initiative Management (SIM)

Process Improvement Projects

Process improvement support from SIM aims to identify opportunities for streamlining how BCPS operates while simultaneously enhancing service quality. SIM first initializes its support by diagramming how an existing process is currently administered, with emphasis on knowing at each step, the following:

- 1) The roles that are engaged;
- 2) The core function that is being performed;
- 3) The requisite inputs that are needed to perform the function, as well as the source(s) of those inputs;
- 4) The value-add that is being provided; and
- 5) The output that is delivered, and to whom it is being provided.

On the surface, the above seem straightforward enough; in practice, however, the exercise often reveals serious deficiencies. The Lean Six Sigma discipline succinctly describes process deficiencies as DOWNTIME, or the eight wastes: defects, over-production, waiting, non- (or under-) utilized talent, travel, inventory, motion or movement that is unnecessary, and extra processing. SIM uses the DOWNTIME construct to identify potential process improvements and works with District departments to map out more optimized approaches that remove waste and deliver a more consistent result.

Strategic Consultations

All services offered by SIM begin with a Strategic Consultation, but SIM also offers consultations independent from other services. Strategic Consultations give District departments an option to engage SIM when the diverse experience, perspectives, and objectivity of the SIM team can be leveraged to help solve a problem or capitalize on an opportunity. Consultations begin with discussions around problem definition. The SIM team probes for facts and data which support the client department's perceptions of what is needed and how well the client department is positioned to develop and implement a solution. Each consultation is custom and develops organically in response to the issues being addressed. Most commonly, the consultations cover at least one of the following topics:

- 1) Development or refinement of a department's vision, mission and value-added services;
- 2) Strategic alignment;
- 3) Current state analysis and documentation;
- 4) Identification of desired state;
- 5) Solution brainstorming;
- 6) Theory of Action formulation;
- 7) Root cause analysis; and
- 8) Go-forward recommendations.

While a strategic consultation can be a "one-off" session with the client department, they frequently expand in scope to include multiple services, such as Data Analysis and Interpretation or Board Workshop Development support.

Value-Added Services

Unique attributes of the SIM office position it to offer several add-on services in connection with the core services previously described. For example, SIM is a central receiving point of a wide assortment of performance, process, output, and outcome Metrics. Its close work with Executive Sponsors, Portfolio Managers, and Project Managers across the organization give it deep visibility into the day-to-day needs and challenges associated with Initiative implementation. Finally, among SIM staff the diversity of education (which spans the fields of Anthropology, Computer Science, Economics, Marketing, Mathematics, and Psychology) and experience (which includes both public and private sectors) provides a comprehensive mix of capabilities that can be very useful for advancing the District's work.

Add-On Services, briefly described next, include Web tools and Web-based databases, dashboards, focus groups, survey design, project management workshops, Lean Six Sigma training, and planning retreats.

Web Tools and Web-based Databases. SIM staff develop Web-based and online tools that enable the collection and centralization of data associated with Initiatives across the District. The data that is gathered can be exported to common office applications for easy management, analysis, and reporting. The tools are often used to administer surveys, to process requests, and to record logs associated with the implementation of research designs.

Dashboards. SIM staff utilize Microsoft Power BI to create user-friendly dashboards that provide data visualizations of key process, output, and outcome Metrics. The dashboards enable analytics and customizable views at a glance. With dashboards, users are empowered to perform their own queries independently.

Focus Group Facilitation. Focus groups convene small groups of participants in a guided discussion to discover their perceptions, beliefs, opinions, and attitudes toward a topic of interest, such as a concept or product. The qualitative data obtained from a focus group can provide valuable directional insights.

Survey Design. Surveys provide an extremely useful means of capturing answers to specific questions from a target audience. Survey design support from SIM includes survey format selection, question design, and rating scale considerations, as well as guidance on avoiding common pitfalls, such as leading questions, double-barreled questions, and built-in assumptions.

Project Management Workshops. In addition to Project Plan Build support, SIM offers Project Management Workshops, which are interactive sessions wherein concepts that are essential to successful project plan execution are covered. The content of these “how to” sessions spans:

- 1) Project initiation: how to kick-off a new project effectively;
- 2) Project planning: how to develop a project plan;
- 3) Execution: how to foster collaboration and performance to achieve specific objectives;
- 4) Project monitoring and controlling: how to problem solve and trouble-shoot; and
- 5) Project close-out: how to wind down a project, including documentation, archiving, and lessons learned.

Clarity around project team members’ roles and responsibilities, understanding resource requirements, and the importance of interim reviews are crucial themes woven through the workshops.

Lean Six Sigma Certification. All SIM staff are, at a minimum, certified in Lean Six Sigma methodology at the White Belt level. As a Black Belt, Dr. Posner is qualified to provide Lean Six Sigma certification workshops.

Planning Retreats. District departments that aim to significantly overhaul or reinvent their core business are advised to participate in Planning Retreats. Retreats physically and psychologically remove staff from day-to-day minutiae. The distance and perspective that are possible in a different environment can be very conducive to critical thinking and creative solution-making. Planning Retreats reinforce a department’s vision, mission, and values. Attendees participate in activities such as goal-setting or team-building. Clear expectations are set relative to plan development, plan execution, and accountability.

SIM staff support the agenda planning, content production, facilitation, and activity selection associated with Planning Retreats.

Appendix B – List of Acronyms

AGE:	Adult General Education
APG:	Agenda Planning Group
AICE:	Advanced International Certificate of Education
BAS:	Benchmark Assessment System
BCPS:	Broward County Public Schools
BRACE:	Broward Advisors for Continuing Education
CCLR:	College, Career, & Life Readiness
CGCS:	Council of the Great City Schools
CTE:	Career and Technical Education
EC:	Effective Communication
ELA:	English Language Arts
ELL:	English Language Learners
ESE:	Exceptional Student Education
ERM:	Enterprise Risk Management
ESOL:	English for Speakers of Other Languages
ESLS:	Exceptional Student Learning Support
FRL:	Free or Reduced Lunch
FSA:	Florida Standards Assessment
GA:	Grants Administration
HQI:	High-Quality Instruction
KPI:	Key Performance Indicator
LAB:	Learning Across Broward
LSS:	Lean Six Sigma
MSD:	Marjory Stoneman Douglas High School
NPS:	Net Promotor Score
OSPA:	Office of School Performance and Accountability
OSSEP:	Office of Safety, Security, and Emergency Preparedness
PASL:	Personalization for Academic and Socio-emotional Learning
PIO:	Public Information Office
PIP:	Process Improvement Projects
PM:	Performance Management
PPO:	Physical Plant Operations
PWS:	Procurement and Warehousing Services
RMG:	Reimagining the Middle Grades
SAR:	Student Assessment and Research
SBBC:	School Board of Broward County, Florida
SEL:	Social and Emotional Learning
SIM:	Strategic Initiative Management
SP:	Strategic Plan
SSIR:	Student Support Initiatives and Recovery
SWOT:	Strengths, Weaknesses, Opportunities, Threats
VPK:	Voluntary Pre-Kindergarten

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