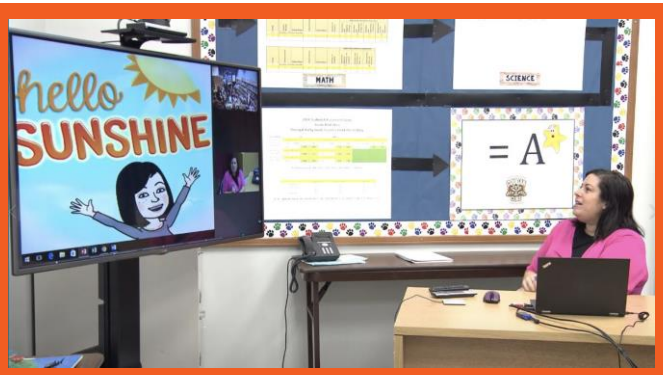


August 31, 2021

2024 Strategic Plan Workshop

2020-21 Annual Outcomes Report

Established 1915
BROWARD
County Public Schools

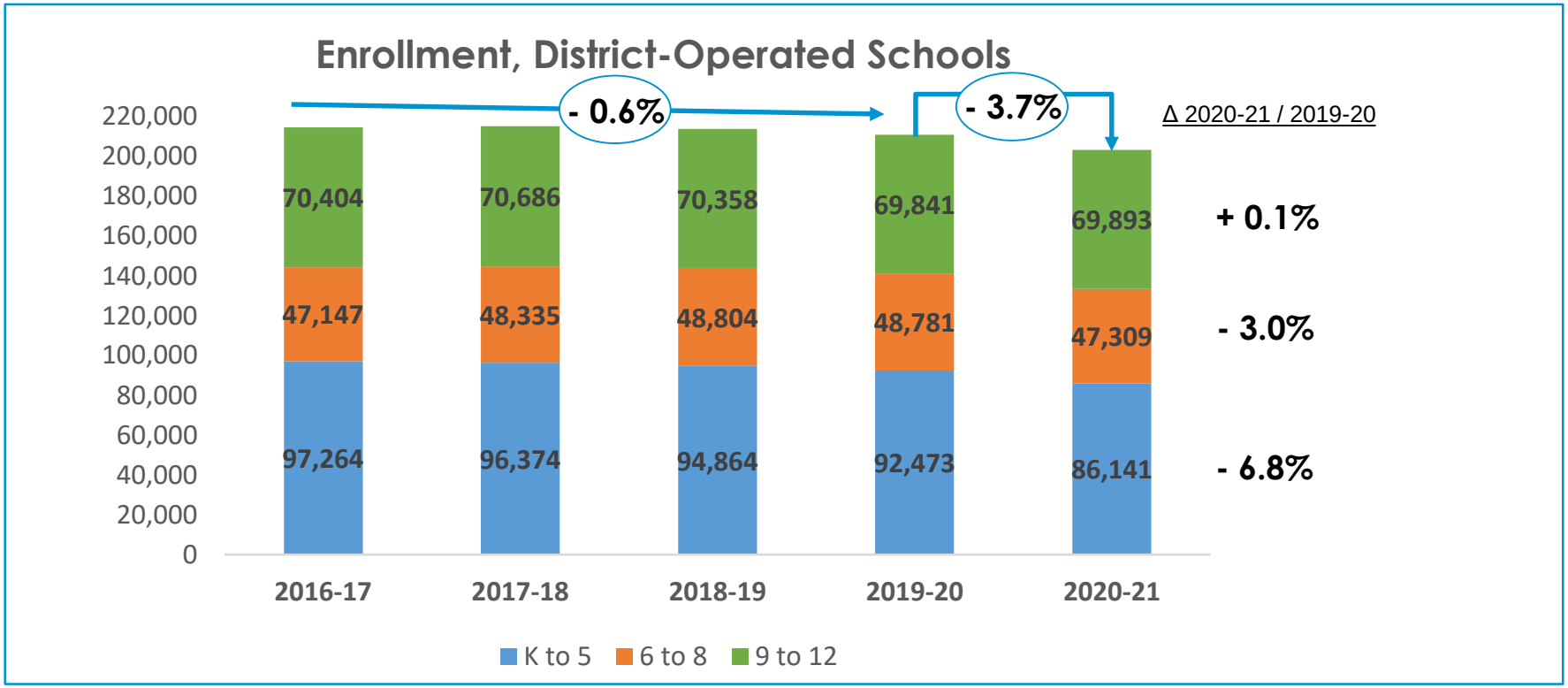
Contents

- Executive Summary
- 2020-21 Annual Outcomes Report
- 2024 Strategic Plan, Year 2
  - 4th Quarter Updates
  - Proposed Changes
- Elementary & Secondary School Emergency Relief (Status)
- Strategic Plan Metrics Rationalization (Proposal)
- Appendix (includes list of Acronyms used throughout)

Executive Summary

- Accelerated **decline in enrollment**
- High **turnover in leadership** over Strategic Plan execution
- **District spend** (partial year) driven by investments in facilities and asset management, safety, student experience, and technology
- High percentage of **remote learners**; Districtwide **declines in FSA and EOC scores**
- Decline in FSA scores across all subgroups. **Narrowing of achievement gap** across most subgroups, but not Black-White (ELA, Math) or Hispanic-White (Math)
- **Teacher retention**: Percent continuing employment 5 years after hire at 57% (flat)
- 84% of Teachers completing **Professional Learning** report positive impact
- Perceptions of **safety and supports** improved among students, remained flat among parents and school-based staff
- Perceptions of **communications effectiveness** improved among students and school-based staff, but declined among parents
- Dramatic changes in **food service and transportation KPIs** against drop in on-campus attendance
- Over 120 SMART Bond projects in **active construction**
- Recommendations around **strategic fit** of current Plan, enrollment, succession planning, leadership development, process ownership, and data management

Enrollment

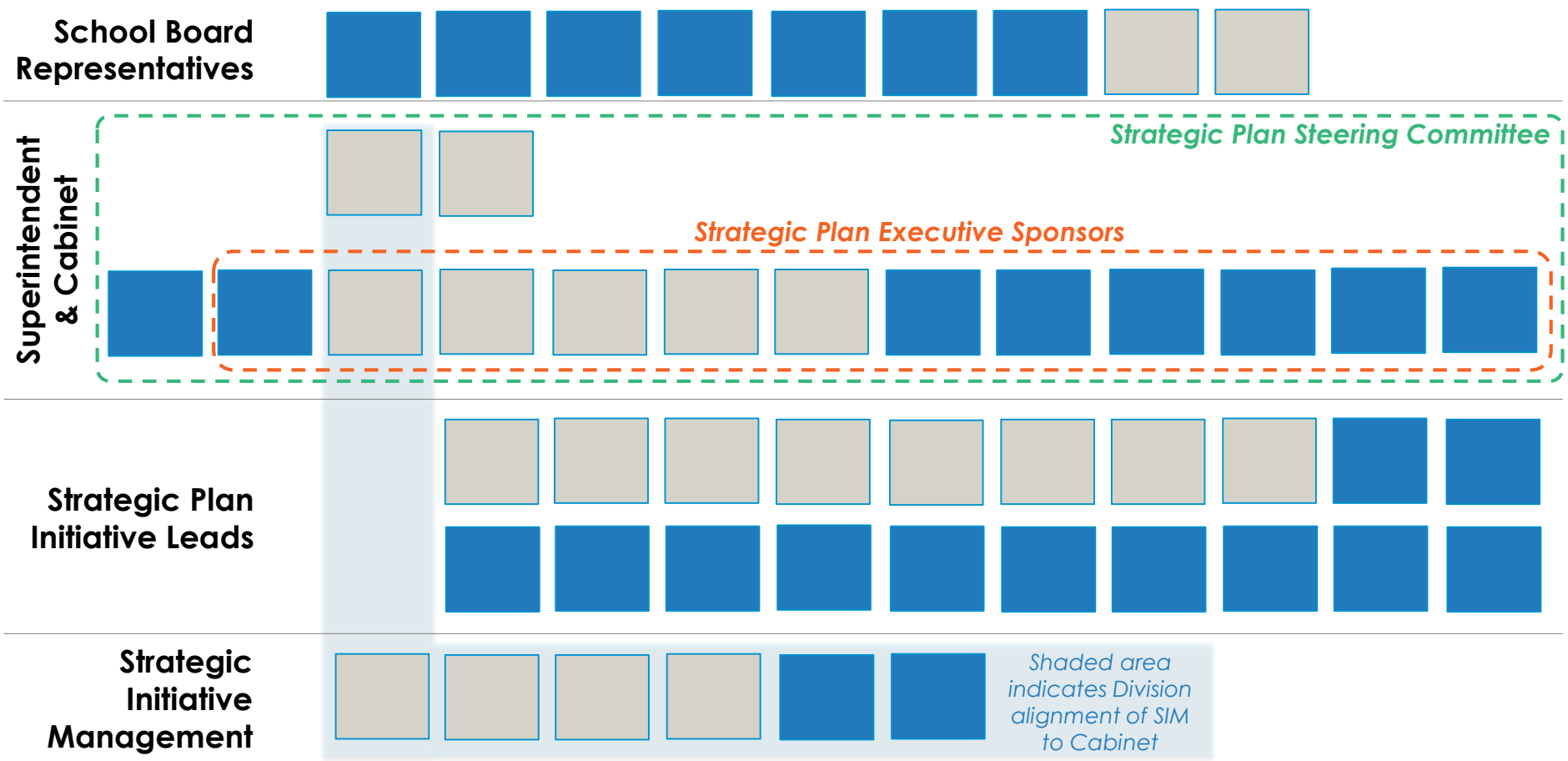


Source: Student enrollment from TERMS

Acceleration of decline from annual average of -0.6% to -3.7% year over year

Leadership Continuity

Turnover > 40% since the July 2019 Launch of the 2024 Strategic Plan



LEGEND: Each square represents a leadership role associated with the approval, development, management, and/or implementation of the 2024 Strategic Plan.

= No change in leader.

= Leader replaced, resigned, retired or deceased. Role is filled by a newly elected, Interim, Acting or Task Assigned resource—or remains vacant.

Will there be an Employee Turnover Tsunami?[1]

- **More than half of US employees looking to make change[2]**
  - **Leading causes: burnout, disengagement, lack of advancement**
- **At BCPS, management-level retirements across several areas are coming**

Active DROP: Number of Non-Instructional Management-level[3] Employees by DROP End Date

Functional Area	2021	2022	2023	2024	2025	2026	Total	% MGT
Academics	1	1	1	3	6		**12**	**13%**
Facilities	2	3	1	4	2	2	**14**	**30%**
Finance		2		3	1	1	**7**	**15%**
Food & Nutrition					2	2	**4**	**19%**
Human Resources			2		1	1	**4**	**18%**
Information & Technology	1	4	10	3	2	2	**22**	**47%**
Office of Communications	1	1		1			**3**	**23%**
OSPA		1	4	4	2	2	**13**	**27%**
Security & Emergency Preparedness	1	1				1	**3**	**5%**
Student Support Initiatives & Recovery		1	2	1			**4**	**8%**
Total	**6**	**14**	**20**	**19**	**16**	**11**		**19%**

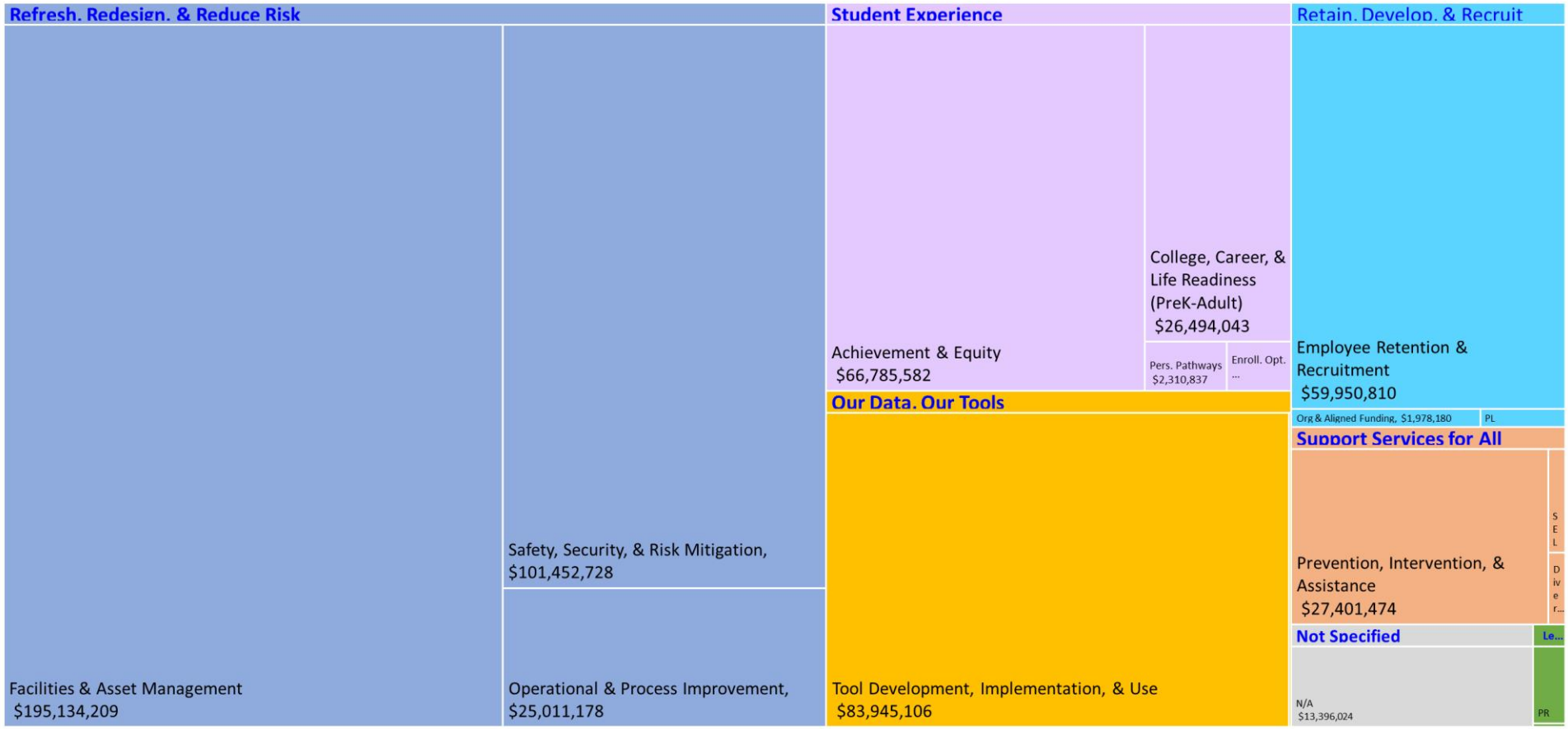
Source: Benefits & Compensation; SIM analysis

[1] Term used by the Society of Human Resource Management to describe the expected wave of post-pandemic job hopping.
[2] Source: The Workforce Institute based on February 2021 survey of 2,000 working adults.
[3] Management Level is defined here as individuals in Pay Bands B, C, D, E, and S; and TSP Pay Grades 25 - 27

Alignment of 2020-21[1] Board Items to the 2024 Strategic Plan Campaigns & Initiatives

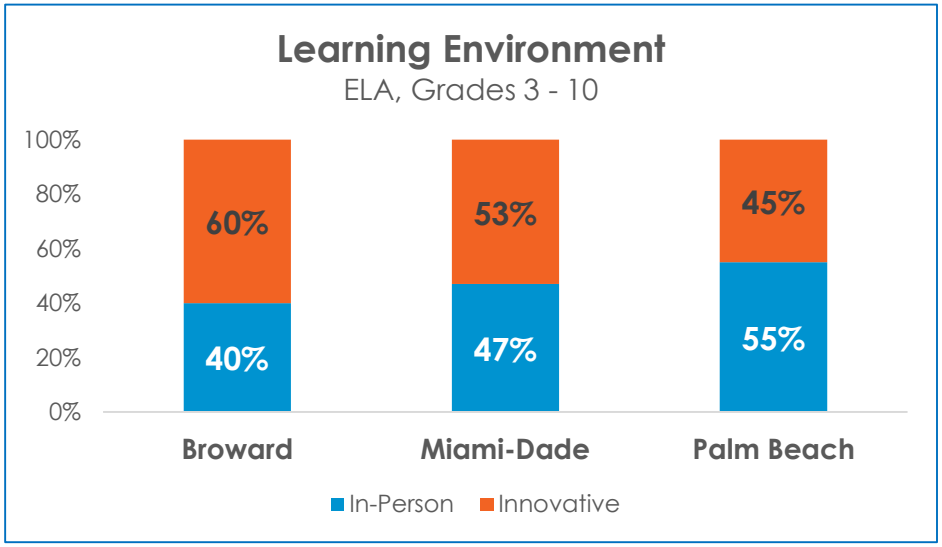
District Investments (Partial Year[1])

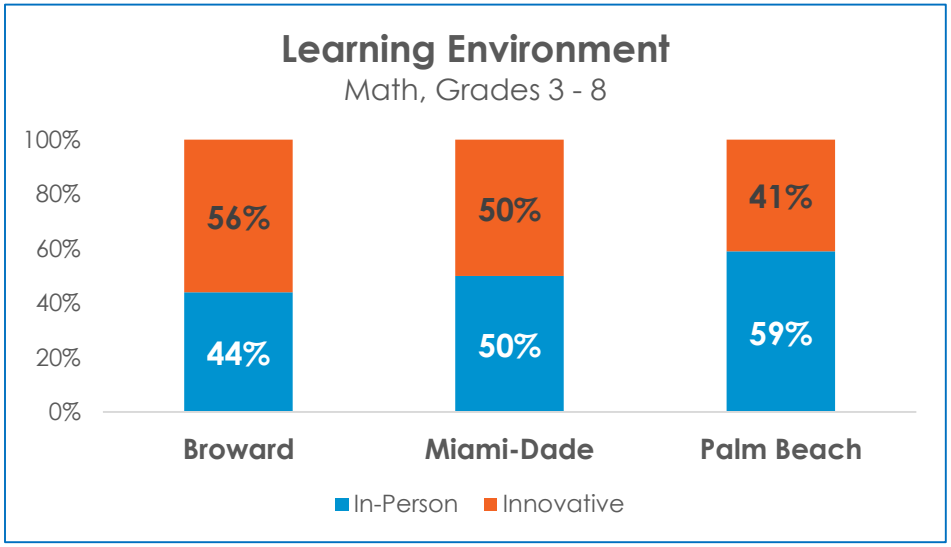
(Values represent the sum of Additional Funds Needed + Existing Funds to be Spent as indicated on Agenda Item Request Forms)



[1] Partial year data (October 2020 – June 2021) pulled from Granicus system, which went live October, 2020.

High-Quality Instruction: Learning Environment

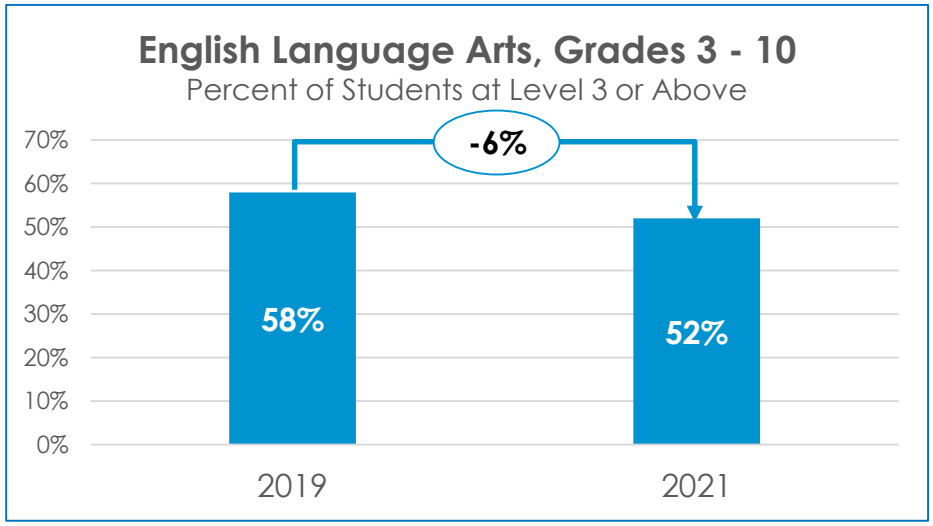


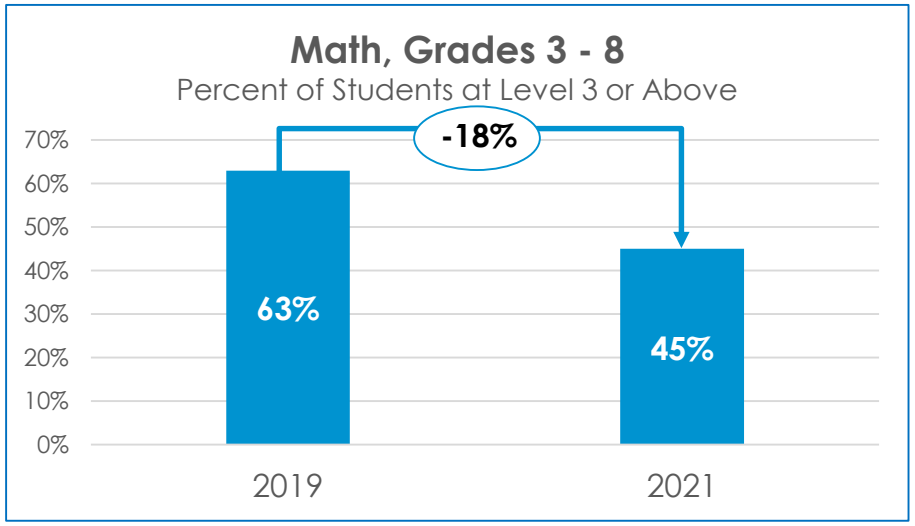


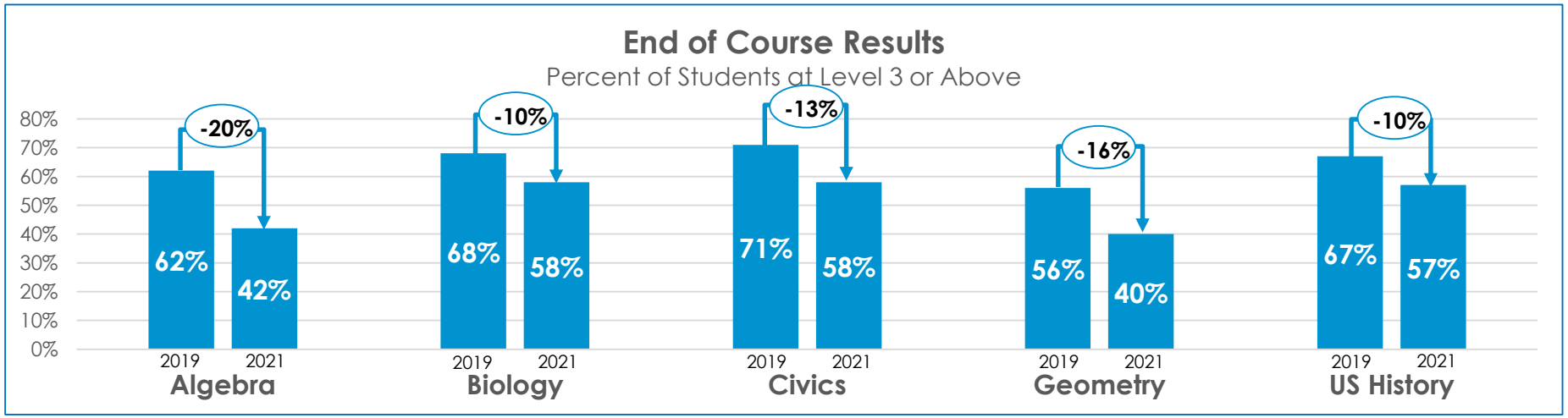
Source: Florida Department of Education Statewide Assessment Results. Use of the term Innovative refers to remote distance learning.

In the tri-county region, Broward had the **highest share of remote learners**.

High-Quality Instruction: Academic Performance







Source: Florida Department of Education Statewide Assessment Results. Includes District-operated and Charter schools.

High-Quality Instruction: Achievement Gap

Overall Percentage of Students Scoring Level 3 or Above[1]

		English Language Arts			Math		
	Group	2019	2021	Change	2019	2021	Change
Gender	Female	61	55	-6	59	38	-21
	Male	51	46	-5	58	40	-18
	GAP	**10**	**9**	**-1**	**1**	**-2**	**-3**
Black-White	Black	42	36	-6	45	24	-21
	White	73	67	-6	75	59	-16
	GAP	**31**	**31**	**0**	**30**	**35**	**5**
Hispanic - White	Hispanic	57	53	-4	61	43	-18
	White	73	67	-6	75	59	-16
	GAP	**16**	**14**	**-2**	**14**	**16**	**2**
English Language Learners	ELL	21	19	-2	37	22	-15
	Non-ELL	60	54	-6	61	42	-19
	GAP	**39**	**35**	**-4**	**24**	**20**	**-4**
Students with Disabilities	SWD	24	21	-3	30	20	-10
	Non-SWD	61	55	-6	64	43	-21
	GAP	**37**	**34**	**-3**	**34**	**23**	**-11**
Free or Reduced Lunch	FRL	47	40	-7	50	29	-21
	Non-FRL	76	64	-12	79	55	-24
	GAP	**29**	**24**	**-5**	**29**	**26**	**-3**

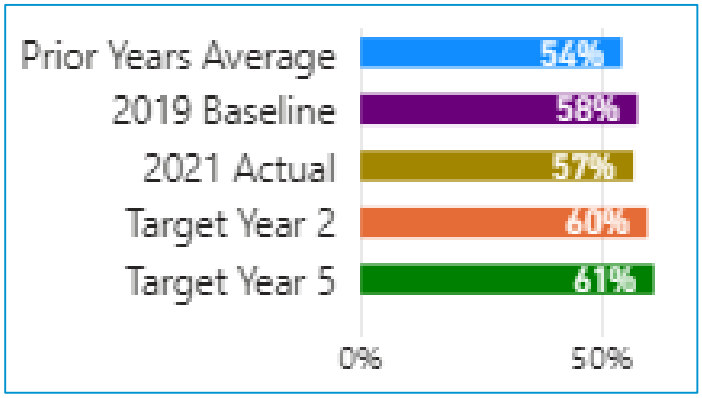
Note:
A negative change in gap indicates a narrowing of the achievement gap.

Source: Student Assessment & Research using Florida Department of Education Statewide Assessment Results

[1]District-operated schools only . ELA tested Grades 3 – 10; Math Grades 3 – 8,; does not include Algebra or Geometry EOC.

Teacher Retention

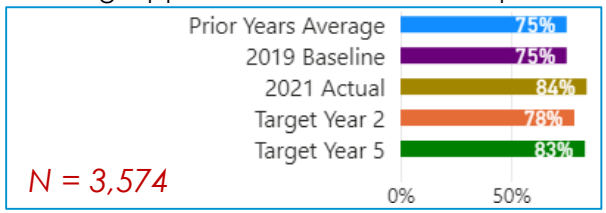
Teacher Retention
Percent of Teachers Continuing Employment with BCPS five (5) years after Hire Date

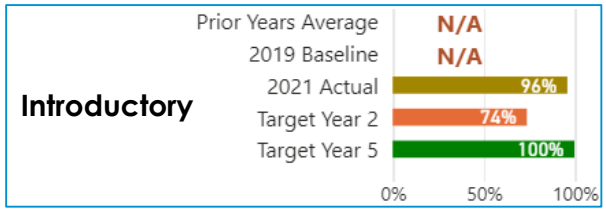


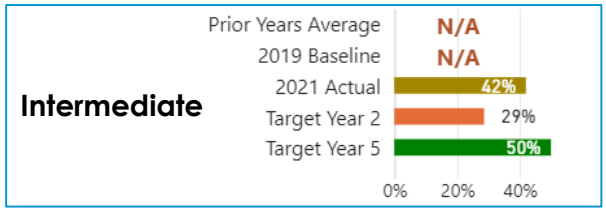
Improvement over baseline?	*Met or exceeded Year 2 target?*	*Trend*
No	No	Flat

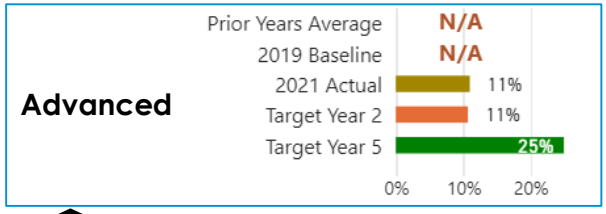
Professional Learning

	Improvement over baseline?	*Met or exceeded Year 2 target?*	*Trend*
Positive Impact Percent of Content Area Specific Professional Learning Opportunities with Positive Impact	✓ Yes	✓ Yes	↗ Improving
eLearning Percentage of Teachers completing LAB eLearning Modules by Training Level			
Introductory	N/A	✓ Yes	↗ Improving
Intermediate	N/A	✓ Yes	↗ Improving
Advanced	N/A	✓ Yes	↗ Improving









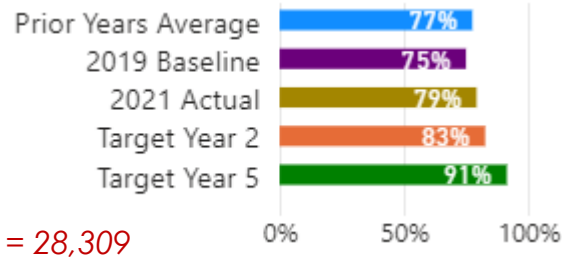
Source: Professional Development Standards & Support

Student & Parent

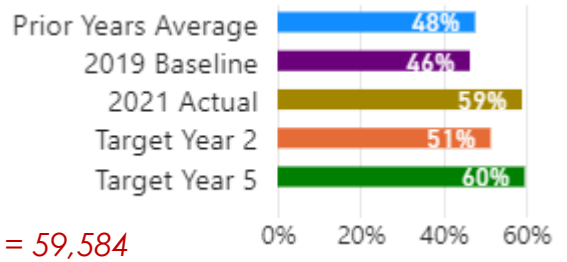
Perceptions of Safe & Supportive Environment

Percent of Positive Survey Responses to Survey Items related to Safety & Support

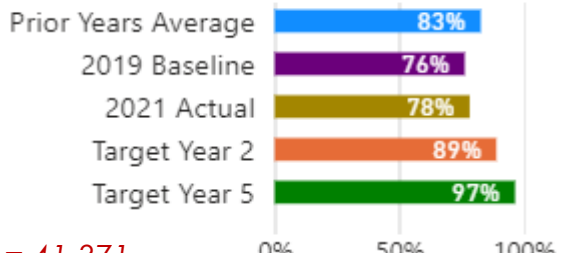
	Improvement over baseline?	*Met or exceeded Year 2 target?*	*Trend*
Elementary	✓ Yes	✗ No	↗ Improving
Secondary	✓ Yes	✓ Yes	↗ Improving
Parents	✓ Yes	✗ No	→ Flat



N = 28,309



N = 59,584



N = 41,371

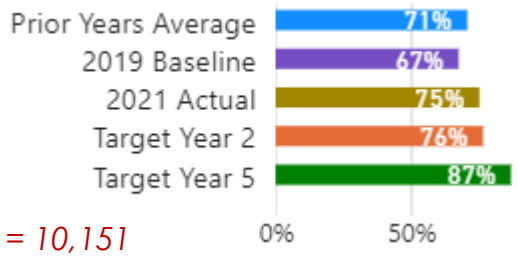
Source: 2021 Climate Survey (Office of Service Quality)

Student & Parent

Perceptions of Effective Communications

Percent of Positive Survey Responses to Survey Items related to Effectiveness of Communication

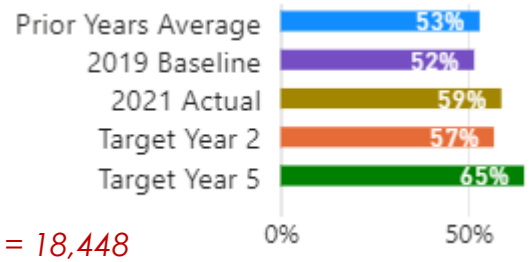
Elementary



N = 10,151

Improvement over baseline?	*Met or exceeded Year 2 target?*	*Trend*
✓ Yes	☒ No	↗ Improving

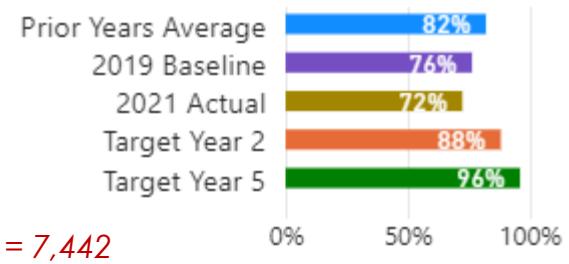
Secondary



N = 18,448

✓ Yes	✓ Yes	↗ Improving

Parents



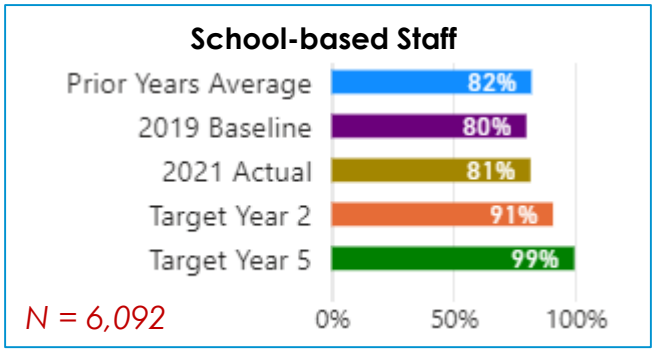
N = 7,442

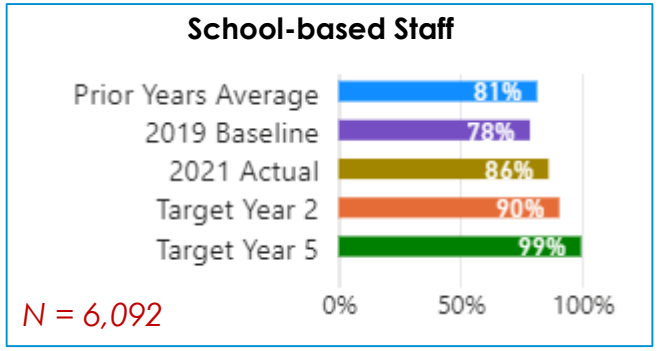
☒ No	☒ No	↘ Declining

Source: 2021 Climate Survey (Office of Service Quality)

Perceptions of School-Based Employees

	Improvement over baseline?	*Met or exceeded Year 2 target?*	*Trend*
Safe & Supportive Environment Percent of Positive Survey Responses to Survey Items related to Safety & Support	✓ Yes	✗ No	→ Flat
Effective Communication Percent of Positive Survey Responses to Survey Items related to Effectiveness of Communications	✓ Yes	✓ Yes	↗ Improving





Source: 2021 Climate Survey (Office of Service Quality)

Operational Key Performance Indicators

Topic	KPI	2019	2020	2021
Finance	Fund Balance to District Revenue – All Types	6%	8%	*Data not available until December*
	Expenditure Efficiency – Final Budget as a % of Actual	101%	101%	
Food Services	Lunch Participation Rates - Districtwide	54%	55%	14%
	Fund Balance per Revenue	42%	42%	50%
Information & Technology	Number of Devices/Student	0.8	0.8	0.9[1]
	Average Age of Computers	4.5	4.4	2.4[2]
Maintenance	Work Order Completion Time (Days)	21	24	22
	M & O Costs Ratio to District Operating Budget	3.2%	2.7%	3.0%
Procurement	Procurement Savings Ratio	1.9%	1.6%	6.4%
	Strategic Sourcing Ratio	75%	89%	85%
Transportation	On-Time Performance	100%	100%	99%
	Cost per Mile Operated	$3.70	$7.30	$6.71

[1]2021 figure includes laptops under 5 years old only.

[2]2021 figure includes average age of laptops only.

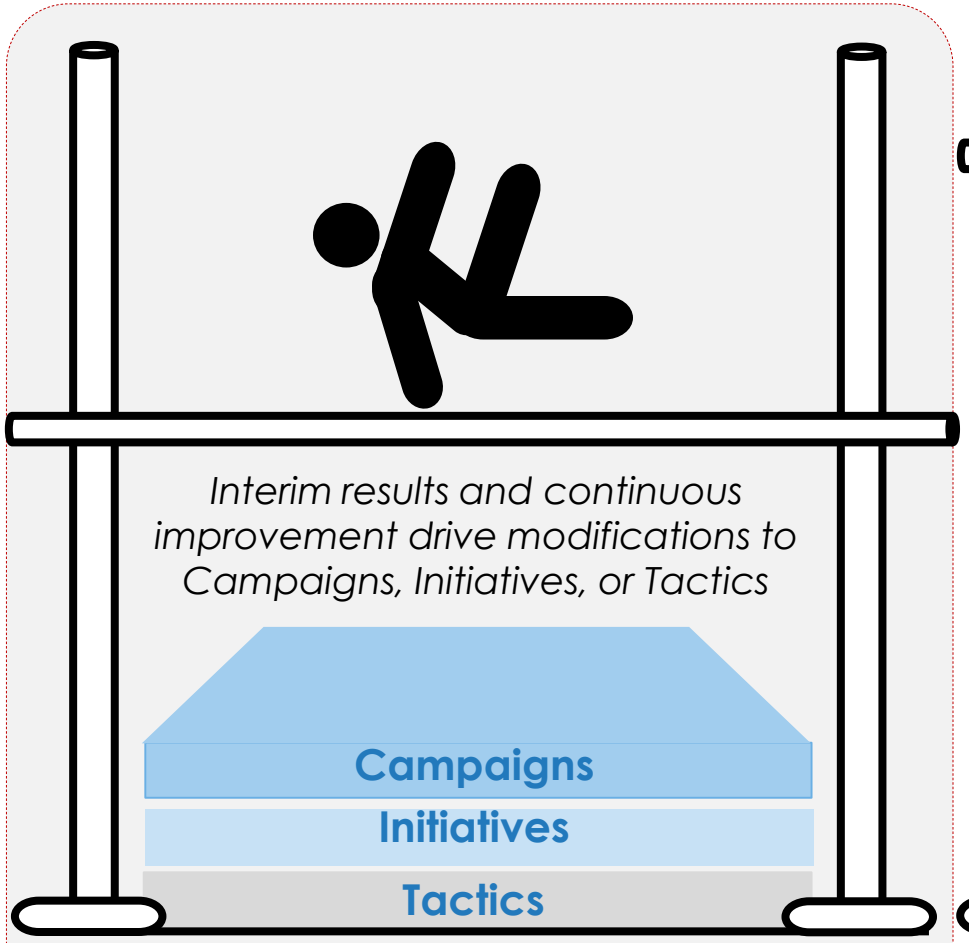
SMART Bond Status
Number of Projects by Phase

Published August, 2021. Status as of May, 2021

District	Project Planning	Hire Designer	Project Design	Hire Contractor	Active Construction	Construction Closeout
1	✓	✓	7	7	21	3
2	✓	✓	2	6	11	7
3	✓	✓	5	5	16	3
4	✓	✓	8	10	18	5
5	✓	✓	7	9	22	3
6	✓	✓	5	9	19	5
7	✓	✓	14	4	16	3
		Total	**48**	**50**	**123**	**28**

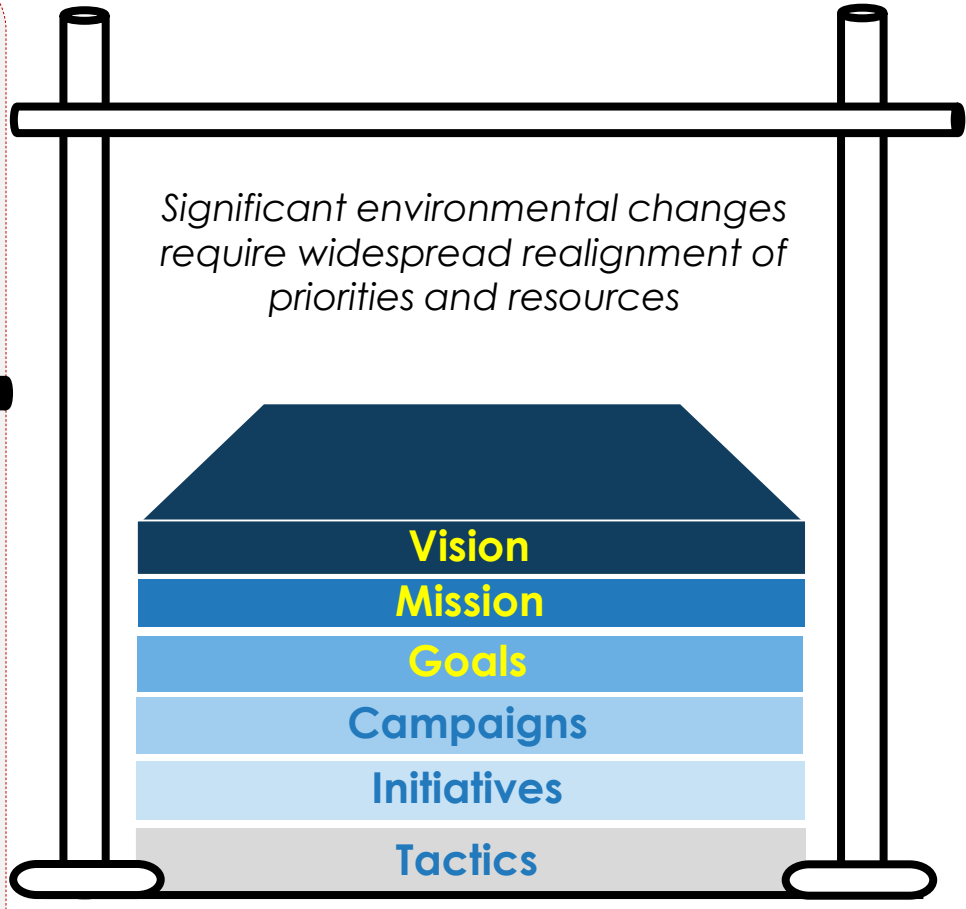
For updates and additional details, go to [BCPS SMART Futures]

From Disruption to Recovery
Strategic Plan Change Management



Facilitated by current

Change Management Process



Recommendations

- Re-evaluate **Strategic Fit** of current 2024 Plan amid Current Realities:
  - Priorities -- Integration with Core Functions, Support for the "Front Line"
  - Metrics, Targets
- Focused Effort on **Enrollment**
- Improve **Succession Planning**
- Further Expand Employee **Leadership Development** Infrastructure
- Enhance District Staff and Community **Surveys**
- Empower District Leaders around **Process Ownership**
- Improve **Use of Data** for Decision-making

2024 Strategic Plan 4th Quarter, Year 2 Updates & Proposed Changes

Overview of Campaigns & Initiatives

✓ = Indicates Initiatives where deep dive reviews were included in Quarterly Reports

Student Experience Campaign: Top Accomplishments, Year 2

Achievement & Equity	• Launched **Learning Acceleration** plan across content areas (K-12) • Delivered **Spring Break Camps** and other interventions (Tutoring, Peer-to-Peer Supports, etc.), leveraging Partnerships where needed • Developed a **School Equity Index** to inform ESSER II funding allocations • Delivered **Summer Experience**
College, Career, & Life Readiness (PreK-Adult)	• Created **Florida-PLC** for District CCLR Directors • Expanded a CCLR **Parent Workshop Series** (3,500 participants) • Delivered **FAFSA series** that generated $6.75m in Pell Grants • Graduated Cohort 4 of the **BRACE Cadets** • Partnered with **Bridge2Life** for a Workshop Series to address "Summer melt" • Introduced **Money Matters** as a graduation requirement[1] starting in '21-22
Personalized Pathways	• **Student participation** analysis • Targeted **school support** • Updated Personalized Pathways **definition** and **inventory**
Enrollment Opportunity Optimization	• New **application software** • School enrollment **online planning tool** • **Paper to digital** conversion • **Website** reorganization

[1]Requirement begins with entering 9th Grade cohort.

Support Services for All Campaign: Top Accomplishments, Year 2

Student, Employee, & Supplier Diversity	• Embedded **professional learning** with an **equity lens** • Processed over 5,000 **remote work assignments** in response to COVID-19 • Conducted over 200 **outreach campaigns** to **small businesses**
Prevention, Intervention, & Assistance	• **Health and Hygiene Protocols** for School Reopening • **Expanded Nurse Capacity** across all schools • Terrace Metrics **Mental Health Screener** (pilot) • Marjory Stoneman Douglas **Day of Service and Love** • Launch of **AmeriCorps Ambassadors Program**
Social-Emotional Learning	• SEL **Strategic Plan** and SEL **Action Plan** • SEL **Professional Learning**, **Support Specialists** and **Explicit Support** • SEL **Student Survey** (ReThink Ed) • **Mindfulness** Initiative • SEL and mindfulness **resources** and **partnerships**

Retain, Develop, & Recruit Campaign: Top Accomplishments, Year 2

Employee Retention & Recruitment

- Critical milestones completed in **SuccessFactors employee recruiting** and **onboarding** system **implementation**
- **Mentoring and Induction of New Teachers (MINT)** program
- **Grow your Own** program for **Exceptional Student Education (ESE)**

Professional Learning for All

- Centralized **needs assessment data** to drive **new PL offerings**
- Shared **models** and **best practices** with **state and national organizations**[1]
- Increased percentage of **teachers completing Introductory LAB eLearning Modules** to **96%**

Organizational Structure & Aligned Funding

- Budgeted all **ESSER II Funds**[1] (over $250M) for FY2021-22
- Included allocation toward **students not making adequate academic progress**
- Financially supported the **full reopening of schools**

[1] Elementary and Secondary School Emergency Relief Fund

Our Data, Our Tools Campaign: Top Accomplishments, Year 2

Data Governance & Use

- Ensured **inclusion** of **data governance** within **vendor contracts**
- Reviewed **Governance, Risk, and Compliance** (GRC) Module in **SAP** for **2021-22 rollout**
- Worked with Gartner to complete the **journey mapping process** for the **new SIS[1] Request for Proposal** (RFP)

Tool Development, Implementation, & Use

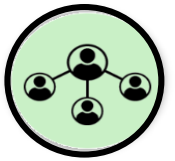
- Obtained **recommendations** for two separate systems for **new SIS[1]**
- **Enhanced WAN[2]** to allow for **network redundancy** and **increased capacity**
- Involved **263 BCPS sites** in **WAN[2] enhancements** with **99% required permits completed**

[1] SIS = Student Information System; [2] WAN = Wide Area Network

Refresh, Redesign, & Reduce Risk Campaign: Top Accomplishments, Year 1

Operational & Process Improvement	• Completed critical milestones in **4 process improvement projects** • Certified additional staff and students as **Lean Six Sigma White & Yellow Belts**, totaling 1,368 certifications to date. • Facilitated monthly and quarterly **Strategic Plan** progress updates to **senior leadership** and the **Board** • Provided strategic planning support to **ESSER*-funded priorities** District-wide
Facilities & Asset Management	• Vetted and approved **Capital Funding Plan** • Developed and updated **long term business plans** across key areas of the District • Inventory of existing **initiatives**, **processes**, and **systems** to execute long term business plans
Safety, Security, & Risk Mitigation	• **Alyssa's Alert** System Implementation • **Navigate360** • **COVID-19 Response** • Role-Specific **Emergency Protocols** • Raptor **Visitor & Volunteer Management** System

Let's Connect Campaign: Top Accomplishments, Year 2



Public Relations, Partnerships, & Legislation	• Provided **weekly email update** to all municipalities • Proposed procedures for **partnerships** at the District & Schools • Leveraged and informed stakeholders to amplify **District legislative efforts** through **Let Your Voice Be Heard**
Internal Communication	• Utilized **Granicus System** for **Board Items** and **Strategic Plan** Alignment • Improved communication of **Board-related items** • Oriented new teachers to **BCPS technology** and **communication** processes • **Accelerated adoption & sustained utilization of productivity tools**
Marketing	• **COVID Resources** • **BCPS Summer 2021** awareness campaign • Provided marketing and other support for **Ask BRIA**
Customer Service	• Managed continuous improvement of **school improvement** process • Conducted customer service **data analysis of schools** • Continued District-wide vetting of proposed **customer service standards** • Facilitated **Ask BRIA** and **Winter/Spring Intervention Camps** • Coordinated and monitored updates to **school websites**
Family & Community Engagement	• Partnership with **Scholastic** • **Parent University** webinar series • Community **partnerships** to meet community **needs**

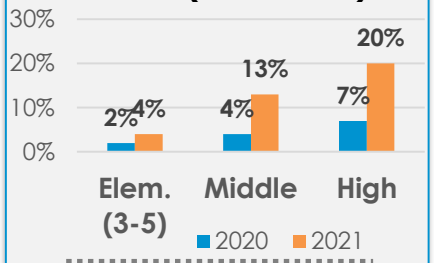
Compelling Scoreboards for Measures & Metrics

- **Compelling Scoreboard**
  - ❑ Tells the team where they are and where they should be
  - ❑ Shows information essential to team decision-making
- **Lead Measures**
  - ❑ Controllable by the organization
  - ❑ "Best Bet" activities to achieve goals
- **Lag Measures**
  - ❑ Results of Outcomes of Lead Measures
  - ❑ Known only after Goal Period
- **2024 Strategic Plan Metrics**
  - ❑ Align to 2024 Strategic Plan Goals: High Quality Instruction, Safe & Supportive Environment, or Effective Communication

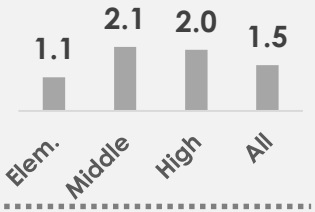
Student Experience: Compelling Scoreboard

Lead Measures →

4th Quarter "F" Course Grades (2020-2021)



Average # of Ways to Enter School via Choice**

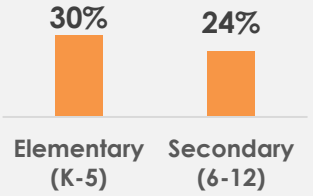


of Personalized Pathways Offered

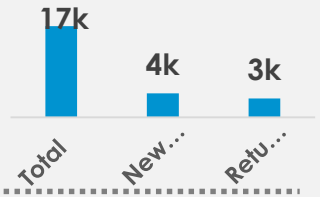
To Be Determined

Lag Measures →

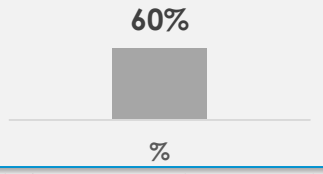
Students Not Making Adequate Academic Progress (Spring 2021)



of Students who Accepted Choice Seats (in thousands)

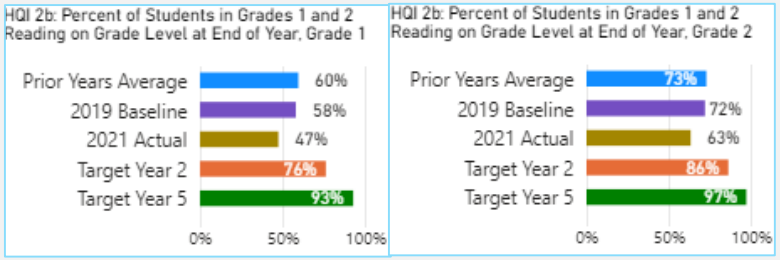


% of Assigned Students Attending Assigned School

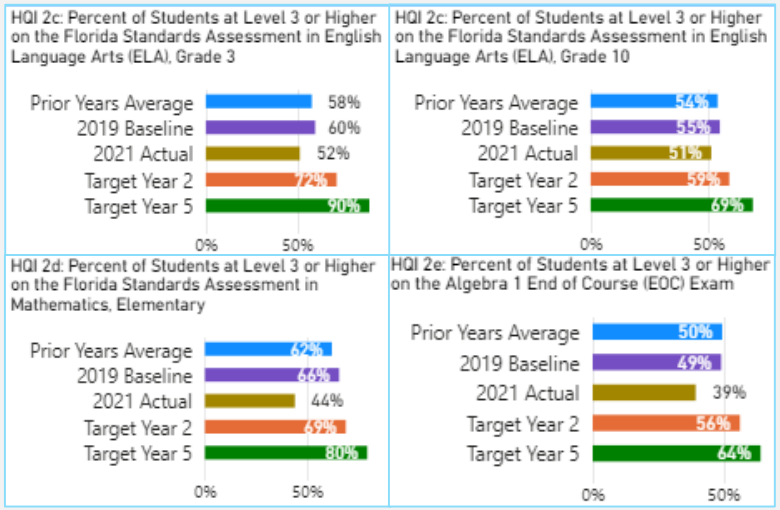


2024 Strategic Plan Metrics*

Benchmark Assessment System (BAS) Scores



Florida Standards Assessment (FSA) Scores



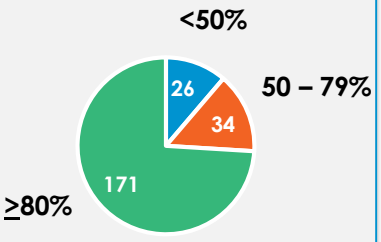
*A Strategic Plan Metric may be influenced directly or indirectly by the work of several Initiatives; **Average of whole numbers

Support Services for All Campaign: Compelling Scoreboard

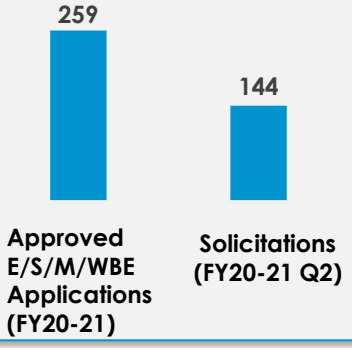
Lead Measures →

10 Minutes of Mindfulness

% of Students Reached Daily (reported by 231 SEL Liaisons)

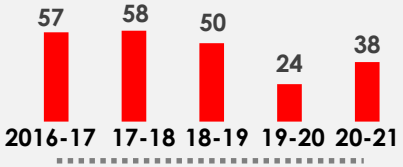


Supplier Diversity Activities



Lag Measures →

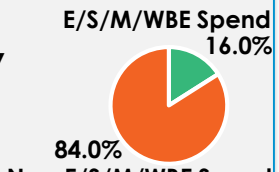
Number of Crises



Employee Diversity

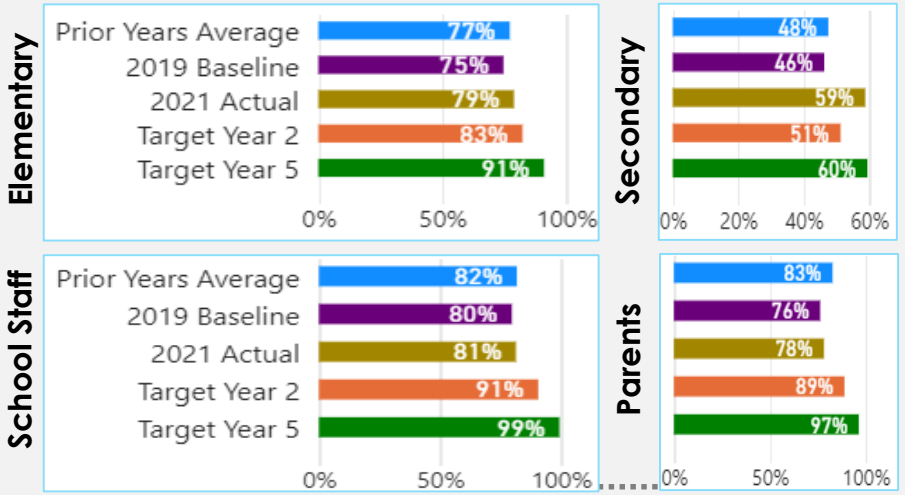
White: 34.9% / 12,368
Black or African American: 38.6% / 13,664
Asian: 1.9% / 673
Native American or Native Alaskan: 0.2% / 88
Native Hawaiian or Pacific Islander: 0.3% / 103
2 or More Races: 1.5% / 527
Hispanic: 22.6% / 7,988
Non-Hispanic: 77.4% / 27,423
Female: 75.6% / 26,769
Male: 24.4% / 8,642

Supplier Diversity Spend (FY17-21)



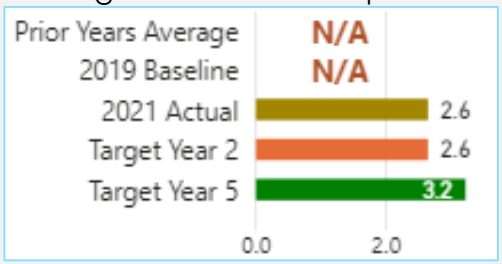
2024 Strategic Plan Metrics*

Percent of Positive Responses to Customer Survey Items Related to Safe & Supportive Environment



SEL: Student Scores on Standardized Instrument

(Average Self-Rating across 5 SEL Competencies, 1 – 5 scale)

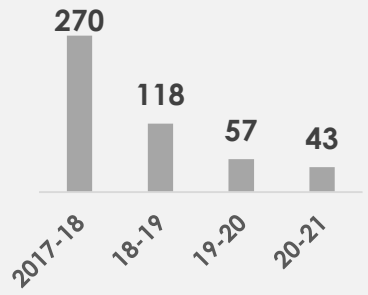


*A Strategic Plan Metric may be influenced directly or indirectly by the work of several Initiatives.

Retain, Develop, & Recruit: Compelling Scoreboard

Lead Measures →

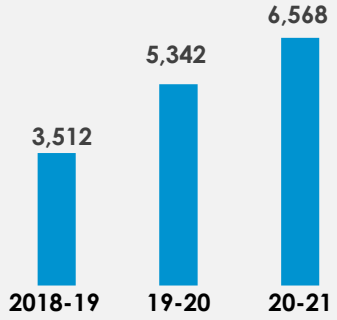
Number of Teachers with Certificate Issues



Lag Measures →

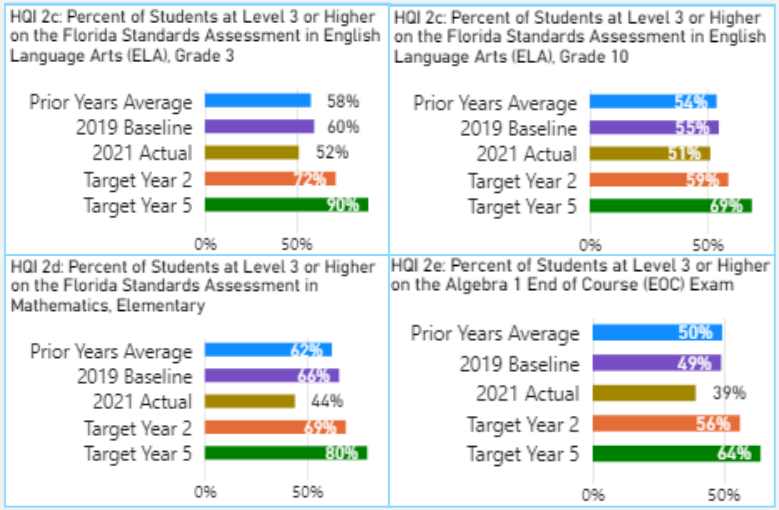
Professional Learning

(# of Completions for PL offered by **ESLS**, **Student Services**, & **Equity & Diversity**)

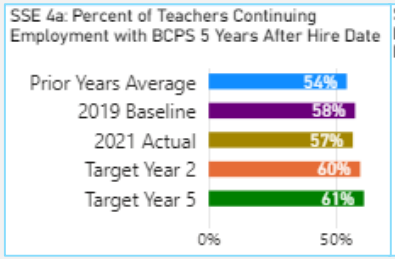


2024 Strategic Plan Metrics*

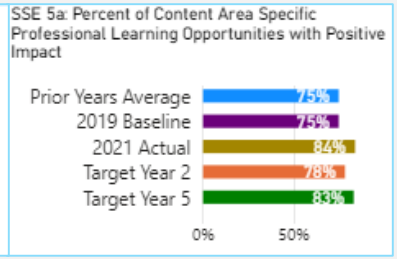
Florida Standards Assessment (FSA) Scores



Teacher Retention



Professional Learning



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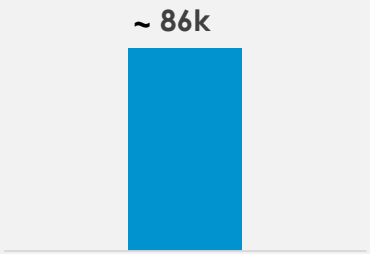
Our Data, Our Tools: Compelling Scoreboard

Lead Measures →

Data Owners for all Data Universes

	Count	Percentage
Schools	0	0%
Departments	0	0%

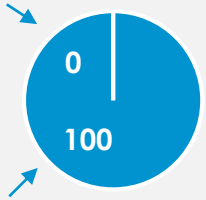
Devices Purchased



Lag Measures →

Verified Ownership

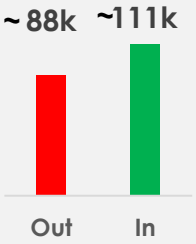
% of student data areas needing verified ownership as of FY20-21



% of student data areas with verified ownership as of FY20-21

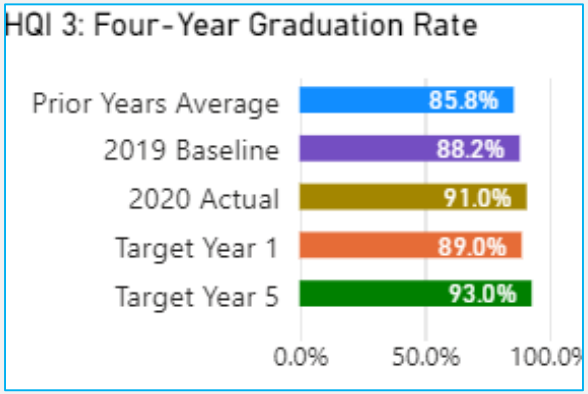
Newer Device Warranty Status

	Count	Percentage
Out	~88k	44%
In	~111k	56%

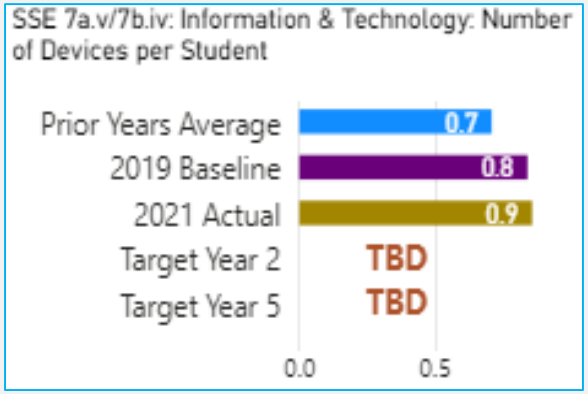


2024 Strategic Plan Metrics*

Four-Year Graduation Rate



Devices per Student



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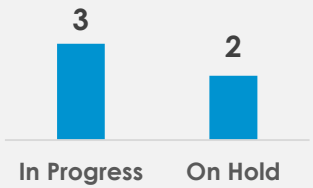
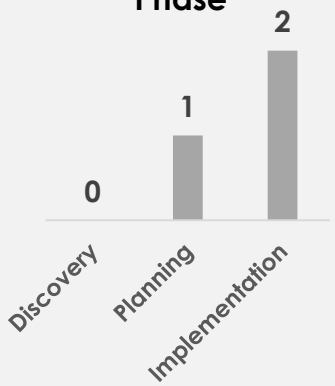
Refresh, Redesign, & Reduce Risk: Compelling Scoreboard

Lead Measures →

Process Improvement Projects in Progress



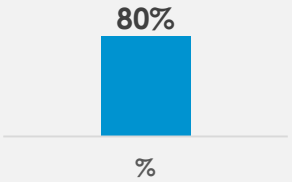
Process Improvement Projects: In Progress by Phase



Lag Measures →

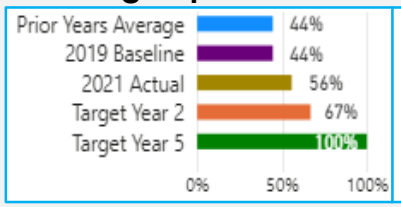
Staff Hours per Week Saved from Process Improvements (Indirect)

Percentage of District Areas using Business Plans for Capital Assets

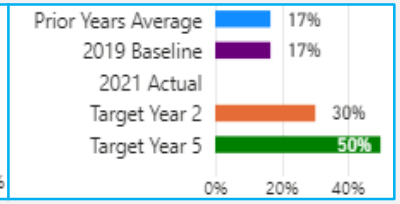


2024 Strategic Plan Metrics*

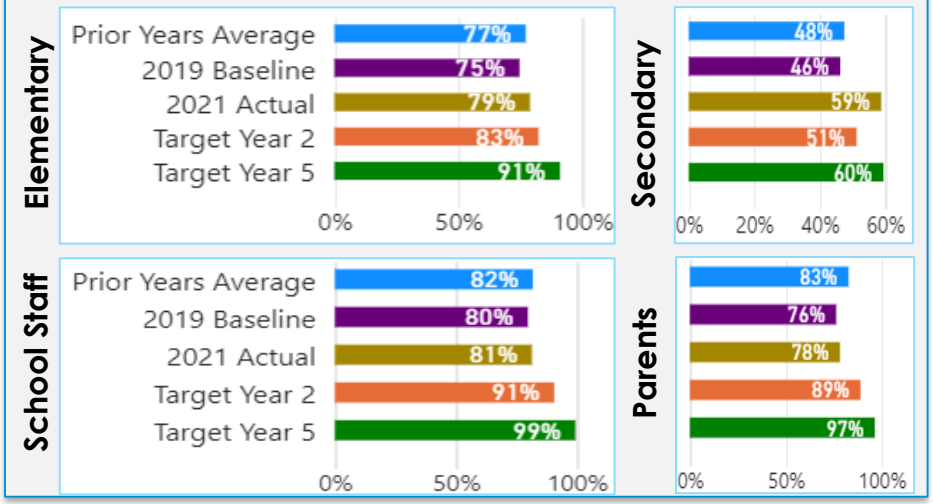
Operational Efficiency: % of Key Performance Indicators (KPIs) Showing Improvement



Operational Efficiency: % of Key Performance Indicators (KPIs) in Top Quartile



Percent of Positive Responses to Customer Survey Items Related to Safe & Supportive Environment



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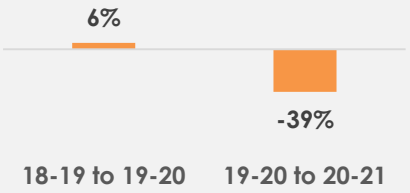
Let's Connect: Compelling Scoreboard

Lead Measures →

External Communication Training: Completion

To Be Determined

% Change in Parental Concerns Tracked Year over Year



Lag Measures →

Website Page Views (FY20-21)

37

Millions of Views

Estimated Annual Mileage Reimbursement Cost Avoidance from Virtual APG (FY20-21)

$16.6k

Est. Cost Avoidance

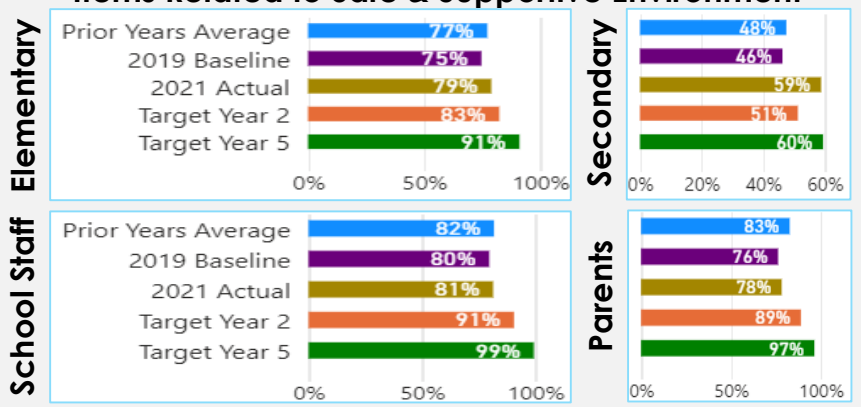
Mobile App Subscribers

199.6k

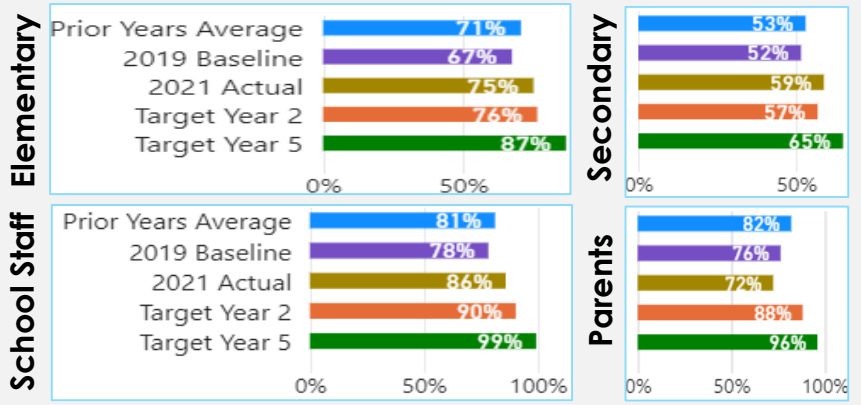
Count

2024 Strategic Plan Metrics*

Percent of Positive Responses to Customer Survey Items Related to Safe & Supportive Environment



Percent of Positive Responses to Customer Survey Items Related to Effective Communication



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2024 Strategic Plan
Proposed Updates to Initiative Language (1 of 4)

- **Student Experience Campaign: Achievement & Equity Initiative**
  - Modified **Tactic**:
    - Existing: Provide Districtwide professional learning for teachers and instructional facilitators aligned with defined best practices for facilitating achievement equity.
    - Proposed: Provide Districtwide professional learning for teachers on student-centered cultural awareness and responsiveness; on equitable, inclusive climates; and on bias, bigotry, and racism.
  - New **Tactic**:
    - Ensure all schools have Equity Plans of Action that include antiracism and culturally-responsive practices, monthly intentional school-wide observances and acknowledgements on topics related to culture and race, and reviews of school policies and procedures.

2024 Strategic Plan
Proposed Updates to Initiative Language (2 of 4)

- **Social-Emotional Learning**
  - Change Initiative name to **Social and Emotional Learning & Mindfulness**
  - Additional **Tactics**:
    - Develop and implement Professional Learning and research- and evidence-based best practices to improve explicit SEL instruction, integration of SEL and Mindfulness into subject areas, and safe and supportive learning environments with standards-based, data-driven offerings.
    - Provide all schools with support in developing, implementing, and evaluating SEL Action Plans.
    - Administer SEL Surveys for staff and students, pre- and post-assessments, and collect other usage and impact data and measurements.
    - Gather and develop SEL and Mindfulness resources to support integration, implementation, and evaluation.

2024 Strategic Plan
Proposed Updates to Initiative Language (3 of 4)

- **Retain, Develop, & Recruit Campaign: Professional Learning for All Initiative**
  - Modified **Tactic**:
    - Existing: Establish and regularly update professional learning (PL) playlists to streamline and support professional learning across the career continuum for all employees.
    - Proposed: Support professional learning providers to develop and provide professional learning that progressively builds, expands, and deepens content knowledge, for all employees.

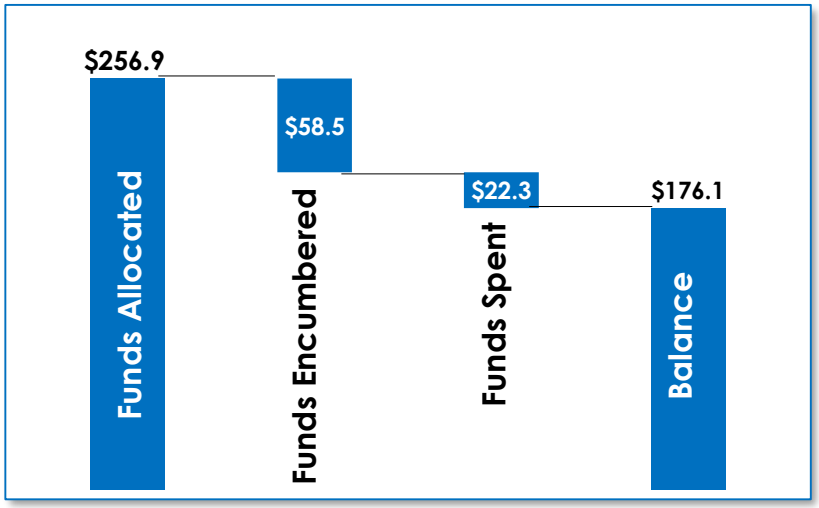
2024 Strategic Plan
Proposed Updates to Initiative Language (4 of 4)

- **Let's Connect Campaign: Customer Service Initiative**
  - Modified **Tactics**:
    - Existing:
      - 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.
    - Proposed:
      - Develop and adopt a clear set of customer service standards.
      - Educate and provide training to internal and external customers about our customer service standards to ensure clear and consistent expectations.
      - Establish process for communicating feedback to schools and district offices for corrective follow-up.

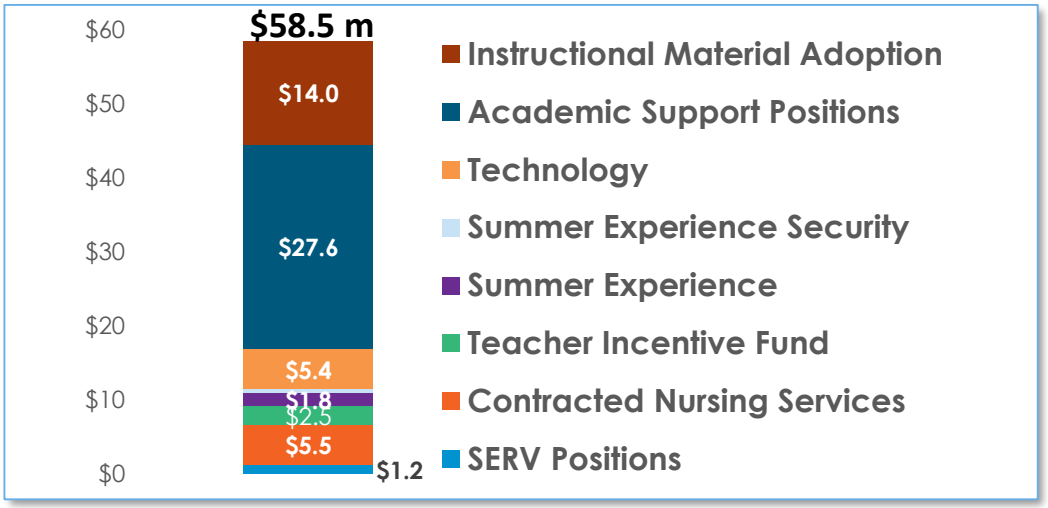
Elementary and Secondary School Emergency Relief (ESSER) Funding: Current Status

ESSER II Use of Funds Status
As of 8/19/21

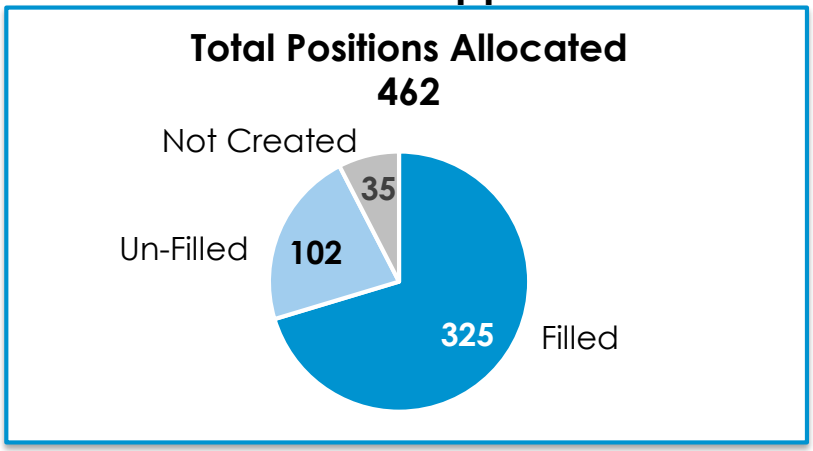
Budget Status (in $ millions)



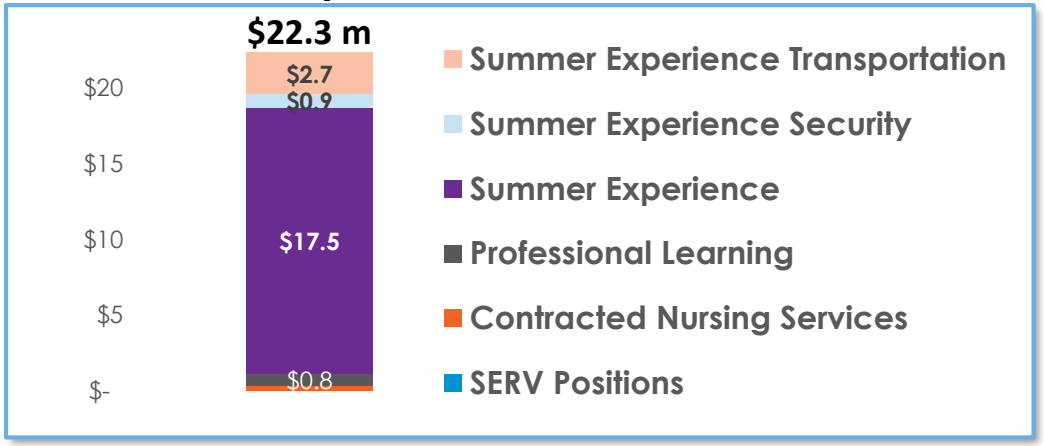
Distribution of Encumbered Funds (in $ millions)



Status – Academic Support Positions



Distribution of Spent Funds (in $ millions)



Strategic Plan Metrics Rationalization (Proposed)

Strategic Plan Metrics Rationalization

PURPOSE

Respond to Board concerns over Strategic Plan Metrics. Provide a rationalization framework by which Metrics are reviewed, expanded and/or streamlined to ensure that they both (1) are aligned to Strategic Plan Goals and (2) can be reported and acted upon efficiently.

APPROACH

1. Look at what we are not reporting: Are there important measures (**Metric candidates**) that we're not reporting today that should be tracked and reported? Apply core principles to Metric candidates, consult with subject matter experts, and use analysis to inform reporting recommendations.

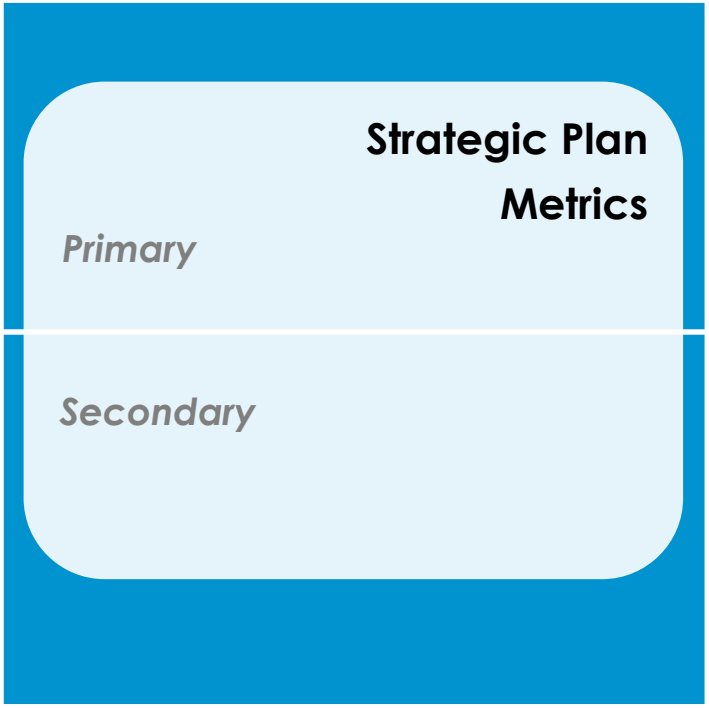
2. Look at what we are reporting: Examine **core principles** around what, why, and how we measure. Apply principles to current Metrics populations. Consult subject matter experts. Use analysis to re-direct tracking and reporting as needed.

CHANGE MANAGEMENT

Use our existing 2024 Strategic Plan Change Management Process to implement proposed changes to Metrics.

Current Metrics Landscape

- **21** Groupings (Metric families)
- **113** Total Metrics
- **~25** Data owners across the District
- Multiple platforms / formats / sources
  - Some external data sources (e.g., CGCS)



Notes:

Across all measures, the frequency of updates depends on how often data becomes available. Across many measures, data may be available only once per year.

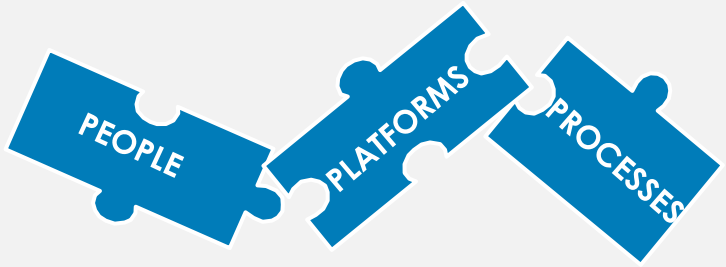
For some measures, there is a time lag associated with data that is used to report (e.g., CGCS data is ~ 18 months old by the time it is reported, once per year).

Board Feedback at Strategic Plan Workshops, February (Q2) & April (Q3):

- Some measures are problematic.
- "We need to streamline."

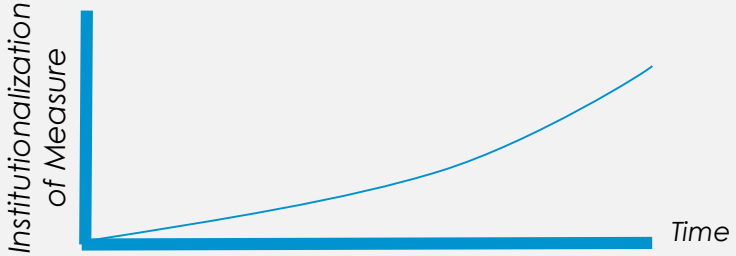
Why Rationalize Strategic Plan Metrics?

Internal Alignment Challenges



- Complexities behind defining what gets measured and how
- Staff changes
- Platform changes
- Platform limitations

Learning Curve Challenges



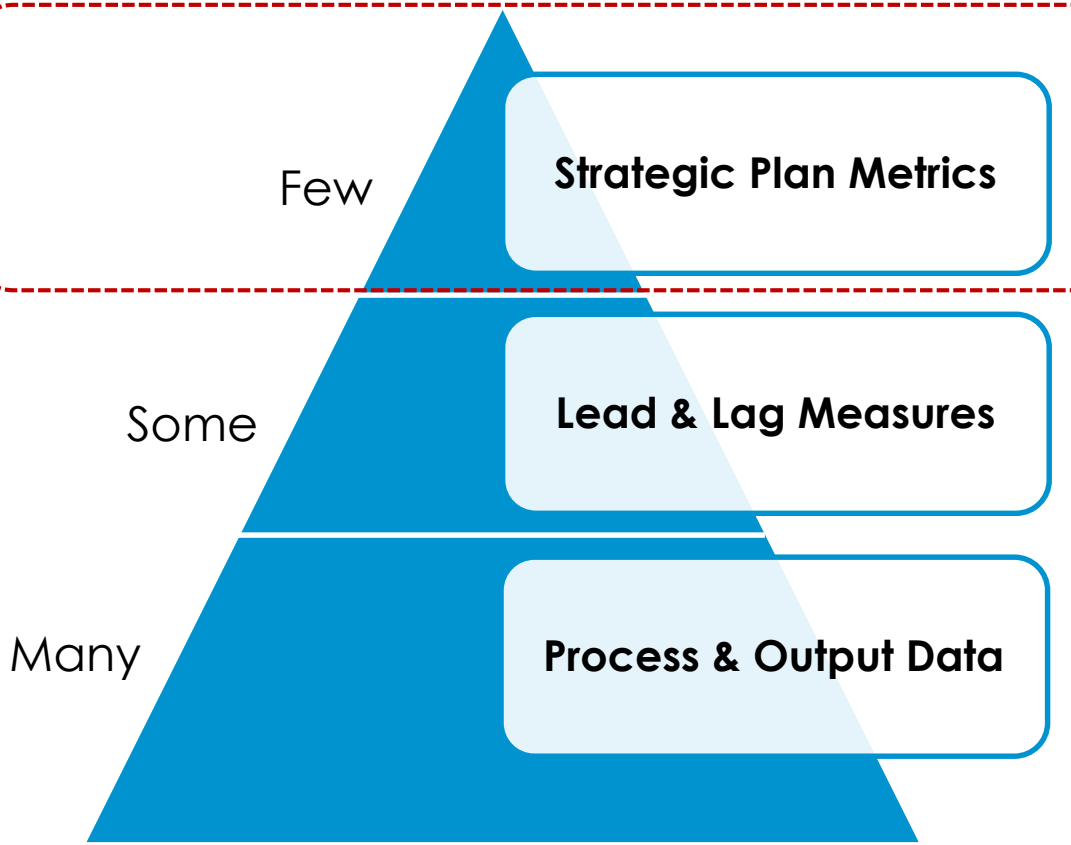
- Change in definitions
- Length of time to incorporate into work flows & practice

Five Results…. …Proposed Actions

1) **We aren't reporting a Metric that we should be.** — **REACH (Add)**
2) **The Metric is directly tied to a Strategic Plan goal, & we have the capability to report it.** — **RETAIN**
3) **There is an opportunity to adjust a Metric so that it is more meaningful.** — **REVAMP**
4) **The Metric is meaningful, but we haven't fully developed the capability to measure it OR it isn't directly tied to a Strategic Plan goal.** — **RETURN**
   - An interim measure may have been developed but is misleading
5) **We have the capability to measure, but what is being measured is of limited use.** — **REJECT**

Proposed Leveling of Metrics

Today's focus

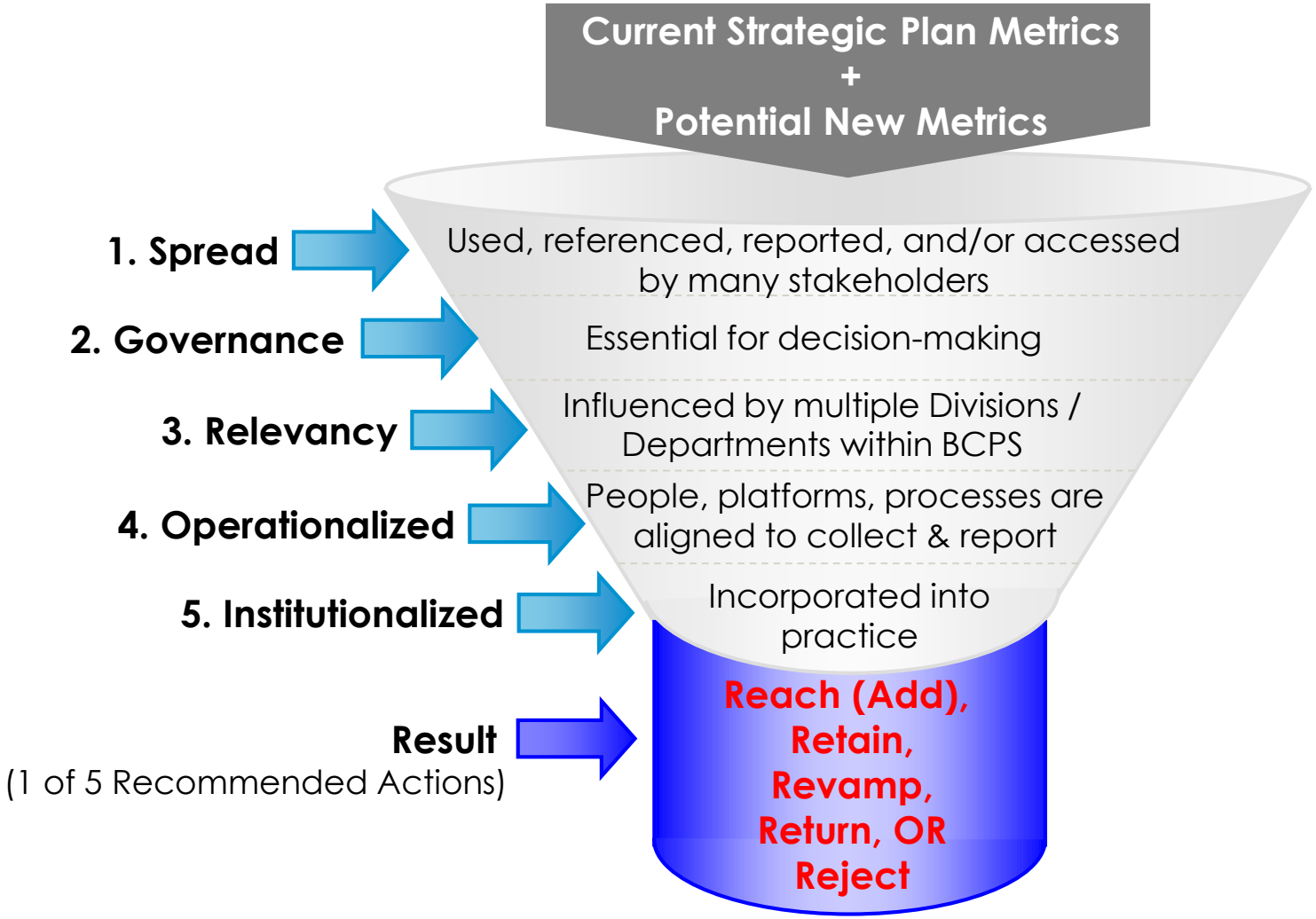


- Tied directly to Strategic Plan **Goals**
- Reported on Strategic Plan **dashboards** & quarterly report **scoreboards**
- Have defined **targets**

- Reflect whether a Campaign or Initiative is on-track
- Show conditions that inform direction and/or affect progress
- Included on quarterly report **scoreboards**
- May or may not have targets

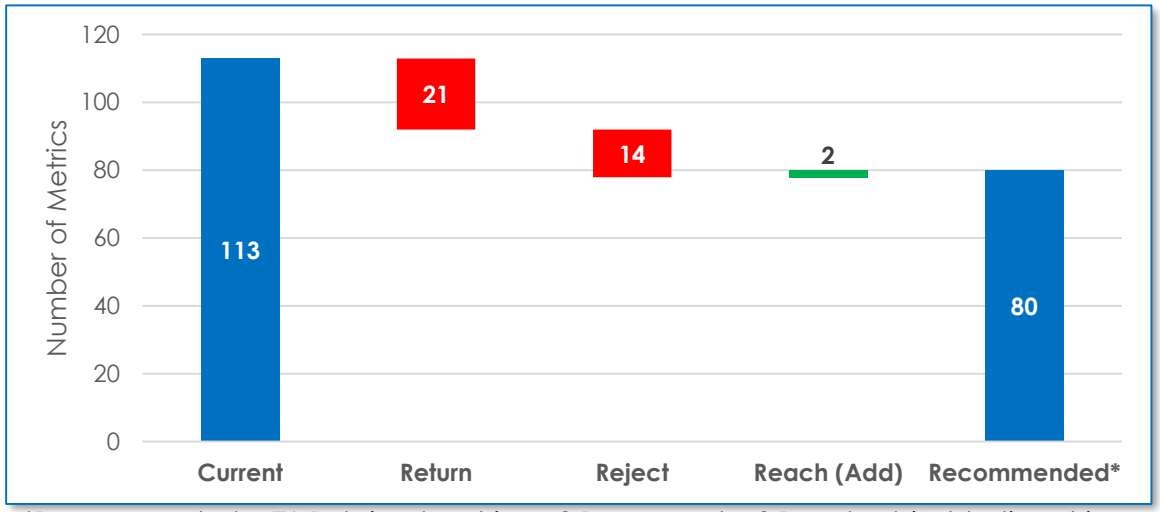
- Indicate that work is happening—that a process is functioning as it should
- Tracking, reporting, and target-setting determined by and available from the function or process owner

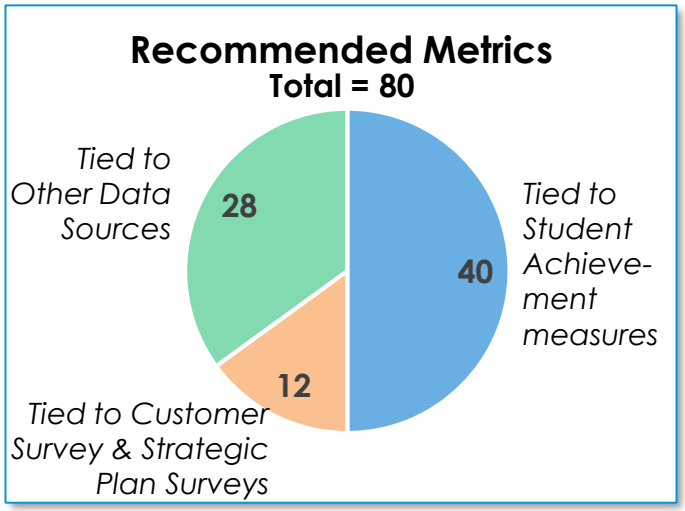
Rationalization Framework: Core Principles and Criteria



Proposed Actions

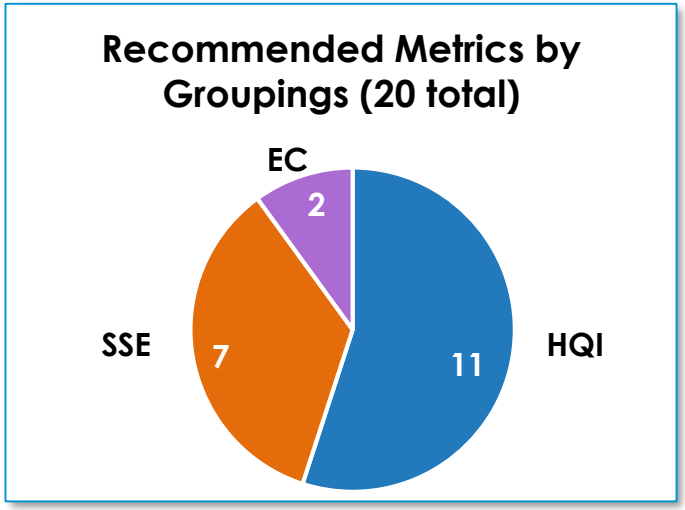
(See Appendix for Detail behind Proposed Actions)





*Recommended = **76** Retained metrics + **2** Revamped + **2** Reached (Added) metrics

- Student achievement measures are based on assessment results (FSA, FSAA, ACCESS, BAS, EOCs). All are tied to HQI Goals.
- Responses from Students, Parents, and School-based Staff to questions on the annual Customer Survey (Cognia) provide measures tied to SSE or EC Goals.
- Responses from District Staff and Community members to questions on separate Strategic Plan survey instruments provide measures tied to SSE or EC Goals.
- Other data sources include graduation rates, attendance records, behavior indicators, Industry Certifications, SEL survey results, operational KPIs, media coverage, etc. They are linked to HQI, SSE, or EC Goals.



Appendix

2024 Strategic Plan: Vision, Mission, Values, & Goals

Established 1915
BROWARD
County Public Schools

2024 Strategic Plan

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:

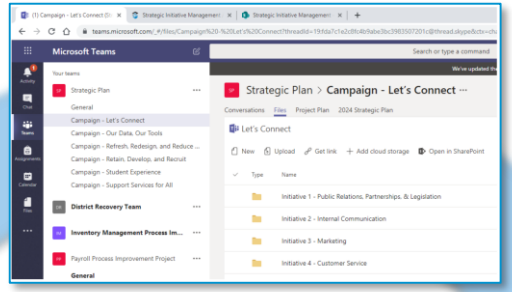
Student Focus
Teaching Excellence
Accountability
Respect
Safety

STARS

OUR GOALS:

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

2024 Strategic Plan Execution & Accountability Framework



Monthly Campaign Calls
Unified collaborative communications and information sharing of all Initiative-related work, including all Executive Sponsors and Initiative Leads

SIM Strategic Initiative Management Ambassador Program

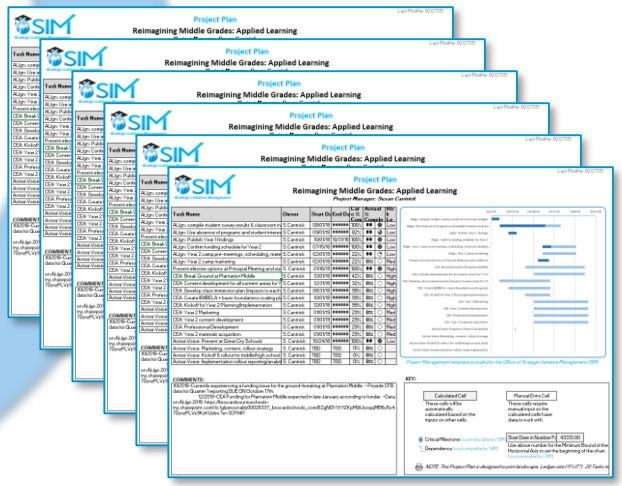
SIM Ambassadors

- New model for expanding capacity
- 200+ Trained

Leveraging Tools, Technology, & Personalized Approaches to Foster Collaboration

Individual Consultations

- Thought Partnership
- Quarterly Reporting Guidance
- Data Analysis



Project Plans
Timelines, Resources, Risks

2024 Strategic Plan:
Cadence of Accountability & Change Management

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

* For all available data

Proposed changes submitted via: www.browardschools.com/strategicplan

Achievement & Equity: Theory of Action

	Theory	Action Plan
Lead Measures • Attendance • Behavior • Progress Monitoring Plans • BAS • BSA • School-based Formative Assessments	**If we execute this strategy:** Identify and scale up best practices while aligning systems to enhance opportunities, support, resources, and structures targeting student and school needs	1) Identify schools successfully closing the achievement gap and understand their strategies 2) Design professional learning opportunities that focus on achievement equity 3) Review and revise current practices and systems as they impact achievement and equity 4) Develop Equity Action Plans 5) Develop strategies to enable families to support achievement equity 6) Review service delivery systems to identify opportunities for improvement (Collaborative Problem Solving, Extended Learning Opportunities, Mentoring, Social Emotional Learning Supports, Intervention Plans)
Lag Measures • BAS • PRT • FSA • EOC • Graduation Rates	**Then we will realize this goal:** Close disparities in absolute levels of achievement, learning gains, and opportunities across the PreK-12 spectrum, ensuring the highest and most equitable outcomes for all students.	

BAS = Benchmark Assessment Test; BSA = Broward Student Assessment; PRT = Primary Reading Test; EOC = End of Course Exam

Achievement & Equity: Logic Model

Inputs

1. Universal Design for Learning framework
2. Student achievement gap data
3. Evidence-based research & practices for improving subgroup outcomes
4. Retention policies
5. MTSS-RtI interventions & supports
6. Social-Emotional Learning toolkits
7. Backing of school administrators & staff
8. Support from partners, families, & the community

Implementation
(Lead Measures)

Processes

1. School Improvement Plan (SIP) process
2. Processing of internal data requests & analysis of student data
3. New program development and/or procurement (as needed)
4. Professional Learning content development & evolution
5. Policy approval process (as needed)

Outputs

1. Targeted SIPs w/ added focus on subgroups
2. School-level report cards
3. Longitudinal dashboards
4. Support models: Deployment/tracking of instructional support
5. Equity Plans of Action
6. Professional Learning Master Plans & Innovation Configurations
7. Delivery of Professional Learning
8. New programs
9. New or revised policies
10. Supplemental funding
11. Family outreach

Outcomes
(Lag Measures)

Short-Term

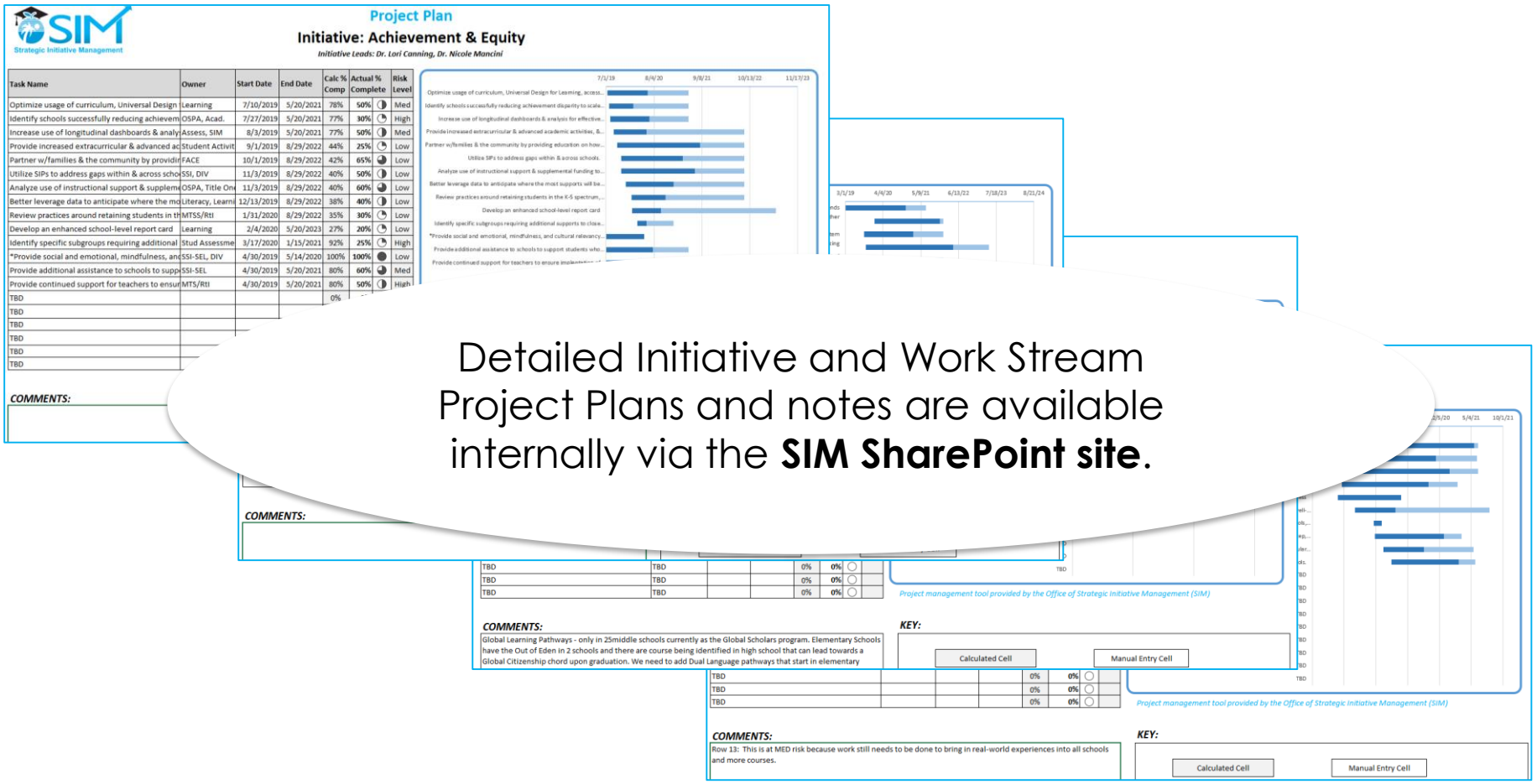
1. Progress Monitoring Program (PMP) measures
2. Standardized test results
3. End of Course grades
4. Completion rates for Professional Learning
5. Type/frequency of instructional assistance deployed
6. School attendance
7. Increased family outreach

Long-Term

1. Reduction of Achievement Gap
2. Higher subgroup graduation rates

Context / Changing Reality

Achievement & Equity: Project Plan



Detailed Initiative and Work Stream Project Plans and notes are available internally via the **SIM SharePoint site**.

College, Career, & Life Readiness (PreK–Adult): Theory of Action

	Theory	Action Plan
Lead Measures • Attendance • Behavior • Projects Participation • SEL Measures • BAS • BSA • School-based Formative Assessments	**If we execute this strategy:** If we ensure that all students have rich experiences in schools, which includes accessing various levels of texts, participating in problem/project based learning, applying knowledge learned in real world settings, and being supported in a warm environment where their education needs are met and they have an opportunity to express themselves in all academic areas	▪ Review status of the 2016-19 HQI Initiatives to ensure alignment and implementation fidelity ▪ Identify and implement actions for grades 3 to 5, which represent a gap under the previous plan ▪ Identify grade-level appropriate actions for early college and career exploration ▪ Identify areas for optimal collaboration with families, the external community, businesses, and college partners ▪ Develop a Social, Emotional, and Academic Development (SEAD) framework and measurement tool ▪ Streamline Response to Intervention (RtI) processes ▪ Better define school-level autonomy and recommend parameters
Lag Measures • BAS • FSA/EOC • PSAT/SAT • Grad. Rates • College, Career, & Life Readiness	**Then we will realize this goal:** 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.	

SEL = Social-Emotional Learning; BAS = Benchmark Assessment Test; BSA = Broward Student Assessment; FSA = Florida Standards Assessment; EOC = End of Course Exam; RtI = Response to Intervention

College, Career, & Life-Readiness (PreK-Adult): Logic Model

Inputs

1. State Statutes
2. BEST Standards
3. Evidence-based Research
4. Survey Results
5. Student Data
6. Grant Funding
7. Program Enrollment Data
8. HeadStart Federal Review Findings

Implementation (Lead Measures)

Processes

1. Procurement (Instructional Software)
2. Curriculum Adoption
3. Development of Professional Learning
4. Analysis of Student Data
5. Launch/ Rollout/ Communications
6. CTE Comprehensive Local Needs Assessment
7. Quality Assurance

Outputs

1. New Curriculum
2. Canvas Courses
3. Professional Learning Courses
4. Sub Cadre Meetings
5. Board Agenda Items
6. Pivot Memos
7. Reports to Community Foundation of Broward
8. CTACE Program Improvement Plans
9. Program Guidance for VPK Programs & Providers

Outcomes (Lag Measures)

Short-Term

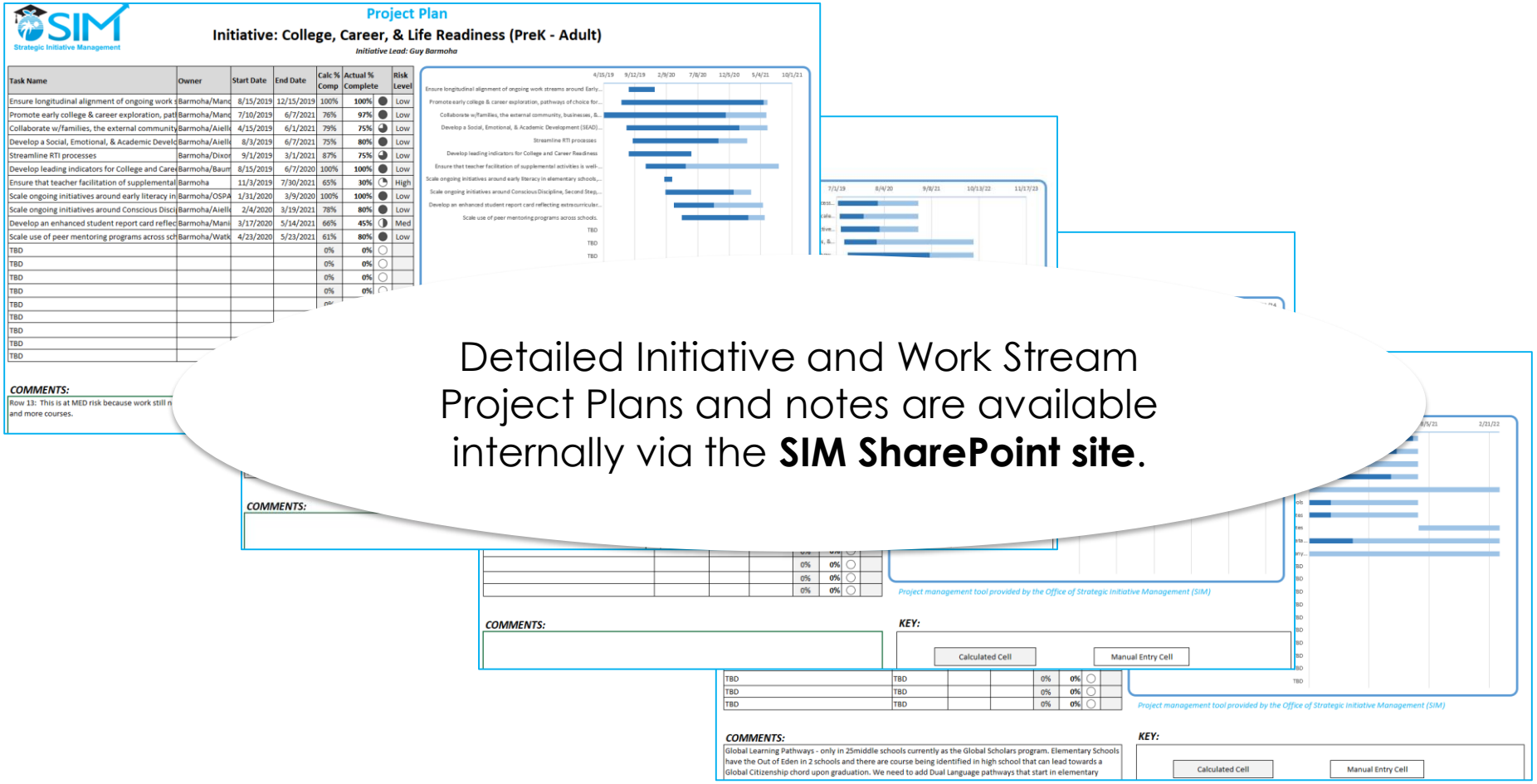
1. Standardized Test Results
2. End of Course Grades
3. Completion Rates of Professional Learning
4. Industry Certifications
5. CTE Secondary – Post Secondary Articulation

Long-Term

1. Improved Graduation Rates
2. Improved Placement Rates, Licensures
3. Improved School Grades

Context / Changing Reality

College, Career, & Life Readiness (PreK–Adult): Project Plan



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Personalized Pathways: Theory of Action

Lead Measures

1) # of defined personalized pathways per school
2) % of HS students enrolled in an identified Personalized pathway

Lag Measures

1) Work/project-based learning/individualized student playlists
2) % of students earning a CTE[1] Industry Certification
3) Funding to schools based on CTE[1] certifications
4) Number of internships & job placements

Theory

If we execute this strategy:

Develop an education model that seeks to accelerate student learning by tailoring the instructional environment- what, when, how and where students learn – to address the individual needs, skills, and interests of each student

Then we will realize this goal:

Enhance and expand personalized educational pathways, inclusive of college and career pathways, and ensure equitable access to innovative programs.

Action Plan

1) Develop Magnet Program progressions through feeder patterns from elementary to middle to high school so that students can continue a course of study that engages them and where they graduate with skills in a concentration area of interest.
2) Develop training options for teachers and administrators to develop instructional strategies promoting personalized learning that lead to individualized student pathways.
3) Develop CTE pathways for students as they progress from elementary to middle to high schools.
4) Develop personalized pathways for our Center and ESE students enabling them to develop the life skills needed to be productive citizens.
5) Develop matriculation options for students to graduate high school and complete CTE[1] programs at our technical colleges.
6) Develop flexible elementary, middle, and high school bell schedules that promote career exploration, internships, industry certifications, and job placement.
7) Enhance transportation options beyond students' home schools to maximize personalized pathway accessibility.

[1]CTE = Career & Technical Education

Personalized Pathways: Logic Model

Inputs

1. Schools
2. Students
3. Programs
4. Classes
5. District departments
6. District staff
7. Transportation

Implementation (Lead Measures)

Processes

1. Magnet Program progressions
2. Training options for personalized pathways
3. CTE[1] pathways with certifications
4. Personalized pathways for Center and ESE students
5. Develop matriculation options from high school to technical college CTE[1] programs
6. Elective pathways (art, music, STEM[2], debate…)
7. Enhance transportation

Outputs

1. Increase in % of students earning CTE[1] certifications completing an identified Personalized Pathway
2. Increase number of identified pathway opportunities per school

Outcomes (Lag Measures)

Short-Term

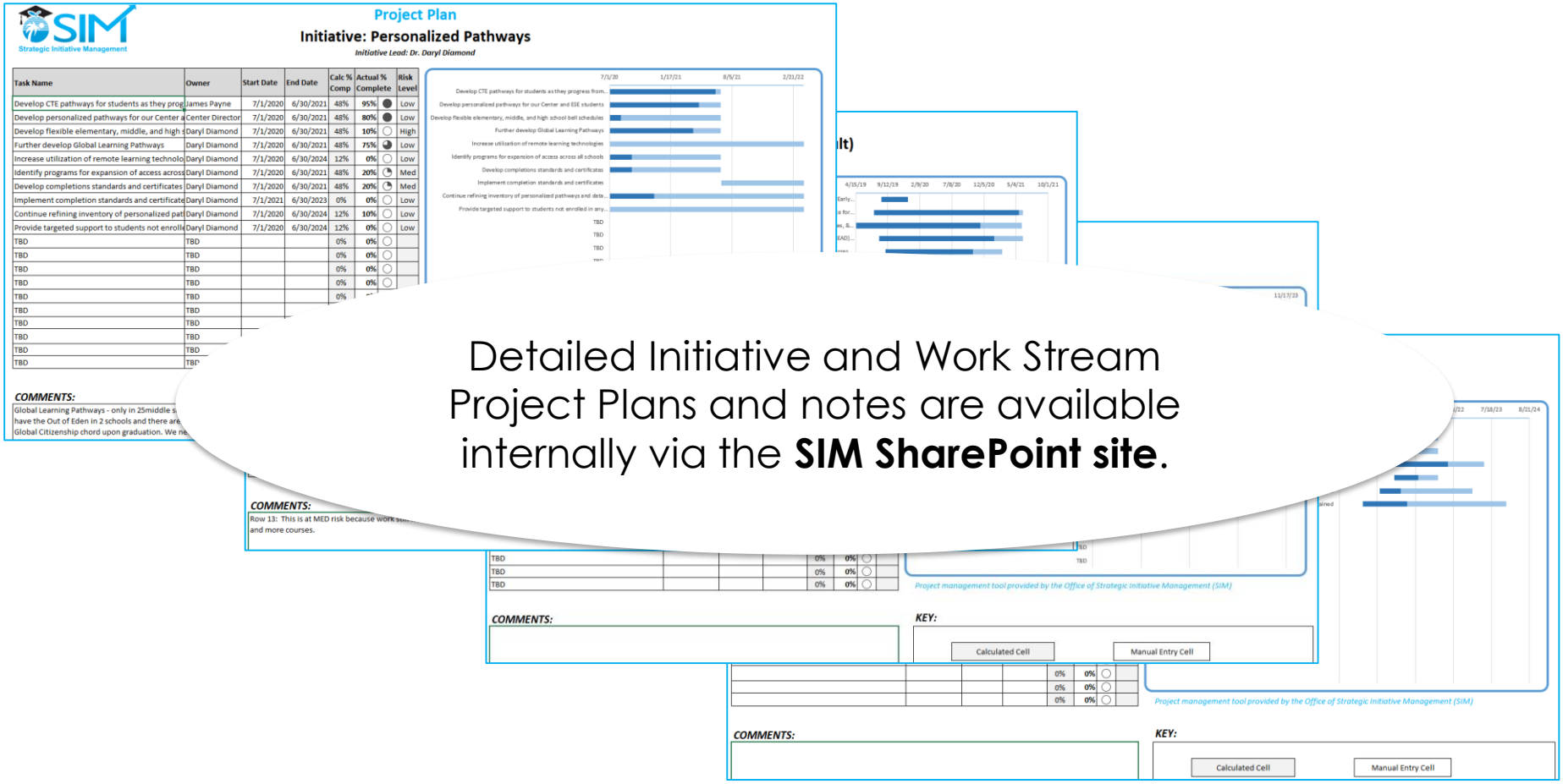
1. Enhancement and expansion of personalized educational pathways
2. Increased work/project-based learning as part of personalized educational pathways

Long-Term

1. Increase student enrollment in personalized pathways
2. Increased school from CTE[1] certifications
3. Increased number of internships and job placements

[1]CTE = Career & Technical Education **Context / Changing Reality** [2]STEM = Science, Technology, Engineering, & Math

Personalized Pathways: Project Plan



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Enrollment Opportunity Optimization: Theory of Action

	Theory	Action Plan
Lead Measures ▪ Number of entrance paths into a school by program and/or capacity	**If we execute this strategy:** Analyze enrollment trends and the capacity of existing school programs and facilities	1) Develop a comprehensive view of current state and national trends 2) Optimize School Choice processes and interactions with other business units 3) Launch a new School Choice application system 4) Develop & adopt process for reviewing, leveraging, & customizing District assets 5) Develop a system for measuring & evaluating impact of educational programs 6) Develop a plan to increase customer engagement 7) Align School Board policies from insights gained
Lag Measures ▪ New-to-District Enrollment ▪ Return-to-District Enrollment (from Charter) ▪ Percentage in-boundary attending students ▪ Accepted choice seats	**Then we will realize this goal:** Maximize those resources to most effectively meet the needs of students, staff, and the community.	

Enrollment Opportunity Optimization: Logic Model

Inputs

1. Analysis of District enrollment trends
2. Capacity of existing school programs and facilities
3. View of current state and national trends
4. State Statutes
5. Analysis of choice requests

Implementation (Lead Measures)

Processes

1. Optimize School Choice processes
2. School Choice application system
3. Target enrollment guidelines
4. Measure & evaluate program impact
5. Increase customer engagement

Outputs

1. Increase in user-friendly interfaces for families
2. Increase in family satisfaction regarding assistance received
3. Align School Board policies
4. Increase in school choice available seats
5. Increase in innovative and magnet programs (entrance paths)
6. Decrease in withdrawals due to dissatisfaction with current school offering
7. Decrease in unused classrooms

Outcomes (Lag Measures)

Short-Term

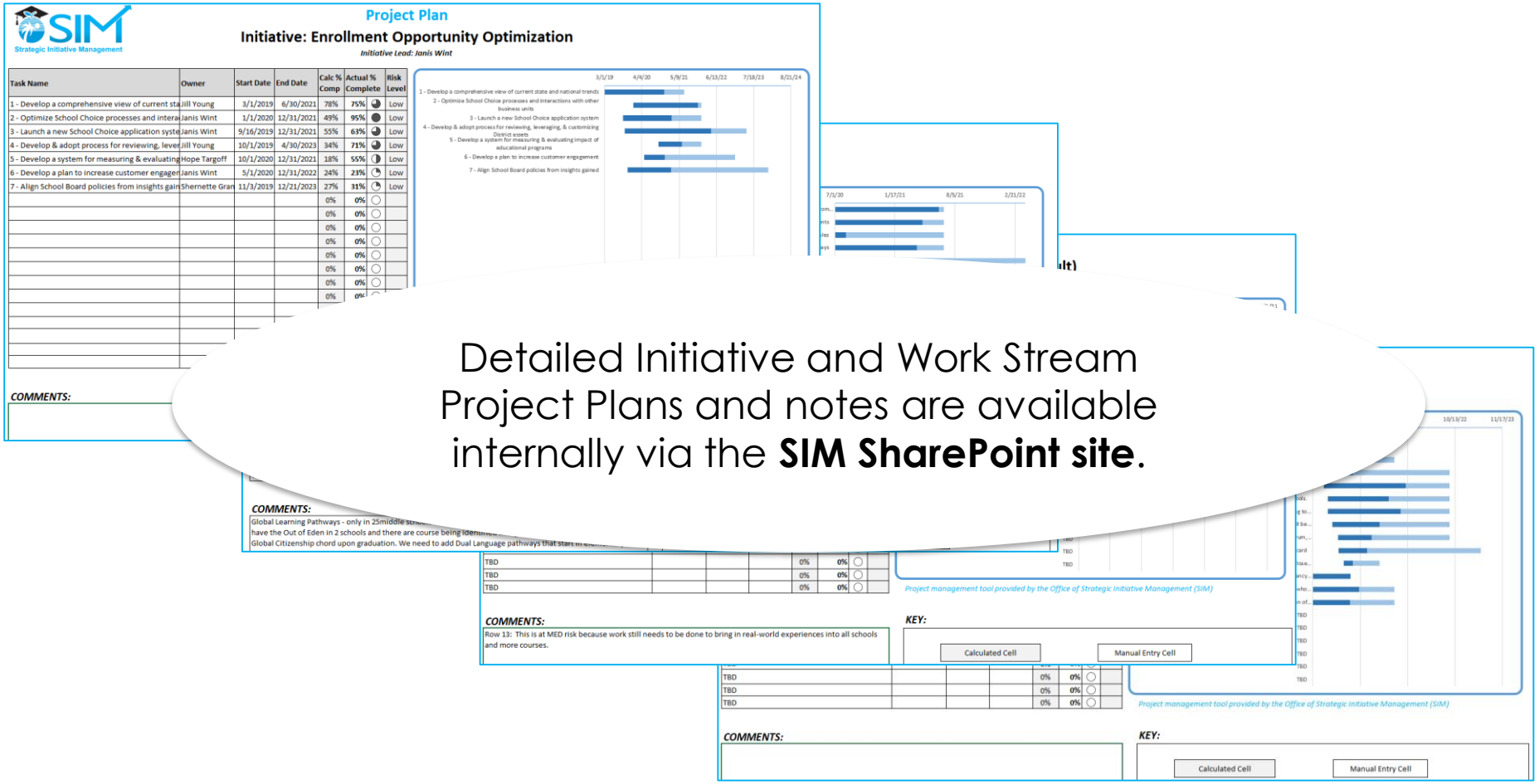
1. Increased school choice seat acceptance
2. Increased program offerings and participation

Long-Term

1. Increased satisfaction with school offering, and program matriculation
2. Increased number of schools operating at target enrollment

Context / Changing Reality

Enrollment Opportunity Optimization: Project Plan



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Student, Employee, & Supplier Diversity: Theory of Action

	Theory	Action Plan
Lead Measures • Student interventions • Talent/supplier sourcing platforms • Supplier report cards	**If we execute this strategy:** Foster a culture of equitable access and opportunity for students, promote and support a diverse employee population, rebrand and re-position the District as welcoming to all women and minority-owned businesses and the community at large, and communicate our commitment to cultural diversity and inclusion…	1. Foster a culture of equitable access and opportunity through educating students and enhanced awareness and training. 2. Hire, retain, and support a diverse employee population by implementing affirmative outreach Talent Acquisition strategies for (Non-Instructional & Instructional Employees). 3. Rebrand and re-position the District as welcoming to women and minority-owned businesses and the community at large. 4. Communicate our commitment to cultural diversity and inclusion through technology, media, policies, procedures, outreach, and training.
Lag Measures • Counts and percentages by diversity characteristics: o Students o Employees o Suppliers	**Then we will realize this goal:** Cultivate an equitable, inclusive, and diverse environment for all stakeholders through a variety of best practices.	

Student, Employee, & Supplier Diversity: Logic Model

Inputs

1. Students
2. Employees
3. Suppliers
4. Policies
5. Procedures
6. Communications
7. Technology Platforms
8. Content
9. Curriculum
10. Resources

Implementation (Lead Measures)

Processes

1. Foster a culture of equitable access and opportunity
2. Hire, retain, and support a diverse employee population
3. Rebrand and re-position the District as welcoming to women and minority-owned businesses and the community at large
4. Communicate our commitment to cultural diversity and inclusion

Outputs

1. Student education and training
2. Student interventions
3. Supplier report cards
4. Expressions of diversity and inclusion through: sourcing platforms, technology, media, policies, procedures, outreach, and training

Outcomes (Lag Measures)

Short-Term

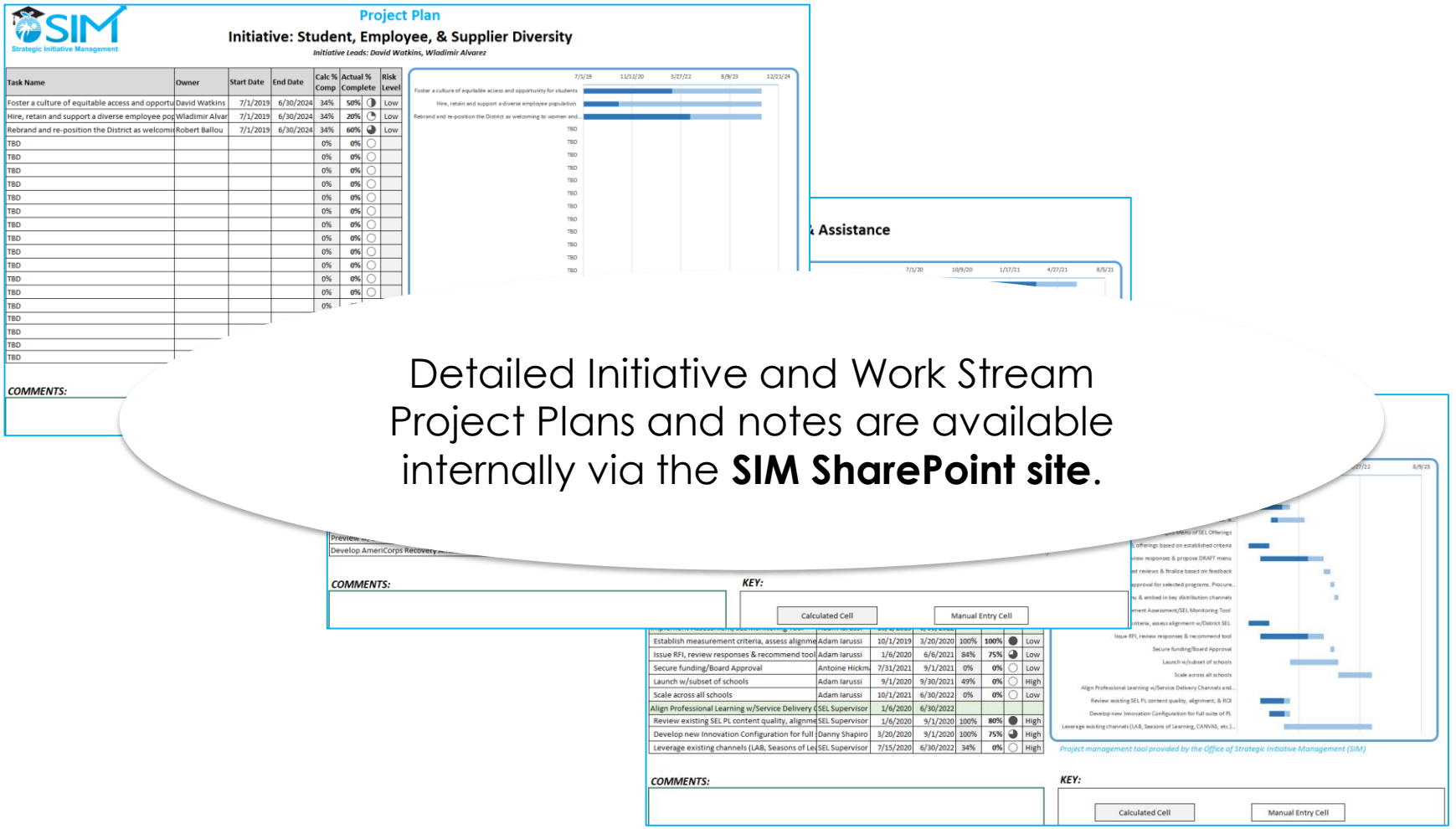
1. Implementation of best practices in equity, diversity, and inclusion across stakeholder groups

Long-Term

1. Counts and percentages by diversity characteristics:
   - Students
   - Employees
   - Suppliers

Context / Changing Reality

Student, Employee, & Supplier Diversity: Project Plan



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Prevention, Intervention, & Assistance: Updated Theory of Action

	Theory	Action Plan
Lead Measures • Behavior Incidents • Attendance • Progress Monitoring Plans • Tiered Interventions • Service utilization data • Trainings / PL completions	<u>If we execute this strategy</u>: Develop, implement & support **evidence-based practices and recovery coordination & resources**; **Engage partners** to fill capability gaps; Create a **central communications website/portal** for all recovery-related resources; **Sustain/reinforce specialized supports to the MSD[1] zone**, including commemorations; and regularly provide **data & analysis** on the utilization of prevention, intervention, & assistance services to drive programmatic changes.	1) Review existing Recovery documentation. Update/augment to align with best practices, & embed in Safety & Security documentation & training. 2) Identify service gaps. Develop an engagement model for working with Partners to fill gaps as needed. Create an asset map documenting available services & service providers. 3) Design & launch a communications portal that provides 'one-stop' access to recovery resources. 4) Regularly collect & analyze data to drive programmatic modifications & improvements in services provided to MSD, the MSD zone, & District-wide.
Lag Measures • FSA results • Course Grades • EOC Exams • Satisfaction data	<u>Then we will realize this goal</u>: Improve the intellectual, mental & physical health of students, families, & staff and become more resilient in the face of adversity.	

[1]MSD = Marjory Stoneman Douglas; [2] BCPS = Broward County Resiliency Services

Prevention, Intervention, & Assistance: Logic Model

Inputs

1. Specialized Services, Programs, Practices, & Support from Partners (National and Local), including the Centers for Disease Control & the FL Dept. of Health
2. Grant Funding
3. Federal Laws (eg, Family Educational Rights & Privacy Act)
4. FL State Statutes
5. School Board Policies
6. Referrals from Schools, Counselors, et al.
7. Requests from Students, Families

Implementation (Lead Measures)

Processes

1. Case Management
2. Attendance Processes
3. RtI/MTSS/Collaborative Problem Solving Team Process
4. Threat Assessment Process
5. Data Collection, Analysis, & Reporting
6. Professional Learning (PL) – Learning Across Broward (LAB)
7. Emergency Response Process
8. Commemoration Planning Process

Outputs

1. Services* to Students, Families
2. Targeted Academic, Behavior, & Attendance support to Students
3. Connections to Providers of Specialized Services
4. Documentation: Prevention Protocols
5. Website: Central Portal with links to resources
6. MSD Commemoration: Day of Service and Love
7. Professional Learning: Course Content & Delivery

Context / Changing Reality

Outcomes (Lag Measures)

Short-Term

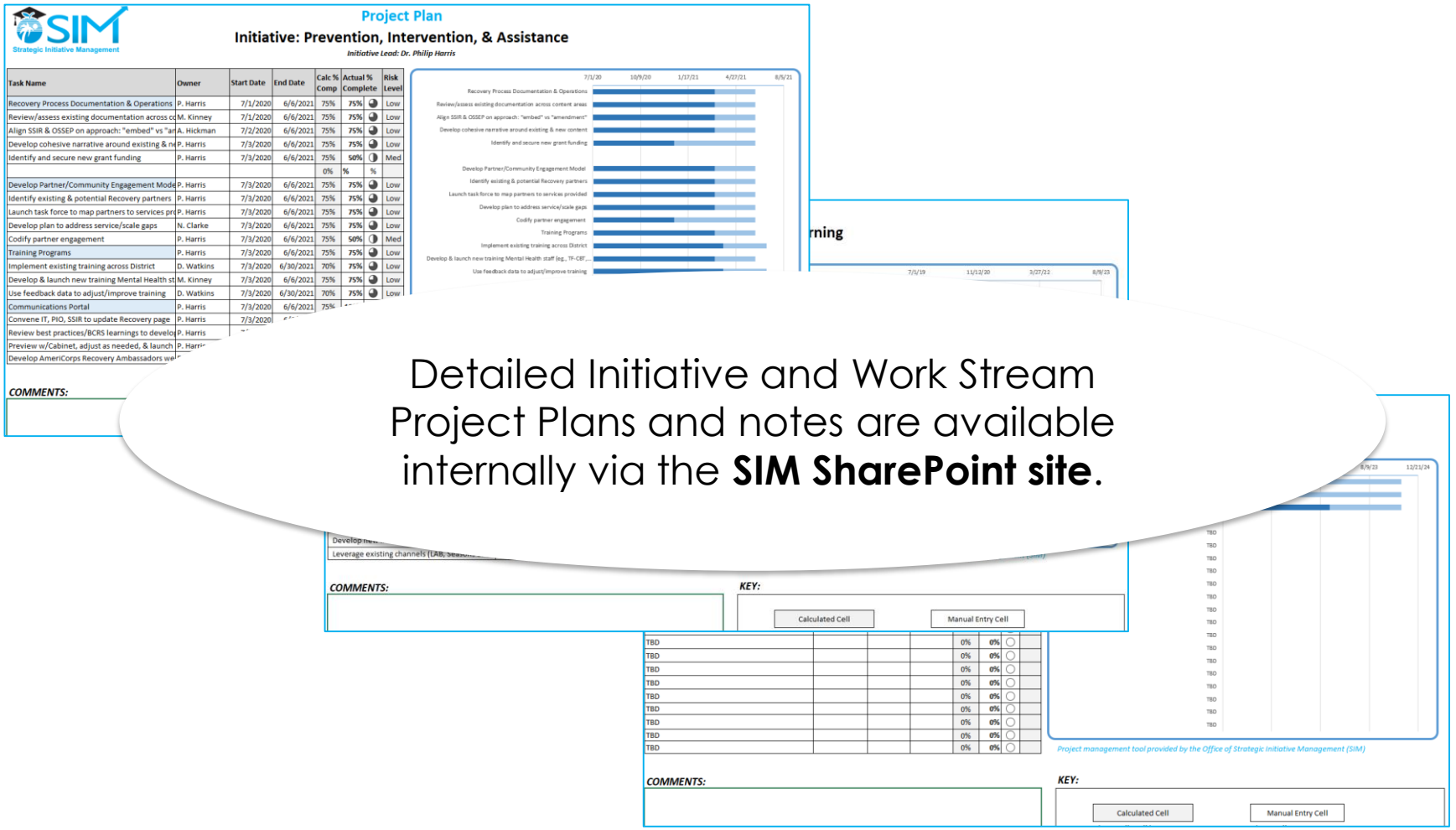
1. Service Referrals
2. Positive Behavior Interventions
3. Targeted Academic & Behavior Support,
4. Attendance
5. Grant Awards

Long-Term

1. Course Grades
2. Graduation Rates
3. Youth Risk Behavior Survey Results

*Includes Attendance, Behavior Interventions, Violence Prevention, Child Abuse & Neglect Services, Family & Community Engagement, Family Counseling, Foster Care, Homeless Education, and School Social Work

Prevention, Intervention, & Assistance: Project Plan



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Social-Emotional Learning: Theory of Action

Lead Measures

- Attendance
- Behavior
- Academic Performance
- Extracurricular/Program Participation
- Professional Learning Completions

Lag Measures

- Student and Staff SEL Surveys
- Youth Risk Behavior Survey results
- FSA, PSAT, SAT, AP results
- Graduation rates

Theory

If we execute this strategy:

Through a **unified District framework**, students and staff will receive high quality **SEL and mindfulness instruction** within a warm, welcoming, positive environment.

These objectives will be met through Professional Learning, SEL Action Plans (SIP), the SEL Strategic Plan, and maximizing the impact of partnerships through research/evidenced-based programming. Progress will be regularly monitored through observation, outreach, and the collection & analysis of data. Ensure District-wide availability of SEL and mindfulness resources.

Then we will realize this goal:

Improvements in staff SEL/mindfulness competencies, explicit SEL instruction, integration of SEL/mindfulness into subject areas, and development of positive learning environments by cultivating caring communities.

This will lead to students' improved wellbeing and resilience along with their academic, personal, social, emotional, and college-career-life readiness development.

Action Plan

1. Define and integrate BCPS's SEL Framework and SEL Strategic Plan.
2. Screen programs to develop and launch a managed menu of SEL offerings.
3. Select, procure, and implement SEL measurement tools analyzing data to drive instruction and planning.
4. Rationalize/adapt Professional Learning content and delivery to align with District's SEL framework, programs, service delivery channels and exiting processes (eg, MTSS-RtI).
5. Complete a School Counselor Job Study. Revise job description, hiring processes, and evaluation instrument to align with ASCA best practices.
6. Define SEL roles for School Leaders, School Counselors, Educators, SEL Support Specialists, SEL Liaisons, and other staff, leading to effective instruction and positive school culture using CASEL best practices.
7. Eliminate redundancies & synchronize timeliness across school planning requirements (SIP, PBIS, SEL, Counseling, etc.), combining plans where feasible.
8. Evaluate and synchronize processes and timelines for interdepartmental coordination.
9. Develop/launch mindfulness programs with associated professional learning, an asset map of resources, and a managed menu of programs.
10. Engage youth, staff, and family through community involvement, mentoring, leadership programs and events.
11. Embed SEL resources, content, and links across existing communication platforms and Canvas.

Social-Emotional Learning: Logic Model

Inputs

1. SEL Framework based on CASEL
2. BCPS SEL Standards
3. Evidenced-based practices and programs
4. SEL Surveys other data from students & staff
5. Student Progression with Board Policy 6000.1
6. Coordination and SEL and Mindfulness planning with classrooms, schools, leadership, families & caregivers, and communities.
7. SEL and Mindful resources and tools

Implementation (Lead Measures)

Processes

1. Implementation of SEL Strategic Plan meetings.
2. Development of SEL and Mindfulness Master Plans/Innovation Configuration (IC) & provision of Professional Learning (PL)
3. Evaluation, procurements, & implementation of SEL & Mindfulness curricula & programs. Development & distribution of the SEL & Mindfulness Managed Menu
4. Administration of SEL Surveys to collect information & monitor progress. Analysis of SEL surveys and usage reports to guide instruction & decision-making
5. Integration of SEL to support subject areas
6. Development, implementation, support, & review of Annual School Counseling Plan (ASCP) SEL Action Plan(SIP)
7. Development and provision of SEL and Mindfulness resources and tools

Outputs

1. Ongoing District-wide collaboration through regular meetings, projects, and initiatives.
2. Comprehensive, standards based, and data driven implementation of PL to meet the needs of school and District staff promote student learning and wellbeing
3. a)Delivery of SEL and Mindfulness programs
   b) Operationalize a Managed Menu
4. Data on usage and impact
5. Student matriculation
6. Completed SEL Action Plans
7. SEL and Mindfulness Canvas Toolkits, sites, & courses, communication of resources, managed menu, and SEL Support Specialists guidance

Outcomes (Lag Measures)

Short-Term

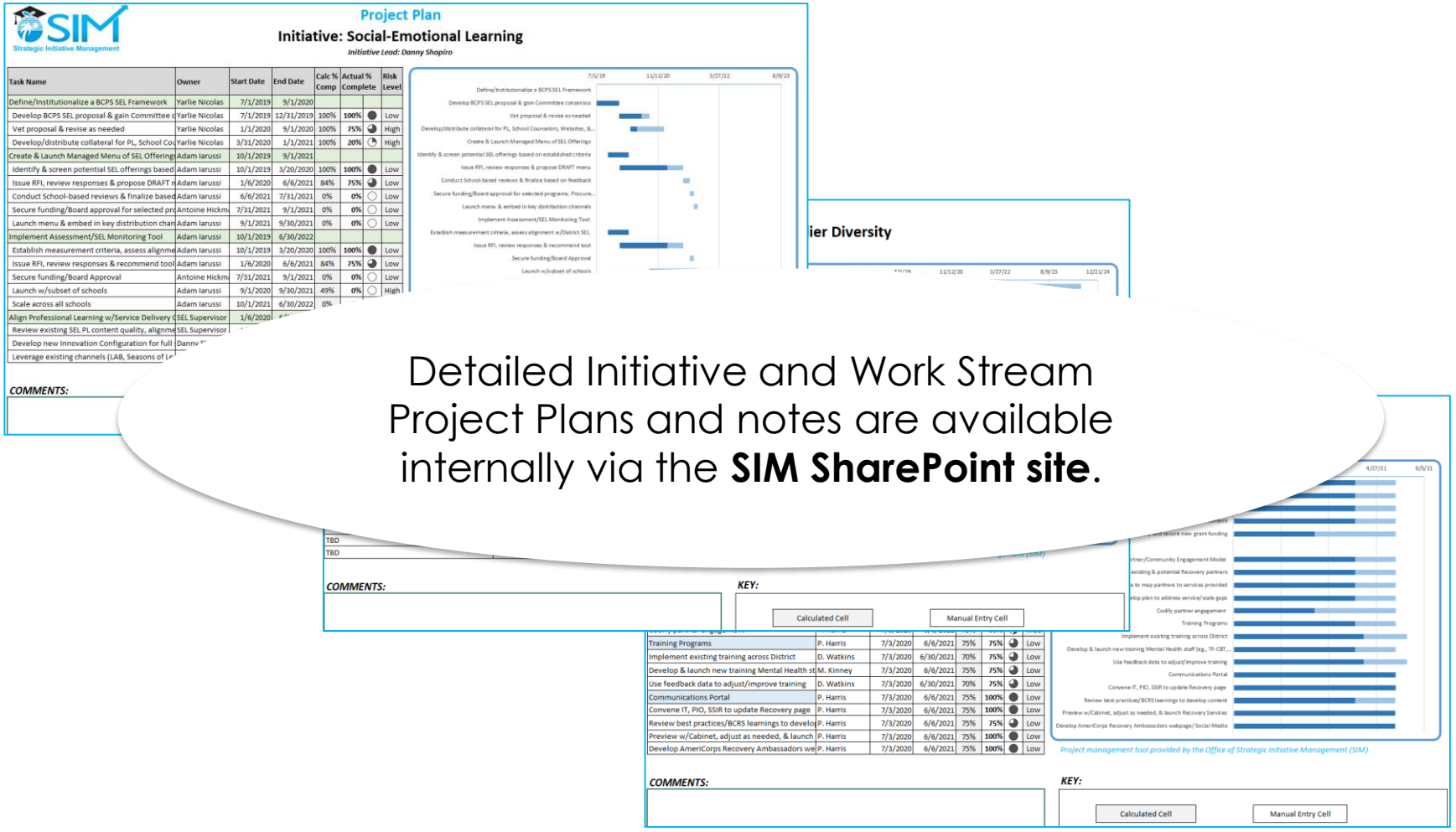
1. Attendance
2. Behavior
3. Academic Performance
4. Program Participation and Utilization
5. Professional Learning Completions
6. SEL Action Plan Self-rating

Long-Term

1. Student and Staff SEL Surveys improvements in year over year
2. Youth Risk Behavior Survey results
3. Graduation rates
4. Customer Survey

Context / Changing Reality

Social-Emotional Learning: Project Plan



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Employee Retention & Recruitment: Theory of Action

	Theory	Year 1 Action Plan: Instructional
Lead Measures	<u>If we execute this strategy</u>: Attracting and retaining a diverse workforce is one of the most important drivers to improving success in our schools.	1. Assessment of district-wide staffing needs will allow for building a targeted roadmap to improve recruitment and retention efforts. 2. Develop targeted strategies to attract, recruit, develop, and retain employees. 3. Improve communication with employees so they feel connected and engaged in district operations. 4. Develop best-practices to be adopted district-wide for recruitment and retention efforts. 5. Develop practical strategies for continued reevaluations of successes and strategies for improvements.
Lag Measures	<u>Then we will realize this goal</u>: Attracting quality candidates, increasing retention rates, and obtaining greater continuity in employment will increase student achievement.	

Employee Retention & Recruitment: Logic Model

Inputs

1. Community
2. Employees
3. Policies
4. Procedures
5. Communications
6. Technology Platforms
7. External organizations
8. Funding
9. Unions
10. Regulations

Implementation (Lead Measures)

Processes

1. Assessment of district-wide staffing needs
2. Develop targeted strategies to attract, recruit, develop, and retain employees
3. Improve communication with employees so they feel connected and engaged in district operations
4. Adopt recruitment and retention best practices District-wide
5. Reevaluate successes and strategies for improvements

Outputs

1. % of selected teachers deployed to specific student populations for just-in-time supports
2. Employee satisfaction survey results
3. Decrease time to recruit (number of days)

Context / Changing Reality

Outcomes (Lag Measures)

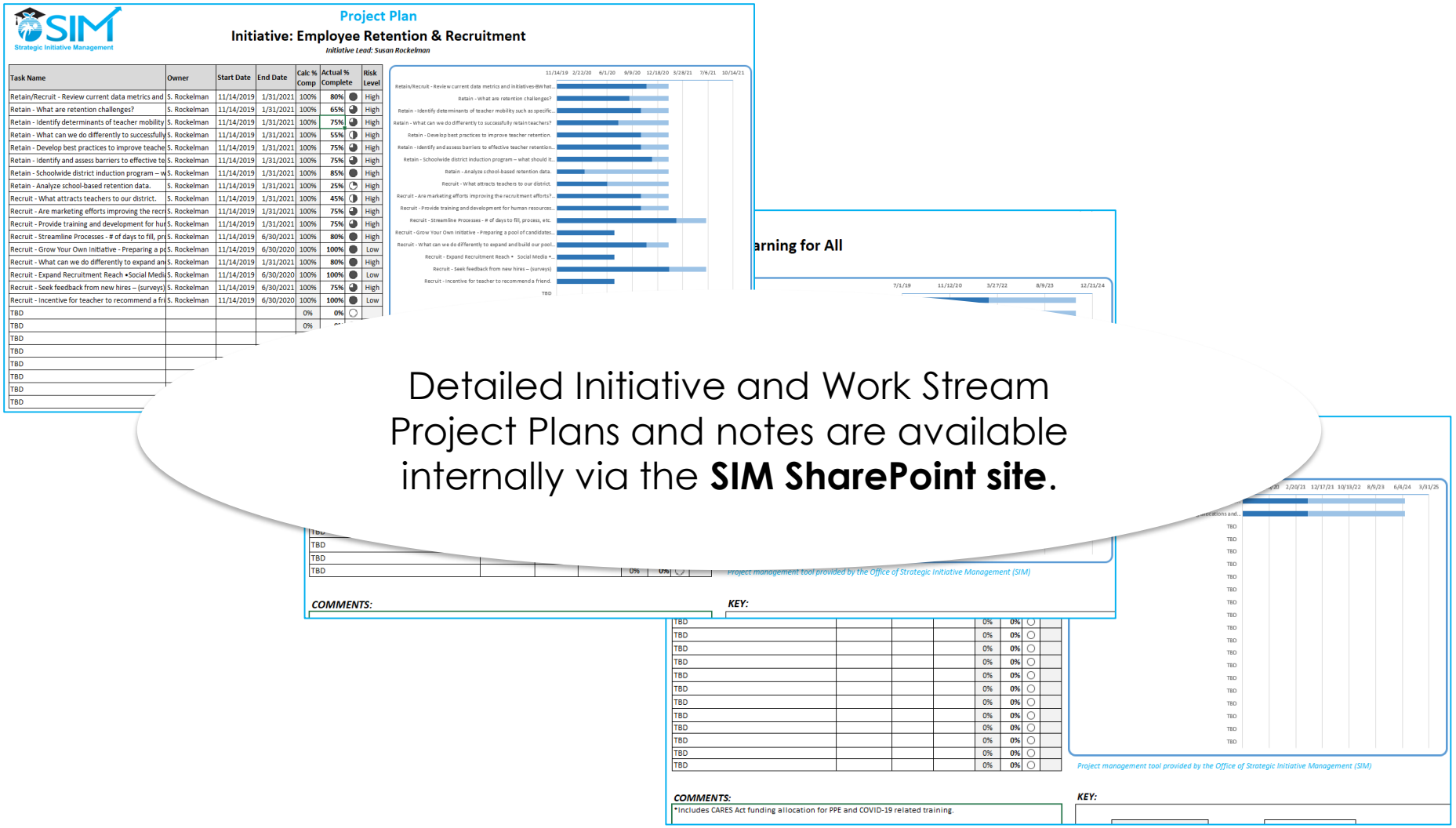
Short-Term

1. Increase % of in-need students receiving just-in-time supports from teachers
2. Increase candidate pools for instructional and non-instructional staff

Long-Term

1. Increase 5-year employee retention rate

Employee Retention & Recruitment: Project Plan



Detailed Initiative and Work Stream Project Plans and notes are available internally via the **SIM SharePoint site**.

Professional Learning for All: Theory of Action

	Theory	Action Plan
Lead Measures • Survey results • Listening Tour results • Collaborative School visit data	**If we execute this strategy:** 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.	1) Review current practices & trends. Compare to research-based recommendations & national best practices. 2) Conduct multiple stakeholder focus groups to identify professional development needs. 3) Collaborate with Finance to identify all available funding sources. 4) Collaborate with Academics and Student Support Initiatives Divisions to develop the "what". 5) Collaborate with Academics & Student Support Initiatives to develop and provide professional learning that progressively builds, expands, and deepens content knowledge, for all employees. 6) Coordinate all professional learning through one central hub. 7) Establish & expand Professional Learning Facilitator Academy to build capacity for professional learning and supports to schools 8) Establish a centralized and integrated vetting process for vendors approved to provide professional learning opportunities aligned with district standards and needs.
Lag Measures • PD: ➢ Participation ➢ Satisfaction ➢ Completion • PLC survey results • Student achievement data	**Then we will realize this goal:** Then we will ensure that all personnel are highly skilled and trained in their respective areas of responsibilities & practice.	

Professional Learning for All: Logic Model

Inputs

1. State Regulations
2. Employees
3. Policies
4. Procedures
5. Communications
6. Technology Platforms
7. Funding
8. Resources
9. Students
10. Curriculum
11. Content
12. Vendors

Implementation
(Lead Measures)

Processes

1. Review current practices & trends
2. Conduct focus groups
3. Identify available funding sources
4. Develop the "what"
5. Develop professional learning that progressively builds, expands, and deepens content knowledge
6. Utilize one central hub for all professional learning
7. Establish & expand Professional Learning Facilitator Academy
8. Establish a centralized and integrated vetting process for vendors

Outputs

1. Survey results
2. Listening Tour results
3. Collaborative school visit data
4. Expanded professional learning that progressively builds, expands, and deepens content knowledge

Outcomes
(Lag Measures)

Short-Term

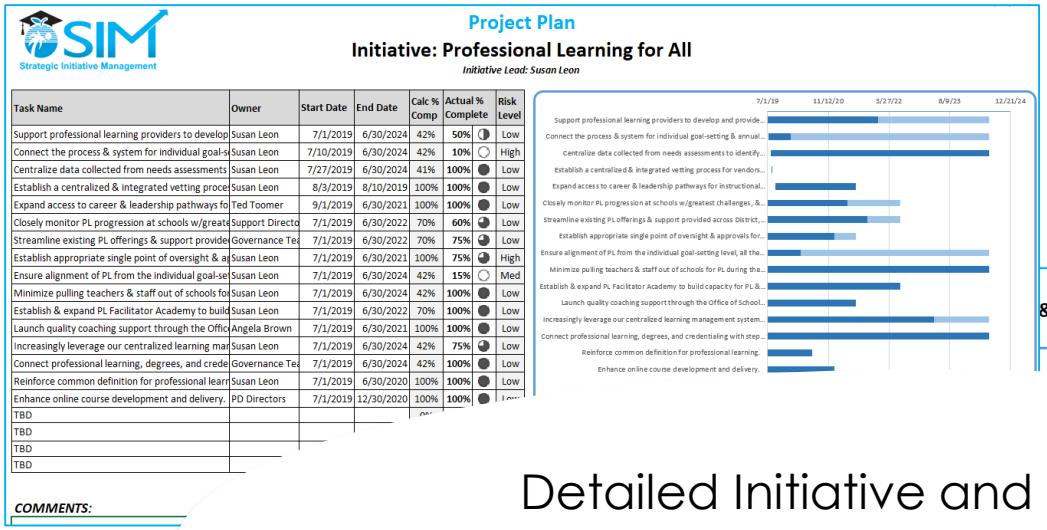
1. Professional Learning
    1. Participation
    2. Satisfaction
    3. Completion
2. Professional Learning Community survey results

Long-Term

1. % of teachers completing LAB eLearning modules
2. % of content area specific professional learning opportunities with positive impact
3. Student achievement data

Context / Changing Reality

Professional Learning for All: Project Plan



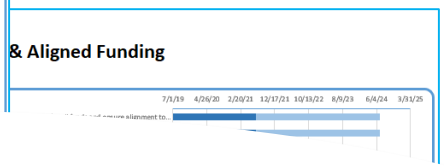
Project Plan

Initiative: Professional Learning for All

Initiative Lead: Susan Leon

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
Support professional learning providers to develop	Susan Leon	7/1/2019	6/30/2024	42%	50%	Low
Connect the process & system for individual goal-s	Susan Leon	7/10/2019	6/30/2024	42%	10%	High
Centralize data collected from needs assessments	Susan Leon	7/27/2019	6/30/2024	41%	100%	Low
Establish a centralized & integrated vetting proce	Susan Leon	8/3/2019	8/10/2019	100%	100%	Low
Expand access to career & leadership pathways fo	Ted Toomer	9/1/2019	6/30/2021	100%	100%	Low
Closely monitor PL progression at schools w/greate	Support Directo	7/1/2019	6/30/2022	70%	60%	Low
Streamline existing PL offerings & support provide	Governance Tea	7/1/2019	6/30/2022	70%	75%	Low
Establish appropriate single point of oversight & a	Susan Leon	7/1/2019	6/30/2021	100%	75%	High
Ensure alignment of PL from the individual goal-se	Susan Leon	7/1/2019	6/30/2024	42%	15%	Med
Minimize pulling teachers & staff out of schools fo	Susan Leon	7/1/2019	6/30/2024	42%	100%	Low
Establish & expand PL Facilitator Academy to build	Susan Leon	7/1/2019	6/30/2022	70%	100%	Low
Launch quality coaching support through the Offic	Angela Brown	7/1/2019	6/30/2021	100%	100%	Low
Increasingly leverage our centralized learning mar	Susan Leon	7/1/2019	6/30/2024	42%	75%	Low
Connect professional learning, degrees, and crede	Governance Tea	7/1/2019	6/30/2024	42%	100%	Low
Reinforce common definition for professional learn	Susan Leon	7/1/2019	6/30/2020	100%	100%	Low
Enhance online course development and delivery.	PD Directors	7/1/2019	12/30/2020	100%	100%	Low
TBD						
TBD						
TBD						
TBD						

COMMENTS:



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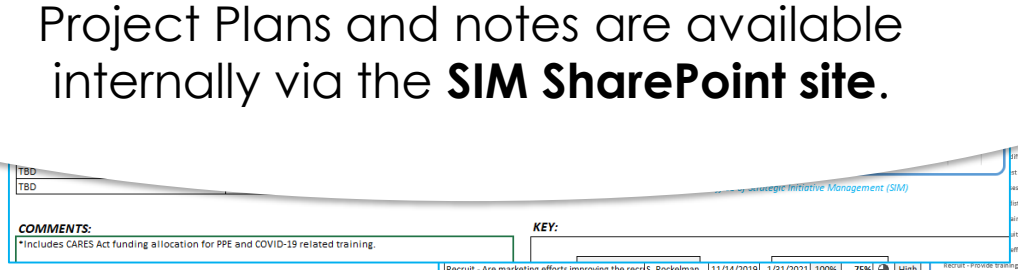

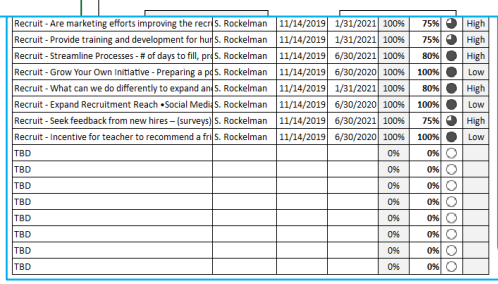

Recruit - Are marketing efforts improving the recr	S. Rockelman	11/14/2019	1/31/2021	100%	75%	High
Recruit - Provide training and development for hur	S. Rockelman	11/14/2019	1/31/2021	100%	75%	High
Recruit - Streamline Processes - # of days to fill, pr	S. Rockelman	11/14/2019	6/30/2021	100%	80%	High
Recruit - Grow Your Own Initiative - Preparing a po	S. Rockelman	11/14/2019	6/30/2020	100%	100%	Low
Recruit - What can we do differently to expand an	S. Rockelman	11/14/2019	1/31/2021	100%	80%	High
Recruit - Expand Recruitment Reach •Social Media	S. Rockelman	11/14/2019	6/30/2020	100%	100%	Low
Recruit - Seek feedback from new hires – (surveys)	S. Rockelman	11/14/2019	6/30/2021	100%	75%	High
Recruit - Incentive for teacher to recommend a fri	S. Rockelman	11/14/2019	6/30/2020	100%	100%	Low
TBD				0%	0%	
TBD				0%	0%	
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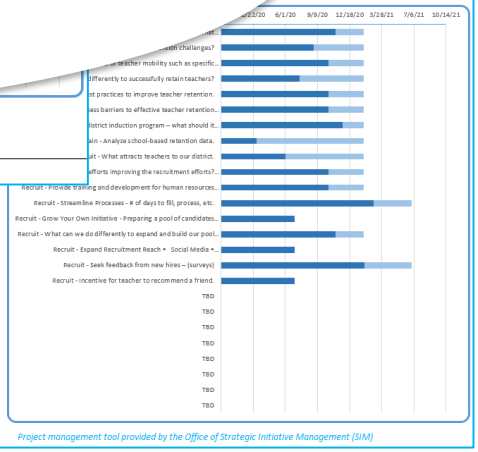


Organizational Structure & Aligned Funding: Theory of Action

	Theory	Action Plan
Lead Measures • Funds available by defined category • Project completion	<u>If we execute this strategy</u>: Maximize resource utilization for all funds while ensuring alignment to the District's Strategic Plan, and review and realign Exceptional Student Education (ESE) school-based funding and staffing allocations.	1. Maximize resource utilization for all funds and ensure alignment to the District's Strategic Plan. 2. Review Exceptional Student Education (ESE) school-based funding and staffing allocations, and recommend realignments as necessary to better meet the needs of our ESE students.
Lag Measures • Fund resource utilization by defined category	<u>Then we will realize this goal</u>: Ensure proper alignment of organizational structure and funding to best support employee retention, development, and recruitment.	

Organizational Structure & Aligned Funding: Logic Model

Inputs

1. Enrollment
2. State Regulations
3. Florida Department of Education
4. Local Government
5. Employees
6. Policies
7. Procedures
8. Communications
9. Technology Platforms
10. Funding (Including ESSER[1] and ARP[2])
11. External Resources
12. Community

Implementation (Lead Measures)

Processes

1. Maximize resource utilization for all funds
2. Ensure alignment to of budgeted funds to the District's Strategic Plan
3. Review Exceptional Student Education (ESE) school-based funding and staffing allocations
4. Recommend realignments as necessary to better meet the needs of our ESE students

Outputs

1. Funds available by defined category
2. Funds budgeted
3. School and department budgets finalized

Context / Changing Reality

Outcomes (Lag Measures)

Short-Term

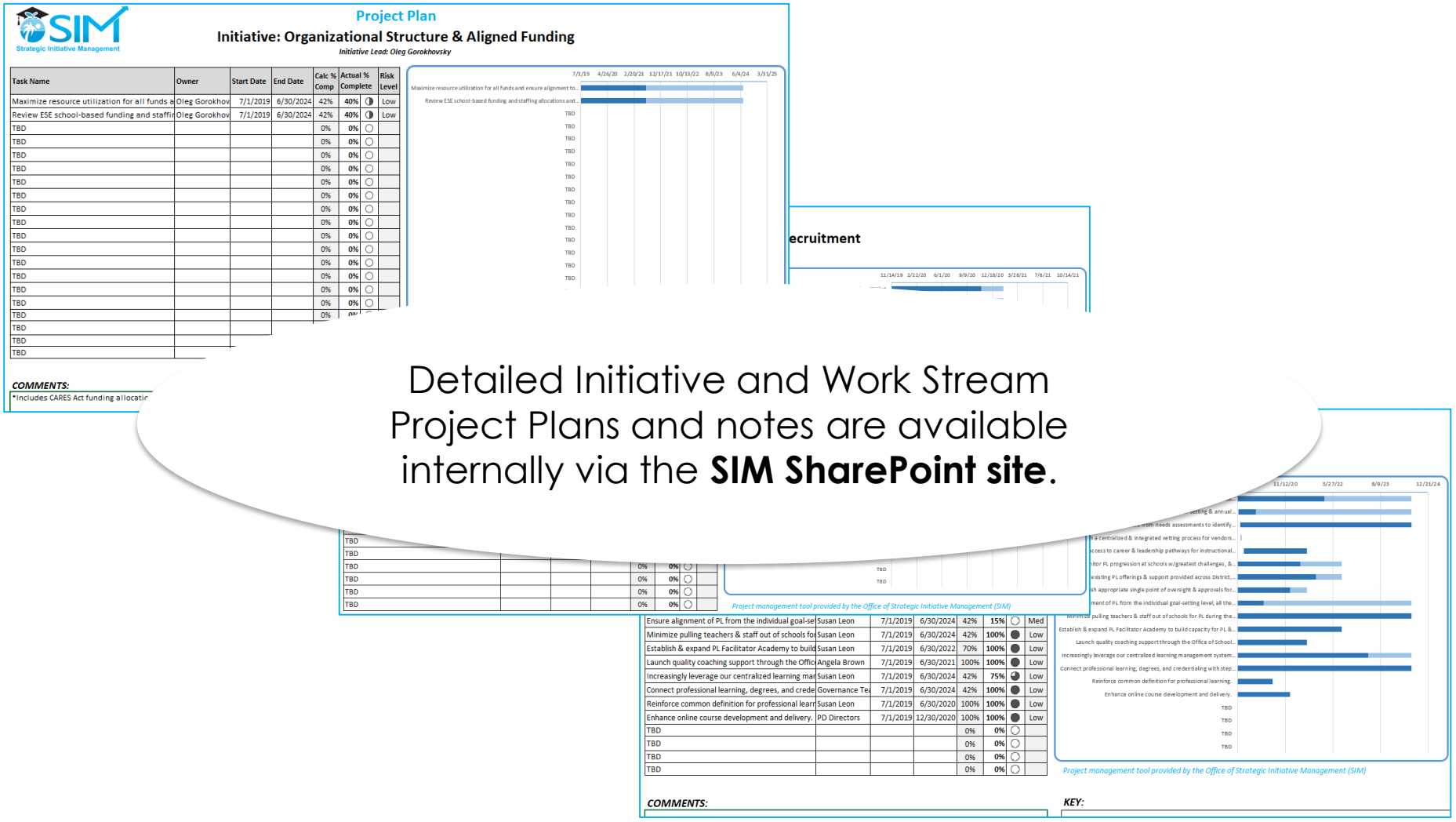
1. Fund resource utilization by defined category

Long-Term

1. Improved alignment of funding and staff resources to District's Strategic Plan

1. ESSER = Elementary and Secondary School Emergency Relief | 2. ARP = American Recovery Plan

Organizational Structure & Aligned Funding: Project Plan



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Data Governance & Use: Theory of Action

	Theory	Action Plan
Lead Measures • Local Error Reports • Data Owners • Data governing body membership	**If we execute this strategy:** Create a standing data governing body founded on sound principals and best practices; instill a sense of ownership and accountability among staff; and promote the need for high-quality data integrity, security and use,	• Convene a standing data governing body • Establish policies, procedures, documentation, and training to support the data governance framework • Establish role-based security access best practices • Identify stand-alone data bases owned by departments and schools • Create or expand centralized data repositories • Review vendor contract language to ensure data governance language
Lag Measures • State Error Reports • Stand-alone databases • Full-time equivalent recaptured	**Then we will realize this goal:** Establish and enforce a data governance network which facilitates optimal data quality, ownership, access, security, and confidentiality.	

Data Governance & Use: Logic Model

Inputs

1. Students
2. Employees
3. Technology platforms
4. Policies
5. Procedures
6. Communications
7. Vendors
8. Resources

Implementation
(Lead Measures)

Processes

1. Convene a standing data governing body
2. Develop and support District-wide data governance framework
3. Establish data governance process, procedures, documentation, and training
4. Establish role-based security access best practices
5. Ensure data governance language embedded in vendor contracts

Outputs

1. Data governing body membership
2. Data owners
3. Increased quality and consistency of data including common descriptions within a centralized repository
4. Reduction of data leaks/breaches including clarified segregation of responsibilities
5. Ensure compliance to privacy and data regulations / processes

Outcomes
(Lag Measures)

Short-Term

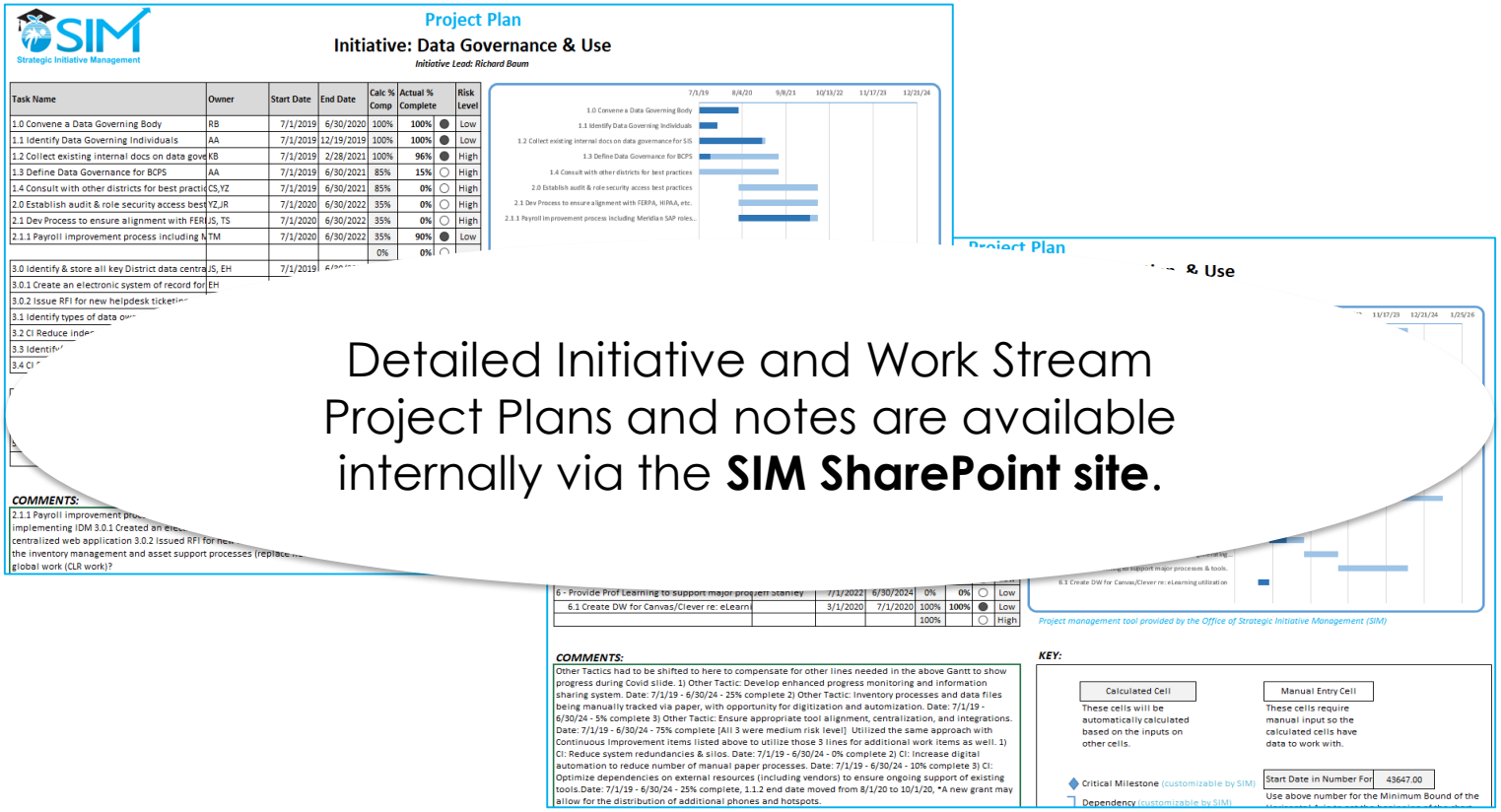
1. Verified ownership of 80 areas of student related data
2. Optimized and more efficient data reporting for better decision making
3. Reduction in number of stand-alone databases

Long-Term

1. Reduce State error report issues

Context / Changing Reality

Data Governance & Use: Project Plan



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Tool Development, Implementation, & Use: Theory of Action

	Theory	Action Plan
Lead Measures ▪ TR: OOW + Age < 5y ▪ SIS: Stakeholders Survey/ Engagement	**If we execute this strategy:** Begin technology refresh, setting up the framework of a new SIS while evaluating existing tools/processes.	1. Develop a sustainable plan for technology refresh. • Finalize Planning/ITB & select vendors • Four year rollout of new devices 2. Provide a new Student Information System built on the latest technologies that will support State reporting requirements & facilitate District decision-making & student progress monitoring. • Scope/RFP/Budget Development/Presentation by Phase • Document change management strategy • Formalize project governance • Compile Program Team Kickoff OCM • Configure New SIS (Core+), Continue OCM • Rollout Core+, Professional Development, Begin Phase II (Interfaces/DWA) • Custom App Rationalization (CAR) 3. Develop & adopt process for reviewing, leveraging, and customizing existing tools & resources to adequately meet user needs over time.
Lag Measures ▪ TR: Average OOW drops ▪ TR: TCO drops ▪ TR: Ratio ▪ SIS: Stakeholders Survey/ Engagement	**Then we will realize this goal:** 1. Reduce data loss risk throughout the organization while enhancing the interoperability and accessibility of systems; and 2. Provide impactful classroom tools for digital learning	

OOW = Out of Warranty; TR = Technology Refresh; SIS = Student Information System; TCO = Total Cost of Ownership; DWA = Data Warehouse; OCM = Organizational Change Management; ITB = Invitation to Bid; RFP = Request for Proposal

Tool Development, Implementation, & Use: Logic Model

Inputs

1. Students
2. Employees
3. Technology platforms
4. Enterprise standards
5. Policies
6. Process definitions
7. Communications
8. Vendors

Implementation (Lead Measures)

Processes

1. Develop a sustainable plan for technology refresh
2. Provide a new Student Information System (SIS) to improve State reporting, District decision-making, and student progress monitoring
3. Develop & adopt process for reviewing, leveraging, and customizing existing tools & resources to adequately meet user needs over time

Outputs

1. Technology refresh: out of warranty and device age less than 5 years
2. Student Information System phases, stakeholder survey and engagement
3. Inventory of existing tools & resources

Outcomes (Lag Measures)

Short-Term

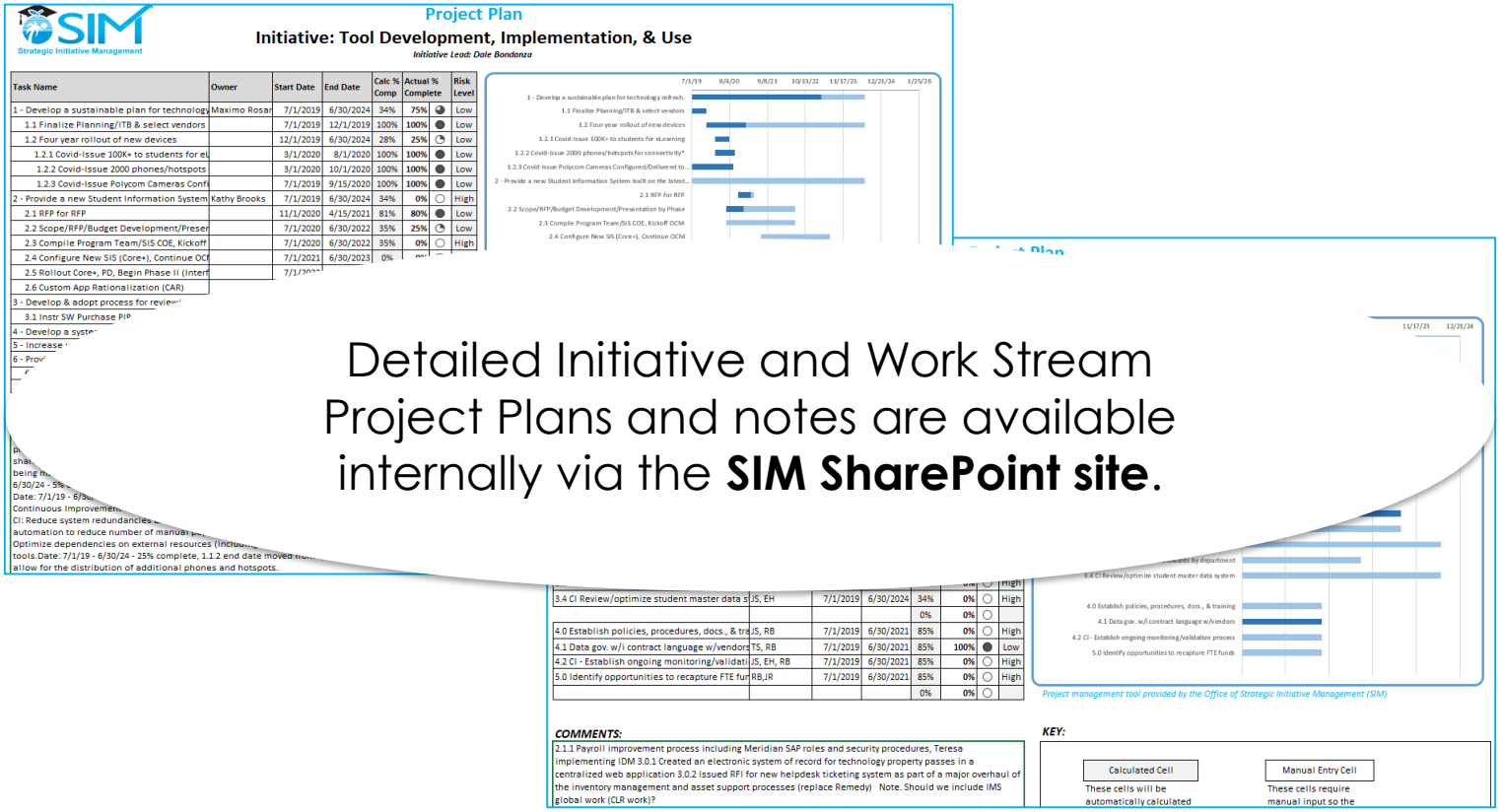
1. Average out of warranty drops
2. Decrease in total cost of ownership across devices
3. Increase in system interoperability

Long-Term

1. Stakeholder engagement survey results
2. Decreased reliance on internal resources to support SIS

Context / Changing Reality

Tool Development, Implementation, & Use: Project Plan



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Operational & Process Improvement: Theory of Action

Lead Measures

- Number of training sessions held
- Number of Process Improvement Projects facilitated
- Project plan task completion

Lag Measures

- Number of District staff and students certified in Lean Six Sigma
- Cost savings due to process improvements
- Staff time saved due to implementation of individual and organizational process improvements

Theory

If we execute this strategy:

Provide relevant training, support actions aligned to continuous improvement, map and improve District processes, and ensure alignment of individual, school, and departmental objectives to the 2024 Strategic Plan…

Then we will realize this goal:

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.

Action Plan

1. Facilitate a culture of continuous improvement by performing periodic reviews and improvements of processes at District and school levels.
2. Facilitate Performance Management Reviews and Process Improvement Projects using Lean Six Sigma Framework, adopting best practices in communication of changes made to support process improvements implemented.
3. Provide training in process improvement, project management, and execution & accountability, to facilitate implementation of the Strategic Plan.
4. Establish a recognition program for departments or schools best exemplifying performance excellence & demonstrated savings through process improvements.
5. Facilitate District-wide adoption and training on Lean Six Sigma methodology to facilitate a culture of continuous improvement, including training and deploying high school students.
6. Ensure alignment of individual, departmental, and school-level goals and School Improvement Plans to the Strategic Plan.
7. Map key processes within each department and school, and analyze impact of potential changes to schools.

Operational & Process Improvement: Logic Model

Inputs

1. Employees
2. Students
3. Parents
4. Community
5. Policies
6. Procedures
7. Communications
8. Technology Platforms
9. Funding
10. External Resources
11. Partners
12. Regulations

Implementation (Lead Measures)

Processes

1. Facilitate Performance Management Reviews and Process Improvement Projects
2. Provide related training
3. Utilize a District-wide recognition program
4. Facilitate District-wide adoption and training on Lean Six Sigma methodology
5. Ensure Strategic Plan alignment of individual and location goals
6. Map key District processes and analyze impact of potential changes to schools

Outputs

1. Training sessions held
2. Number of Process Improvement Projects facilitated
3. Individual and location goals aligned to the Strategic Plan

Outcomes (Lag Measures)

Short-Term

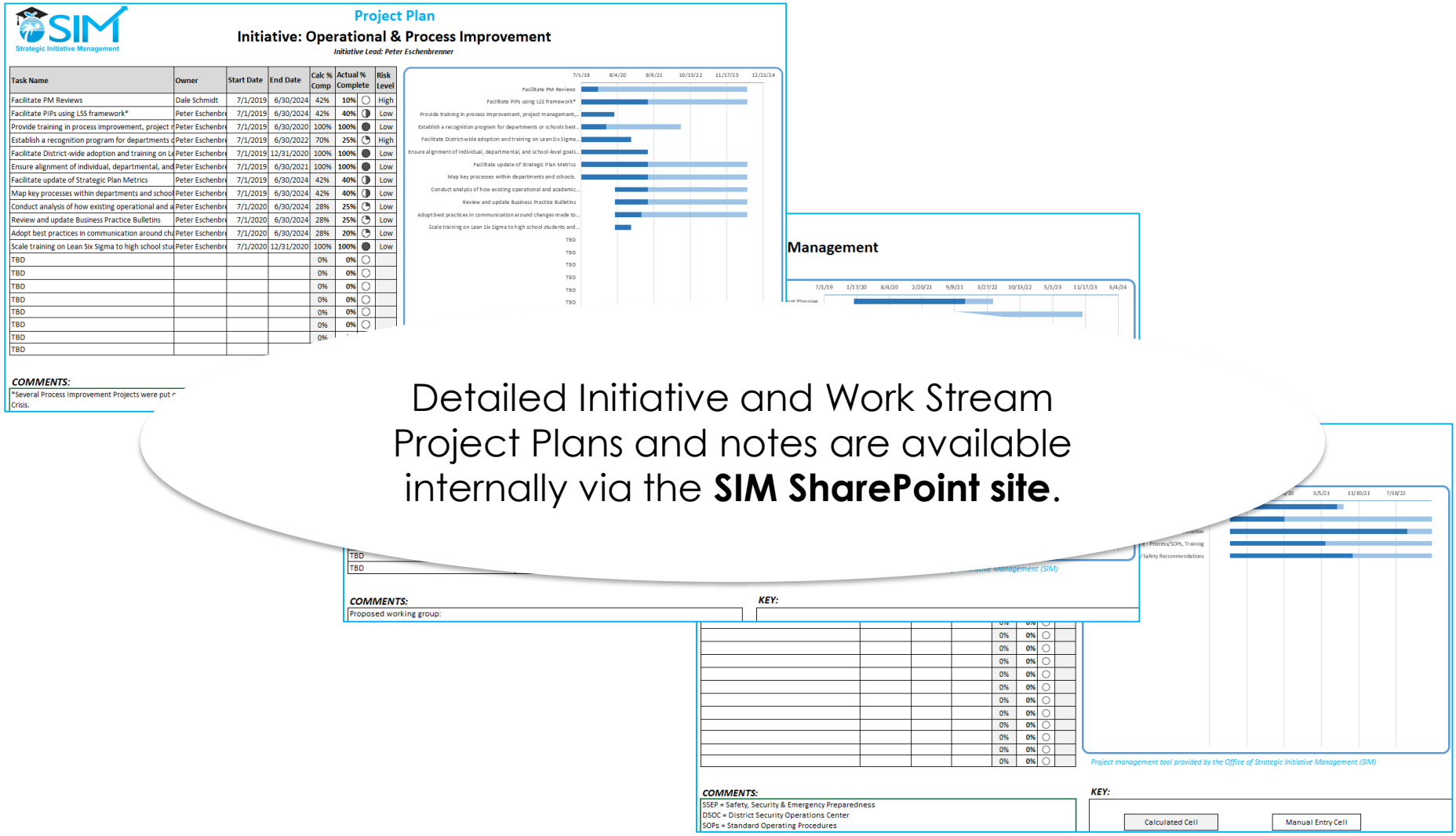
1. District staff and students certified in Lean Six Sigma
2. Staff time saved due to implementation of process improvements

Long-Term

1. Cost savings due to implementation of process improvements
2. % of Operational Efficiency Key Performance Indicators (KPIs) showing improvement

Context / Changing Reality

Operational & Process Improvement: Project Plan



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Facilities & Asset Management: Theory of Action

Lead Measures

- Percentage of CGCS[1] recommendations incorporated
- Percentage of budgetary practices that comply with GFOA[2] Smarter School standards
- Project plan task completion

Lag Measures

- Percentage of district locations using business plans to inform long term strategies for Capital Assets
- Number of existing District resources that are leveraged to realign District assets to the 2024 Strategic Plan

Theory

If we execute this strategy:

Develop a capital funding planning document, develop long term business plans for key areas, and leverage existing resources that can be used to execute the business plans…

Then we will realize this goal:

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.

Action Plan

1. Develop a capital funding planning document that has decision support tools, prioritization assumptions and standard templates intended for business planning of the core areas that utilize capital funding.
2. Develop long term business plans for key areas that address strategic initiatives and business objectives as well as a process for updating these plans.
3. Leverage existing resources (funding, organizational, parallel efforts, systems and processes) that can be used to execute the business plans as well as identify gaps in resources to progress those plans.

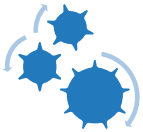
1. CGCS = Council of Great City Schools | 2. GFOA = Government Finance Officers Association

Facilities & Asset Management: Logic Model

Inputs

1. Students
2. Employees
3. Policies
4. Procedures
5. Communications
6. Technology Platforms
7. External organizations
8. Capital Assets
9. Funding
10. Capital Planning Frameworks

Implementation
(Lead Measures)



Processes

1. Development and iteration of capital funding planning document
2. Decision support tool utilization
3. Business planning for use of capital funding
4. Leverage of existing resources (funding, organizational, parallel efforts, systems and processes) to execute business plans
5. Identification of gaps in resources to progress those plans

Outputs

1. CGCS[1] recommendations incorporated
2. Budgetary practices in compliance with GFOA[2] Smarter School standards
3. Business plans for District Locations

Context / Changing Reality

Outcomes
(Lag Measures)

Short-Term

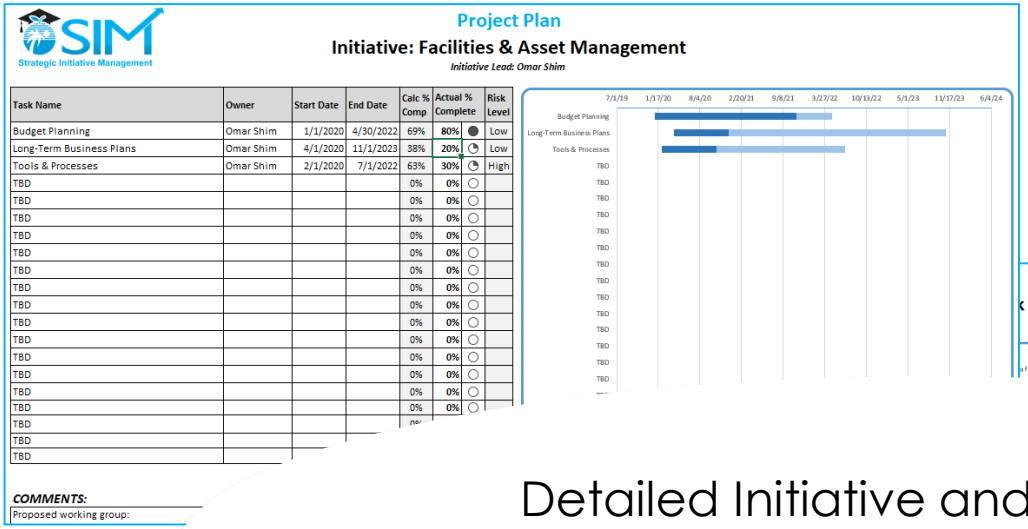
1. Increased percentage of district locations using business plans to inform long term strategies for Capital Assets

Long-Term

1. Increased number of existing District resources that are leveraged to realign District assets to the 2024 Strategic Plan

1. CGCS = Council of Great City Schools | 2. GFOA = Government Finance Officers Association

Facilities & Asset Management: Project Plan



Project Plan

Initiative: Facilities & Asset Management

Initiative Lead: Omar Shim

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
Budget Planning	Omar Shim	1/1/2020	4/30/2022	69%	80%	Low
Long-Term Business Plans	Omar Shim	4/1/2020	11/1/2023	38%	20%	Low
Tools & Processes	Omar Shim	2/1/2020	7/1/2022	63%	30%	High
TBD				0%	0%	
TBD				0%	0%	
TBD				0%	0%	
TBD				0%	0%	
TBD				0%	0%	
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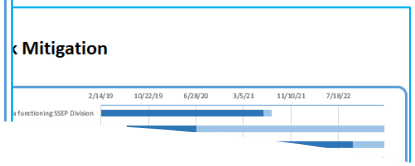
7/1/19 1/17/20 8/4/20 2/20/21 9/8/21 3/27/22 10/13/22 5/1/23 11/17/23 6/4/24

Budget Planning
Long-Term Business Plans
Tools & Processes
TBD

COMMENTS:

Proposed working group:



k Mitigation

2/14/19 10/22/19 6/28/20 3/5/21 11/10/21 7/18/22

a functioning SSEP Division

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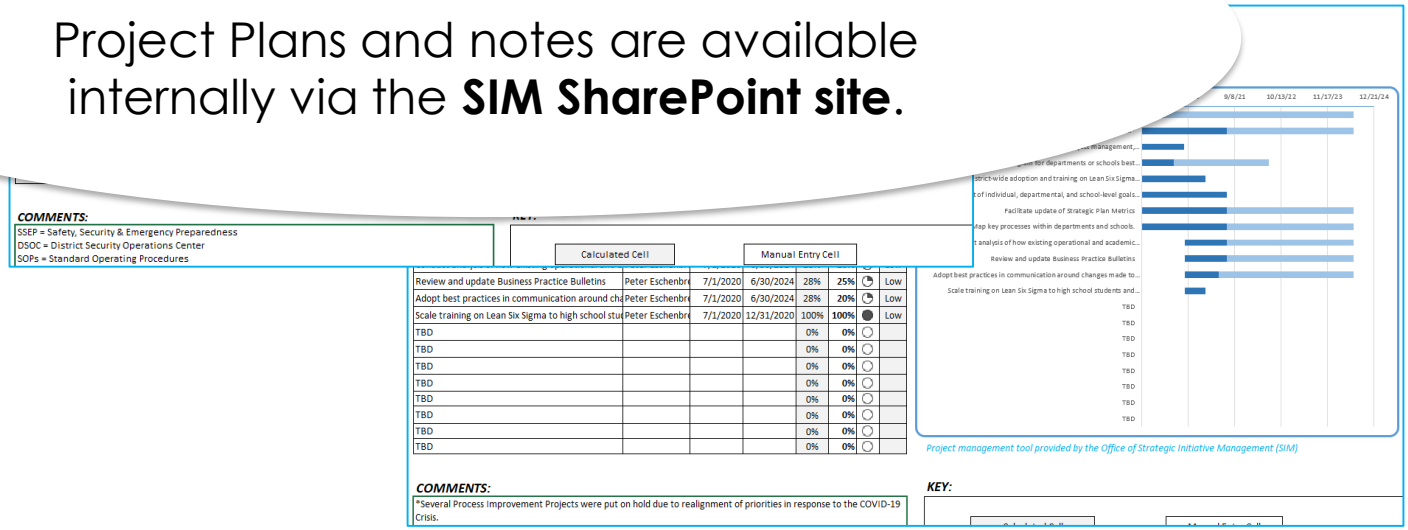

COMMENTS:

SSEP = Safety, Security & Emergency Preparedness
DSOC = District Security Operations Center
SOPs = Standard Operating Procedures

Calculated Cell | Manual Entry Cell

Review and update Business Practice Bulletins	Peter Eschenbr	7/1/2020	6/30/2024	28%	25%	Low
Adopt best practices in communication around ch	Peter Eschenbr	7/1/2020	6/30/2024	28%	20%	Low
Scale training on Lean Six Sigma to high school stu	Peter Eschenbr	7/1/2020	12/31/2020	100%	100%	Low
TBD				0%	0%	
TBD				0%	0%	
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9/8/21 10/13/22 11/17/23 12/21/24

Facilitate update of Strategic Plan Metrics
Review and update Business Practice Bulletins
Adopt best practices in communication around changes made to...
Scale training on Lean Six Sigma to high school students and...
TBD

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

COMMENTS:

*Several Process Improvement Projects were put on hold due to realignment of priorities in response to the COVID-19 Crisis.

KEY:

Safety, Security, & Risk Mitigation: Updated Theory of Action

Lead Measures

- Percentage of key risks monitored
- Project plan task completion

Lag Measures

- District's Progress on Safety/Security Division Priorities (strategic, statute, grant, Board, time sensitive, best practices, recomm.)
- Progress on Planning, Developing, and Executing a Safety and Security Training Program for all staff

Theory

If we execute this strategy:

Establish a resilient and responsive Safety, Security & Emergency Preparedness Division…

Then we will realize this goal:

Enable the organization to be prepared to address all risks, threats and potential vulnerabilities.

Action Plan

1. Build a functioning Safety, Security, and Emergency Preparedness (SSEP) Division
2. Establish an Enterprise Risk Management infrastructure
3. Develop a multi-mode Crisis Communications Plan
4. Build a District Security Operations Center (DSOC)
5. Implement technology/systems for School Safety Portal, Incident Management and centralizing data for cross-comparison.
6. Initiate & deploy role-specific protocols, standard operating procedures (SOPs) & aligned training.
7. Identify actionable Safety/Security priorities and develop plans for implementation.

Safety, Security, & Risk Mitigation: Logic Model

Inputs

1. Students
2. Employees
3. Vendors
4. Policies
5. Procedures
6. Communications
7. Technology Platforms
8. External Risks
9. Internal Risks
10. Vulnerabilities

Implementation (Lead Measures)

Processes

1. Enterprise Risk Management framework
2. Multi-mode SSEP
3. Communication Plan
4. Role-specific processes, standard operating procedures (SOPs) & aligned training.
5. Identify Safety/Security priorities (strategic, statute, grant, Board, time sensitive, best practices, recommendations) and develop plans for implementation

Outputs

1. District Security Operations Center (DSOC)
2. Technology/systems for School Safety Portal, Incident Management and centralizing data
3. Key risks monitored
4. Training completion
5. Timely, targeted, specific, multi-mode crisis communications

Outcomes (Lag Measures)

Short-Term

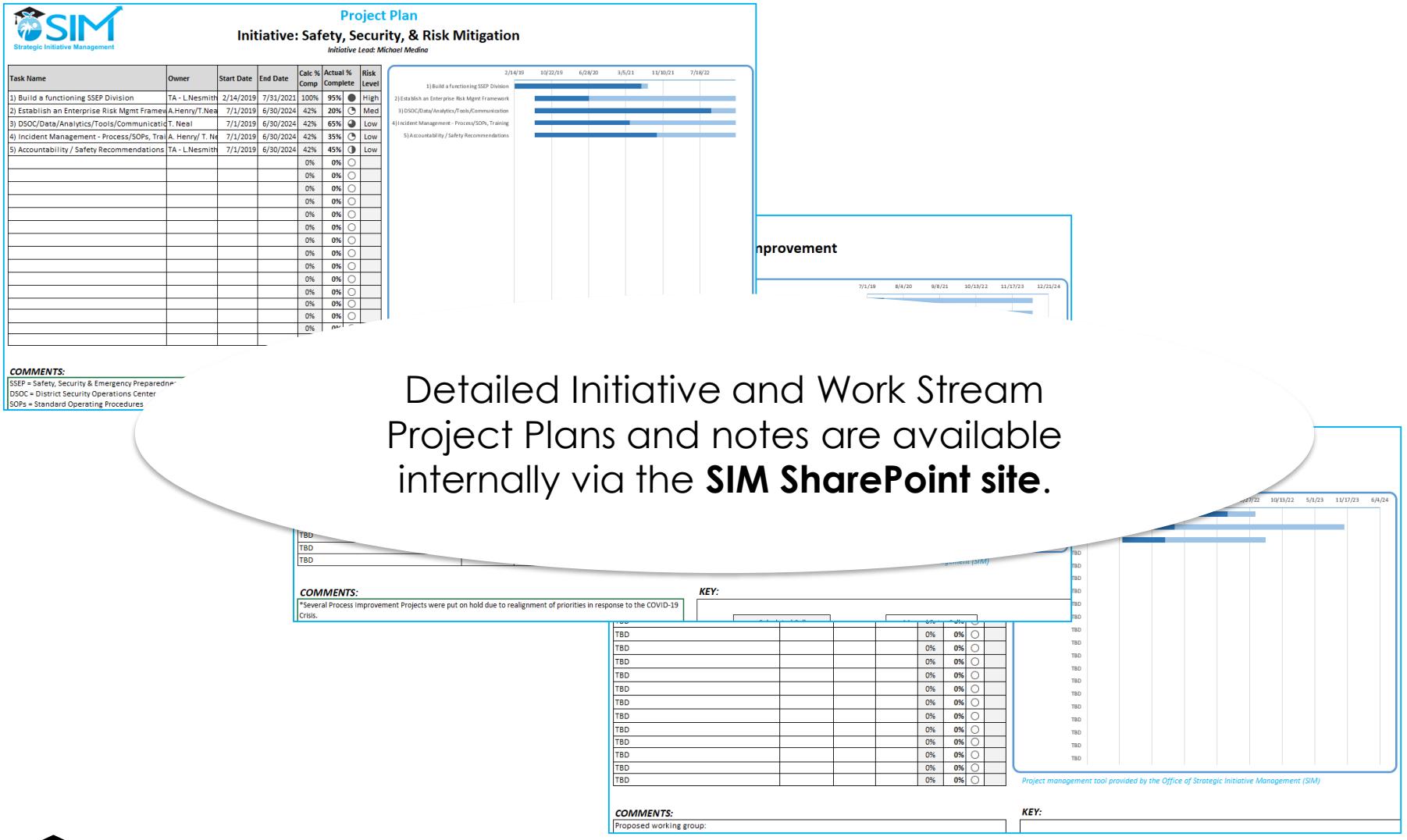
1. Progress on Planning, Developing, and Executing a Safety and Security Training Program for all staff
2. Safety Communications via Multiple Platforms

Long-Term

1. District's Progress on Safety/Security priorities (multi-sourced)

Context / Changing Reality

Safety, Security, & Risk Mitigation: Project Plan



Project Plan

Initiative: Safety, Security, & Risk Mitigation

Initiative Lead: Michael Medina

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
1) Build a functioning SSEP Division	TA - L.Nesmith	2/14/2019	7/31/2021	100%	95%	High
2) Establish an Enterprise Risk Mgmt Framew	A.Henry/T.Neal	7/1/2019	6/30/2024	42%	20%	Med
3) DSOC/Data/Analytics/Tools/Communicatio	T. Neal	7/1/2019	6/30/2024	42%	65%	Low
4) Incident Management - Process/SOPs, Trai	A. Henry/ T. Ne	7/1/2019	6/30/2024	42%	35%	Low
5) Accountability / Safety Recommendations	TA - L.Nesmith	7/1/2019	6/30/2024	42%	45%	Low

COMMENTS:

SSEP = Safety, Security & Emergency Preparedne
DSOC = District Security Operations Center
SOPs = Standard Operating Procedures

Detailed Initiative and Work Stream Project Plans and notes are available internally via the **SIM SharePoint site**.

COMMENTS:

*Several Process Improvement Projects were put on hold due to realignment of priorities in response to the COVID-19 Crisis.

KEY:

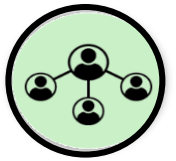
Project management tool provided by the Office of Strategic Initiative Management (SIM)

COMMENTS:

Proposed working group:

KEY:

Public Relations, Partnerships, & Legislation: Theory of Action



	Theory	Action Plan
Lead Measures • Percentage of District Staff and leaders trained in external communication best practices • Project plan task completion	<u>If we execute this strategy</u>: Establish and implement consistent procedures for partnerships, branding, communication, and engagement with stakeholders across multiple levels and channels …	1. Establish consistent procedures for partnerships at the district and school level; redefine and classify partnership levels 2. Partner with community groups, including those that provide messaging accessible to individuals with diverse needs and abilities. 3. Develop a procedure to ensure consistent senior leadership participation in the District's advisory councils and committees. 4. Conduct surveys and/or focus groups to determine which communication formats, channels, content type, and frequencies are most preferred by various stakeholder groups. 5. Ensure consistent communications with all elected officials on the local, state, and national level.
Lag Measures • Number of Partnerships with Businesses, Community Organizations, and Law Enforcement • Percentage of external communications meeting established standards	<u>Then we will realize this goal</u>: 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.	

Public Relations, Partnerships, & Legislation: Logic Model

Inputs

1. Existing and potential partners
2. Procedures
3. Stakeholders
4. Communication channels

Implementation (Lead Measures)

Processes

1. Establish consistent procedures for partnerships
2. Partner with community groups
3. Ensure consistent senior leadership participation in advisory councils and committees.
4. Determine stakeholder communication preferences
5. Regularly communicate with stakeholders

Outputs

1. Increase in percentage of District staff and leaders trained in external communication best practices
2. Development of effective external communication processes (timely, complete, high quality) to meet the needs of all external stakeholders
3. Increase in depth and scope of partner relationships

Outcomes (Lag Measures)

Short-Term

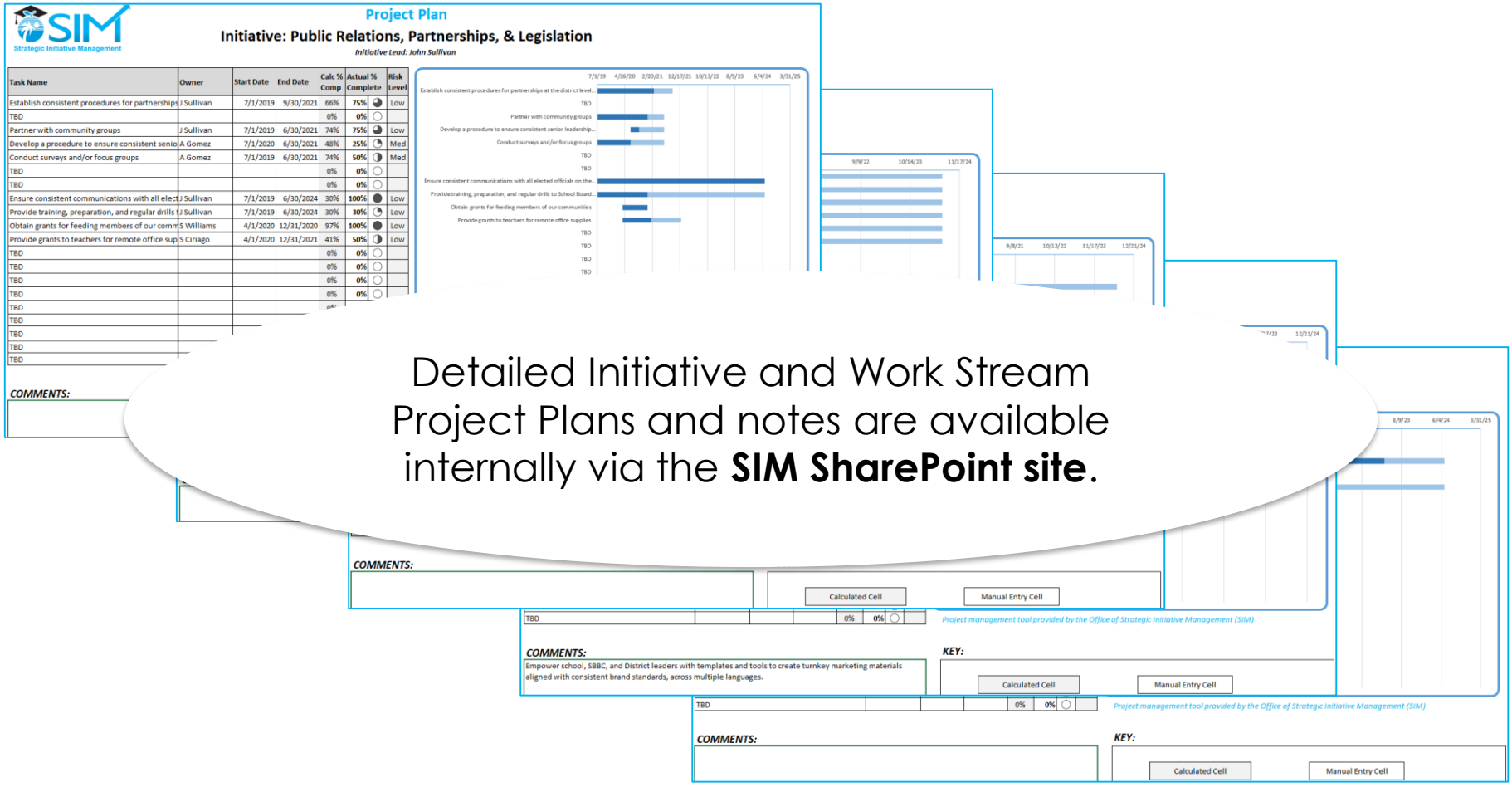
1. Increased percentage of external communications meeting established standards

Long-Term

1. Number of partnerships with businesses, community organizations, and law enforcement

Context / Changing Reality

Public Relations, Partnerships, & Legislation: Project Plan



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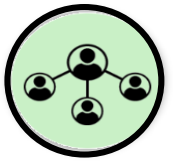
Internal Communication: Theory of Action



Theory

Lead Measures

- Percentage of new teachers oriented to District technology and communication processes
- Project plan task completion

If we execute this strategy:

Streamline use of District email, increase use of available tools and programs for internal communication, and improve processes related to the Board Agenda Request Form and communication of Board-related items...

Lag Measures

- Average number of emails received by BCPS staff
- Number of announcements made through Insite
- Percentage of Board items that directly impact a Strategic Plan Primary Metric

Then we will realize this goal:

Develop effective internal communication processes (timely and high quality) to meet the needs of all schools and District offices. Two outcomes include: 1. To increase participation and 2. to save costs.

Action Plan

1. Increase use of Insite and other tools for informational communication while streamlining use of email across the District to work-related items.
2. Improve communication of Board-related items through the implementation of a new E-Agenda Platform.
3. Increase use of Microsoft Office 365 across school-based and District-based staff.
4. Enhance the Board Agenda Request Form process to ensure alignment of Board items to the 2024 Strategic Plan.

Internal Communication: Logic Model

Inputs

1. District email
2. Available tools and programs for internal communication
3. Board Agenda Request Form
4. Board-related items
5. District staff

Implementation (Lead Measures)

Processes

1. Increase use of Insite and other tools for informational communication
2. Streamline use of email across the District
3. Implement new E-Agenda Platform
4. Increase use of Microsoft Office 365
5. Enhance the Board Agenda Request Form process to ensure alignment of Board items to the 2024 Strategic Plan

Outputs

1. Percentage of new teachers oriented to District technology and communication processes
2. Improvement of communication of Board-related items
3. Development of effective internal communication processes (timely and high quality) to meet the needs of all schools and District offices.

Outcomes (Lag Measures)

Short-Term

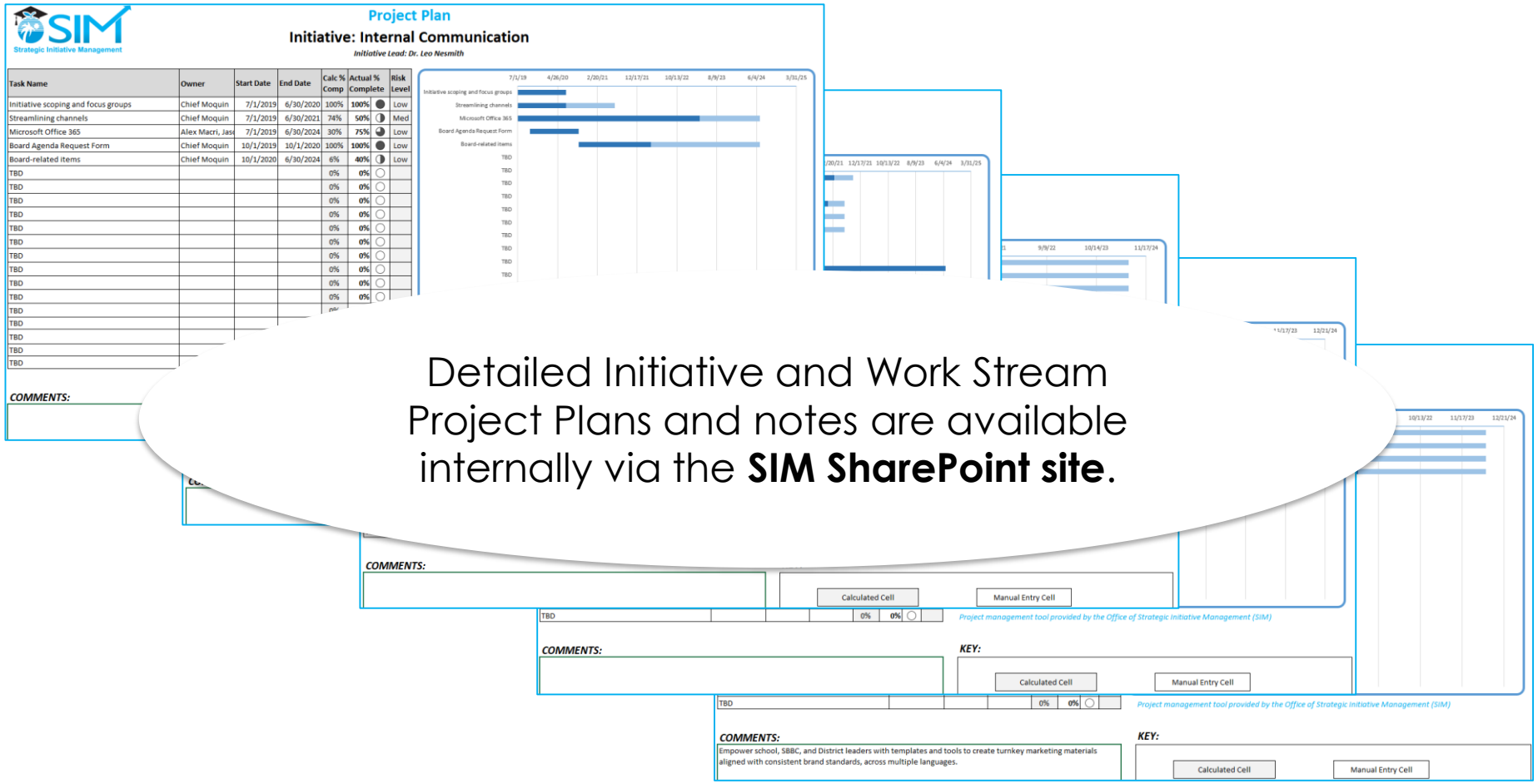
1. Increased participation
2. Increased number of announcements made through Insite
3. Increased percentage of Board items with direct Strategic Plan Primary Metric impact

Long-Term

1. Decreased average number of emails received by BCPS staff
2. Cost savings

Context / Changing Reality

Internal Communication: Project Plan



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Marketing: Theory of Action

Lead Measures

- Rollout of refreshed Brand Standards and Guidelines and MARCOMM Toolkit; optimize compliance Districtwide
- Implementation of high-visibility media campaigns - COVID, distance learning, Summer 2021, Ready for You
- Project plan task progress
- Number of Communications Ambassadors

Lag Measures

- Percentage of BCPS department, school and District pages and marketing collateral aligned to brand guidelines and design standards
- Positive Media Coverage
- Social Media Usage and engagement
- Website traffic growth and improved access to quality content

Theory

If we execute this strategy:

Develop and market a brand strategy that promotes the importance and value Broward County Public Schools deliver to the community…

Then we will realize this goal:

Reinforce the District brand, increase use of social media for stakeholder engagement, and drive traffic to the District website and social media channels.

Action Plan

1. Reinforce brand (both visual graphic and brand statement):
   - Help drive enrollment and retention, including promotion of special programs.
   - Ensure consistent brand image alignment and standards across the District.
   - Connect with municipalities to amplify District messages.
2. Increase use of social media and web-based tools for stakeholder engagement:
   - Establish team of social media content managers and Communications Ambassadors.
   - Include certification process with required competencies.
   - Engage BCPS resources as brand ambassadors.
3. Drive traffic to the District website and social media channels:
   - Create marketing and communications online resources.
   - Streamline website navigation and ensure ease of access.
   - Increase use of BCPS mobile app and QR codes for ease of access while reducing printed materials.

Marketing: Logic Model

Inputs

1. Macroeconomic factors: income, employment, impact of COVID-19
2. Diverse communities and languages
3. Voice of the customer: language, cadence, tone/cultural nuance
4. Competition (charters, private, home school, K-12 Virtual)
5. Communication channel preferences
6. Internet access and social media influence
7. Measurable data, insights and trends – enrollment, graduation rates, research, etc.

Implementation
(Lead Measures)

Processes

1. Reinforce the BCPS brand (both visually and in substance - e.g., brand statement).
2. Increase use of social media, Broadcast, and web-based campaigns to enhance visibility and grow stakeholder engagement.
3. Drive traffic to the District website and social media platforms.
4. Engage students, teachers, parents and staff as brand ambassadors district-wide.

Outputs

1. Refresh brand elements, best practices, tools, templates and resources for schools and departments (MARCOMM).
2. Present BCPS in a clear, cohesive, and consistent way across channels and audiences.
3. Increase stakeholder engagement with BCPS via word-of-mouth, TV, social media, influencers, alumni, and new platforms like YouTube and Instagram. amplify message with school and department brand ambassadors.
4. Use new and proven marketing tactics to build reach, positive awareness, and traffic to websites and social media.
5. Grow connectivity District wide via social, digital and traditional media touch-points; use messaging to build engagement, awareness and influence and enhance community perceptions and satisfaction.

Outcomes
(Lag Measures)

Short-Term

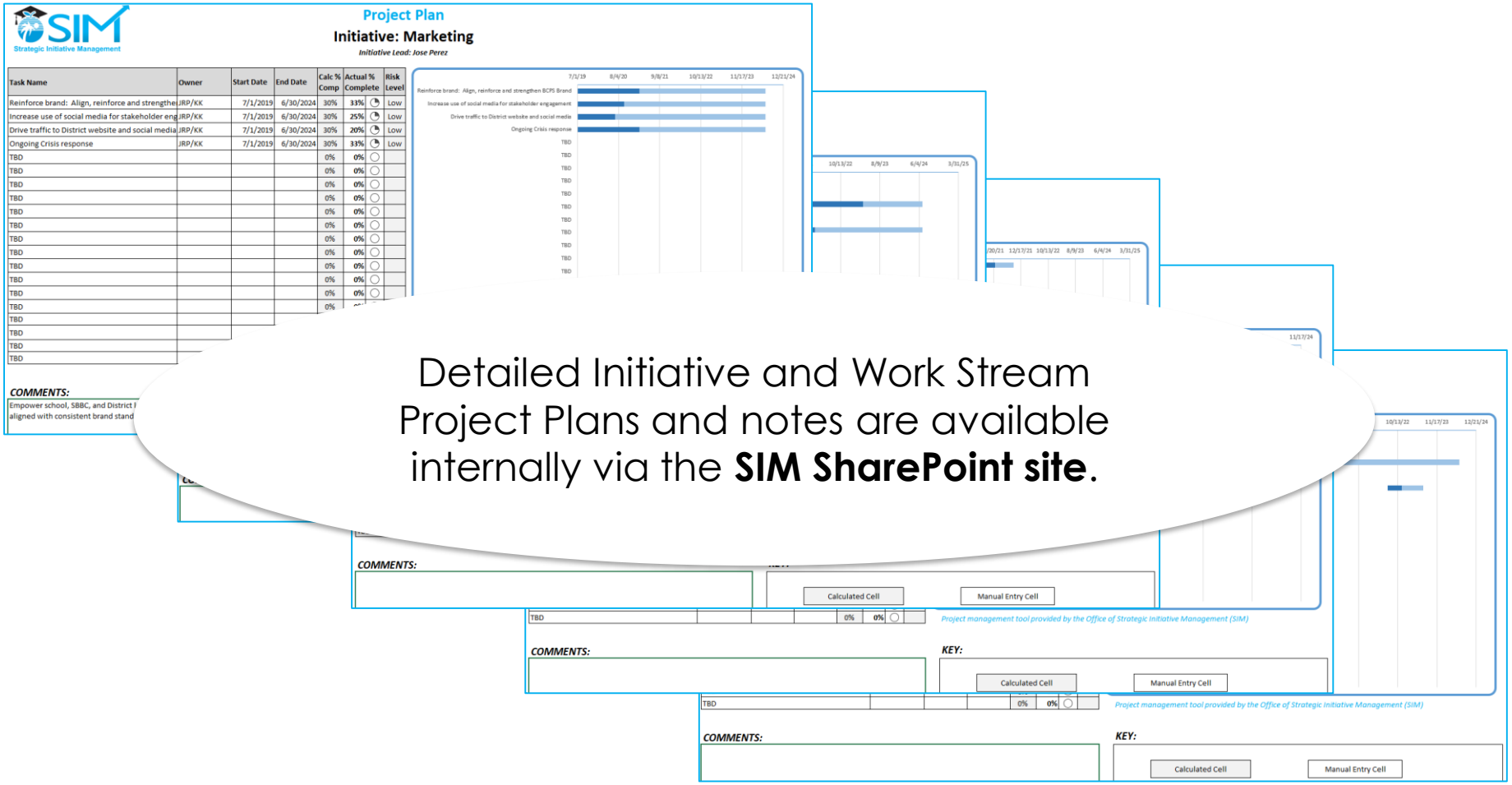
1. Rollout comprehensive refresh of MARCOMM toolkit
2. Increase percentage of BCPS department and school pages and marketing collateral aligned to updated brand standards and guidelines
3. Launch YouTube Channel

Long-Term

1. Increased positive media coverage
2. Increased social media engagement and usage
3. Improved satisfaction with communications
4. Grow site traffic; optimize technology and social media, use of QR codes

Context / Changing Reality

Marketing: Project Plan



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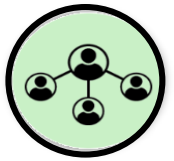
Customer Service: Theory of Action



Theory

If we execute this strategy:

Establish common definitions, standards, training, and measurement tools for customer service throughout the District…

Then we will realize this goal:

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.

Lead Measures

- % change in parental concerns tracked year over year
- Project plan task completion

Lag Measures

- Percentage of District locations receiving positive overall customer service survey responses
- Percentages of positive overall customer service survey responses from internal and external customers

Action Plan

1. Establish common definitions for stakeholder, customer, and engagement.
2. Develop and adopt a clear set of customer service standards.
3. Provide training based on common customer service standards.
4. Educate internal and external customers about our customer service standards to ensure clear and consistent expectations.
5. Establish a common criterion-based tool for measuring customer service quality and gathering feedback, both from internal and external customers.
6. Explore the development of a customer service incentive and recognition program.
7. Implement and optimize customer service for new School Choice application system.
8. Execute and enhance key customer service processes.

Customer Service: Logic Model

Inputs

1. Common definitions
2. Standards
3. Training
4. Measurement tools
5. Internal customers
6. External customers

Implementation
(Lead Measures)

Processes

1. Establish common definitions
2. Develop and adopt clear customer service standards
3. Provide training on common customer service standards
4. Educate internal and external customers
5. Establish a common criterion-based tool
6. Explore a customer service incentive and recognition program
7. Implement School Choice Application System

Outputs

1. Positive, engaging, and caring experience for all stakeholders
2. Maintaining and enhancing communications and interactions
3. Quality service delivered in a professional manner
4. District locations adopting common customer service standards
5. % change in parental concerns tracked year over year

Outcomes
(Lag Measures)

Short-Term

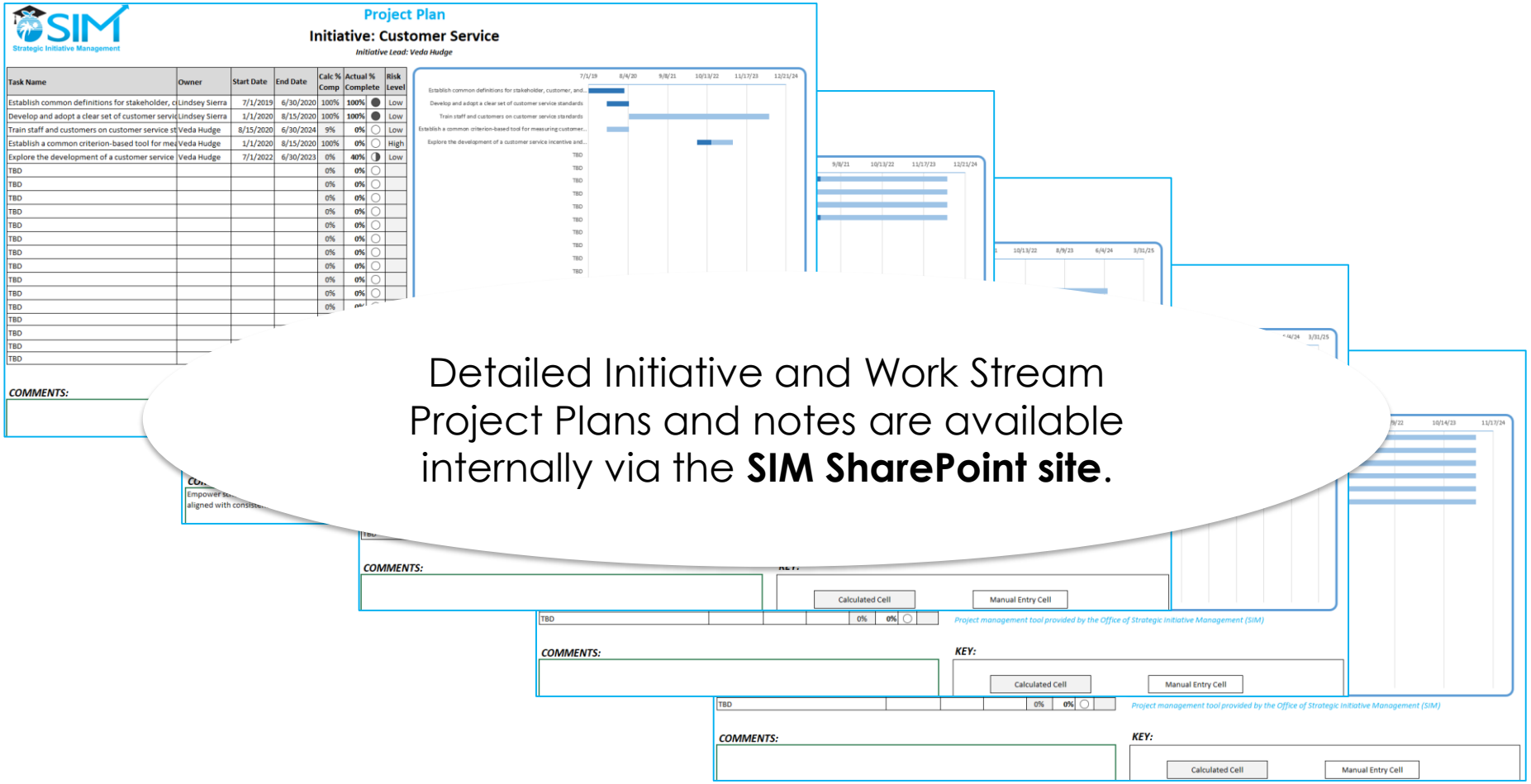
1. Percentage of District locations receiving positive overall customer service survey responses

Long-Term

1. Percentages of positive overall customer service survey responses from internal and external customers

Context / Changing Reality

Customer Service: Project Plan



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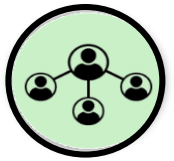
Family & Community Engagement: Theory of Action



Theory

Lead Measures

- Number of Departments and schools with Engagement Ambassadors
- Project plan task completion

If we execute this strategy:

Engage our school, partner, and community stakeholders through ongoing communication, listening, building their trust, and acting on their input...

Lag Measures

- Percentage of positive stakeholder feedback
- Ratio of outgoing to incoming communications to and from stakeholders

Then we will realize this goal:

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.

Action Plan

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

Family & Community Engagement: Logic Model

Inputs

1. School, partner, and community stakeholders
2. District Staff
3. Prospective and current BCPS families
4. Communication
5. Collaboration
6. DAC/SAC groups

Implementation (Lead Measures)

Processes

1. Establish common definitions, language, and protocols
2. Professional development and technical support for schools
3. Facilitate and participate in forums for listening and engagement
4. Expand internal and external partnerships
5. Expand and promote available translations

Outputs

1. Increase in number of departments and schools with Engagement Ambassadors
2. Amplified family and community voice
3. Equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure relevant responses to stakeholder needs

Outcomes (Lag Measures)

Short-Term

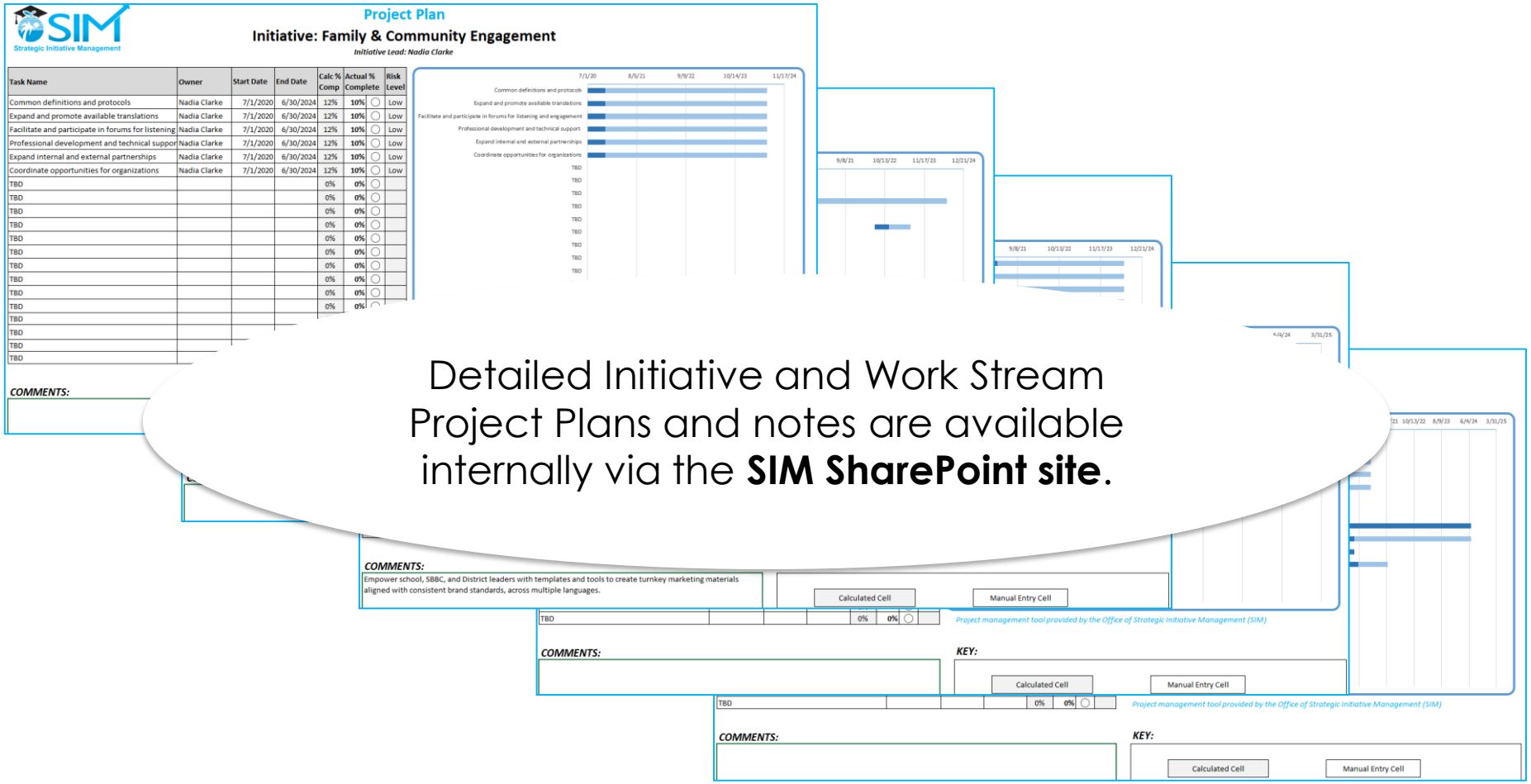
1. Increased membership in District-sponsored groups

Long-Term

1. Increased positive stakeholder feedback

Context / Changing Reality

Family & Community Engagement: Project Plan



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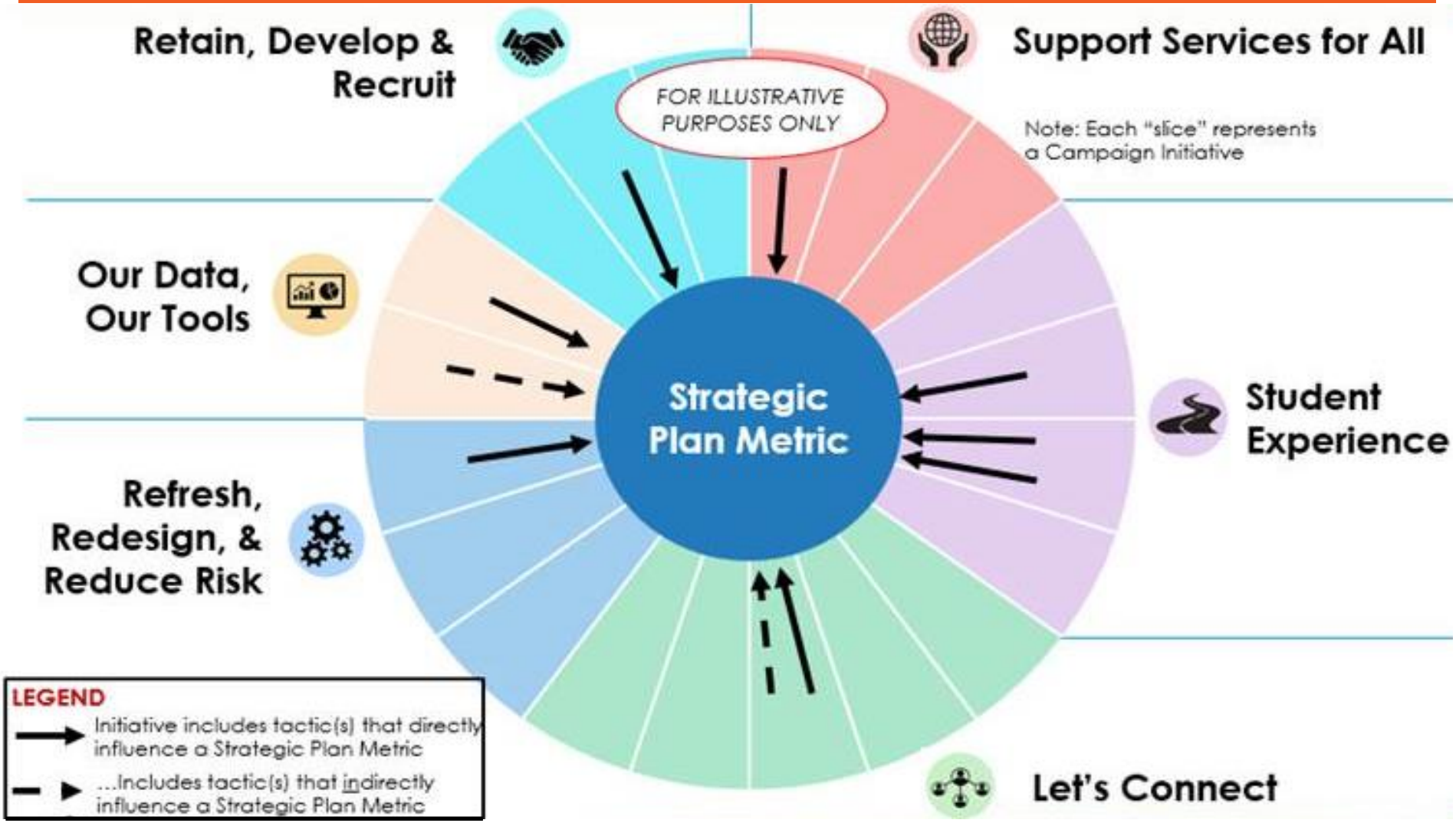
A Strategic Plan Metric may be influenced directly or indirectly by the work of several Initiatives



Proposed Actions Detail
(1 of 2)

REACH (Add)

- Student Enrollment
- SMART Bond Progress

REVAMP

- % of Operational KPIs Improving
- % of Operational KPIs in CGCS Top Quartile

RETURN

- Extracurricular Participation (2 metrics: HS, MS)
- Personalized Pathways Accessibility
- Personalized Pathways Participation
- Implementation of External Safety & Security Recommendations
- Progress in Safety/Security Training
- Safety Communications across Platforms (2 metrics: Alerts Sent, Tips Received)
- % of Professional Learning with Positive Impact
- Fund Balance Ratio
- Final Budget as a % of Actual
- Lunch Participation Rates (Districtwide)
- Food Services Fund Balance per Revenue
- Devices per Student
- Average Age of Computers
- Work Order Completion Time
- Maintenance & Operations Cost Ratio to District Operating Budget
- Procurement Savings Ratio
- Procurement: Strategic Sourcing Ratio
- Transportation: On-time Performance
- Transportation: Cost per Mile Operated

REJECT

- Decline in Safety-related Work Orders
- Work Order Completion Time for Safety-related Work Orders
- % of Teachers Retained after 2, 3, & 4 years (3)
- % of Teachers who Transfer Locations (3 metrics: ES, MS, HS)
- # of Community Partnerships
- # of Communications Ambassadors
- % of Enrolled Students' families who allow District Outreach Efforts
- Social Media Usage (3 metrics: # of Accounts, # of Followers, & Frequency of Usage

Proposed Actions Detail
(2 of 2)

RETAIN

- ELA Mastery & Growth Matrix: % of Schools in the Enrichment Zone (5 metrics: ES, MS, HS, Combo & District)
- Mathematics Mastery & Growth Matrix: % of Schools in the Enrichment Zone (5 metrics: ES, MS, HS, Combo & District)
- School Performance: % of Schools exceeding the 41% Federal ESSA Cut Score, all Subgroups (5 metrics: ES, MS, HS, Combo & District)
- % of Students in District-run PreK programs who enter Ready for Kindergarten
- % of Students Reading On-Grade Level by End of Year (2 metrics: grades 1 & 2)
- % of Students Scoring 3 or Higher on the FSA (9 metrics, spanning grade levels & content areas)
- % of Students Scoring 3 or Higher on EOCs (6 metrics across levels & content areas)
- % of Students Scoring 3 or Higher on ACCESS for ELLs (3 metrics: ES, MS, HS)
- % of Students Scoring 3 or Higher on FSAA (5 metrics across levels and content areas)
- % of Students Enrolled in Higher Education Opportunities who are Successful
- Four Year Graduation Rate
- College/Career Exploration: % of Students Completing Recommended Activities
- % of CTE Programs meeting Accreditation Standards
- # of Industry Certifications
- Safety & Supports: % of Positive Responses to Survey (6 metrics across stakeholder groups)
- % of Students attending >90%. (4 metrics across levels & Districtwide)
- Teacher Retention Rate (2 metrics: 1- & 5-year rates)
- % of Teachers completing Introductory, Intermediate, & Advanced LAB Modules (3 metrics)
- % of Students with Improved Behavior following Intervention (4 metrics: ES, MS, HS & District)
- Social Emotional Learning Scores on Standardized Instrument (4 metrics: ES, MS, HS & District)
- Communications: % of Positive Responses to Survey (6 metrics across stakeholder groups.
- Number of Positive Media Reports

Questions

- What happens to Metrics that are "returned" or "rejected"?

  Returned Metrics:

  - Data owners are requested to take necessary steps to address issues related the operationalization and institutionalization of the Metric.
  - Initiative Leads are asked to track progress on the development of the Metric. Support from SIM will be provided on request.
  - Once mature, the Metric may be elevated back to a Strategic Plan metric.

  Rejected Metrics:

  - For the purposes of Strategic Plan dashboards and quarterly reporting, the Metric is dropped.
  - However, Initiative Leads may decide to continue tracking the Metric if it provides useful process or output data or lead or lag measures. The Metric is not dropped, but is "leveled down".

- How will we know about Metrics that are "revamped" or "reached"?
  - **Change Management Process:** The Strategic Plan Change Management Process will be used to inform stakeholders of modifications or additions to Metrics.

List of Acronyms

- **AAP:** Adequate Academic Progress
- **AP:** Advanced Placement
- **ACCESS**: Summative English language proficiency test
- **ARP:** American Recovery Plan
- **BAS:** Benchmark Assessment System
- **BCPS:** Broward County Public Schools
- **BRACE:** Broward Adult & Continuing Education
- **BSA:** Broward Standards Assessment
- **CASEL:** Collaborative for Academic, Social, & Emotional Learning
- **CCLR:** College Career Life-Readiness
- **CDC:** Centers for Disease Control
- **CGCS:** Council of the Great City Schools
- **CTE:** Career Technical Education
- **DROP:** Deferred Retirement Option Program
- **DWA:** Data Warehouse
- **EC:** Effective Communication
- **ELA:** English Language Arts
- **ELL:** English Language Learner
- **EOC:** End of Course
- **ES:** Elementary School
- **ESE:** Exceptional Student Education
- **ESLS:** Exceptional Student Learning & Support
- **E/S/M/WBE**: Emerging /Small /Medium/Women Business Enterprise
- **ESSER:** Elementary and Secondary Emergency Relief
- **FRL:** Free or Reduced Lunch
- **FAFSA:** Free Application for Federal Student Aid
- **FERPA:** Family Educational Rights & Privacy Act
- **FSA:** Florida Standards Assessment
- **FSAA:** Florida Standards Alternate Assessment
- **FY:** Fiscal Year
- **GFOA:** Government Finance Officers Association
- **HQI:** High Quality Instruction
- **HS:** High School
- **HVAC:** Heating Ventilation Air Conditioning
- **ITB: Invitation to Bid**
- **KPIs:** Key Performance Indicators
- **LAB:** Learning Across Broward
- **M&O:** Maintenance & Operations
- **MGT**: Management
- **MS:** Middle School
- **MSD:** Marjory Stoneman Douglas
- **MTSS:** Multi-tiered System of Supports
- **OCM:** Organizational Change Management
- **OOW:** Out of Warranty
- **OSPA:** Office of School Performance & Accountability
- **PL:** Professional Learning
- **PLC**: Professional Learning Community
- **PMP:** Progress Monitoring Plan
- **PRT:** Primary Reading Test
- **PSAT:** Preliminary Scholastic Aptitude Test
- **Q:** Quarter
- **RFP:** Request for Proposal
- **RtI:** Response to Intervention
- **SAT:** Scholastic Aptitude Test
- **SEL:** Social and Emotional Learning
- **SERV:** School Emergency Response to Violence
- **SIM:** Strategic Initiative Management
- **SIP:** School Improvement Plan
- **SWD:** Students with Disabilities
- **SIS:** Student Information System
- **SMART:** Security, Music, Arts, Renovation, Technology
- **SSE:** Safe & Supportive Environment
- **STEM:** Science Engineering Technology Math
- **SY:** School Year
- **TCO:** Total Cost of Ownership
- **TERMS:** refers to data warehouse
- **TIF:** Teacher Incentive Fund
- **TR:** Technology Refresh
- **WAN:** Wide Area Network

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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