

September 2019

# 2018/19 Strategic Plan Annual Outcomes Report

*Prepared by:*



The Office of Strategic Initiative Management





## Message from our Chief Strategy & Operations Officer

Over the last few years, our District has experienced improvements in our **strategic plan execution** capabilities. These capabilities were stretched as we endured Hurricane Irma and the tragic event at Marjory Stoneman Douglas High School on February 14, 2018. These experiences broadened the District's core focus on high-quality instruction to include response and recovery efforts as necessary and urgent reactions to these events with limited financial and human resources. This year, the *Annual Outcomes Report (Report)* officially closes out our 2016-19 Strategic Plan and begins our transition to the new 2024 Strategic Plan.

As we look back, our 2016/17 *Report* provided evidence that the newly created Office of Strategic Initiative Management (SIM), with the support of the School Board, Superintendent of Schools, and leadership team, expedited the development of capabilities, processes, and tools that help foster the change needed to successfully implement strategic initiatives. In the second year, SIM expanded its ability to oversee, monitor, and evaluate strategic priorities.

In the 2017/18 *Report*, we continued to document meaningful strides in student achievement. In the latter part of 2018, our District was challenged as we joined together to utilize courage-related characteristics to impact change. Philosopher Daniel Putman identifies three types of courage:

- **Moral Courage:** Involves the ability to distinguish right from wrong, do right things, have honesty and integrity, seek justice, possess humility, show respect, and serve.
- **Psychological Courage:** Involves a strength in facing one's destructive habits by effectively dealing with challenges that we all struggle with to include forms of stress, fear of failure, sadness, and dysfunctional or unhealthy relationships.
- **Physical Courage:** Involves selfless acts in the face of risk to one's own physical well-being and the disposition to exhibit confidence in the face of physical danger.

In the words of Harry S. Truman, "Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better." That courage is exhibited every day at Broward County Public Schools as dedicated teachers, administrators, and support staff, all work together to provide essential services to our students and families. This in turn, fueled the District's progress reflected in this third and final Report.

This final *Report* officially closes out our 2016-19 Strategic Plan and begins our transition to the new 2024 Strategic Plan. This *Report* not only highlights progress made during the 2018/19 school year, but it also offers a three-year retrospective where we critically review both our successes and opportunities for growth. Ultimately, better results come from wiser thinking. We encourage our students to be curious, to seek truth, and to be creative problem solvers. We, too, attempt the same, as I hope this *Report* illustrates. I thank the entire Broward community for joining us in our pursuit of continuous improvement.

Sincerely,

*Maurice L. Woods*

Chief Strategy & Operations Officer

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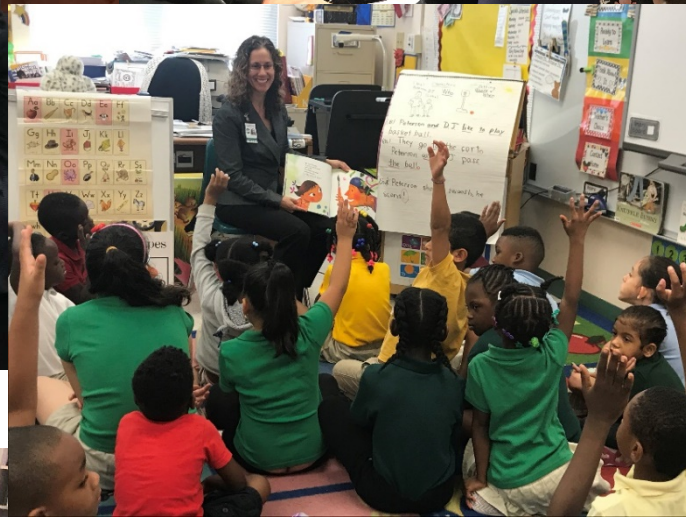
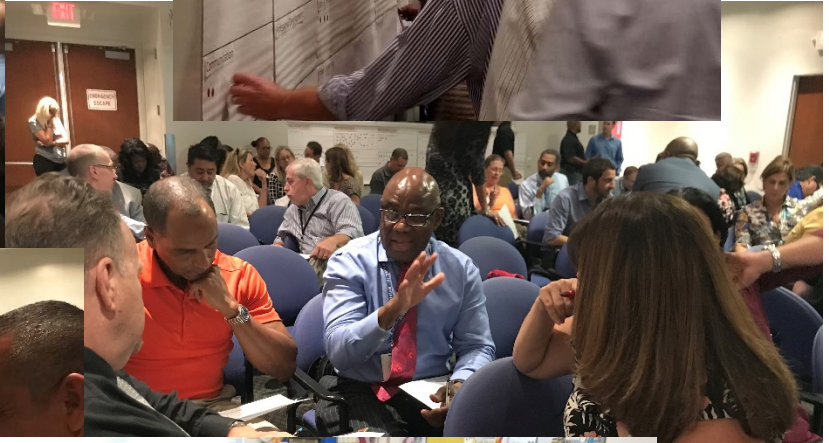
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*SIM’s Mission: Driving organizational excellence through strategic plan execution.*

## Examples of District-wide Stakeholder Engagement by SIM



## I. Executive Summary

The 2018/19 school year marked the third year of Strategic Initiative Management (SIM) at Broward County Public Schools (BCPS), and first full year under the leadership of Dr. Deborah Posner as SIM's Executive Director. This report describes how SIM services and deliverables were structured and provided to advance, monitor, analyze, and report on the progress of Initiatives outlined in the District's 2016-19 Strategic Plan. Crucially, it also presents the transition of the District towards a fresh strategy, the "2024 Strategic Plan," available at [www.browardschools.com/sim](http://www.browardschools.com/sim). Produced through extensive collaboration across multiple stakeholder groups, the new plan redoubles the District's focus on High-Quality Instruction, and Effective Communication, while introducing a new Goal around a Safe and Supportive Environment. Continuous Improvement, previously a stand-alone Goal, is now threaded throughout all Initiatives set forth in the 2024 Strategic Plan.

The SIM Team has evolved to accommodate the implementation of the new 2024 Strategic Plan. When first formed, and under direction set by Cabinet, SIM was charged with a deliberate focus on academics. Today, its work on the High-Quality Instruction Initiatives—Early Literacy; Reimagining Middle Grades; and College, Career, and Life Readiness—is now widened to address other District priorities, such as the District's recovery, and safety and security Initiatives, introduced following the horrific incident at Marjory Stoneman Douglas High School in February 2018. Moving forward, having achieved excellent traction with academic initiatives, SIM coverage will be further extended across the full complement of Campaigns and Initiatives that will be launched under the new 2024 Strategic Plan. Its capacity to do so will be expanded through the delivery of professional learning on the Lean Six Sigma methodology and the development and deployment of SIM Ambassadors.

As its services and engagement model evolves over time, SIM will take deliberate steps to gauge the organization's satisfaction with its services. This past year, a formal customer satisfaction survey was launched to query the heaviest users of SIM services, not all of which are consumed voluntarily<sup>1</sup>, as to their satisfaction with SIM engagement. The results provide a baseline against which future measures of satisfaction may be compared.

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

The report is structured similar to last year's edition in a manner that highlights our engagement model. That model is organized around a suite of services, such as Strategic Consultations, Benchmarking, Data Analysis and Interpretation, Execution and Accountability Sessions, and Project Plan Development, to name a few. SIM's services are deployed in ways that are responsive to the needs of the organization and respectful of the maturity level of the initiatives underway. Whereas the launch of a new initiative may activate the need for many services, an initiative in its second or third year likely requires fewer or more selective services. While most often delivered to (internal) customers directly, SIM's services,

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<sup>1</sup> Some SIM services, such as Execution and Accountability Sessions or Performance Management Reviews, are delivered at the request of the Superintendent, the School Board, or Cabinet. Service delivery often requires extensive collaboration with departments that have not requested the service, which potentially influences users' satisfaction ratings.

deliverables, dashboards, and toolsets are also widely available to the BCPS organization through its online SharePoint presence.

Finally, this report looks at the year ahead and outlines our priorities for the 2019/20 school year.

## Key Findings

During the 2018/19 school year, the SIM office worked predominantly to:

- A. Sustain the Early Literacy and Reimagining Middle Grades Initiatives that were launched, respectively, in 2016 and 2017, including the design and maintenance of progress monitoring dashboards;
- B. Launch the College, Career, and Life Readiness Initiative;
- C. Manage the process for developing a new five-year strategy for the District;
- D. Educate and certify District staff on the Lean Six Sigma methodology;
- E. Centralize the collection and reporting of District data and key performance indicators, or KPIs, to the Council of the Great City Schools;
- F. Heighten the District's focus on Safety and Security, Recovery, and Professional Learning through a series of Execution and Accountability Sessions; and
- G. Assign a dedicated SIM resource to support the organizational ramp up of the newly formed Office of Safety, Security, and Emergency Preparedness.

A year-end review of 2018/19 outcomes yields the following findings:

1. **Broward shines as the only large urban district in Florida to have improved 3<sup>rd</sup> grade English Language Arts (ELA) scores at Level 3 or above on the Florida Standards Assessment (FSA) over four consecutive years.** With 58.0% of 3<sup>rd</sup> graders scoring Level 3 or above on the FSA ELA, BCPS fell short of its 59.6% Target. However, momentum continues to be positive. The District's Balanced Literacy framework has been adopted by all schools, and K to 2 teachers have used the Benchmark Assessment System to gauge virtually all (96.6%) students' progress toward reading independently.
2. **BCPS showed marked improvement over baseline value for High Quality Instruction (HQI) Targets at the middle and high school levels.**
  - a. In ELA and Math, 54.7% and 57.1% of middle graders, respectively, scored at Level 3 or above on the FSA. Targets set at 55.6% (ELA) and 60.0% (Math) were missed, but results show improvement over baseline scores of 51.7% and 55.3%, respectively.
  - b. Among 9<sup>th</sup> and 10<sup>th</sup> graders, 54.4% scored Level 3 or higher on the FSA ELA, falling 2% short of targeted performance but improving by more than 2% over the baseline.
  - c. Algebra 1 results fell short of a 73.5% proficiency Target, but did move up to 59.0% from a baseline of 57.1%.
  - d. Graduation rates climbed from 81.2% to 87.6%, falling just shy of an 89.0% Target.
3. **The 2024 Strategic Plan was presented on-time to the School Board of Broward County and received unanimous approval.** Created through extensive collaboration with District and school staff, students, parents, and community members, it outlines 19 Initiatives grouped under six Campaigns designed to deliver high-quality instruction, create a safe and supportive environment for students and staff, and facilitate effective communication.



4. **Over 500 employees, including District- and school-based staff across academics and operations, received Lean Six Sigma White Belt certifications.** Of these, 43 staff advanced to receive Yellow Belt certifications.
5. **Across Continuous Improvement (CI) Goals, BCPS met or exceeded 8 out of 10 Targets.** Improvements in Student-to-Computer ratio (from a baseline ratio of 6:1 to 2.5:1) and in five-year teacher retention rates (from 42% to 60%) are particularly noteworthy. However, across business and support services KPIs, BCPS's presence in the top quartile slipped from 26% to 25%.
6. **BCPS successfully launched a new staff intranet and restructured the District's website, meeting its most critical Effective Communication (EC) Goals.**

## Recommendations

1. **Mechanisms for accountability must ensure that all District staff are collectively working together to act consequentially to achieve a desired outcome.** Current mechanisms include performance evaluation systems, Board Workshops, Execution and Accountability Sessions, Performance Management Reviews, etc. While vital, those mechanisms focus primarily on individuals or departments—and less on the systems that they rely on to complete their work. If, for example, a department is expected to scale up staff in a particular area, accountability for doing so should extend beyond that department to include Human Resources and Equity (for hiring) and Finance (for funding and on-boarding). The Superintendent's weekly Cabinet meeting provides an excellent venue for regular checks on strategic initiative progress and organizational alignment. Interdepartmental dependencies and potential trade-offs could be addressed before problems or delays develop.
2. **A holistic view of recovery is essential for improved resiliency.** From the tragedy at Marjory Stoneman Douglas High School sprang a plethora of new legislative mandates, policies, processes, and programs that needed to be introduced and implemented at the District. It also led to a substantive change in the vision behind the District's College and Career Readiness (CCR) Initiative, which today focuses equally on life-readiness. (The Initiative is now the College, Career, and Life Readiness, or CCLR, Initiative.) The effects of a large volume and rapid pace of change underscore the District's need to take a holistic view of recovery in all of its phases if it is to become more resilient. That view will help the District and its stakeholders avoid the perspective that a crisis is insurmountable, accept that change is part of living, and take decisive action to move closer to its goals.

## II. Overview of SIM

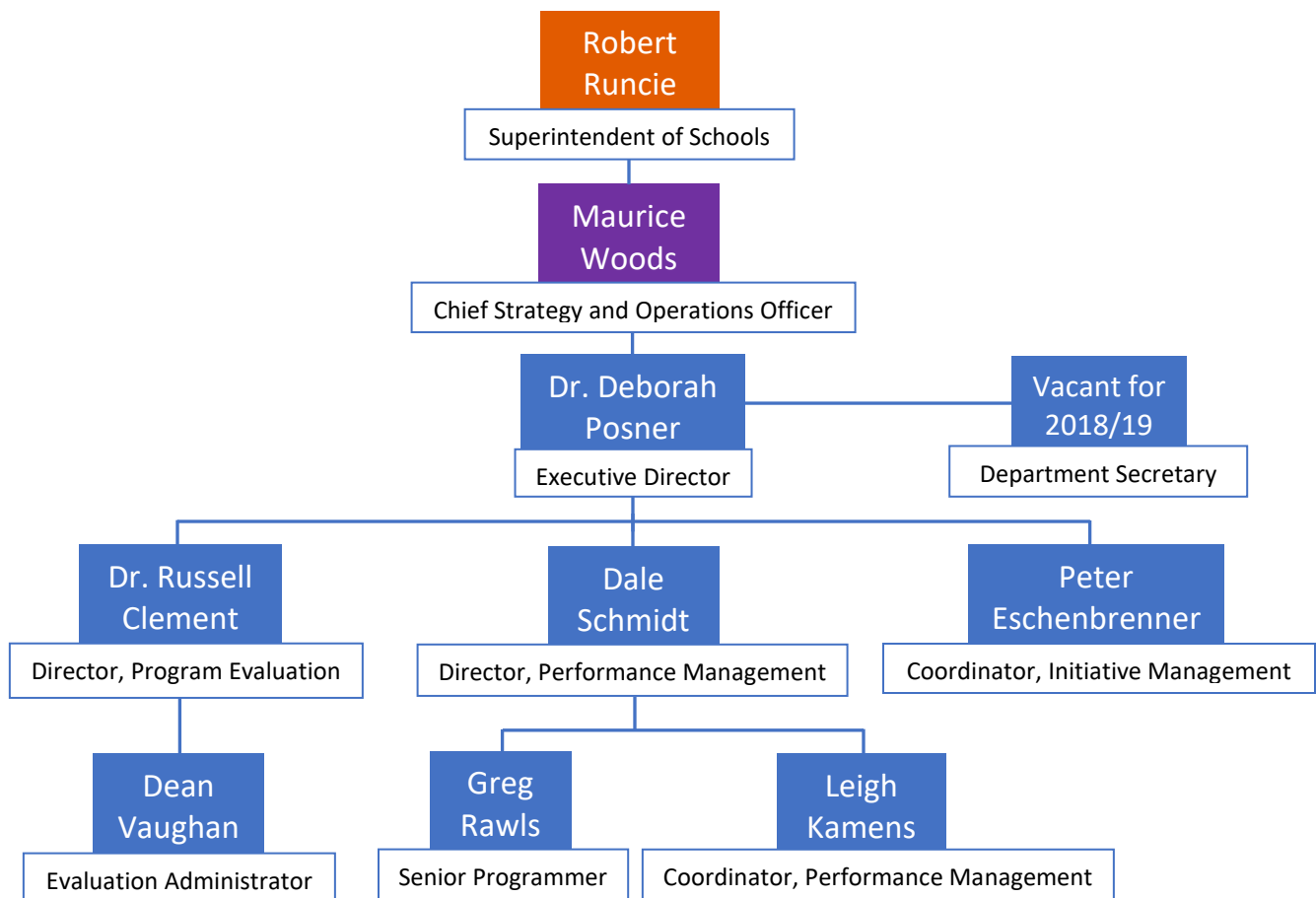
A District the size of BCPS that operates under constrained funding faces formidable challenges when it comes to scaling up strategic initiatives. Charged with facilitating excellence in strategic plan execution, the Office of Strategic Initiative Management is keenly aware of those challenges. This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

### SIM Staffing

In 2018/19, SIM was the first full year for our new Executive Director, Dr. Deborah Posner. She brought to the team her prior strategic planning and process improvement experience as an Associate Vice President and Lean Six Sigma Black Belt at Broward College, where she served for five years. She also brought over twenty of years of professional experience as an educator, business analyst, public speaker, and consultant.

It was also the first full year for our new Coordinator Peter Eschenbrenner, who also served previously under Dr. Posner’s leadership at Broward College, as well as bringing many years of experience in education, project management, research and analysis, and process improvement. Figure 1 shows SIM’s organizational chart for the 2018/19 school year. The Office of Strategic Initiative Management is part of the Division of Strategy and Operations.

Figure 1. Organizational Chart for 2018/19 School Year



## SIM Structure

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

Figure 2. SIM Structure



The work is collaborative, in high demand, and requires careful scoping and load-balancing. Effective communication is critical. To manage demand and improve communication, SIM introduced or enhanced several mechanisms in its practice during the 2018/19 school year. These include:

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

- Expanded **SIM Menu of Services** with defined service level agreements (SLA's) to manage load balancing, strategic priorities, and expectations of our internal customers.
- Created **SIM Customer Feedback Form** to facilitate our ongoing continuous improvement efforts, utilizing the Net Promoter Score (NPS) framework for measuring customer loyalty.
- Continued to enhance, customize, and deploy our **SIM Project Plan Tool** as the District's standard for monitoring strategic initiatives, as well as adopted by numerous departments, schools, and individuals for tracking and reporting on their own projects.

### SIM Menu of Services

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

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

For descriptions of these services, see Appendix A.

Historically, SIM services have been utilized most comprehensively in connection with BCPS's three HQI Initiatives and the development of tools and resources to support their implementation. With the introduction of new services and the production of a new 2024 Strategic Plan, that narrow remit has changed. Using SIM staff estimates of individual time allocated to the delivery of services or support, Figure 3 below shows collectively how the SIM activity mix has evolved to serve BCPS between the 2016/17 school year (when the SIM team was initially formed) and the 2018/19 school year (Year 3 of SIM's existence). During this time, SIM staff expanded by a net gain of one.

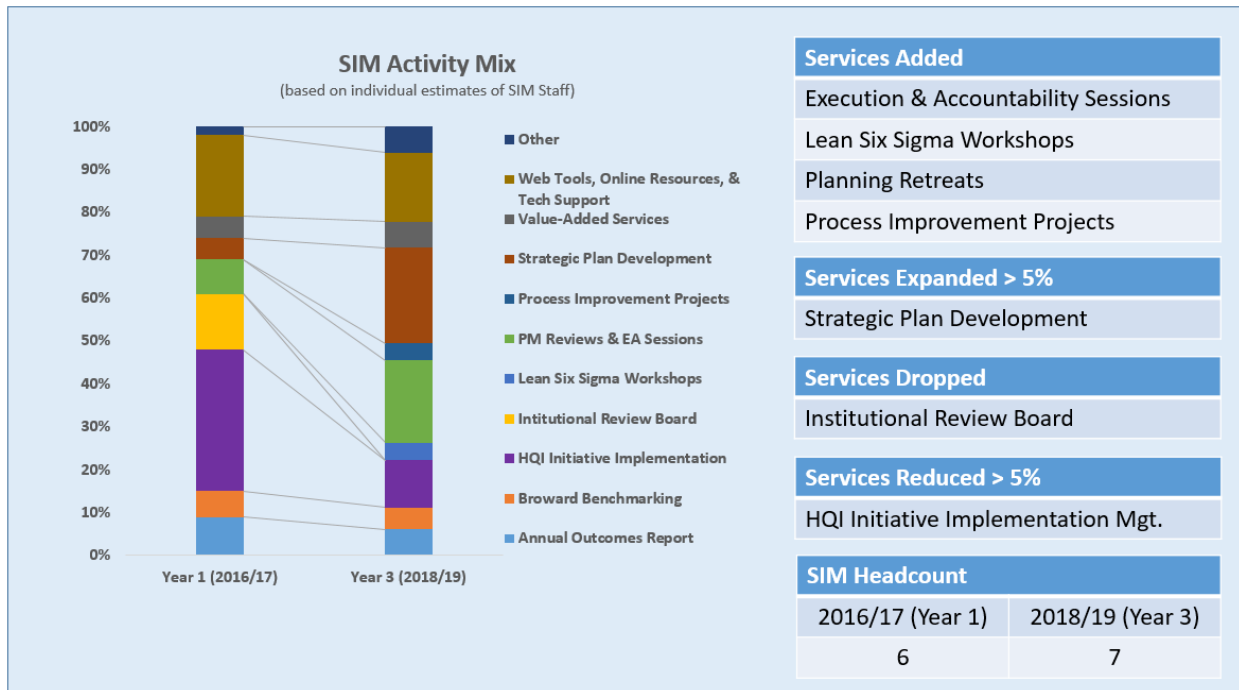
Over that period, four new services have been introduced: Execution and Accountability Sessions, Lean Six Sigma Workshops, Planning Retreats, and Process Improvement Projects. One service, the Institutional Review Board, was moved to Student Assessment and Research. Thus, the suite of SIM services expanded by a net gain of three services.

Between 2016/17 and 2018/19, two activities saw significant changes (expansion or reduction) of greater than 5% in the division of time allocated to them by SIM staff. As a percentage of overall time dedicated to the activity, Strategic Plan Development grew from 5% to 22% of staff time, while HQI initiative implementation support fell from 33% to 11%. In 2016/17, Strategic Plan Development was limited to succinct progress reports and Target recalibration, whereas 2018/19 accommodated a year-long process to develop and publish a new strategy.

The reduction in HQI initiative implementation support was necessary to accommodate the broader range of services provided by SIM and the development of the new 2024 Strategic Plan. Throughout 2016/17 and 2017/18, SIM delivered quarterly Board Workshops on the Early Literacy and RMG Initiatives, a

cadence that was not maintained in 2018/19 nor extended to the CCLR initiative<sup>2</sup>. In addition, other venues for collaboration, such as Directors’ and Collaborative Team Meetings, were not utilized for information or progress sharing. In-person project team meetings instead utilized 30-minute calls once per month (per initiative) as a means for driving collaboration and continuing momentum in a more time-efficient way.

Figure 3. SIM Activity Mix, 2016/17 to 2018/19



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

### SIM Customer Service Survey

As its services and engagement model change over time, SIM will take deliberate steps to gauge the organization’s satisfaction with its services. For the first time, a formal Customer Service Survey was launched to query users of SIM services as to their overall experience with SIM engagement. The results provide a baseline against which future measures of satisfaction may be compared.

Eighty-three respondents to the survey self-identified as Community Members, District Administrators, District Staff, School Administrators, School Board Members, School Staff, or Teachers. 60% of all respondents identified themselves as District Administrators or District Staff. School Administrators, School Staff, and Teachers accounted for 37% of respondents.

<sup>2</sup> Apart from one meeting at the beginning of the 2018/19 school year, Directors’ and Collaborative Team Meetings were suspended following the incident at Marjory Stoneman Douglas and did not resume until a new Chief of the Public Information Office, which organizes these venues, resumed them late in the 2018/19 school year.

Respondents were asked to identify the services that they had received from SIM, with many respondents selecting multiple services. They were asked to provide ratings of their experience with customer service from SIM across a variety of dimensions.

Overall, 76% of all respondents provided a rating of seven or higher with regard to their likelihood of recommending SIM services, where a higher score (up to 10) indicates greater likelihood of a positive recommendation. This is based on the widely recognized Net Promoter Score (NPS) for measuring customer loyalty, as used across many industries. The average rating overall was 8.1. If combined with 360 survey responses collected after Lean Six Sigma workshops where attendees were asked the same question (though with some potential duplication of respondents from the separate, smaller survey), the average response climbs to 9.4 out of 10. These workshop participants also included employees from all levels of the organization – teachers, staff, and administrators. While the survey has some limitations, we have the opportunity to triangulate findings with other forms of data collection as well.

Based on analysis of patterns in the results, it appeared that there was greater satisfaction reported around services which were requested from us by our stakeholders (such as Lean Six Sigma Workshops, Project Plan consultations, dashboard development, and web tool development), vs. services mandated for participation by departments/schools at the request of the Superintendent’s Cabinet (such as Performance Management Reviews and Execution and Accountability Sessions). This may be a classic case study in support of the greater value-add perceived when services are pulled vs. pushed. While we cannot know for certain of the cause for certain ratings through the results of this particular survey, our observation can lead to future focused conversations, interviews, or other data collection from stakeholders to potentially validate this theory. One potential use of this data may be to continue to improve as well as market our services in a way that ensures widest reach and greatest attractiveness of our offerings across a variety of audiences.

### SIM Resources

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

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

Figure 4. Examples of SIM Marketing Materials and Resources

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

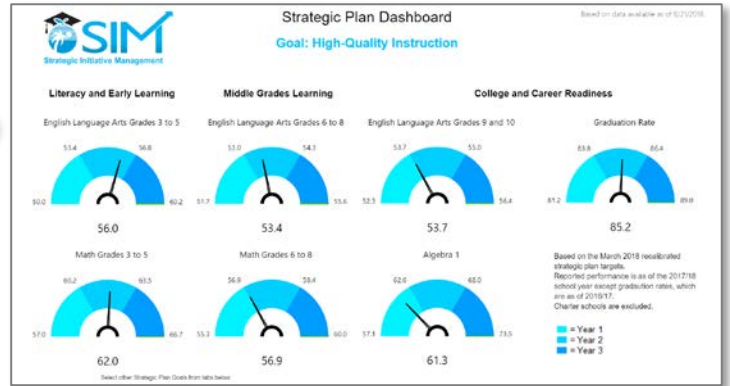
**High-Quality Instruction**

**Safe & Supportive Environment**

**Effective Communication**

**Office of Strategic Initiative Management (SIM)**  
Broward County Public Schools

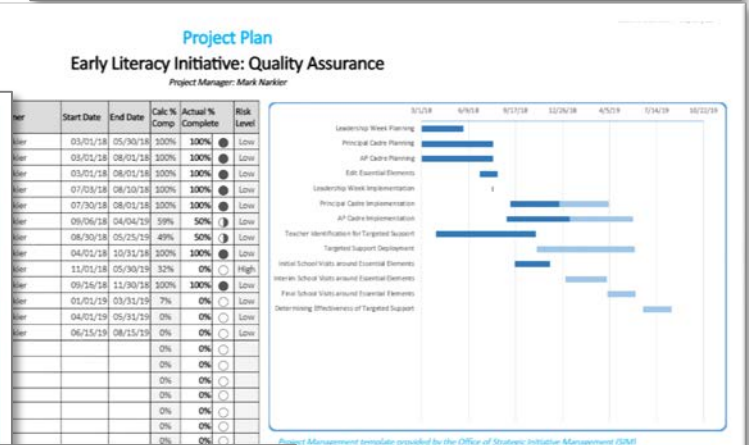
**CORE VALUES:**  
Student Focus  
Teaching Excellence  
Accountability  
Respect  
Safety



**BROWARD**  
County Public Schools

**2024 STRATEGIC PLAN**

Student Focus • Teaching Excellence



**OFFICE OF STRATEGIC INITIATIVE MANAGEMENT**  
Broward County Public Schools

Goal 1: High-Quality Instruction  
Goal 2: Continuous Improvement  
Goal 3: Effective Communication

Word of the Month: **改善** (Kaizen - Change, Zen - Good)

February/March 2019

**Initiative Spotlight:** Progress continues in the planning year of the College, Career, and Life Readiness (CCLR) Initiative...

**Day of Service and Love:** The SIM team was proud to participate in the Day of Service and Love by collecting canned goods for the District's food pantry at Lauderdale Manors...

**OFFICE OF STRATEGIC INITIATIVE MANAGEMENT**  
Broward County Public Schools

Goal 1: High-Quality Instruction  
Goal 2: Continuous Improvement  
Goal 3: Effective Communication

April/May 2019

**2024 Strategic Plan: Development Updates**

We are pleased to report we are on track in the 2024 Strategic Plan development process, which began last July with a Strategic Plan Committee Kick-off meeting.

Most recently, Dr. Russell Cervero facilitated three sessions with representatives from across the District to identify high-value Metrics for reporting on the future progress of our proposed new Strategic Goals: High-Quality Instruction, Safe & Supportive Environment, and Effective Communication.

### III. Year Three in Review: Major Accomplishments of BCPS

The 2018/19 school year was the third year in which the SIM framework was applied to support the implementation of strategic initiatives at BCPS. This section describes the District’s progress with respect to the closeout of the 2016-19 Strategic Plan; the strategic Initiatives of Early Literacy; Reimagining Middle Grades (RMG); and College, Career, and Life Readiness (CCLR); and the development of the 2024 Strategic Plan. In addition, the findings from Execution and Accountability sessions, Process Improvement Projects, and Lean Six Sigma trainings are discussed, as are special projects, web tools, and professional learning and collaboration that received extensive support from or were executed by the SIM Office.

Before these highlights, however, the SIM structure and process implementation—which reflect SIM’s own efforts at continuous improvement—are presented next.

#### A. Deliverables – Strategic Initiatives

SIM continued the function of reviewing the progress made against the District’s 2016-19 Strategic Plan. While SIM maintained a dashboard to report on all 2016-19 Strategic Plan Objectives, the SIM framework was fully applied specifically to oversee, monitor and measure the Early Literacy; Reimagining the Middle Grades (RMG); and College, Career, and Life Readiness Initiatives. Summarized below is a comprehensive progress update of all the District’s 2016-19 Strategic Plan Initiatives as well as in-depth summaries for the three initiatives within SIM’s concentrated focus.

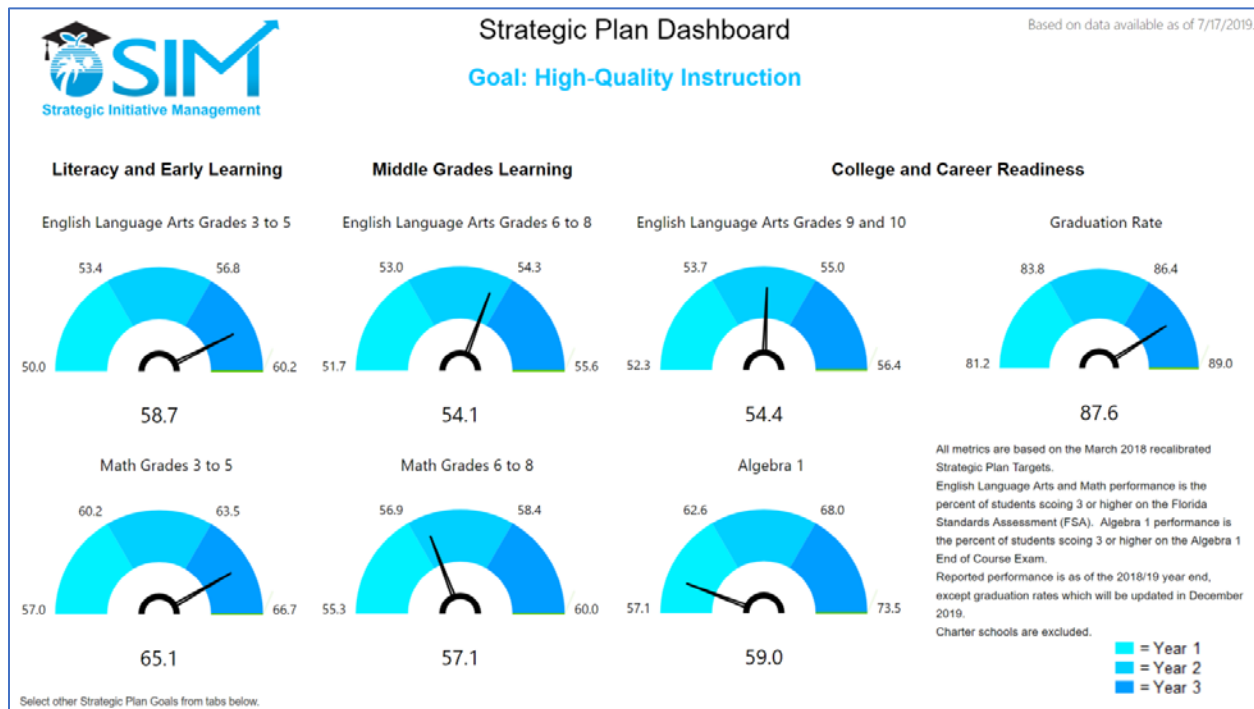
##### 2016-19 Strategic Plan Closeout

The 2016-19 Strategic Plan came to a close in on June 30, 2019. The SIM Strategic Plan Dashboard has been updated to capture the progress made in High-Quality Instruction, Continuous Improvement, and Effective Communication through the end of the 2016-19 Strategic Plan period. The three-screen dashboard summarized the end of plan status for the Objectives with the three strategic Goals. Images of these dashboards have been captured below.

Within the High-Quality Instruction Goal, there were objectives related to Literacy and Early Learning, Middle Grades Learning, and College and Career Readiness with regard to English Language Arts and Mathematics. The Targets for each of these objectives were recalibrated in March 2018. Although progress has been realized, none of the third-year Targets were reached. A seventh objective, Graduation Rates, was included under College, Career, and Life Readiness. The currently displayed graduation rate of 87.6% was from the Class of 2018; the 2019 graduation data will not be available until December 2019. An update to the dashboard will be published when the data are available.

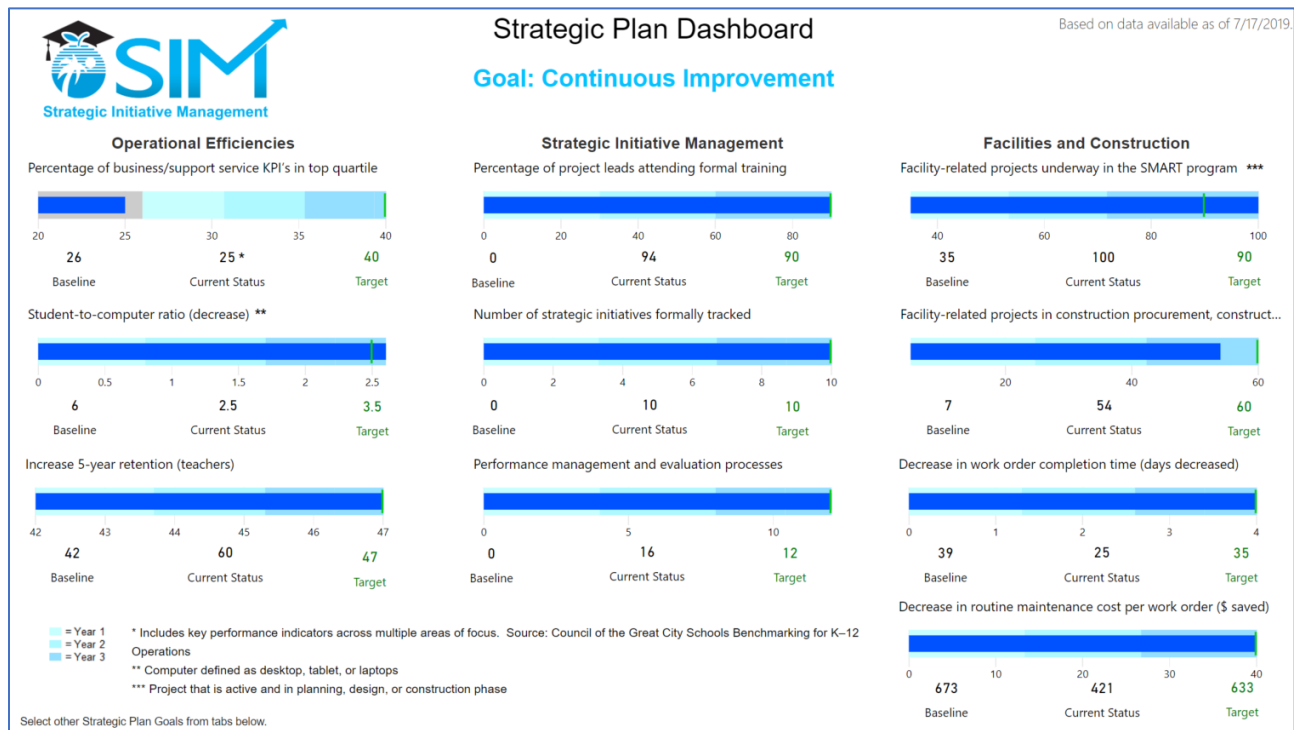


Figure 5. Strategic Plan Progress: High-Quality Instruction



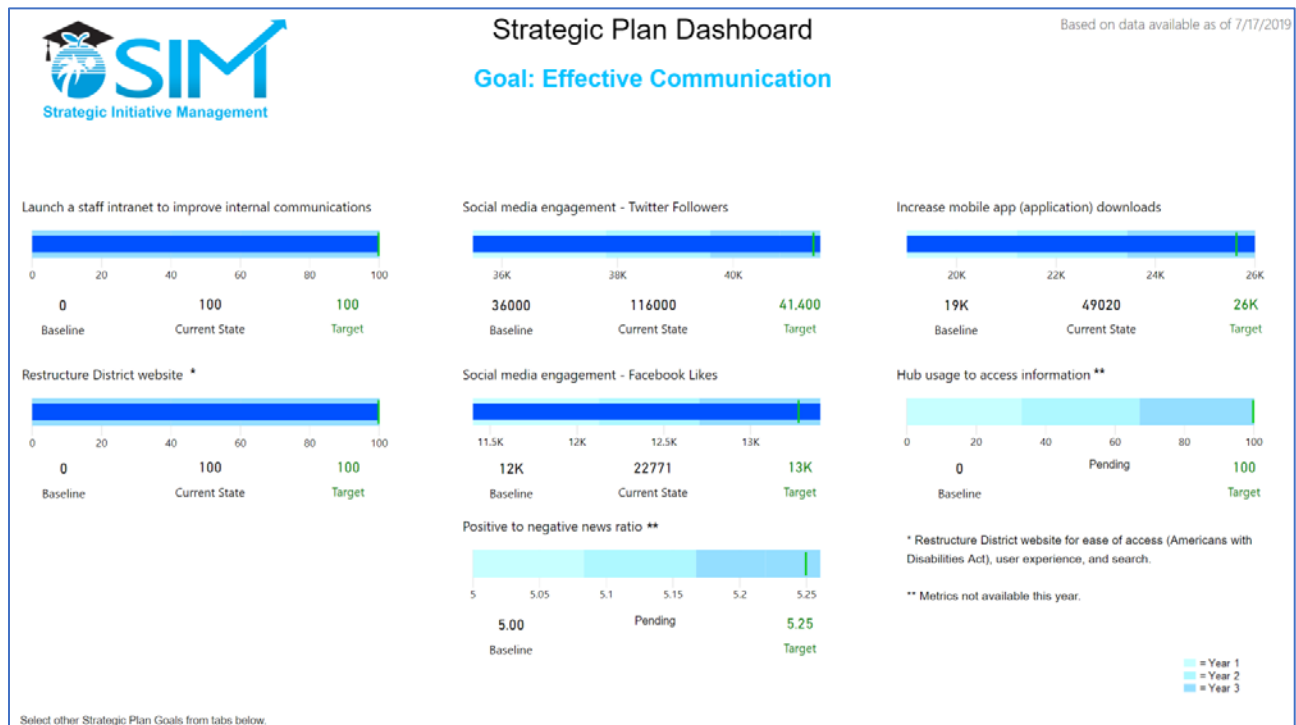
The Continuous Improvement Goal included a total of 10 objectives in the areas of Operational Efficiencies, Strategic Initiative Management, and Facilities and Construction. Eight of the 10 Targets were met. Of the two objectives not met, substantial progress has been made on one: Overall percentage of Facility-related projects in construction procurement, construction, or closeout, which increased from 7% to 54% with a Target of 60%. The other objective that was not met was the percentage of business/support service KPI's in the top quartile. We do want to acknowledge that in the first year, 2016/17, a total of 40% of these tracked KPI's were in the top quartile. However, partially influenced by the recovery efforts and associated cost escalations, the yearly outcomes slipped to 25% from 26%.

Figure 6. Strategic Plan Progress: Continuous Improvement



Seven objectives were identified for Effective Communication, of which five were met. Of the two remaining objectives, positive to negative news ratio and hub usage to access information, infrastructure needs to be developed to allow to for valid measurement and reporting.

Figure 7. Strategic Plan Progress: Effective Communication



### Early Literacy

The 2018/19 school year marks the third year of implementation for the Early Literacy Strategic Initiative. This initiative is driven by the Theory of Action that:

**IF** we assign highly-skilled teachers to grades K-2, deliver a balanced literacy curriculum, use high quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, **THEN** on-grade level literacy will increase and FSA ELA level 1 scores will decrease in 3rd grade for **ALL** students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students).

Five work streams define the activities:

- Promote literacy prior to Kindergarten (**Birth-Pre-K**),
- Implement **Balanced Literacy** framework, K-2,
- **Performance**: monitor and analyze student outcomes,
- **MTSS/RtI**: Deploy necessary interventions, and
- **Quality Assurance** for school-based implementation.

Years 1 and 2 focused on laying the foundation and scaling up implementation. For insight into the specific activities and findings surrounding Years 1 and 2 of this initiative, the 2016/17 and 2017/18 Strategic Initiative Management Annual Outcome Reports focused on foundational implementation issues, including establishing the reliability and validity of the initiative’s core monitoring instrument: The Benchmark Assessment System (BAS). These prior year(s) reports can found on the SIM website. A main

focus in Years 1 and 2 of this initiative centered on collecting, reviewing, vetting and determining use-cases for the plethora of data the District has. Year 3 analyses following in this report are much more extensive and insightful than previous years and the SIM team has done significant work to create visualizations of this data for customer consumption and discussion.

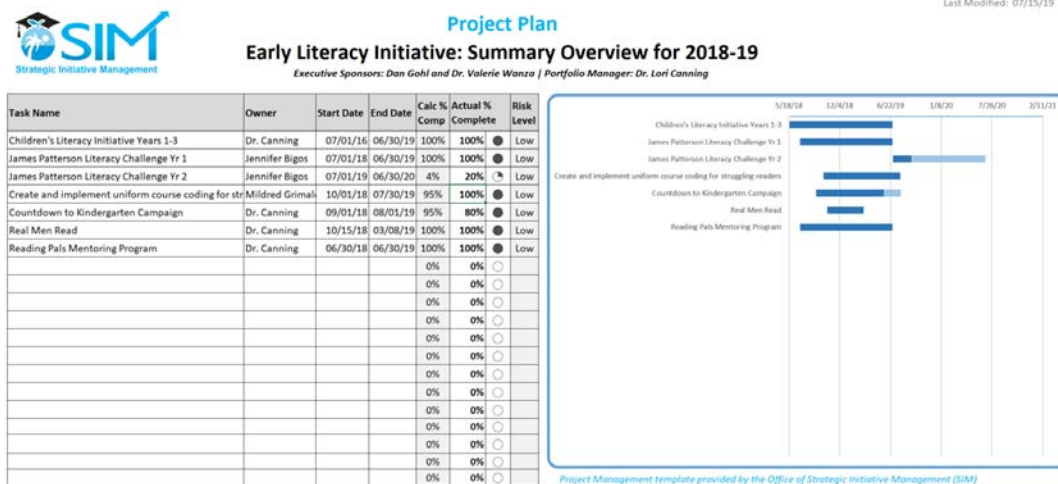
### SIM Support and Facilitation

Support and facilitation was achieved through monthly project plan update calls, data monitoring dashboards, and Cabinet update facilitation.<sup>3</sup>

One significant change to the project management strategy for the Early Literacy initiative included revising the project plan template to include clearer risk identification and the centralization of project plans on a District SharePoint site. Conversations with initiative leads in regards to progress, risks and barriers transitioned to monthly conference calls using the District’s collaborative tools and proved much easier in terms of scheduling and meeting attendance. The project plans at their end-of-year state are provided in Figures 8-13 below. Review of the reported status indicated that 53 of 69 (77%) tasks were reported as 100% completion; an additional two tasks reported as 80% or greater completion. However, it should be noted that a number of the tasks were not scheduled to be completed during the 2018/19 school year. High-risk outstanding tasks include:

- Birth to Pre-K: Restructuring roles for enhance efficiency
- Performance: Provide guidance for school staff based on look-fors/checklist evidence.

Figure 8. Project Plan for Early Literacy Initiative: Summary Overview



<sup>3</sup> A SIM-facilitated Board workshop was held on 8/14/2018. Cabinet updates were held on 9/14/2018, 2/8/2019, and 7/12/2019.

Figure 9. Project Plan for Early Literacy Initiative: Birth to Pre-K

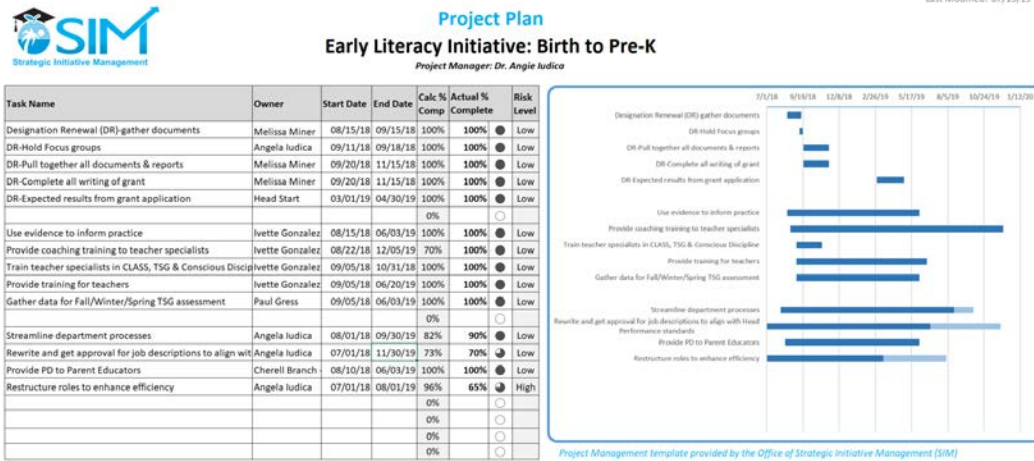


Figure 10. Project Plan for Early Literacy Initiative: Balanced Literacy

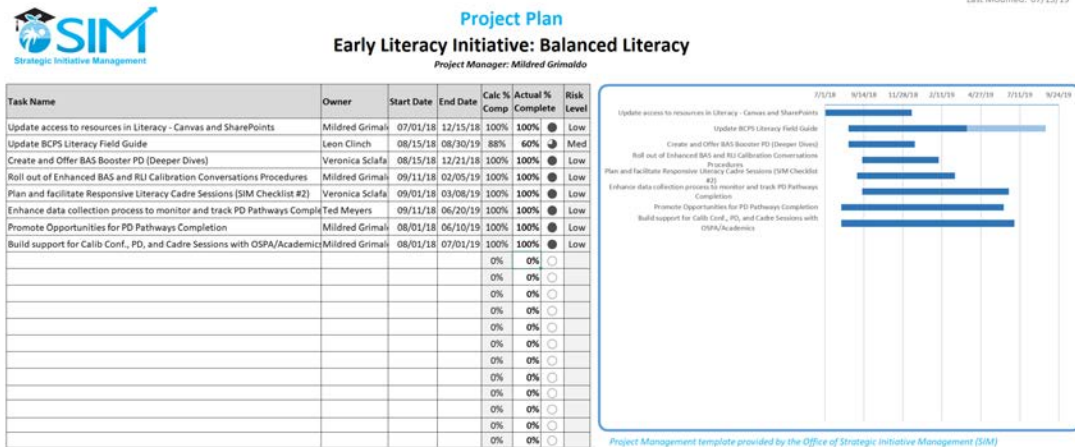


Figure 11. Project Plan for Early Literacy Initiative: Performance

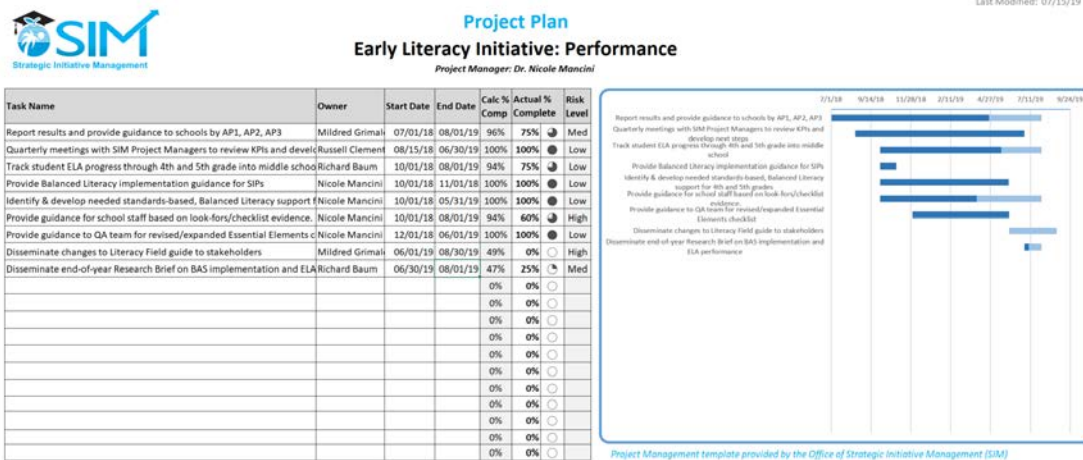


Figure 12. Project Plan for Early Literacy Initiative: MTSS/Rtl

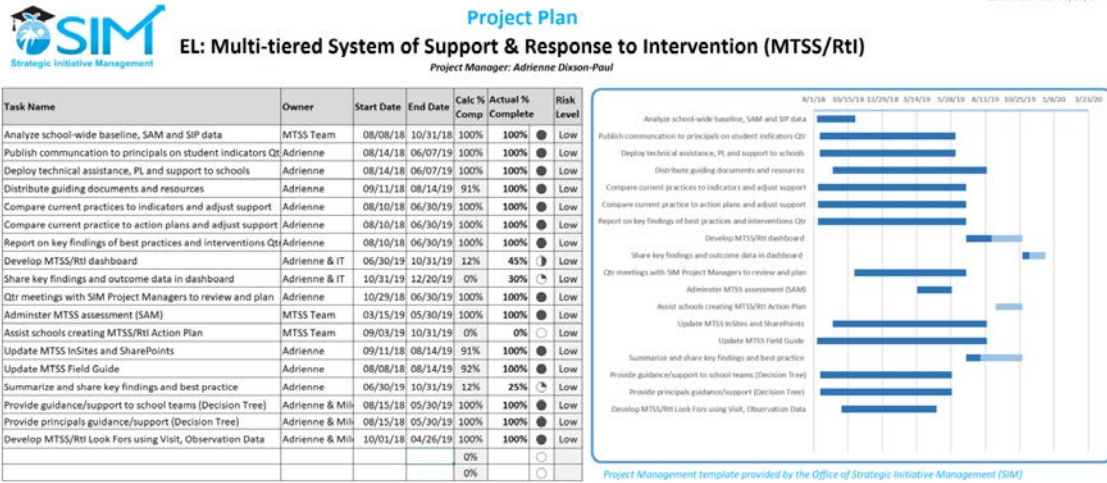
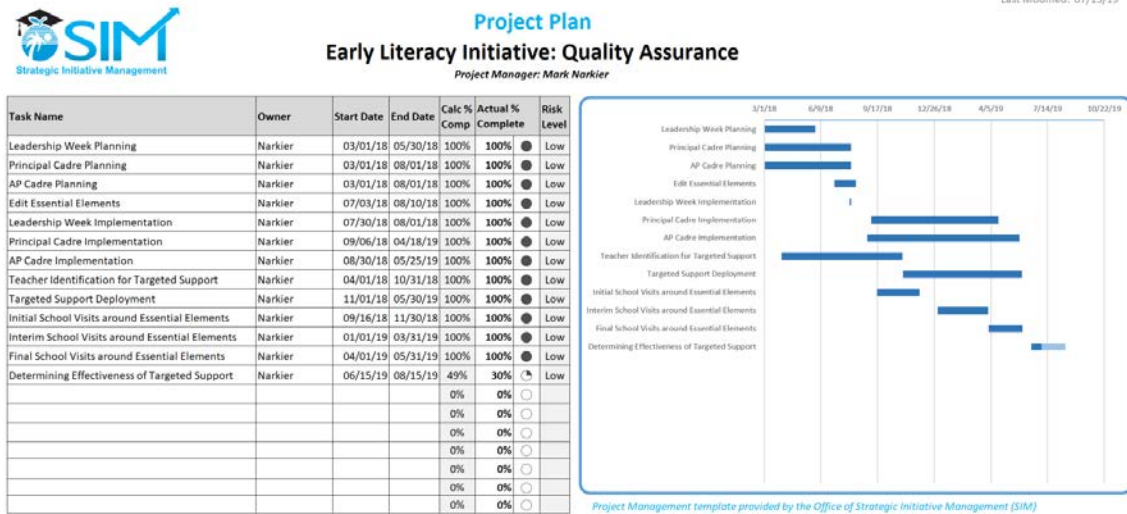


Figure 13. Project Plan for Early Literacy Initiative: Quality Assurance



SIM maintained two dashboards in support of the Early Literacy work. In response to a need for improved data monitoring of Literacy Calibrations between Literacy Department and school staff, SIM created an online tool for recording participation and a companion dashboard to summarize the activity. Displayed in the figure below, this dashboard provides information on dates of visits, locations, participants, and facilitators. In total, 48 unique schools were visited during the 2018/19 school year, with some schools being visited on multiple occasions. Literacy Department staff spent a total of 69 days conducting calibration conferences.

Figure 14. Literacy Calibrations Dashboard

Literacy Calibrations: BAS & RLI - Participation Summary

Wednesday, April 17, 2019  
Last Update

48  
Number of Unique Schools Visited

69  
Number of Days Conducting Visits

Calibration Conversation Part 1/2

- Select all
- BAS Calibration Conversation Part 1
- RLI Calibration Conversation Part 2

Participant Role

- Select all
- Assistant Principal
- Classroom Teacher
- ESE Teacher/Support
- Literacy Coach
- Other
- Principal

Conversation Facilitators

- Select all
- Laura McCarthy
- Laura McCarthy, Lisette Torres
- Laura McCarthy, Melineia Rubiano
- Laura McCarthy, Veronica Sclafani
- Lisa Krucker
- Lisa Krucker, Laura McCarthy
- Lisa Krucker, Laura McCarthy, Melineia R...
- Lisa Krucker, Lisette Torres

School

- Select all
- Banyan Elementary
- Boulevard Heights Elementary
- Broward Estates Elementary
- Coconut Creek Elementary

School	Total	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Non-Classroom...	BAS After Jun...	RLI PD
Pompano Beach Elementary	16	4	6	5	0	0	0	3	14	
Riverland Elementary	6	0	3	3	0	0	0	0	4	
Riverside Elementary	4	0	2	2	0	0	0	0	3	
Sea Castle Elementary	6	0	4	2	0	0	0	0	6	
Silver Lakes Elementary	16	4	5	6	0	0	0	4	14	
Silver Shores Elementary	6	0	2	3	0	0	0	1	4	
Stirling Elementary	5	0	3	2	0	0	0	0	1	
Sunland Park Academy	7	0	3	3	0	0	0	1	4	
Tedder Elementary	4	0	2	2	0	0	0	0	1	
Village Elementary	13	0	5	7	0	0	0	1	4	
Walker Elementary	34	4	6	5	2	4	6	7	26	
Watkins Elementary	6	0	3	2	0	0	0	1	4	
West Hollywood Elementary	6	0	3	3	0	0	0	0	3	
Winston Park Elementary	58	9	11	7	11	9	8	3	48	
Young, Virginia S. Elementary	24	11	11	11	11	0	0	2	18	
<b>Total</b>	<b>741</b>	<b>95</b>	<b>214</b>	<b>186</b>	<b>87</b>	<b>63</b>	<b>71</b>	<b>72</b>	<b>532</b>	<b>1</b>

SIM also developed and maintained an Early Literacy School Indicators Dashboard to provide an overview of each school's status on various components of the initiative: whether a Literacy Calibration conference had been held, Professional Development completion, Benchmark Assessment System performance, and Essential Elements scores along with standardized test scores. As shown in Figure 15 below, the dashboard includes color coding to help with the identification of areas of strengths and concerns.

Figure 15. Early Literacy School Indicators Dashboard

Early Literacy School Indicators

School:

Cadre:

Board\_Member:

I-Zone:

FSA Grade 3 2019 Added 5/24/2019, PD updated as of 5/24/2019, BAS AP3 as of 5/28/2019, PRT Grades 1 and 2 ADDED 6/11/2019, End of Year Look Fors Added 6/11/2019

All other updates as of 4/29/2019

Calibration - PY in prior years; CY in current year (may also have been visited in prior years) Updated 4/29/2019.

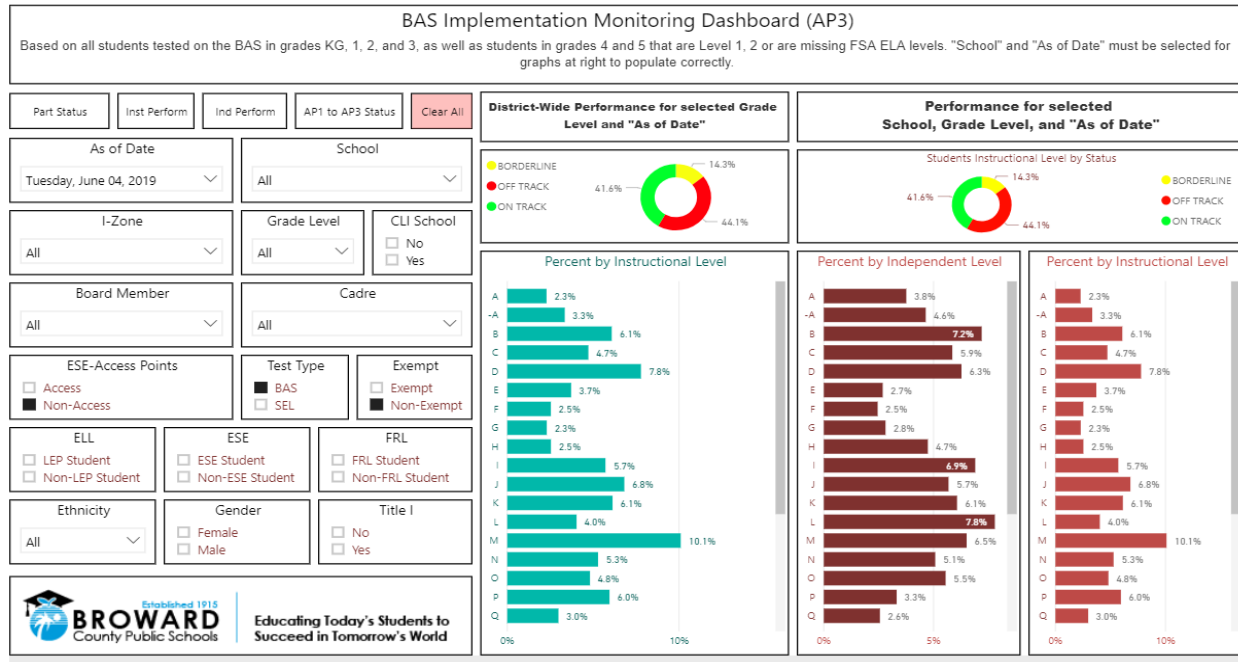
FLKRS - Readiness rates for current kindergarten students

PRT - Primary Reading Test results from 2017/18 for students enrolled during 2018/19 (i.e., current students, prior-year scores), % meeting promotion criteria.

School	Grade 2018	Low 300 2018	Calibration	FLKRS Fall 2018/19	PRT GD 1 2019	PRT GD 2 2019	PRT GD 3 2019	PRT GD 4 2019	FSA GD 3 2019	FSA GD 4 2019	PD BAS 2019 (%)	PD RL EDY (%)	PD BL EDY (%)	PD SG EDY (%)	Look Fors # Scored BOY	Look Fors Average Score BOY	Look Fors # Scored EOY	Look Fors Average Score EOY	BAS 2 Met EDY KG	BAS 3 Met EDY KG	BAS 2 Met EOY 01	BAS 3 Met EOY 01	BVA
Annabel C. Perry K-8	C		PY	29	57	66	43	69	46	52	43	74	21	15	116	9	1.8	9	1.8	16	35	25	35
Atlantic West Elementary	C		PY	39	43	65	39	50	39	31	33	16	3	13	52	3	1.0	4	1.5	25	63	13	41
Banyan Elementary	C		CY	43	73	72	59	70	53	55	45	79	4	29	14	9	1.3	9	2.0	23	63	14	49
Bayview Elementary	A		PY	63	86	96	90	90	85	94	78	41	7	4	11	9	2.0	9	2.0	44	91	35	68
Beachside Montessori Village K-8	A			68	96	90	92	93	92	93	79	95	16	21	42	9	2.0	9	2.0	34	98	48	91
Bennett Elementary	C		PY	41	66	68	59	67	51	43	50	53	33	13	20	9	0.4	9	1.6	27	49	4	31
Bethune, Mary M. Elementary	D	Y	PY	42	52	43	36	43	32	31	29	59	24	0	12	9	1.4	9	1.4	12	28	16	44
Boulevard Heights Elementary	C		CY	29	87	84	83	67	59	57	50	77	26	37	23	9	1.0	9	1.2	21	52	4	41
Broadview Elementary	C		PY	40	64	59	58	58	45	45	47	39	6	26	0	9	1.9	9	2.3	8	50	16	46
Broward Estates Elementary	C	Y	CY	35	44	43	49	46	34	42	40	67	6	0	17	9	1.2	9	1.9	13	45	14	44
C. Robert Markham Elementary	C	Y	PY	23	47	47	43	50	33	41	21	50	0	4	29	0	0.0	8	2.0	8	46	7	26
Castle Hill Elementary	D	Y	PY	18	60	45	36	67	33	28	21	38	14	32	7	9	1.6	9	1.9	9	40	9	25
Central Park Elementary	A		PY	62	84	85	82	80	71	81	68	72	5	23	5	9	1.6	9	2.1	33	70	23	61
Challenger Elementary	B			51	70	67	66	66	60	61	63	75	25	19	52	8	2.0	9	2.1	25	59	15	50
Chapel Trail Elementary	A			57	84	91	83	89	78	75	88	33	9	0	3	9	1.4	9	1.4	17	57	35	76
Charles Drew Elementary	C	Y	PY	39	41	69	54	44	39	32	20	33	9	0	4	8	0.3	4	1.3	23	64	0	39
Coconut Creek Elementary	C		CY	48	64	69	60	66	60	62	54	94	63	35	33	0	0.3	4	1.3	16	69	27	74
Coconut Palm Elementary	B			48	68	61	65	54	43	35	66	29	14	0	19	9	1.4	9	2.0	34	60	16	34
Colbert Elementary	C		CY	32	51	67	56	48	43	50	50	27	18	15	21	9	1.3	9	1.4	18	25	19	42
Collins Elementary	D		PY	45	61	66	50	40	33	65	47	100	25	50	69	4	1.0	3	1.0	27	52	16	57
Cooper City Elementary	A		CY	69	85	97	85	90	78	92	65	84	3	0	10	9	1.6	9	1.7	43	69	32	67
Coral Cove Elementary	A		CY	52	61	57	69	70	65	70	66	67	23	23	13	9	1.2	9	1.6	33	85	24	61
Coral Park Elementary	B		PY	60	85	75	63	66	70	68	71	47	30	0	20	9	1.0	9	1.3	16	56	21	74
Coral Springs K-8	C		CY	32	73	62	63	49	45	43	37	78	7	0	33	9	2.0	9	2.0	14	37	17	44
Country Hills Elementary	A			68	89	88	80	81	71	75	69	70	23	4	18	6	1.3	9	1.7	27	78	13	52
Country Isles Elementary	B		PY	61	76	70	71	72	71	80	65	58	2	0	10	9	1.6	9	1.8	40	60	19	57
Crathorn Elementary	C			34	38	44	37	38	31	44	44	30	0	0	16	0	1.4	0	1.6	0	44	16	53

Our colleagues in Student Assessment and Research (SAR) also provided data monitoring support through the maintenance of the Benchmark Assessment System dashboard (see Figure 16), which was updated throughout each of the three administration periods. All dashboards are accessible through the SIM and SAR SharePoint sites.

Figure 16. Benchmark Assessment System Dashboard



### Year 3 2018/19 Outcomes

The driving force behind the Early Literacy Initiative is to have highly effective teachers in place for students during their early educational years. The District has developed and implemented a Professional Development (PD) program, the Balanced Literacy Pathway, in an effort to improve teaching quality.

This portfolio consists of four courses:

- Benchmark Assessment System (BAS),
- Responsive Literacy Instruction (RLI),
- Balanced Literacy Workshop (BL), and
- Small Group Guided Reading (SG).

To be most effective, a teacher of literacy should complete all four courses and implement these strategies with their students. This goal of ensuring that all teachers complete the pathway is challenging due to teacher turnover and competing professional development courses vying for limited time.

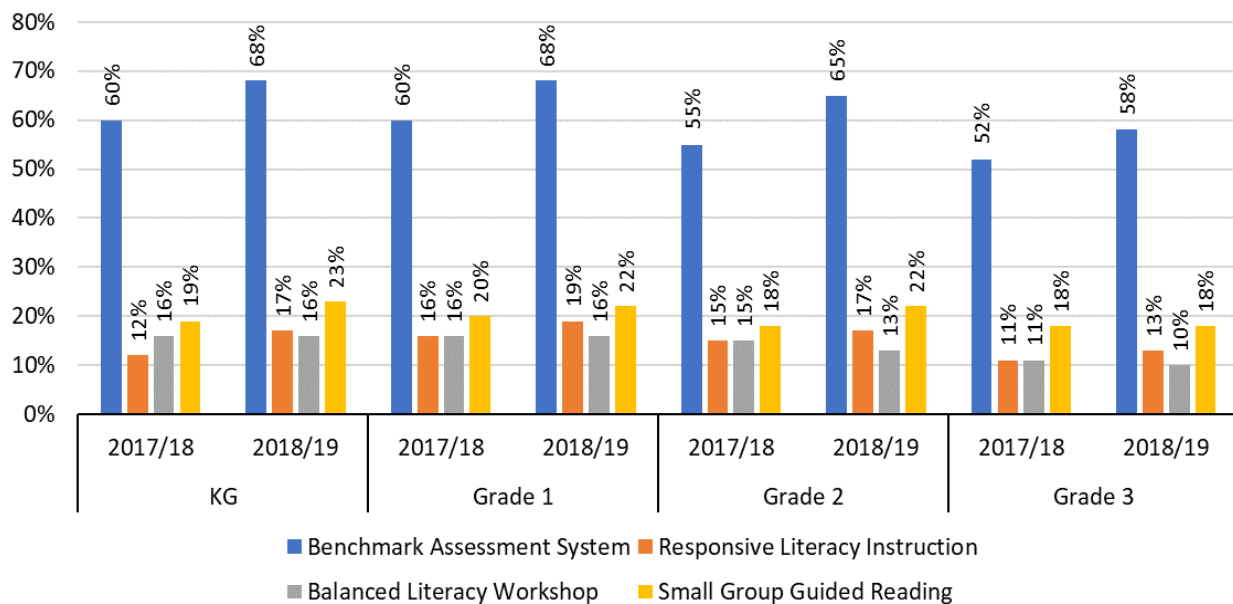


The figure below shows the percent of teachers of students in grades kindergarten to third who have completed each of the four courses as of the 2017/18 and 2018/19 school years.<sup>4</sup> A review of the graph in Figure 17 reveals:

- the Benchmark Assessment System, the first course in the sequence, is the most commonly completed course;
- progress has been made in increasing the percent of teachers trained from 2017/18 to 2018/19; and
- there continues to be a struggle with convincing teachers to complete training beyond the first course.

Unless teachers have the full complement of skills—not only how to measure and monitor progress but also how to use that information to help students—we are unlikely to realize substantial progress in improving foundational reading.

Figure 17. Early Literacy Percent of Teachers Completing Each Course in the Professional Development Balanced Literacy Pathway



Unless teachers have the full complement of skills—not only how to measure and monitor progress but also how to use that information to help students—we are unlikely to realize substantial progress in improving foundational reading.

One possible reason teachers are not completing all four courses is that PD completion is related to years of teaching experience. Potentially, newer teachers who are most likely in need of support are more likely to complete the PD courses; or conversely, those teachers who have been with the District for an extended

<sup>4</sup> Teachers were grouped for this graph according to grade levels of the students assigned to them for Reading and English Language Arts classes as recorded in the Student Data Warehouse. Teachers may serve students in multiple grade levels and are included in this graph accordingly. Staff members not linked to students for literacy instruction are not represented in this figure.

period of time may have had more opportunity to work through the PD courses. Table 1 provides a breakdown of the Literacy Pathway Professional Development Course completion by grade level during the 2018/19 school year and number of years teaching in grade level.

For this table, teachers who serve students in Reading and English Language Arts courses for Kindergarten through Grade 5 were identified based on student assignments in the Student Data Warehouse.<sup>5</sup> Review of the table indicates that for teachers serving Kindergarten through Grade 3, PD completion rates tended to increase with the number of years teaching in that grade level. The pattern was not consistent for grades 4 and 5.

Table 1  
*Professional Development Completion by Grade Level and Years Teaching in Grade Level, 2018/19*

Grade Level	Years Teaching In Grade Level	N	Professional Development Course			
			BAS	RLI	BL	SG
KG	1	195	67%	12%	8%	13%
	2	146	64%	19%	12%	19%
	3	131	70%	22%	18%	24%
	4 or more	426	69%	17%	21%	29%
	Total	898	68%	17%	16%	23%
1	1	248	65%	13%	11%	13%
	2	209	66%	22%	20%	21%
	3	123	65%	24%	10%	28%
	4 or more	397	71%	20%	18%	27%
	Total	977	68%	19%	16%	22%
2	1	277	60%	15%	9%	18%
	2	207	65%	17%	14%	21%
	3	160	68%	18%	14%	24%
	4 or more	331	67%	20%	15%	25%
	Total	975	65%	17%	13%	22%
3	1	253	53%	11%	7%	16%
	2	219	55%	12%	12%	19%
	3	177	55%	16%	12%	20%
	4 or more	341	64%	13%	11%	17%
	Total	990	58%	13%	10%	18%
4	1	223	47%	7%	7%	13%
	2	169	54%	12%	7%	18%
	3	131	50%	9%	8%	21%
	4 or more	255	49%	9%	9%	15%
	Total	778	50%	9%	8%	16%
5	1	197	45%	7%	9%	16%
	2	147	52%	14%	4%	12%
	3	121	46%	8%	7%	18%
	4 or more	265	51%	6%	11%	15%
	Total	730	49%	8%	9%	15%

<sup>5</sup> Teachers who serve more than one grade level are counted in each grade level served.

Table 2 provides an unduplicated total for all elementary-level teachers providing literacy instruction during the 2018/19 school year by the number years teaching any grade at the elementary level.<sup>6</sup> More than half to two-thirds of the teachers have completed Benchmark Assessment System (BAS) professional development regardless of the years of teaching at the elementary level. However, completion rates increased with each year of experience for Responsive Literacy Instruction (RLI), Balanced Literacy (BL), and Small Group Guided Reading (SG).

Table 2  
*Professional Development Completion by Years Teaching Elementary Level*

Grade Level	Years Teaching Elementary Level	N	Professional Development Course			
			BAS	RLI	BL	SG
KG thorough 5	1	498	57%	10%	4%	12%
	2	498	63%	14%	10%	15%
	3	572	57%	16%	14%	22%
	4 or more	3237	64%	16%	14%	22%
	Total	4805	62%	15%	13%	21%

Teaching and learning takes place within an environment. The Early Literacy team identified 9 Essential Elements that should be present within this environment to support literacy development and instruction.

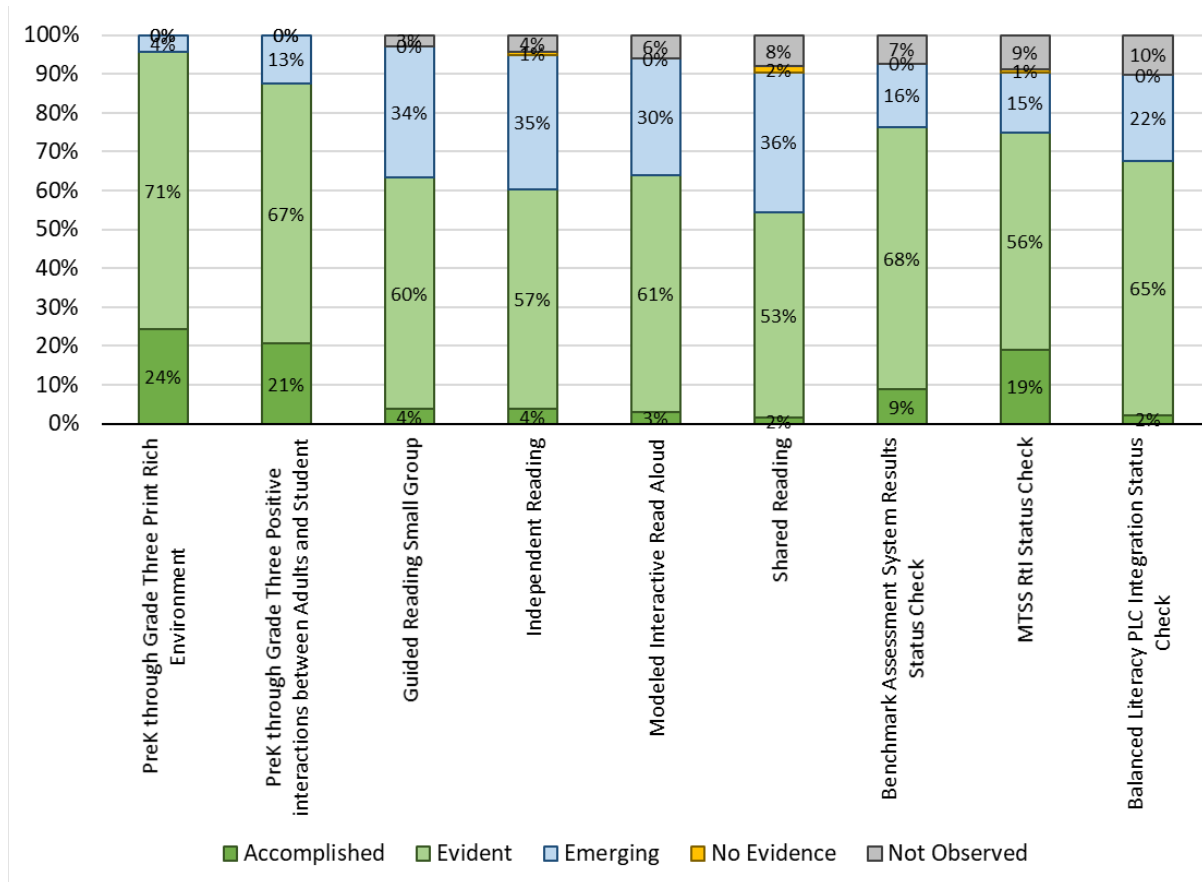
- PreK through Grade Three - Print Rich Environment
- PreK through Grade Three - Positive interactions between Adults and Student
- Guided Reading Small Group
- Independent Reading
- Modeled Interactive Read Aloud
- Shared Reading
- Benchmark Assessment System - Results Status Check
- MTSS RtI Status Check
- Balanced Literacy PLC Integration - Status Check

Cadre Directors from the Office of School Performance and Accountability (OSPA) rated each school on these 9 elements in the fall and spring. Potential ratings included: Accomplished, Evidence, Emerging, No Evidence, and Not Observed. The detailed rubric for assessing the Essential Elements is provided in Appendix B.

Figure 18 below shows the distribution of the spring scores. Of the 136 schools serving elementary grade levels, 134 had end of year ratings. For the two schools missing the end of year ratings, the fall were substituted. Most schools exhibited evidence of each of the elements, with print rich environment and positive interactions between adults and students being most evident while shared reading and independent reading being least evident.

<sup>6</sup> The unduplicated total counts each teacher one time regardless of how many grade levels they serve.

Figure 18. School Visit Ratings on the Essential Elements



The Benchmark Assessment System (BAS) was near full implementation with more than 96% of students participating. Participation rates of 90% or greater were realized at 135 out of the 143 (94%) schools administering the BAS. Further discussion of BAS performance is detailed below.

**Outcome Analysis.** The goal of the Early Literacy Initiative is to enable all students to read on grade level. The criterion for meeting this goal is a satisfactory performance (Achievement Level of 3 or higher) on the third grade Florida Standards Assessment (FSA) English Language Arts exam. Table 3 displays the historical grade 3 performance for Florida’s largest five school districts and the state as a whole. In addition, Broward’s District-operated schools which are directly impacted by the Early Literacy Initiative are reported separately from Broward’s overall performance (Broward Total). The shaded region denotes the schools and time period associated with the Early Literacy Initiative.

Table 3

*Percent of Grade 3 Students Scoring Achievement Level 3 or Higher on the Florida Standards Assessment English Language Arts*

	2014/15	2015/16	2016/17	2017/18	2018/19
	FSA Begins		Broward's Early Literacy Initiative		
<b>Broward District-Operated Schools</b>	<b>50</b>	<b>53 (+3)</b>	<b>56 (+3)</b>	<b>57 (+1)</b>	<b>58 (+1)</b>
Broward Total	52	55 (+3)	57 (+2)	59 (+2)	60 (+1)
Hillsborough	50	52 (+2)	56 (+4)	53 (-3)	52 (-1)
Miami-Dade	53	54 (+1)	58 (+4)	61 (+3)	60 (-1)
Orange	55	54 (-1)	57 (+3)	55 (-2)	55 ( 0)
Palm Beach	51	52 (+1)	54 (+2)	56 (+2)	54 (-2)
Florida	53	54 (+1)	58 (+4)	57 (-1)	58 (+1)

In the first year of implementation (2016-17), Broward's District-Operated Schools realized a 3 percentage-point increase in the percent of third grade students scoring at Achievement Level 3 or higher. This is similar to the increase realized by our peer districts (range from +2 to +4 percentage points) and the state overall (+4 percentage points). During each subsequent year Broward's District-Operated Schools have realized annual increases of +1 percentage point that outpaced the state in total and making Broward the only district among its peers to realize consistent improvement, albeit small in magnitude.

Table 4 below summarizes progress on reducing the percent of students scoring at Achievement Level 1 on the Grade 3 FSA. In the first year of implementation, Broward's District-operated schools showed a decrease in Level 1 students that was similar to the progress achieved by the other large districts and statewide. Broward continued to show progress in Year 2, while inconsistent progress was found among the peer districts and a slight increase was seen statewide. The proportion of Level 1 students held steady in Broward's District-operated schools in Year 3, while Broward overall continued to show improvement. Inconsistent progress was found across the peer districts and Level 1 proportions remained steady statewide.

Table 4

*Percent of Grade 3 Students Scoring Achievement Level 1 on the Florida Standards Assessment English Language Arts*

	2014/15	2015/16	2016/17	2017/18	2018/19
	FSA Begins		Broward's Early Literacy Initiative		
<b>Broward District-Operated Schools</b>	<b>26</b>	<b>24 (-2)</b>	<b>21 (-3)</b>	<b>20 (-1)</b>	<b>20 ( 0)</b>
Broward Total	24	23 (-1)	20 (-3)	19 (-1)	18 (-1)
Hillsborough	23	23 ( 0)	20 (-3)	23 (+3)	25 (+2)
Miami-Dade	24	24 ( 0)	20 (-4)	19 (-1)	19 ( 0)
Orange	20	23 (+3)	21 (-2)	24 (+3)	23 (-1)
Palm Beach	24	25 (+1)	22 (-3)	22 ( 0)	22 ( 0)
Florida	22	22 ( 0)	19 (-3)	20 (+1)	20 ( 0)

To begin an exploration as to whether the elements of the Early Literacy initiative are associated with improvements in the FSA scores, a correlational analysis was performed on data captured in the Early Literacy School Indicators Dashboard. Table 5 presents the matrix of correlation coefficients with redundant information suppressed.

Table 5  
*Correlation Matrix of the Early Literacy School Indicators Dashboard*

		End of Year Exams			BAS			Professional Development			Essential Elements	
		GD 1 PRT	GD 2 PRT	GD 3 FSA	GD 1	GD 2	GD 3	BAS	RLI	BL		SG
End of Year Exams	GD 2 PRT	<b>0.79</b>										
	GD 3 FSA	<b>0.81</b>	<b>0.84</b>									
BAS	GD 1	<b>0.78</b>	<b>0.69</b>	<b>0.77</b>								
	GD 2	<b>0.66</b>	<b>0.72</b>	<b>0.74</b>	<b>0.66</b>							
	GD 3	<b>0.65</b>	<b>0.68</b>	<b>0.78</b>	<b>0.70</b>	<b>0.73</b>						
Professional Development	BAS	0.11	0.14	0.15	0.15	0.01	0.05					
	RLI	0.06	0.12	0.16	0.14	0.10	0.10	<b>0.44</b>				
	BL	0.08	0.14	<b>0.18</b>	0.12	<b>0.17</b>	0.12	<b>0.34</b>	<b>0.47</b>			
	SG	-0.02	-0.05	-0.03	0.11	0.02	-0.06	0.10	0.16	0.12		
Essential Elements		<b>0.22</b>	<b>0.17</b>	0.14	0.11	0.08	0.06	-0.01	-0.04	0.02	-0.01	
Literacy Calibration		-0.07	-0.07	-0.01	-0.08	-0.01	-0.01	0.15	0.16	<b>0.19</b>	<b>0.17</b>	0.02

Note. **Bold Italic:** Correlation is significant at the 0.01 level (2-tailed).

**Bold:** Correlation is significant at the 0.05 level (2-tailed).

The following observations may be drawn from this table:

1. The strong correlations between the end of year exams across grade levels suggests that schools serve students of similar academic performance across grade levels (e.g., schools with high performing first graders are likely to also have high performing third graders).
2. The strong correlations between the BAS and end of year exams within grade level (Grade 1 = 0.78, Grade 2 = 0.72, Grade 3 = 0.78) reinforces previous findings of the validity of the BAS. The strong correlations between the BAS and end of year exams and BAS scores for other grade levels recapitulates finding 1.
3. Professional Development course completions in BAS, RLI, and BL tended to correlate positively (albeit small in magnitude) with the end of year exams and with BAS scores. Balanced Literacy correlated significantly with the Grade 3 FSA, suggesting potency in helping teacher prepare students for the standards-based assessment. Small Group Guided Reading did not show a correlation with the end of year exams.
4. Professional Development completion rates correlated moderately among BAS, RLI, and BL indicating that schools with higher completion rates for one course also tended to have higher completion rates for the other courses. This relationship was less strong for SG.
5. The environmental factors captured in the Essential Elements ratings tended to be slightly related to end of year exam performance, particularly with regard to grades 1 and 2 Primary Reading Test (PRT).
6. Literacy calibrations showed marginal correlations with PD completions.

**Cohort Analysis.** The foregoing analysis was based on aggregated school data and as such may dilute the impact of the initiative. To more thoroughly investigate the impact of the initiative, a cohort analysis was conducted. A cohort analysis examines student progress as they have had three years of instruction under the Early Literacy initiative.

For this analysis, 2018/19 third grade students (Class of 2028) who had attended a District-operated school for first and second grades were identified. Of these identified students, 64.4% scored at Level 3 or higher on the Grade 3 FSA, higher than the District total and higher than the students in the District-operated schools overall. This high level of performance in a group of stable students is evidence for better performance among students who are stable in school. However, the essential question is whether there is evidence for the impact of the Early Literacy Initiative for improving student outcomes?

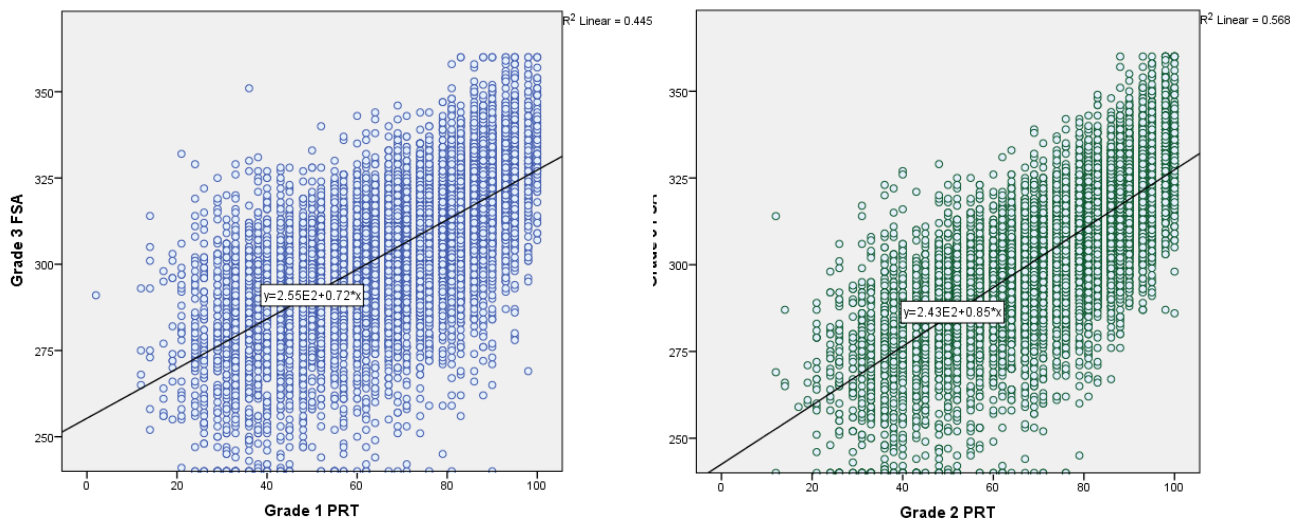
As a first step towards addressing the influence of the Early Literacy Initiative, the stability of the annual end of year exams was assessed. Table 6 displays the correlation matrix with redundant information suppressed. The Primary Reading Test correlates substantially across grades 1 and 2 and with the Grade 3 FSA. The accompanying scatter plots in Figure 19 illustrate the relationships of the grades 1 and 2 PRT with the Grade 3 FSA.

Table 6  
Correlations Between Annual End of Year Reading and ELA Exams, Grades 1 to 3

		PRT GD 1	PRT GD 2
PRT GD 2	<i>r</i>	0.70*	
	<i>N</i>	11,503	
FSA GD 3	<i>r</i>	0.67*	0.75*
	<i>N</i>	11,489	11,461

Note. \*Correlation is significant at the 0.01 level, 2-tail.

Figure 19. Correlation of PRT and FSA End of Year Exams



A more detailed breakdown of PRT performance as related to subsequent Grade 3 FSA performance is displayed in Figure 20. Each panel in the figure displays the distributions of Grade 1 and Grade 2 PRT scores by the students who scored at each FSA Achievement Level (blue regions). The light grey regions show the distribution of PRT scores for all students in the cohort. Students who score Achievement Level 1 on the FSA (top left panel) had distributions of PRT scores in Grades 1 and 2 that were very different from the overall distribution of scores; they tended to score much lower than their peers overall. The blue region shifts as FSA performance increases showing the relationship of PRT performance to later FSA outcomes.

Figure 20. Distributions of Primary Reading Test Scores by Grade 3 FSA Achievement Level

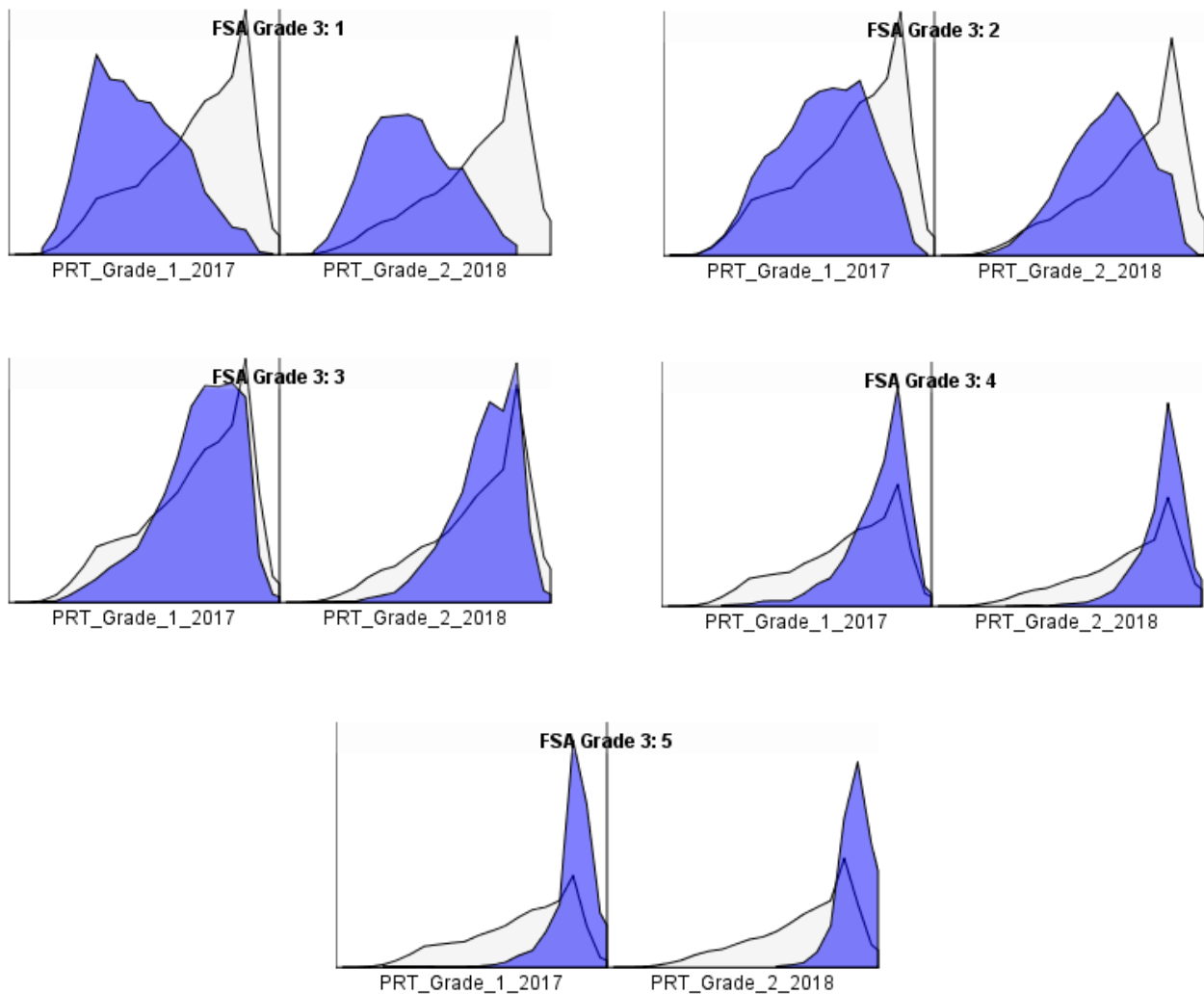


Table 7 summarizes the descriptive statistics for each panel in Figure 20 above. While all FSA performance levels included students from nearly the full range of possible PRT scores, the mean PRT scores, and distribution of scores increase with the FSA Achievement Level.

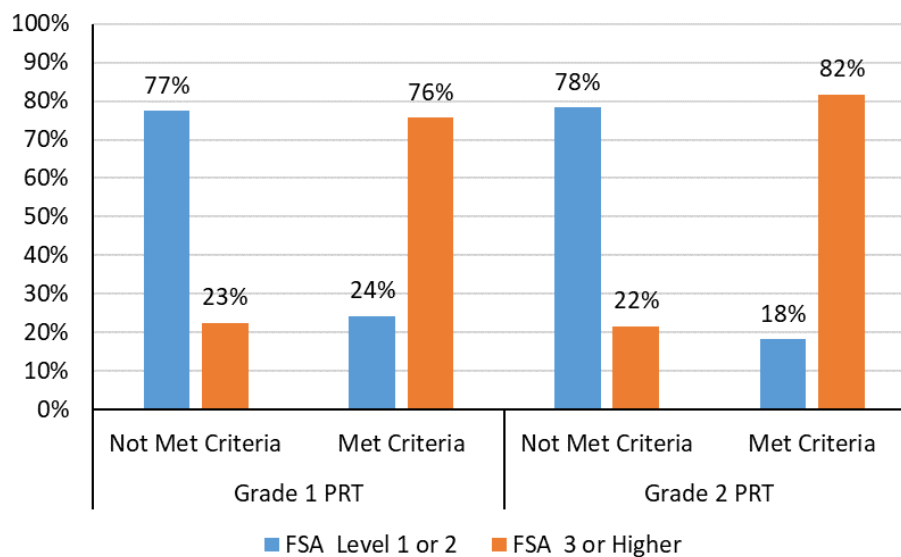


Table 7  
*PRT Performance by Grade 3 FSA Achievement Level*

Grade 3 FSA		PRT	N	Mean	Median	SD	Minimum	Maximum
1	Performance Level	Grade 1	1711	48.6	48	15.9	12	98
		Grade 2	1704	50.1	50	14.8	12	88
2	Performance Level	Grade 1	2372	60.0	62	16.0	2	98
		Grade 2	2373	64.5	64	14.2	14	100
3	Performance Level	Grade 1	3436	70.4	71	14.7	14	100
		Grade 2	3425	76.1	79	12.1	12	100
4	Performance Level	Grade 1	2885	80.6	83	11.9	24	100
		Grade 2	2876	86.0	88	9.3	31	100
5	Performance Level	Grade 1	1085	88.5	90	8.5	21	100
		Grade 2	1083	92.7	95	6.1	62	100
Total	Performance Level	Grade 1	11489	69.3	74	18.6	2	100
		Grade 2	11461	73.9	79	17.8	12	100

The strong associations among the end of year exams permits the use of the PRT to predict performance on the Grade 3 FSA. Meeting the PRT promotion criterion for Grade 1 (score of 55) or Grade 2 (score of 65) corresponds to likely future FSA satisfactory performance of 76% and 82%, respectively (Figure 21 below).

Figure 21. PRT Predicts FSA Performance



The BAS, being the common tool used throughout the year to monitor student literacy acquisition, was reviewed across years for this cohort. Figure 22 shows the percent of students meeting satisfactory performance criteria on the PRT for Grade 1 (top panel), Grade 2 (middle panel), and for the FSA Grade 3 (bottom panel). The end of year BAS expectation for each grade level is also denoted as the red dotted

line in each panel. The figure demonstrates the increasing expectations on the BAS scale and the end of year exam performance as students mature.

Figure 22. PRT and FSA Performance by BAS Instructional Level

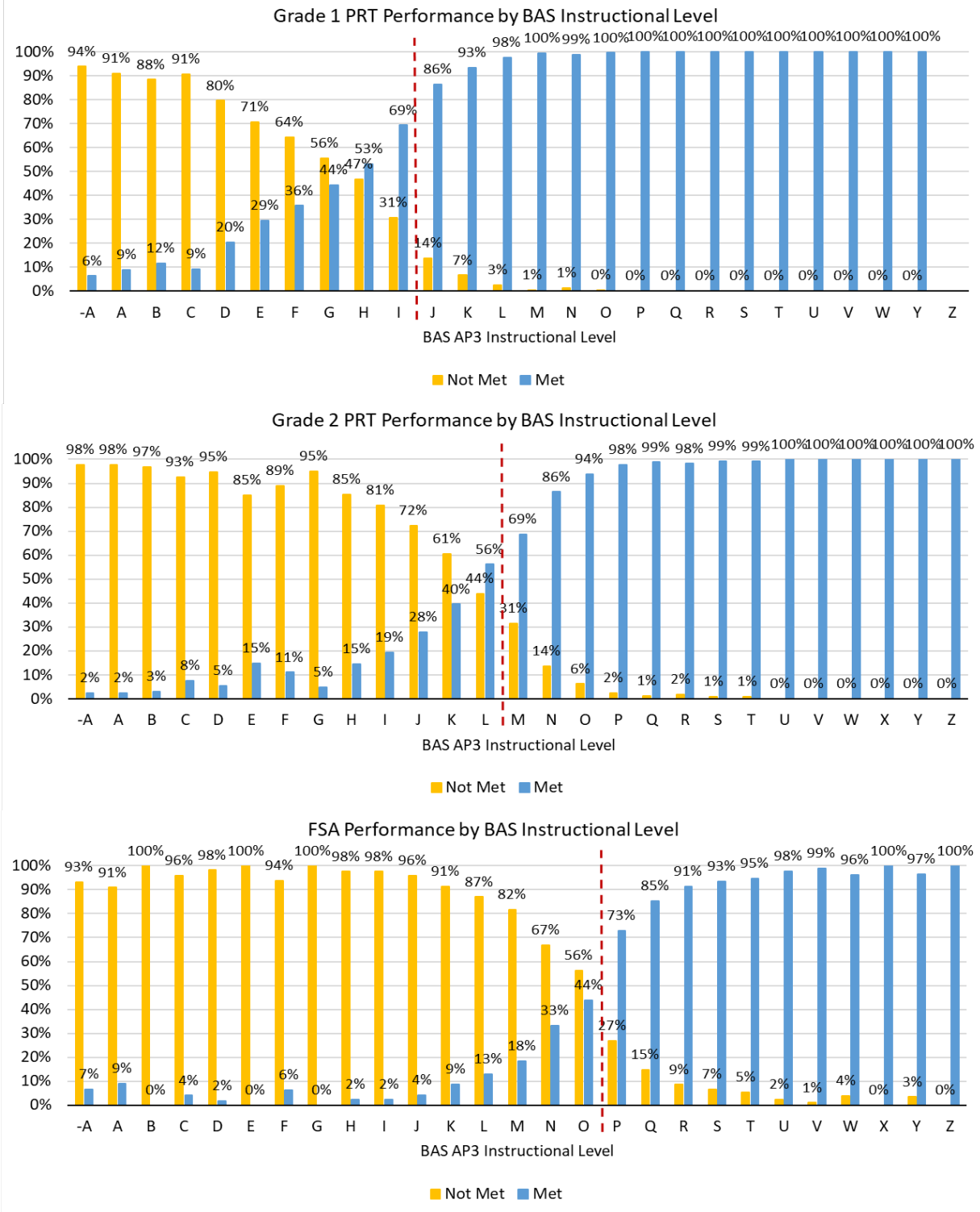
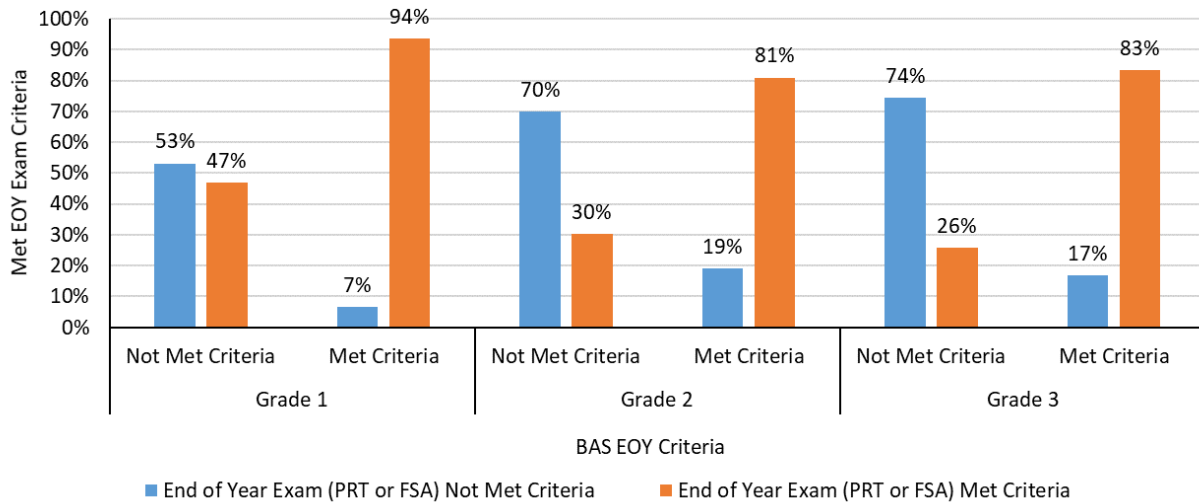


Figure 23 below summarizes the relationship between meeting the BAS end of year expectations and the subsequent performance on the PRT and FSA.

Figure 23. BAS Performance Predicts End of Year PRT and FSA Performance



Schools that have done a better job of implementing the components of the Early Literacy Initiative should be doing a better job of helping their students acquire and develop literacy. This supposition was explored using the cohort students to examine progress from the first grade PRT to the third grade FSA.

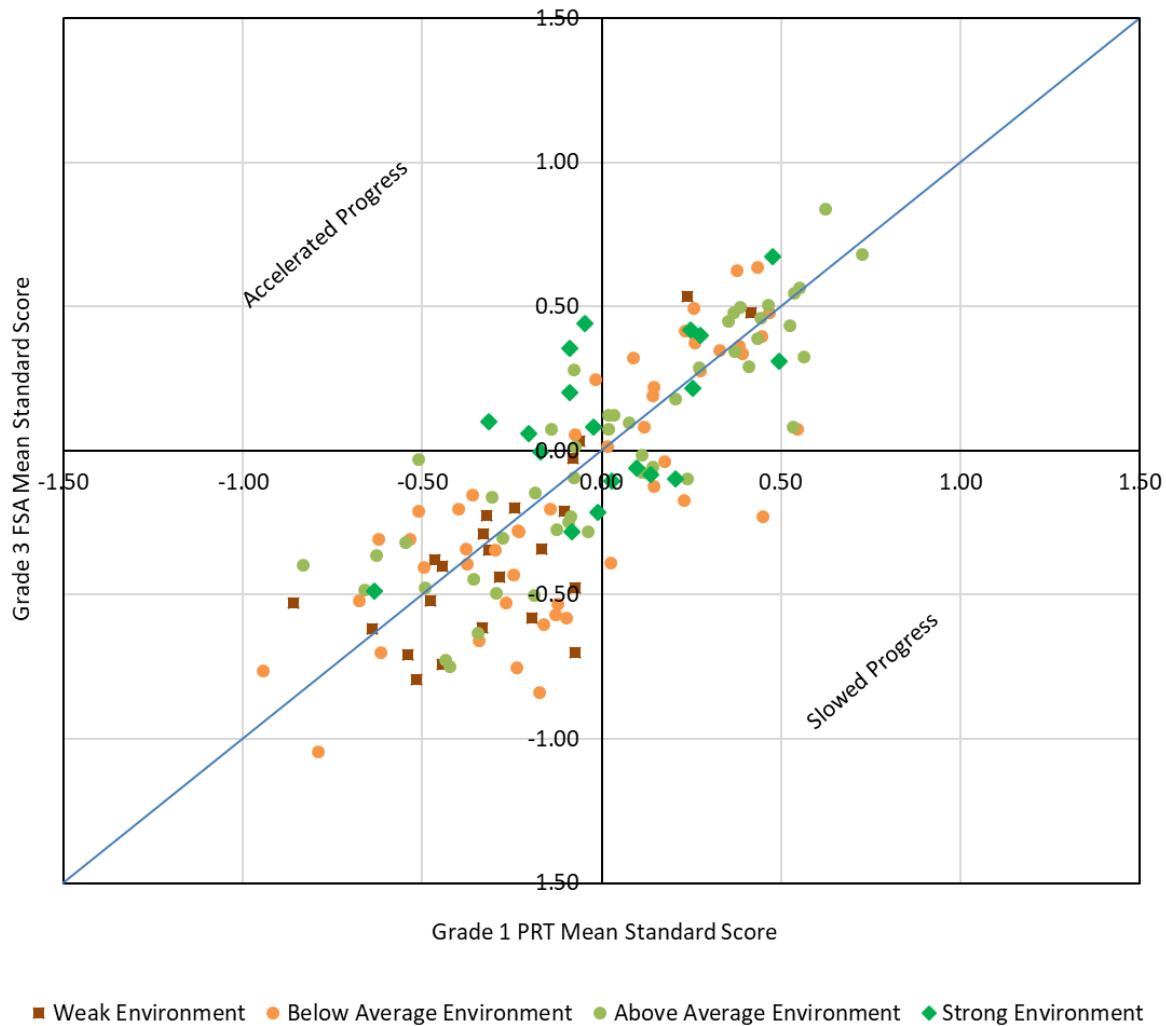
To aid in interpretation, each student’s PRT scores and FSA scale scores were standardized as local z-scores.<sup>7</sup> These scores were aggregated to the school level and these school level values were plotted in the scatter chart below (Figure 24). The main diagonal, marked by the blue line, denotes equal relative performance on the PRT and the FSA. If students at a school maintained the same relative performance compared to the District from first to third grade, the school would be plotted on this line (average progress). Schools that accelerated their students relative to the District appear above the main diagonal, while schools that did not move their students as rapidly appear below the main diagonal. Schools that were exactly at the district average for both the PRT and FSA would be plotted at center of the graph where the axis and main diagonal intersect.

A quick review of the scatter plot reveals that not all the schools line up on the main diagonal, but rather there is variation in the rate of progress across schools. The next step was to add context to each of the schools by classifying the schools according to their environment. This was accomplished by creating a composite index based on the percent of teachers serving these students who had completed the PD courses, their years of experience, and the school-wide Essential Elements ratings. This composite index was used to segment schools into four groups (weak, below average, average, and strong environment), with these groupings defining the markers used to denote the school in the scatter plot. As depicted in the graph, schools with stronger environments tended towards the upper right of the graph (stronger PRT and FSA performance) while weaker environment schools tended towards the lower left of the graph

<sup>7</sup> Z-scores are a transformation of a score to a scale with a mean = 0 and a standard deviation = 1. Having both sets of scores converted to this common scale enhances comparison of performance on assessments with different raw scales.

(lower PRT and FSA scores). This general pattern suggests that the school environment is related to student literacy. However, if schools with strong literacy environments accelerate progress, they would predominately appear above the main diagonal with weaker environment schools appearing below the diagonal. Some limited support of this was found as 58% of the strong environment schools are above the main diagonal, compared to 45% of the below average schools; all other groups were approximately randomly distributed around the line.

Figure 24. School Environment Impact on Progress from Grade 1 PRT to Grade 3 FSA



While the above analysis is based on a controlled cohort, it is still an analysis of aggregated school environments. While within a given school, the majority of the teachers may have completed the BAS PD and maybe the RLI PD, and the school may have had high ratings on each of the Essential Elements, some students may have been in classrooms with inexperienced teachers who have not had the PD and the Essential Elements are not present.

As a final analysis, a regression analysis was conducted to identify which variables, or factors, have an impact on student's FSA scores. A regression model was fitted where individual student's FSA scores were the criterion as predicted from prior performance (PRT), student background (student demographics),

teacher characteristics (PD completion, years of experience), and school environment (Essential Elements ratings). Using forced entry, regression model showed reasonable fit to the data ( $R^2 = .584$ ,  $F(18, 11189) = 873.6$ ,  $p < .001$ ). As shown in Table 8<sup>8</sup>, all student-level factors contributed significantly to the model (the student-level factors alone account for 58.2% of the variance in FSA scores). Of the teacher-level factors, years of experience and completion of the BAS PD contributed significantly to the model. While none of the other PD courses contributed on their own to the model, the combination of BAS and BL PD completion did contribute as did the combination of BAS and SG. Interestingly, the BAS and BL combination was associated with slightly enhanced outcomes, the combination of BAS and SG was associated with slightly lower outcomes. This discrepancy should not be given much weight given that few teachers have completed PD beyond BAS, let alone the completion of multiple PD courses.

Table 8  
*Regression Coefficients*

	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error		
<b>Student-Level Factors</b>				
<b>Prior Ability</b>	0.79	0.01	0.70	97.32
<b>Free or Reduced Lunch</b>	-4.05	0.28	-0.10	-14.58
<b>English Language Learner</b>	-1.32	0.37	-0.02	-3.55
<b>Disability</b>	-2.51	0.37	-0.04	-6.70
<b>Minority</b>	-1.43	0.31	-0.03	-4.55
<b>Gender (Males = 1)</b>	1.27	0.25	0.03	5.14
<b>Teacher-Level Factors</b>				
<b>Teacher Experience</b>	0.06	0.02	0.02	3.85
<b>Benchmark Assessment System (BAS) PD</b>	0.59	0.28	0.01	2.14
Balanced Literacy (BL) PD	-1.83	1.38	-0.01	-1.33
Responsive Literacy Instruction (RLI) PD	-0.17	1.57	0.00	-0.11
Small Group Guided Reading (SG) PD	0.37	0.74	0.01	0.50
<b>BAS X BL Interaction</b>	7.18	1.83	0.04	3.93
BAS X RLI Interaction	0.31	1.71	0.00	0.18
<b>BAS X SG Interaction</b>	-2.98	0.91	-0.04	-3.27
BL X RLI Interaction	-6.15	9.30	0.00	-0.66
BL X SG Interaction	-0.52	1.87	0.00	-0.28
RLI X SG Interaction	2.60	1.81	0.01	1.43
<b>School-Level Factors</b>				
Essential Elements	0.06	0.03	0.01	1.77
<b>Intercept</b>	247.68	0.89		279.05

<sup>8</sup> Table 8 displays the regression coefficients with those factors providing a significant contribution to the model in bold.

## Conclusions

Taken together these data are suggestive of the district moving in the right direction with the Early Literacy work and beginning to realize positive outcomes. However, **progress is constrained in part due to limits in implementation**. While use of the BAS is near full participation (some schools are below 80% student participation), information gained from the administrations must be acted upon appropriately.

The District's mechanism for enabling teachers to use and act upon this information is the provision of instructional skills imparted through the three courses in the Literacy Pathway beyond the BAS. However, not only must teachers acquire these skills through the PD participation, they **must also implement these skills with fidelity with their students in the classroom**. The present analyses did not ascertain the fidelity of classroom implementation, thereby potentially limiting the assessment of PD completion and outcomes. The Professional Development Standards and Support (PDSS) department has moved to the Learning Across Broward (LAB) platform for PD programs. Should PDSS continue with the planned implementation with addition of the analytics component to LAB, future tracking and assessment of PD impact on student outcomes should become more robust.

The Essential Elements ratings were included as an indicator of the literacy instruction environment at each school; these **ratings are determined holistically by the Cadre Director and cannot be tied to specific students, teachers, or classrooms**. The Essential Elements ratings are contingent on specific opportunities that were observed at the time of the visit and the reliability of the ratings has not been confirmed. Greater specificity in the Essential Elements observations should benefit uniform implementation and identification of issues with specific groups.

## Reimagining Middle Grades

The 2018/19 school year was the first year of implementation for the Reimagining Middle Grades (RMG) Learning initiative. This initiative is driven by the Theory of Action that:

**IF** we redesign the middle grades experience so that ALL students engage in project- and problem-based interdisciplinary learning, are supported in a warm environment where their unique educational needs are met, and have an opportunity to express themselves in all academic content areas, **THEN** on-grade level performance will increase in both English-Language Arts (ELA) and Mathematics and they will transition successfully to high school.

Five work streams define the activities:

- Redesign middle grades experience to be organized around **project- and problem-based interdisciplinary learning**,
- Embed **Social-Emotional Learning (SEL)** standards and metrics in middle grades learning,
- Connect **MTSS/Rtl** with graduation readiness metrics,
- Embed literacy support to include **applied learning** as a form of expression in all content areas, and
- **Quality Assurance** for school-based implementation.

As the first implementation year, work during 2018/19 was focused on laying the foundations for RMG primarily through providing new skill sets to limited samples of instructional staff. This first year had a diffuse, limited initial implementation is not and in planning, was not, expected to have a broad impact on academic outcomes. As such, the present discussion will focus on the first-year activities and provide a cursory review of student outcomes.

### Implementation Models

The 44 schools serving Grades 6 to 8 were grouped into one of four implementation models, with each model having a specialized focus:

- **Project and Problem Based Learning (PBL).** The 10 schools in this group were each represented by 10 to 16 staff members in PD on incorporating projects into their instructional practice.
- **Social-Emotional Learning (SEL).** The 10 schools in this group were each represented by 5 to 15 staff members in PD on incorporating social-emotional supports through Conscious Discipline and Second Step into the curriculum.
- **Community Foundation of Broward (CFB).** Each of the 10 schools in this model had staff represented in both PBL training (9 to 14 staff members) and SEL training (7 to 14 staff members). In addition, with \$1 million matching funds from the Community Foundation of Broward, these schools received additional support positions in the form of Community Liaisons and Exceptional Student Education (ESE) Support Facilitators.
- **Ambassadors (AMB).** The remaining 14 schools were identified as Ambassador schools. While these schools sent up to 3 representatives to PBL or SEL training, they were not expected to implement RMG practices during the 2018/19 school year.

The first course of action during Year 1 was to develop the roadmap for these implementation models and launch professional learning aligned with the vision. Overall, 258 school staff members completed PBL PD and 229 completed SEL PD during the summer prior to the 2018/19 school year.

### SIM Support and Facilitation

In coordination with the Portfolio Manager and five Project Managers for this initiative, the online SIM Project Plan tool was populated to enable tracking and reporting on implementation status. Through monthly, facilitated conference calls using collaborative tools, projects plans were updated and accurately reflected initiative status. Final 2018/19 project plans with statuses are displayed in Figures 25-30. Review of the project plans revealed that 61 of 109 (56%) planned tasks had been reported as having 80% or greater completion as of the end of the 2018/19 school year. However, a number of items are meant to be accomplished over multiple years and were not expected to be completed during Year 1. High-risk outstanding Year 1 tasks include:

- Overview: Finalize timeframe for Year 2 funding
- PBL: Develop PBL Look Fors using Visit, Observations Data
- PBL: Establish a PBL District Leadership Team to meet quarterly
- SEL: Develop PBL Look Fors using Visit, Observations Data
- Applied Learning: Controlled Environment Agriculture project.
- Quality Assurance: Pilot Look Fors with Select Schools
- Quality Assurance: Test Field Guide with Select Stakeholders
- Quality Assurance: Develop MTSS/RtI Look Fors using Visit, Observation Data

The importance of reviewing and understanding the reasons behind outstanding tasks across project plans allows District initiative lies in the fact that this forum allows teams to discuss areas for course correction and impacts to contingent tasks where delays in one project work impacts work in other projects.

Figure 25. Project Plan for Reimagining Middle Grades Initiative: Summary Overview

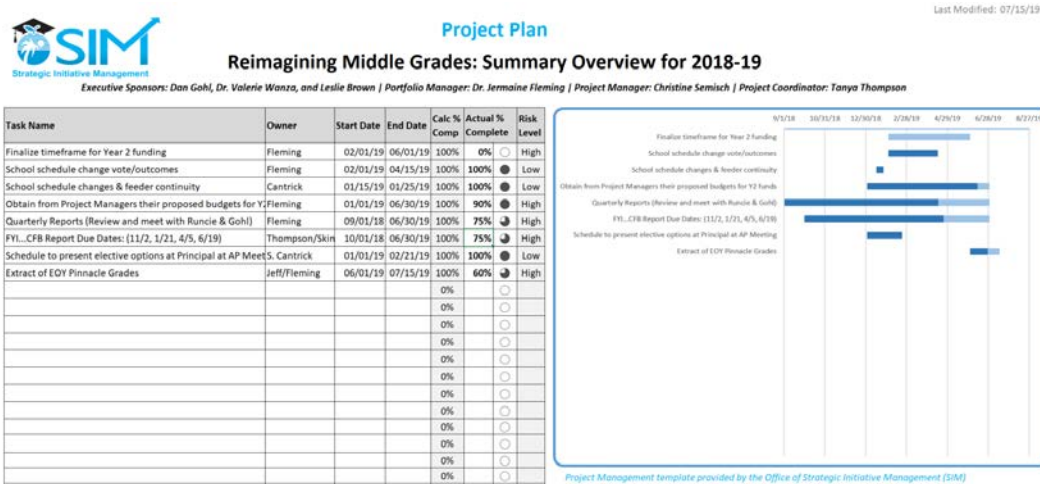


Figure 26. Project Plan for Reimagining Middle Grades Initiative: Project Based Learning

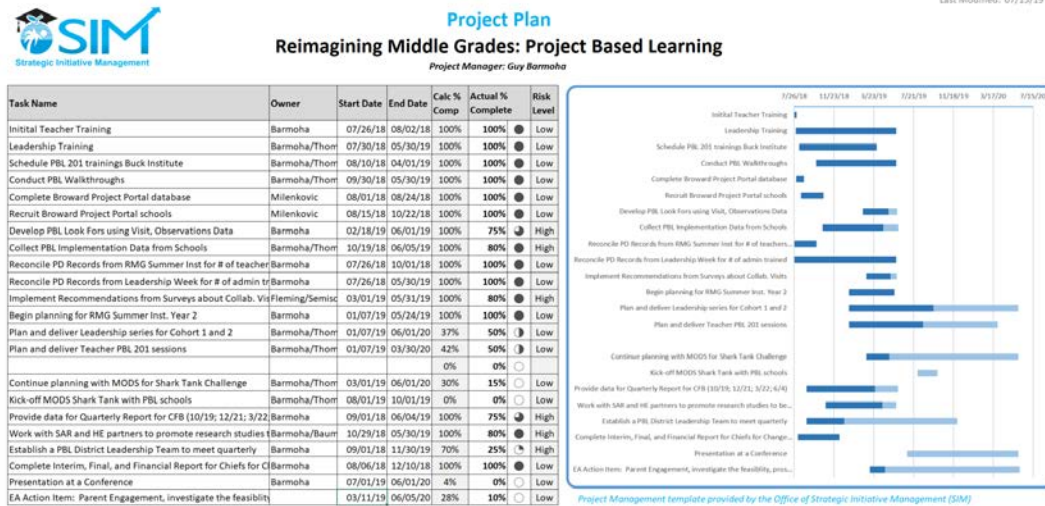




Figure 27. Project Plan for Reimagining Middle Grades Initiative: Social-Emotional Learning

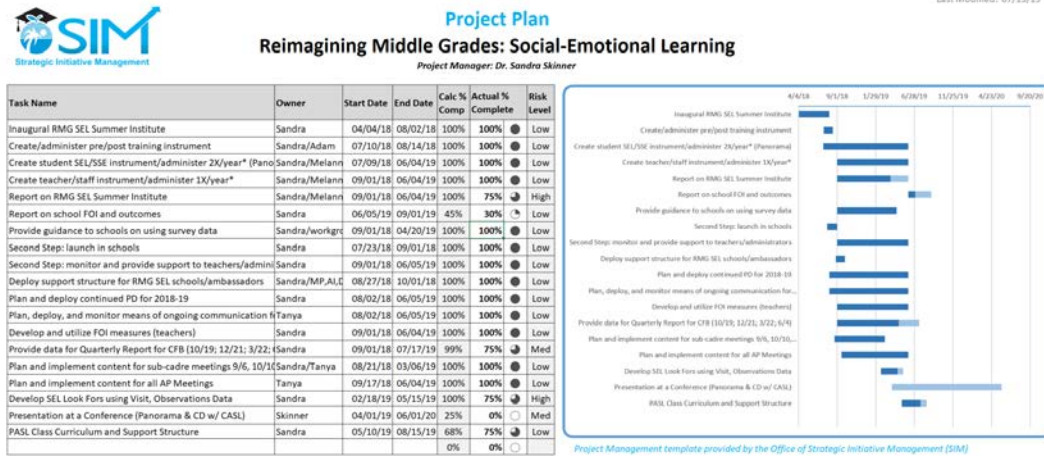


Figure 28. Project Plan for Reimagining Middle Grades Initiative: MTSS/RtI

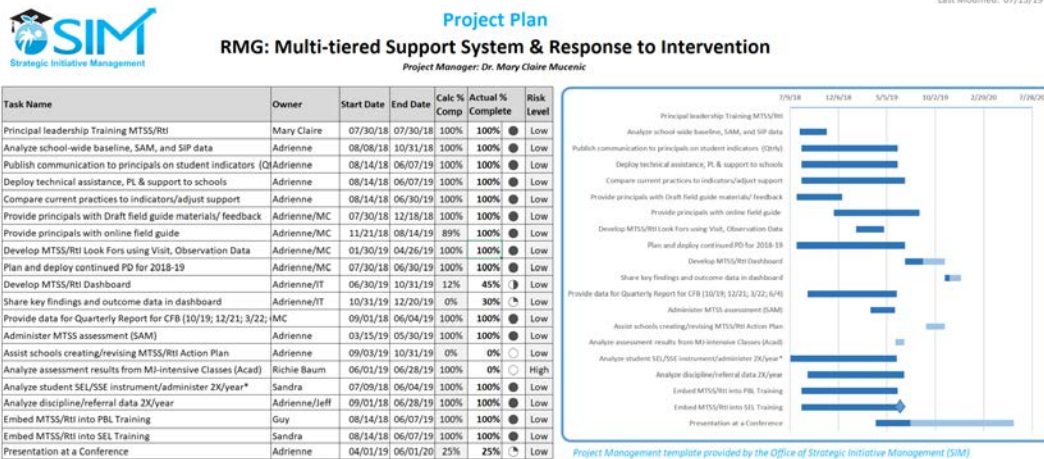


Figure 29. Project Plan for Reimagining Middle Grades Initiative: Applied Learning

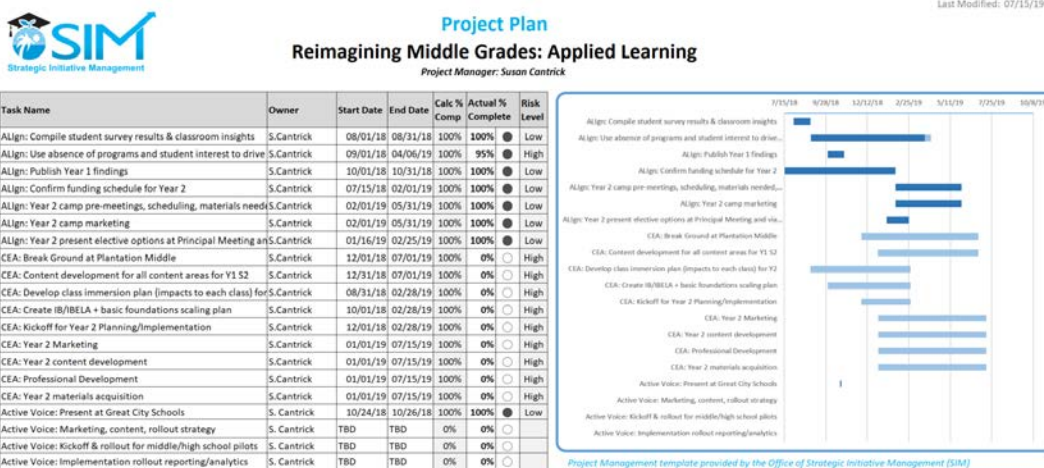
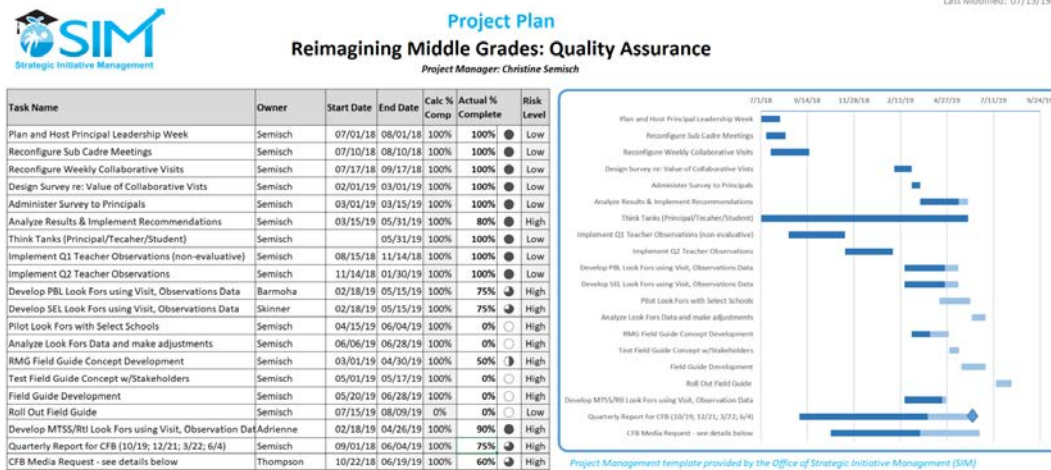


Figure 30. Project Plan for Reimagining Middle Grades Initiative: Quality Assurance



In addition, SIM developed an RMG Implementation Dashboard to track and summarize data for monitoring during the first year implementation (see Figure 31). This dashboard was updated quarterly throughout the year with information related to PD completion, Allgn Camp participation, extracurricular opportunity offerings, as well as attendance, behavior, and course grades. Facility was included in the dashboard to provide segmentation according to implementation model. As this dashboard was updated throughout the year as students and source databases are in flux, the data included in this dashboard underwent minimal cleaning and is not intended to be used for extensive research investigation.

Figure 31. Reimagining Middle Grades Dashboard



Figure 32. Reimagining Middle Grades Longitudinal Dashboard

A historical Middle School Dashboard (see Figure 32) was also designed to facilitate assessment of the long-term impact of the RMG initiative. This dashboard, intended to be updated annually, was explicitly designed to track cohorts of students as they matriculate from Grade 5, prior to entry into middle school, through Grade 9, the first year of high school. This model captures the transition years as well as the time spent in middle school.



### Execution and Accountability (EA)

An EA session was held on March 8, 2019. Details about EA sessions, including format and purpose are described elsewhere (page 63). Through EA session preparation and presentation, the implementation gaps and barriers listed in Table 9 were identified.

Table 9

#### RMG Implementation Gaps and Barriers Identified at the March 8, 2019 Execution and Accountability Session

Type	Criteria	Observations
Governance	Regular check-ins with Project Teams, Cabinet, Board	Cascading of decisions from sponsors to project teams sometimes mirrors department silos
Clarity of Purpose	Strategy, roles, responsibilities, and desired outcomes are clear	Across school locations, RMG strategic emphasis and school-based support varies
Resourcing	Re-prioritization of peripheral work; utilization of external resources	Scaling challenges result from funding uncertainty and calendar constraints Resources are needed to better scaffold instruction Dependence on external vendor for CEA implementation
Communications	Regular cadence of differentiated communications to internal and external audiences	Unclear how trained teachers have socialized and spread PBL, SEL at their schools
Use of Data	Evidence-based strategy and decision-making	Too soon to assess impact on student outcomes No data systems for tracking student involvement in extra-curricular activities

The project team was tasked with developing a strategy for addressing each of these items for discussion at the August 2019 School Board Workshop on the High-Quality Instruction Initiatives.

### Year 1 2018/19 Analytics: Implementation

**Project-Based Learning.** In preparation for the launch of the RMG initiative, a selection of school-based staff was afforded the opportunity for PD in Project Based Learning (PBL) or Social-Emotional Learning (SEL) during a Summer Institute held prior to the 2018/19 school year. Additional training opportunities during the school year were available to this first-year teaching cohort. Table 10 below shows the professional learning participation for Project-Based Learning. Approximately 20% of the teaching staff in the Project-Based Learning and the Community Foundation implementation models received PBL training. Staff in the CFB schools were more likely to attend the follow-up training ( $n=72$ , 61%) compared to the teaching staff in the PBL schools ( $n=49$ , 40%).

Table 10  
*Participation in Project-Based Learning Professional Development*

Implementation Group	Total Teachers	Number Trained	Percent Trained	Summer Only	Follow-Up Training		
					Fall Only	Spring Only	Fall and Spring
PBL	628	124	20%	36	8	31	49
CFB	637	118	19%	15	13	18	72
AMB	657	15	2%	3	0	2	10
SEL	650	0	0%	--	--	--	--
Total	2,572	257	10%	54	21	51	131

Note. Based on teacher fulfilling requirements for PD credit during Summer Institute.

**PBL Implementation Survey.** Staff who had attended professional learning for PBL were invited to complete a survey about their experiences with implementing projects in their classrooms. Two hundred seventeen (84%) school staff responded to the survey which was administered in April and May 2019 (Table 11). Of the 217 respondents, 183 (84%) implemented one or more projects, with 31 (14%) reporting they had classes do 3 or more projects. 34 (16%) indicated that they either did not do any projects ( $n=16$ ) or did not have students assigned to them ( $n=18$ ).

Table 11  
*Select how many different PBL projects you implemented with your classes this entire year*

	<i>n</i>	<i>%</i>
None	16	7.4
One	85	39.2
Two	67	30.9
Three or More	31	14.3
I am a non-classroom teacher and do not have students assigned to me.	18	8.3
Total	217	100.0

Overall, 131 (72%) of the 183 teachers who indicated that they did one or more projects, implemented a project during the Spring semester (Table 12).

Table 12  
When Projects Were Implemented

Number of Projects During Year	Spring Project?				Total <i>n</i>
	No		Yes		
	<i>n</i>	%	<i>n</i>	%	
One	45	53%	40	47%	85
Two	6	9%	61	91%	67
Three or More	1	3%	30	97%	31
Total	52	28%	131	72%	183

Teachers indicated in which class periods they implemented a project.<sup>9</sup> The top 25 courses with projects are displayed in Table 13 below.

Table 13  
Top 25 Courses with Reported PBL Implementation, Number of Classes

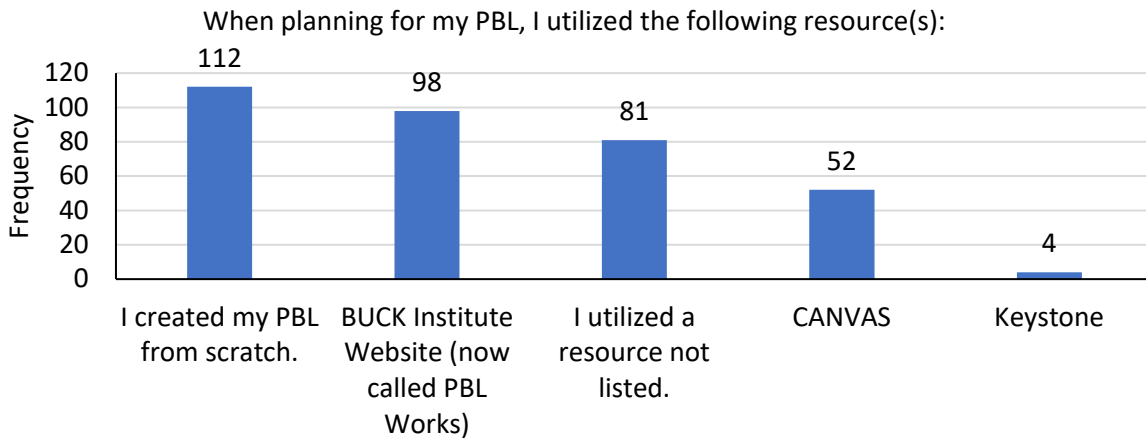
Course Title	Community Foundation			Project Based Learning			Ambassador			Total*		
	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%
M/J RESEARCH 1	18	276	7%	9	201	4%	0	154	0%	27	631	4%
M/J LANG ARTS 3, ADV	12	68	18%	13	94	14%	0	74	0%	25	236	11%
M/J LIFE SCIENCE ADV	9	62	15%	12	66	18%	3	72	4%	24	200	12%
M/J CIVICS	11	74	15%	5	55	9%	6	54	11%	22	183	12%
M/J LANG ARTS 2	11	97	11%	11	97	11%	0	107	0%	22	301	7%
M/J WORLD HIST ADV	10	70	14%	11	87	13%	1	81	1%	22	238	9%
M/J CIVICS ADV	7	54	13%	9	42	21%	5	33	15%	21	129	16%
M/J US HIS ADV and C/P	0	46	0%	19	93	20%	0	70	0%	19	209	9%
M/J CRIT THINKING	12	51	24%	6	32	19%	0	61	0%	18	144	13%
M/J ERTH/SPA SCI	12	98	12%	5	84	6%	0	109	0%	17	291	6%
M/J LIFE SCIENCE	11	96	11%	3	90	3%	3	108	3%	17	294	6%
M/J PHYSICAL SCI ADV	7	53	13%	9	64	14%	0	50	0%	16	167	10%
M/J LANG ARTS 1, ADV	8	68	12%	8	87	9%	0	74	0%	16	229	7%
M/J LANG ARTS 3	5	93	5%	11	92	12%	0	113	0%	16	298	5%
M/J PHYSICAL SCI	6	89	7%	9	79	11%	0	115	0%	15	283	5%
M/J GRADE 8 PRE-ALG	10	114	9%	5	124	4%	0	127	0%	15	365	4%
M/J LANG ARTS 2, ADV	5	76	7%	8	91	9%	0	73	0%	13	240	5%
M/J GRADE 6 MATH ADV	0	94	0%	9	97	9%	1	83	1%	10	274	4%
M/J GRADE 7 MATH ADV	4	63	6%	6	79	8%	0	54	0%	10	196	5%
M/J INTENS READ	7	225	3%	1	208	0%	2	157	1%	10	590	2%
M/J US HISTORY	2	21	10%	7	19	37%	1	2	50%	10	42	24%
M/J US HIST/CAR PLAN	2	75	3%	6	75	8%	1	97	1%	9	247	4%
M/J LANG ARTS 1	1	102	1%	7	90	8%	0	113	0%	8	305	3%
M/J GRADE 6 MATH	1	87	1%	6	84	7%	0	107	0%	7	278	3%
M/J WORLD HISTORY	3	92	3%	1	75	1%	0	112	0%	4	279	1%

Note. \*Excludes instruction in the Social-Emotional Learning implementation model.

<sup>9</sup> This information was used to identify the specific courses where projects were implemented by matching teacher and class period with the Student Data Warehouse.

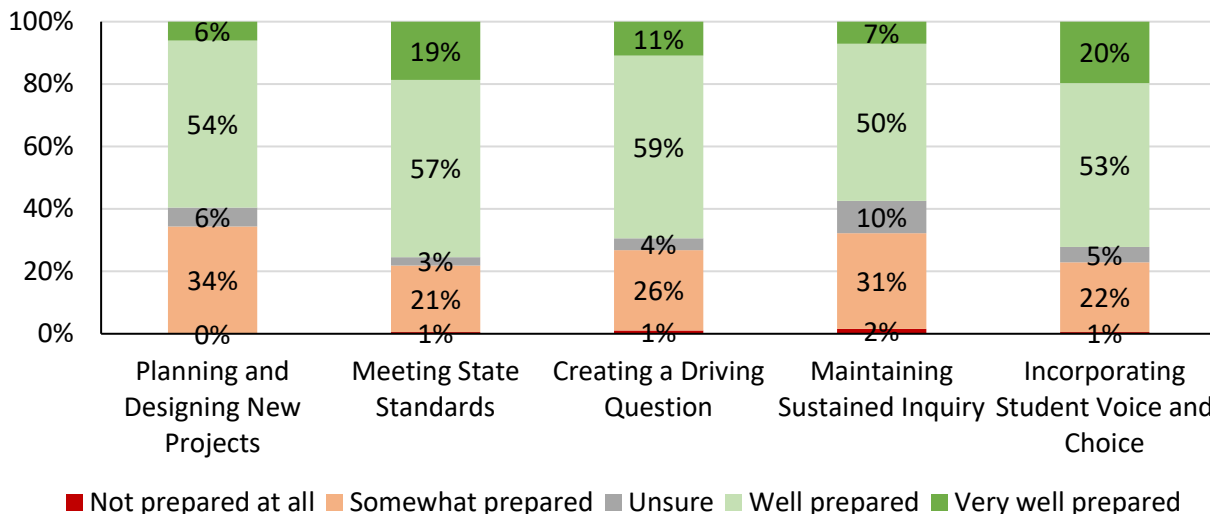
The survey queried respondents as to what resources they used when planning the projects (Figure 33). Respondents were free to select any combination of the resources listed, with many indicating that they created their assignments from scratch, PBL Works website, and other non-listed sources. These responses suggest that the teachers may have created customized projects for their particular needs; additional investigation is needed to whether and to what extent this is the case.

Figure 33. Resources Teachers Used to Plan for Project Based Learning



Respondents reported how well prepared they felt with regard to five key aspects for implementing PBL (Figure 34 below). Respondents were most likely to report feeling well prepared or very well prepared with meeting State Standards or Incorporating Student Voice and Choice. They felt least prepared with Planning and Designing New Projects or Maintaining Sustained Inquiry. However, at least 25% indicated that they felt less than well prepared in each of the five aspects.

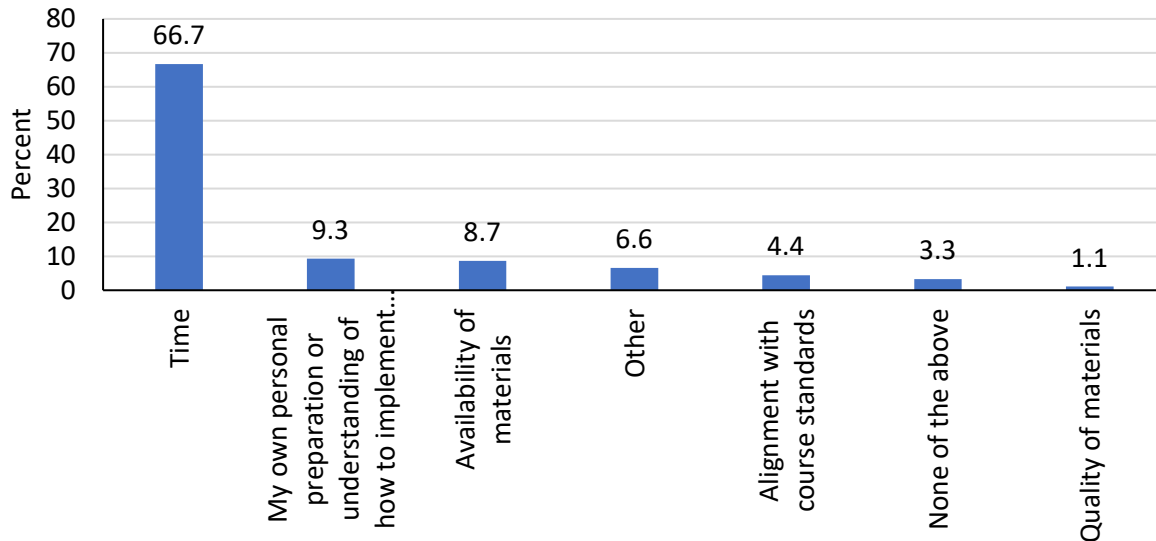
Figure 34. Teachers' Reports of Feeling Prepared for PBL



Time was indicated by two-thirds (66.7%) of respondents as being the biggest challenge to implementation (Figure 35). No other barriers were identified by more than 10% of respondents. Less

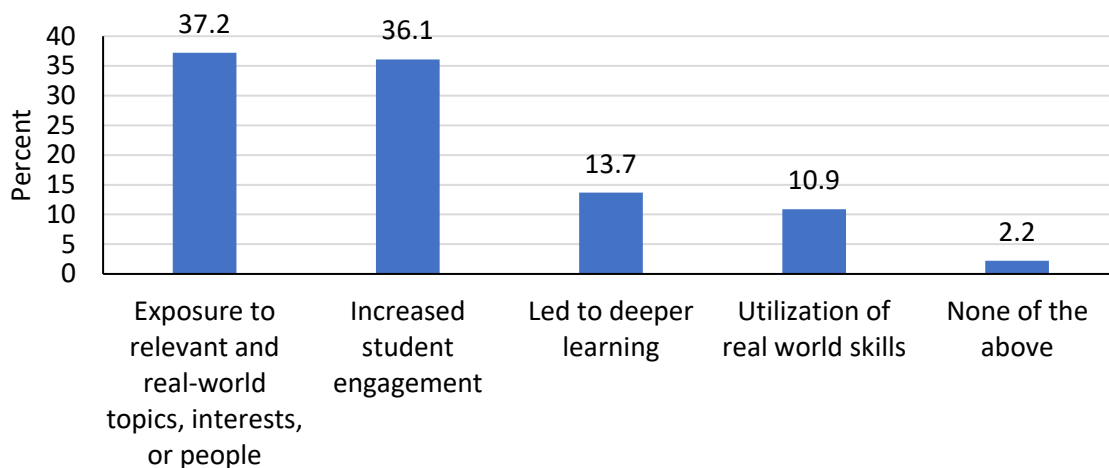
than one quarter of the teachers ( $n = 43$ , 23.5%, not in figure) indicated that they tapped into an expert in the field to enhance either the learning process or the public product at the end.

Figure 35. What was the biggest challenge that was encountered with implementation?



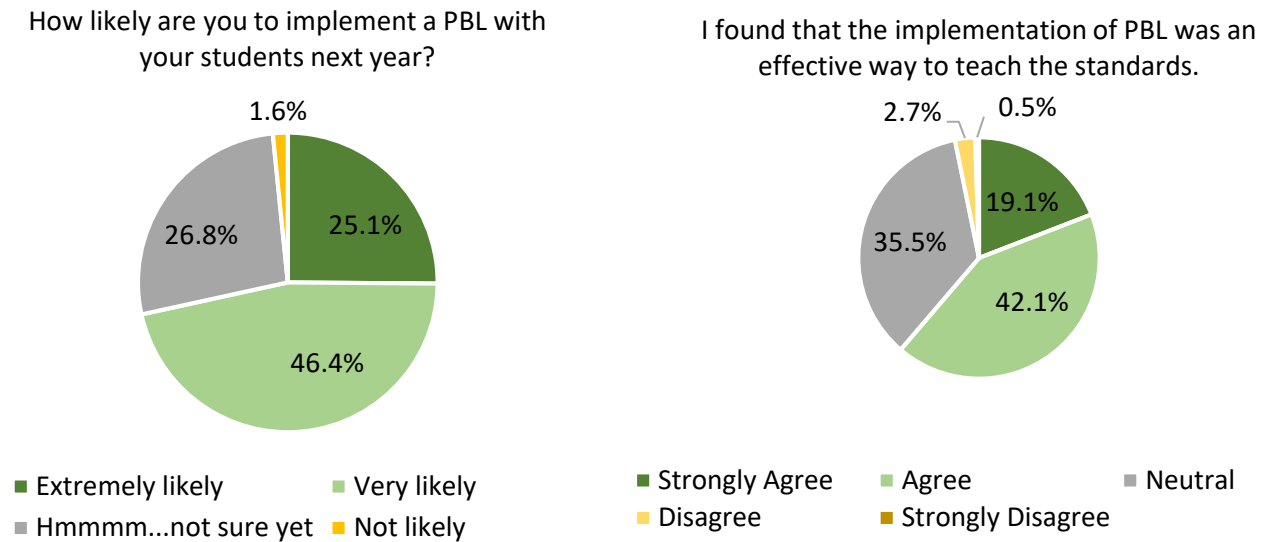
Teachers believed that students had positive benefits from participation in PBL (Figure 36), most notably exposure to relevant and real world topics, interests, or people (37.2%) and increase student engagement (36.1%). Smaller proportions of teachers felt that the greatest benefit was deeper learning (13.7%) or use of real world skills (10.9%).

Figure 36. As a result of the implementation of PBL, what was the MOST noticeable impact on your students?



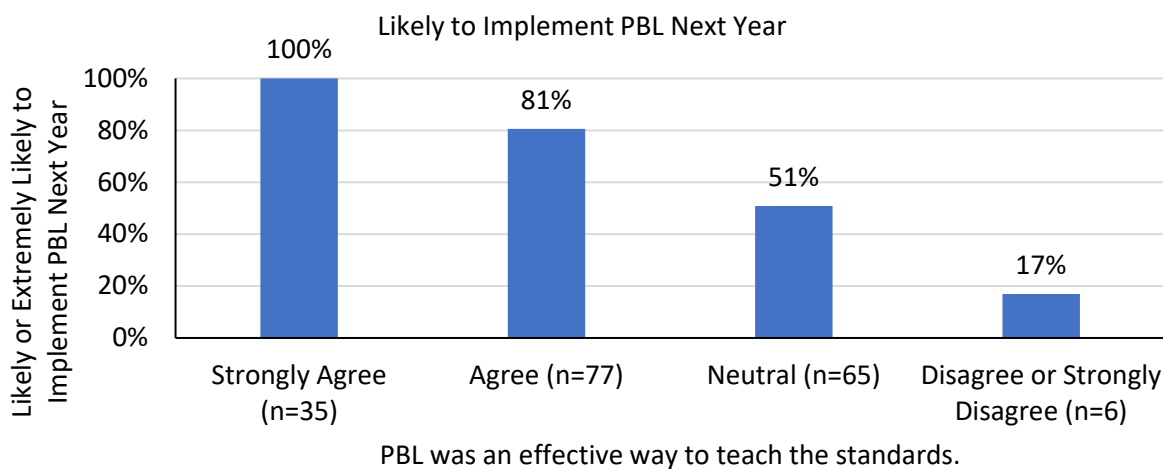
When asked how likely it is that they would implement PBL with their students next year, 72% indicated that they would. However, this leaves 28% who indicated that they were not sure or not likely to implement PBL. Reasons for the hesitancy might be whether teachers see PBL as an effective means to teaching standards; while 61% felt PBL is effective for teaching standards, 39% did not.

Figure 37. Teacher’s Implementation of PBL



Examination of the joint relationship revealed that the stronger the belief in the effectiveness of PBL for teaching standards is related to whether teachers say they will implement PBL next year (Figure 38).

Figure 38. Teacher Intent for Future Implementation



**Social-Emotional Learning.** A selection of school-based staff was identified to attend PD in Social-Emotional Learning (SEL) during the summer prior to the 2018/19 school year. Additional training opportunities during the school year were available to this first-year teaching cohort. Table 14 below shows the professional learning participation for SEL. Approximately 17% of the teaching staff in the SEL and CFB implementation models received training.



Table 14  
*Participation in Social-Emotional Learning Professional Development*

Implementation Group	Total Teachers	Number Trained	Percent Trained	Summer Only	Follow-Up SubCadre
SEL	650	109	17%	85	9
CFB	637	107	17%	84	10
AMB	657	13	2%	2	6
PBL	628	0	0%	--	--
Grand Total	2572	229	9%	171	25

Note. Based on teacher fulfilling requirements for PD credit during Summer Institute.

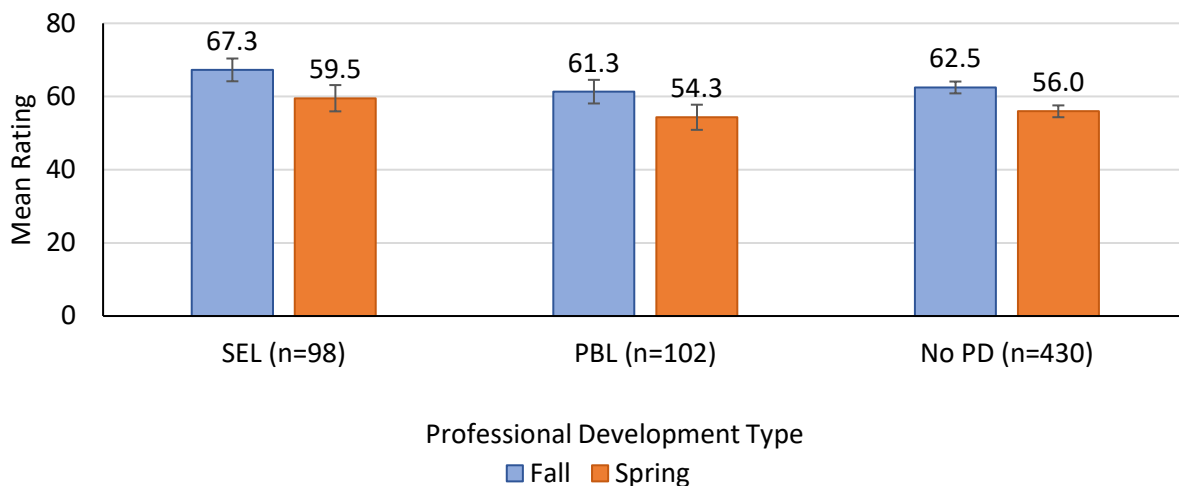
**SEL Implementation Survey.** Two hundred thirteen school staff members responded to a survey indicating the subject areas within which they implemented SEL supports. Review of the table (Table 15) revealed that the SEL supports were most often implemented in English/Language Arts ( $n=51$ , 25.6%), Mathematics ( $n=28$ , 14.1%), Research and Critical Thinking ( $n=26$ , 13.1%), Science ( $n=30$ , 15.1%), and Social Studies ( $n=26$ , 13.1%). In addition, many respondents indicated school-wide SEL-related activities that may reach students beyond the respondents’ classrooms. Of these respondents, 14 (6.6%) indicated that they are not classroom teachers.

Table 15  
*Subject Areas with Reported SEL Implementation*

Subject	Classroom Teacher		Non-Classroom Teacher		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Art/Visual Arts	5	2.5%	--	--	5	2.3%
Chorus	1	0.5%	--	--	1	0.5%
Computer Education	6	3.0%	--	--	6	2.8%
Counseling	1	0.5%	8	57.1%	9	4.2%
English/Language Arts	51	25.6%	--	--	51	23.9%
Experiential Education	4	2.0%	--	--	4	1.9%
Health Education	3	1.5%	--	--	3	1.4%
Library Media	2	1.0%	--	--	2	0.9%
Mathematics	28	14.1%	1	7.1%	29	13.6%
Music Education	1	0.5%	--	--	1	0.5%
Peer Counseling	7	3.5%	--	--	7	3.3%
Physical Education	3	1.5%	--	--	3	1.4%
Research and Critical Thinking	26	13.1%	2	14.3%	28	13.1%
Science	30	15.1%	--	--	30	14.1%
Social Studies	26	13.1%	--	--	26	12.2%
Support Facilitator	3	1.5%	2	14.3%	5	2.3%
World Languages	2	1.0%	--	--	2	0.9%
Not Specified	--	--	1	7.1%	1	0.5%
Total	199	100.0%	14	100.0%	213	100.0%

**Teacher-Student Relations Survey.** Students in classes served by 630 teachers at the 10 CFB schools and one non-CFB school completed a survey on Teacher-Student Relations.<sup>10</sup> This survey was administered twice during the 2018/19 school year, once in the Fall and again in the Spring. Two caveats must be considered when reviewing these data. First, this survey does not include the schools in the SEL implementation model; as such approximately half of the teachers and students potentially impacted by the SEL PD are not represented. Second, the Spring administration of the survey occurred near the time of administration of the Florida Standards Assessments and the End of Course Exams, which may impact reported relations between students and teacher beyond normal day-to-day relationships. Examination of Figure 39 suggested that students of SEL-trained teachers tended to report more favorable relationships with their teachers in both the Fall and Spring. However, for all groups, the relationship ratings declined from Fall to Spring possibly reflecting stress and anxiety associated with annual testing.

Figure 39. Teacher-Student Relations Score, CFB Schools



**Extracurricular Participation.** A total of 23,308 students responded to a survey about their extracurricular activity participation, representing approximately 48% of the middle school student population. Of these responding students, 8,097 (35%) were in Grade 6; 7,510 (32%) in Grade 7; and 7,701 (33%) were in Grade 8. As shown in Table 16, participation in extracurricular activities tended to increase with grade level from 50% participating in some extracurricular activity in Grade 6 to 57% in Grade 8. Approximately 31% to 43%, increasing with grade level, participated in school-sponsored extracurricular activities; similar proportions participated in community-sponsored activities.

<sup>10</sup> Part of the Panorama Education suite of survey scales on social-emotional learning.

Table 16  
*Reported Participation in Extracurricular Activities*

	N	School Sponsored		Community Sponsored		Any Activity	
		n	%	n	%	n	%
Grade 6	8,097	2,536	31.3%	2,959	36.5%	4,115	50.8%
Grade 7	7,510	2,793	37.2%	2,924	38.9%	4,117	54.8%
Grade 8	7,701	3,289	42.7%	2,996	38.9%	4,400	57.1%
Total	23,308	8,618	37.0%	8,879	38.1%	12,632	54.2%

Students also reported in which activities they participated, responding to questions about sports and clubs separately. Table 17 shows the most common sports reported, sorted by popularity, with open-response answers preceded by “Other.”

Table 17  
*Student-Reported Sports Participation*

Sport	Number Reporting
Basketball	2,545
Soccer	2,502
Flag Football	2,358
Track and Field	1,402
Volleyball	1,382
Cheerleading	1,096
Cross Country	486
Golf	381
Lacrosse	250
Other: Baseball	162
Other: Tennis	99
Other: Swimming	97
Other: Gymnastics	90
Other: Martial Arts	77
Other: Tackle Football	59

Table 18 below shows the number of students reporting participation in each club, sorted by popularity.

Table 18  
*Student-Reported Club Participation*

Club	Number Reporting
Band Club	1,518
Dance Team	1,348
Art Club	1,264
NJHS (National Junior Honor Society)	1,184
Math Club	1,166
Drama Club	1,054
Debate Team	976

(table continues)

Table 18 (continued)

Club	Number Reporting
Anime Club	924
21st Century	813
Yearbook	810
Drone Club	779
STEM Club (Science Technology Engineering and Math)	764
Spanish Club	745
Robotics Club	724
YMCA	718
First Priority	708
Best Buddies	675
Chess Club	655
Step Team	617
Student Council	608
Technology Club	596
Leadership Club	502
Book Club	472
Hispanic Alliance	458
Tutoring Club	452
Environmental Club	438
Latinos in Action	395
FFEA (Florida Future Educators of America)	381
Peace Club	356
SWAT Club (Students Working Against Tobacco)	353
Marine Science Club	317
Gardening Club	312
Students Against Violence Club	301
Rocket Band	289
Glee Club	274
Writing Club	248
Human Relations	239
Journalism Club	236
Broadcasting Club	234
GSA (Gay Straight Alliance)	224
Mentoring Club	217
Poetry Club	209
ROV Club (Remotely Operated Vehicles)	199
Civil Air Patrol Club	184
Youth Crime Watch	181
Kiwanis Service Club	176
Jason Taylor Foundation	154
Memorial Aftercare	131
Mock Trial Club	120
Model United Nations	119

**Supplemental Supports in the Community Foundation Implementation Model.** The CFB-supported supplemental staff maintained logs of the services provided. There were a total of 7,607 log entries of services connected to 2,737 students. Many of these students (1,152) were connected to multiple log entries. Table 19 summarizes the number of students by the number of log entries.

Table 19  
*Number of Students by Number of Log Entries*

Log Entries	Number of Students
1	1,585
2 to 3	619
4 to 6	281
7 to 10	126
11 to 15	72
16 to 20	17
21 to 51	37

The services provided and recorded in the logs were classified into the major groups of academic, attendance, behavior, follow-up, and other support. Table 20 below summarizes these support categories by the support staff type. ESE Support staff primarily focused attention to providing Academic support, while Community Liaisons tended to split their services between Academic and Other. The large number of journal entries in the “Other” category suggested that either the entries were not accurately categorized according to one of the defined categories or additional categories are needed to accurately capture the services provided by the Community Liaisons.

Table 20  
*Support Log Entries by Supplemental Staff at CFB Schools*

	Community Liaison		ESE Support	
	Count	%	Count	%
Academic	1,776	33.5%	1,638	71.0%
Attendance	482	9.1%	25	1.1%
Behavior	833	15.7%	330	14.3%
Follow-Up	454	8.6%	18	0.8%
Other	1,756	33.1%	295	12.8%
Total	5,301	100.0%	2,306	100.0%

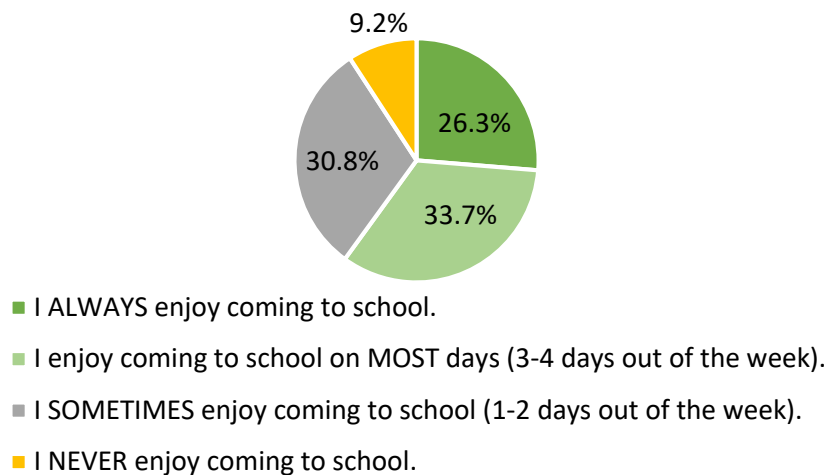
**CFB model schools End of Year Student Survey.** At the conclusion of the 2018/19 school year, 1,479 students attending schools in the CFB model and identified for focused support completed an exit interview concerning their experiences during this first year of implementation. During the interview, students reviewed their progress and responded to questions about areas where they felt success and areas they wanted to work on next year. As shown in Table 21, students’ reported success tended to be divided across attendance, behavior, and grades while next year they tend to want to focus on improving grades.

Table 21  
*Students' Perceptions of Success and Areas for Improvement*

	Where students experience success this year		What students want to improve next year	
	<i>n</i>	%	<i>n</i>	%
Attendance	181	12.0%	67	4.5%
Behavior	362	23.9%	82	5.4%
Grades	316	20.8%	651	43.7%
Attendance, Behavior	126	8.5%	20	1.4%
Attendance, Grades	61	4.1%	170	11.5%
Attendance, Behavior, Grades	130	8.7%	185	12.4%
Behavior, Grades	162	10.9%	221	14.9%
None of the above	141	9.5%	83	5.6%
Total	1,479	100.0%	1,479	100.0%

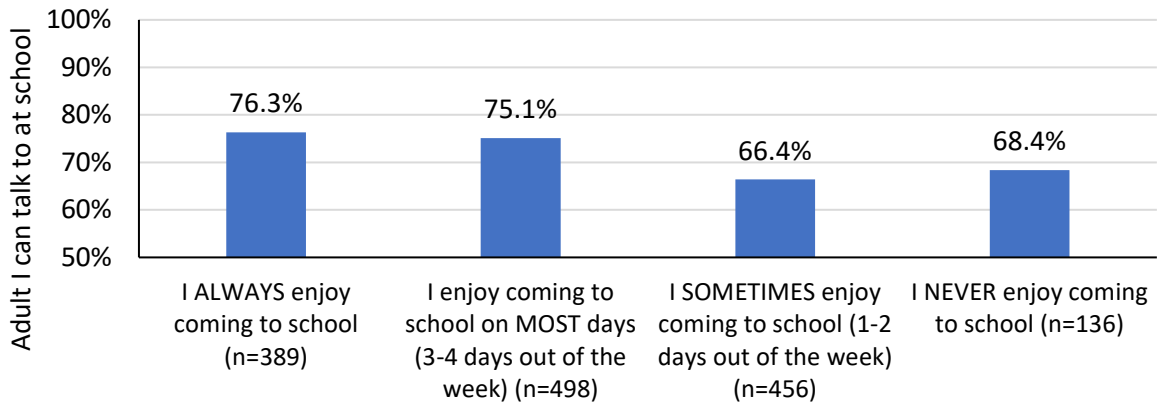
Two questions during the exit interview assessed whether students enjoy coming to school and whether students felt there is an adult at school they can talk to. Of these focused support students, 60% indicated that they always enjoy coming to school or coming to school on most days (Figure 40). In addition, 72% indicated that there is an adult at school that they can talk to if they need to speak to someone.

Figure 40. How often do you enjoy coming to school?



Disaggregating the responses to these two questions revealed that students who report enjoying coming to school are more likely to indicate that there is an adult at school they can talk to if they need to talk to someone (Figure 41).

Figure 41. Perceived Availability of Adult to Talk To by Reported Enjoyment of Coming to School



How often do you enjoy coming to school?

ALIgn Summer Camp 2018 Participation. The ALIgn Camp, a major component of RMG’s Applied Learning work stream, was designed to provide incoming middle school students with exposure to potential elective subject areas that they may not have experienced previously. Such areas included Art, Debate, Music and STEM+Computer Science. Overall, 657 students participated in the 2018 ALIgn Summer Camp. Of the 652 students whose student IDs could be verified, 14% ( $n=91$ ) were in the 2019 CFB target population. These 91 students accounted for 1.2% of the total 2019 CFB target population ( $n=7,462$ ). Of all participants attending, 90.3% ( $n=589$ ) received high school credit for their participation. A descriptive summary of ALIgn participation is provided in Appendix C.

### Year 1 2018/19 Outcomes

The first year of implementation of this large-scale, comprehensive program has focused on laying the foundations and building a toolkit to monitor progress. Conceptually and foundationally, much progress has been made as described in the preceding sections, however this progress had limited reach. A fraction of instructional staff has been trained. Among those staff who have been trained, time and experience is necessary to fully implement the new strategies and skills with fidelity in the classroom. The scope and magnitude of change needed for this initiative is significant and will not be visible overnight. A fraction of the students participated in the transition opportunities through the ALIgn Camp. A fraction of the students was served with by the supplemental support staff in the CFB model and these supplemental supports were not available in the other three implementation models. As such, it is premature for a comprehensive assessment of impact. Funding is a main driver in the achievement of scope and scale in this initiative.

To establish baseline, the Florida Standards Assessment and End of Course exams in Algebra 1, Geometry, Biology, and Civics have been administered by the State of Florida since 2015 are provided in Table 22. These metrics are common across all students in the District and statewide, providing an independent means for monitoring student progress.

Table 22

*Historical Florida Standards Assessment and End of Course Exam Percent Scores 3 and Above*

	2014/15	2015/16	2016/17	2017/18	2018/19*
English Language Arts					
CFB	42	43 (+1)	43 ( 0)	44 (+1)	45 (+1)
SEL	58	58 ( 0)	58 ( 0)	59 (+1)	60 (+1)
PBL	59	58 (-1)	58 ( 0)	59 (+1)	60 (+1)
AMB	50	49 (-1)	51 (+2)	52 (+1)	53 (+1)
RMG Schools Total	52	52 ( 0)	53 (+1)	54 (+1)	54 ( 0)
Broward Total	54	54 ( 0)	55 (+1)	56 (+1)	57 (+1)
Statewide	52	52 ( 0)	53 (+1)	53 ( 0)	54 (+1)
Mathematics (Including Algebra 1 and Geometry)					
CFB	44	45 (+1)	46 (+1)	46 ( 0)	46 ( 0)
SEL	63	65 (+2)	65 ( 0)	64 (-1)	65 (+1)
PBL	62	61 (-1)	63 (+2)	63 ( 0)	63 ( 0)
AMB	54	53 (-1)	54 (+1)	55 (+1)	55 ( 0)
RMG Schools Total	56	56 ( 0)	57 (+1)	57 ( 0)	57 ( 0)
Broward Total	57	58 (+1)	58 ( 0)	59 (+1)	60 (+1)
Florida	55	56 (+1)	57 (+1)	58 (+1)	59 (+1)
Science (Including Biology)					
CFB	40	40 ( 0)	40 ( 0)	44 (+4)	40 (-4)
SEL	52	56 (+4)	54 (-2)	55 (+1)	53 (-2)
PBL	54	53 (-1)	54 (+1)	53 (-1)	53 ( 0)
AMB	47	45 (-2)	47 (+2)	49 (+2)	48 (-1)
RMG Schools Total	48	49 (+1)	49 ( 0)	51 (+2)	49 (-2)
Broward Total	49	50 (+1)	50 ( 0)	52 (+2)	50 (-2)
Statewide	49	50 (+1)	50 ( 0)	52 (+2)	51 (-1)
Civics					
CFB	53	54 (+1)	57 (+3)	56 (-1)	56 ( 0)
SEL	69	71 (+2)	75 (+4)	75 ( 0)	75 ( 0)
PBL	69	71 (+2)	74 (+3)	73 (-1)	74 (+1)
AMB	60	64 (+4)	67 (+3)	68 (+1)	67 (-1)
RMG Schools Total	63	66 (+3)	69 (+3)	68 (-1)	68 ( 0)
Broward Total	65	68 (+3)	71 (+3)	70 (-1)	71 (+1)
Statewide	65	67 (+2)	69 (+2)	71 (+2)	71 ( 0)

Note. \*First year of RMG implementation. Highlighted cells indicated implementation group and total.

During this implementation year, tools have been created to track and monitor data to enable reporting on student outcomes. The following section provides an overview of these tools and data.

The RMG Implementation Progress Dashboard is updated quarterly and provides updates on English Language Arts and Mathematics Course grades, Attendance, and Behavior. The end of year images from this dashboard are displayed in Figures 42-45. The live version of this dashboard provides the ability select and review specific implementation models and subgroups.



Figure 42. English Language Arts Course Performance Dashboard



Figure 43. Math Course Performance Dashboard



Figure 44. Absences Dashboard



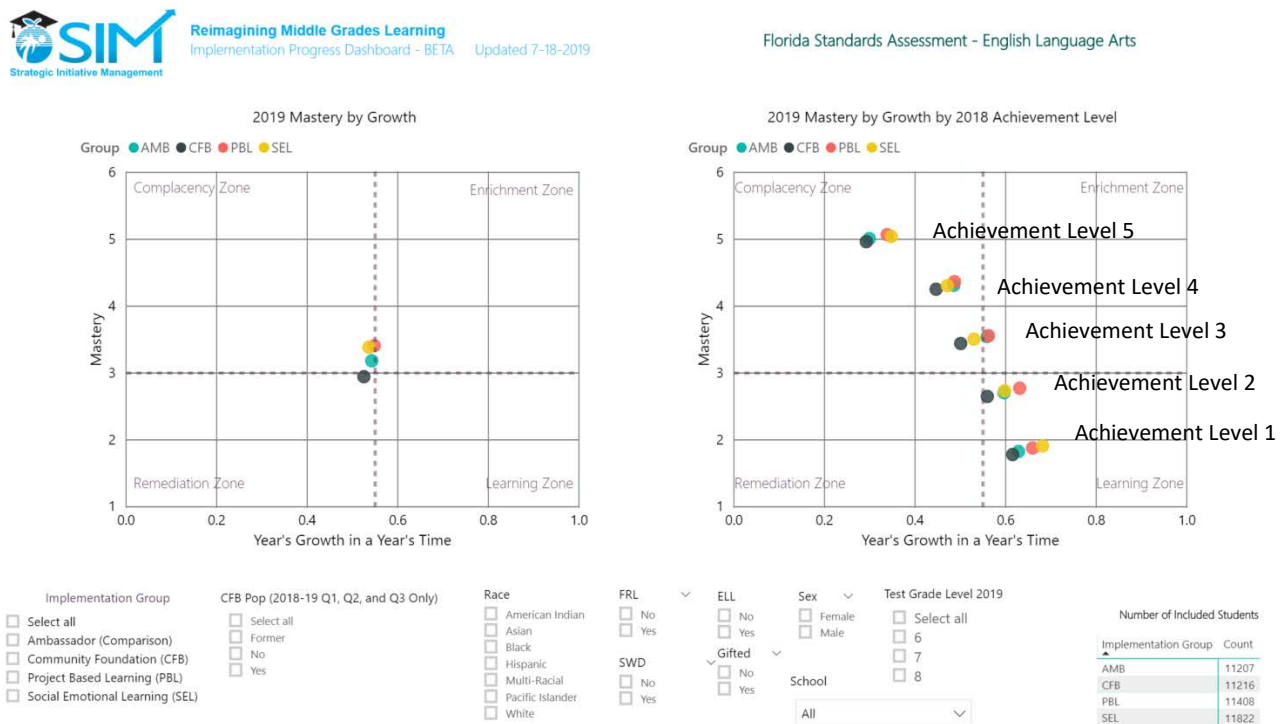
Figure 45. Behavior Incidents Dashboard

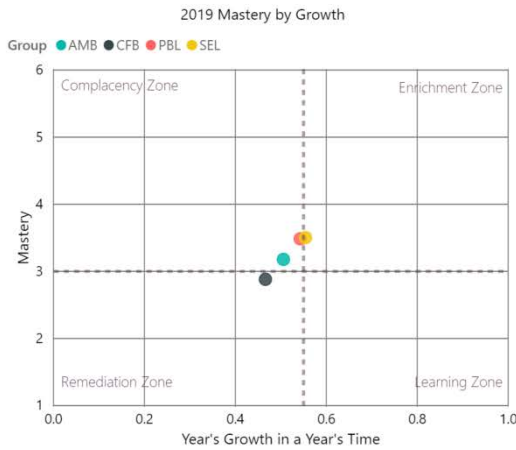


Based on availability of year-end performance on state exams, the dashboard also contains scatter plots to display the combination of mastery vs. growth. For this analysis, mastery scores are created for each student by proportionalizing the intervals within each performance level with respect to its corresponding scale score range. The mastery scores can range from 1.00 to 5.99. Whether a student attained a year's growth in a year's time was determined by examining the difference in mastery scores for non-retained students taking on-grade level assessments in contiguous years. A difference in mastery scores of 0 or greater indicated student growth.

The top panel of Figure 46 displays the dashboard screen for FSA English Language Arts, the bottom panel shows the screen for FSA Mathematics (includes Algebra 1 EOC). The left panels show the overall mastery and growth coordinates for each of the four implementation models. PBL and SEL schools overall tended to have higher average mastery in ELA and Mathematics and tended to have greater success in student growth in mathematics compared to the AMB or CFB schools.

Figure 46. Mastery and Growth in ELA and Mathematics, RMG Implementation Progress Dashboard





Implementation Group

- Select all
- Ambassador (Comparison)
- Community Foundation (CFB)
- Project Based Learning (PBL)
- Social Emotional Learning (SEL)

CFB Pop (2018-19 Q1, Q2, and Q3 Only)

- Select all
- Former
- No
- Yes

Race

- American Indian
- Asian
- Black
- Hispanic
- Multi-Racial
- Pacific Islander
- White

FRL

- No
- Yes

SWD

- No
- Yes

ELL

- No
- Yes

Gifted

- No
- Yes

Sex

- Female
- Male

School

Test Grade Level 2019

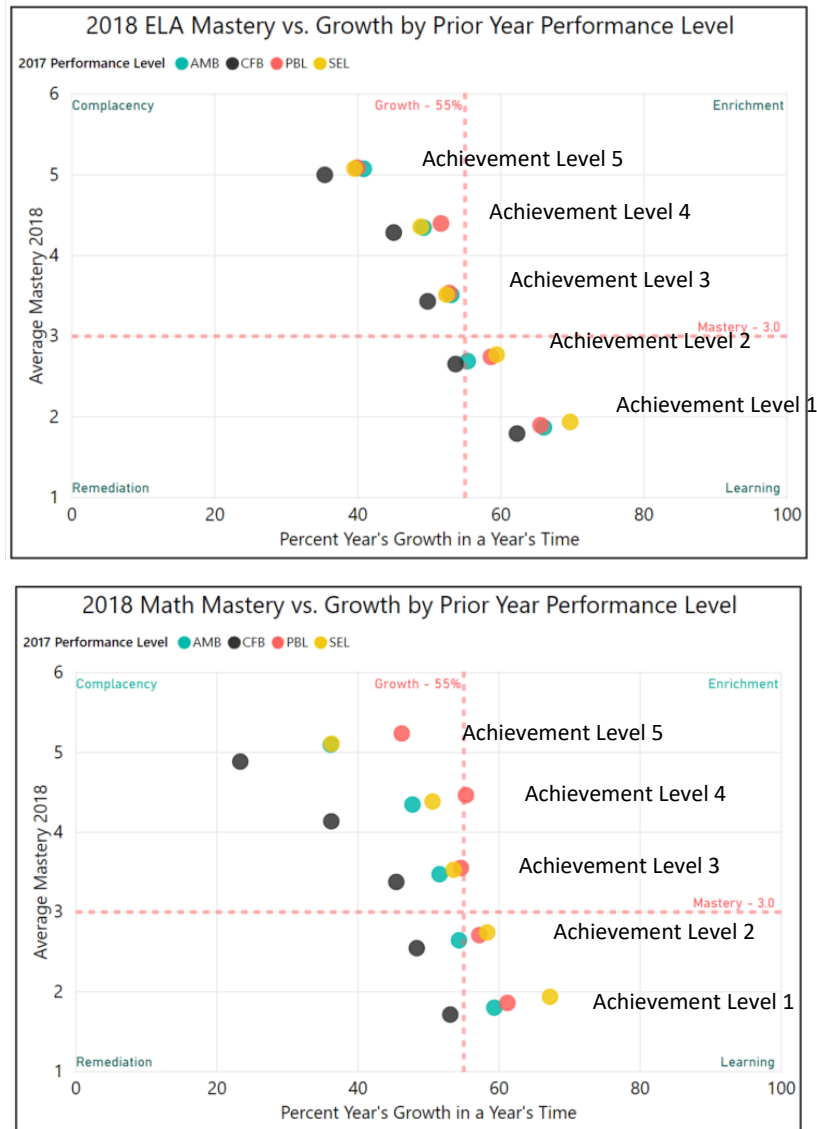
- Select all
- 6
- 7
- 8

Number of Included Students

Implementation Group	Count
AMB	10807
CFB	10891
PBL	11042
SEL	11195

The right panels further split the data by prior-year (2018) FSA Achievement Level. Students previously scoring at lower Achievement Levels tended to exhibit more growth than students at higher Achievement Levels. Interestingly, the PBL and SEL schools tended to show greater student growth compared to the AMB and CFB schools. It is unlikely that the difference in growth is attributable to the RMG initiative because (1) the CFB schools where a sample of staff were trained in both PBL and SEL evidenced the least growth and (2) a review of 2018 mastery and growth, prior to RMG implementation, also show similar patterns (Figure 47).

Figure 47. Modification of Student Assessment and Research’s 2018 Mastery and Growth Dashboard to Display Summary Data by RMG implementation Model



**Teacher and Student “Think Tanks”.** Teachers and students were given the opportunity to share their reflections and provide feedback on this first year of implementation during “think tank” sessions. While formal surveys were not conducted, their verbal feedback was captured and provides some valuable insight as further implementation. This feedback is summarized in Tables 23 and 24 for teachers, and Table 25 for students.

Table 23  
*Think Tank Feedback from Project Based Learning Teachers*

Observed Successes	Challenges	Recommendations
Student engagement increased (discussions, activities, sharing ideas)	Time to plan ensuring standard alignment	Allow us more time to plan together (common grades/subjects)
Student excitement increased (more confident, better presenting skills)	Time to execute the entire lesson (worried about finding balance)	Additional professional development (to focus on differentiated instruction, ESOL, ESE)
Students performance and dedication (appreciated their choice/voice)	Elective teachers with larger class size find it to be challenging	
Getting to know my students better allow me to better serve them		

Table 24  
*Think Tank Feedback from Social-Emotional Learning Teachers*

Observed Successes	Challenges	Recommendations
Greater sense of school community and increase in SEL Skills	Lack of buy-in from untrained staff	Train all school staff (administrators, teachers, support staff, substitutes)
Schoolwide SEL practices (Greetings, Safe Spaces, Brain Smart Starts, class jobs, staff jobs)	Time (to meet with SEL PLC, to plan, to implement)	Share practices (monthly video highlighting school)
Improved relationships (teachers more mindful, express concern for students, students more comfortable with classmates)	Support (resources for implementation)	More teacher support (dedicated school-based staff, more PLC time, on-site coaching support)

Table 25  
*Think Tank Feedback from Students*

Observed Successes	Challenges
Teacher Support and Engagement	Students not being able to choose more of their classes/assignments
Positive Atmosphere (and safe environment)	Support from teachers (including instruction, engagement, and interaction)
Real-world and Hands-on Activities	Parental support
Student collaboration (with strong relationships)	Learning social skills, conflict resolution

## Conclusions

The first implementation year of RMG implementation has evidences of substantial work towards laying the foundation for further staff development and scale-up. While the reach of professional development was limited spread across courses, systemic impact on student outcomes was not expected not observed. There was some tentative evidence, however, that students benefit from PBL participation due to exposure to real world topics and increased engagement and that teacher-student relation benefit from SEL supports. However, for continued progress the initiative needs to be fully resourced.

- All teaching staff need to be well-versed in PBL and SEL methods.
- In order to effectively plan and implement these novel strategies, staff need the time, space, and ongoing supports.
- An instrument for measuring SEL for all students is needed in order to understand each student's competence and needs for allocating supports as well as for providing a means for staff to monitor progress.

## College, Career, and Life Readiness

The 2018/19 school year was the first year of implementation for the College, Career, and Life readiness (CCLR) initiative. This initiative is driven by the Theory of Action that:

**IF** we ensure that students have strong foundations in literacy and numeracy, that their unique learning needs are met through personalized pathways, have engaged in rigorous curriculum aligned to post-secondary opportunities, have developed social and emotional skills and have support when exploring careers and applying to college,

**THEN** students will have the knowledge and skills required to successfully pursue a post-secondary pathway of their choice and be productive members of society.

Five work streams define the activities:

- Clearly define, standardize, promote and enhance student **Life Skills**,
- Embed **Social-Emotional Learning (SEL)** standards, metrics and best practices in high school learning,
- Create and market **Personalized Pathways** for students to explore college and career pathway offerings,
- Educate students on their full range of options after graduation through **Post-Secondary Preparedness**, and
- Provide and coordinate robust **Professional Development** offerings faculty and staff involved in the implementation of the Initiative.

As the first implementation year, work during 2018/19 was focused on laying the foundations for CCLR primarily through providing new skill sets to limited samples of instructional staff. A diffuse, limited initial implementation is not expected to have a broad impact on academic outcomes. As such, the present discussion will focus on the first-year activities and provide a cursory review of student outcomes.

## SIM Support and Facilitation

The SIM Project Plan tool was made available to the Portfolio Manager and five Project Managers to assist with tracking and reporting on implementation status. SIM facilitated monthly phone calls to ensure

projects plans were updated and accurately reflected initiative status. Final 2018/19 project plans with statuses are displayed in Figures 48-52. Review of the project plans revealed that 42 of 86 (49%) planned tasks had been reported as having 80% or greater completion as of the end of the 2018/19 school year. However, a number of items are meant to be accomplished over multiple years and were not expected to be completed during Year 1. Some of the High-risk outstanding Year 1 tasks include:

- CCLR Overview: Summer Professional Development
- Life Skills: Create pre-test and post-test for student skill assessment through Naviance
- Post-Secondary Preparedness: Train on CCLR with mentoring groups such as Latinos in Action, Mentoring Tomorrow's Leaders, etc.
- SEL: Develop comprehensive list of internal/external resources
- Professional Development: Support progress monitoring and evaluation of CCLR professional development

As with other Initiatives, review of the outstanding tasks across project plans shows contingencies such that delay in one project work stream impacts other work streams.

Figure 48. Project Plan for College, Career, and Life Readiness Initiative: Life Skills

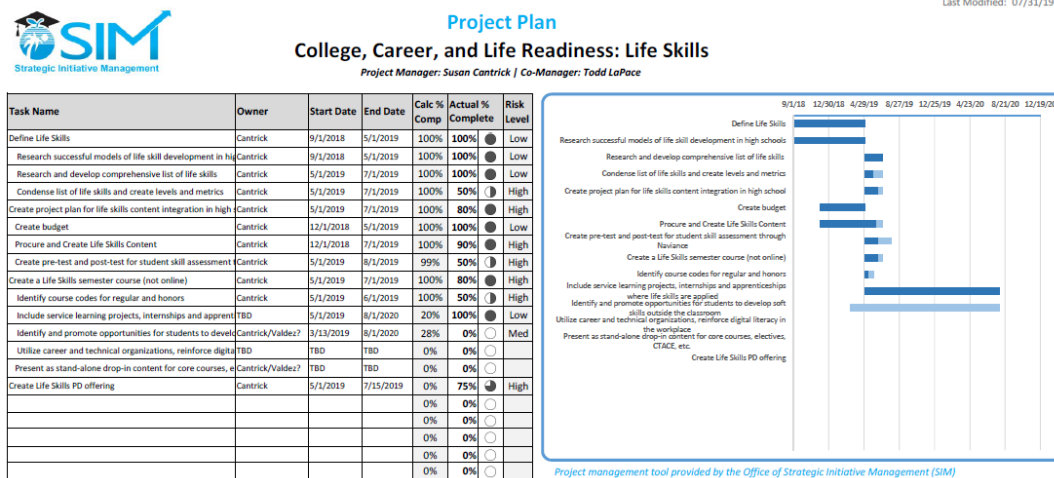




Figure 49. Project Plan for College, Career, and Life Readiness Initiative: Personalized Pathways

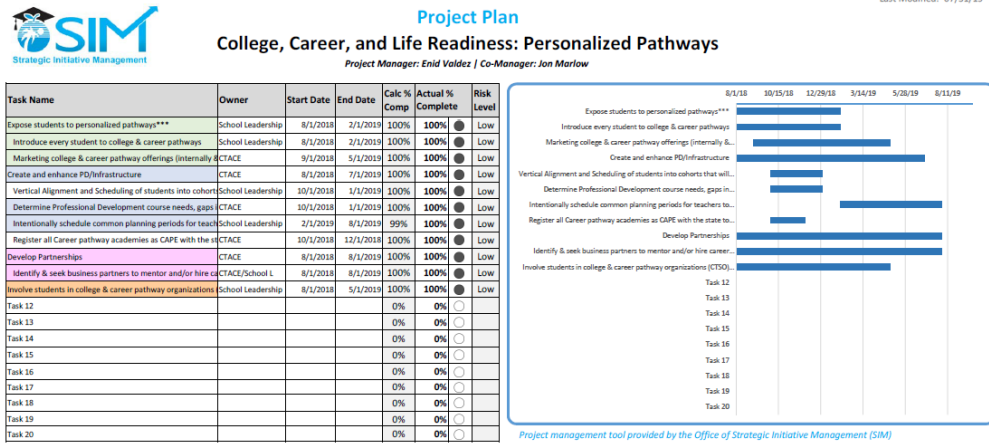


Figure 50. Project Plan for College, Career, and Life Readiness Initiative: Post-Secondary Preparedness

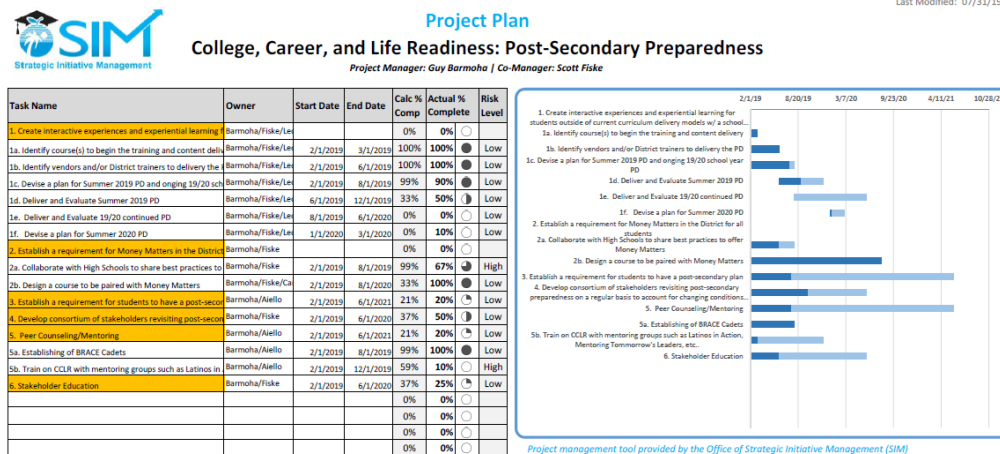


Figure 51. Project Plan for College, Career, and Life Readiness Initiative: Social and Emotional Learning

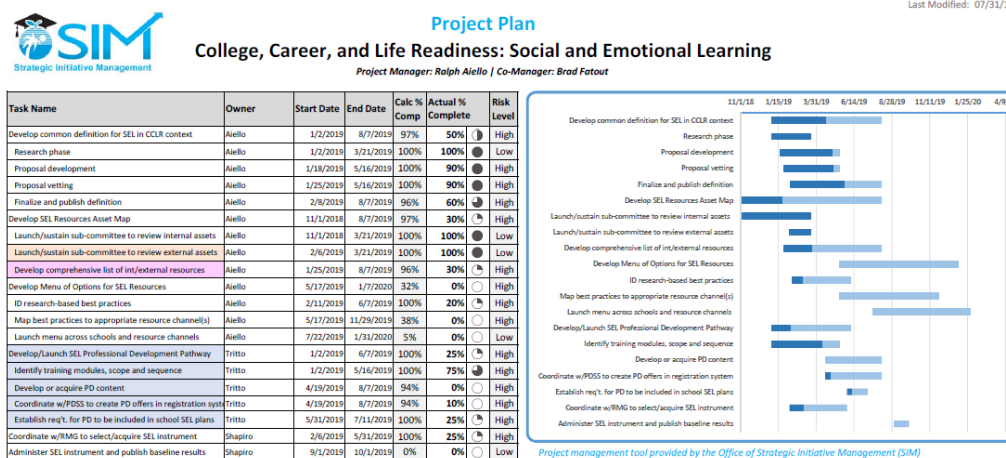
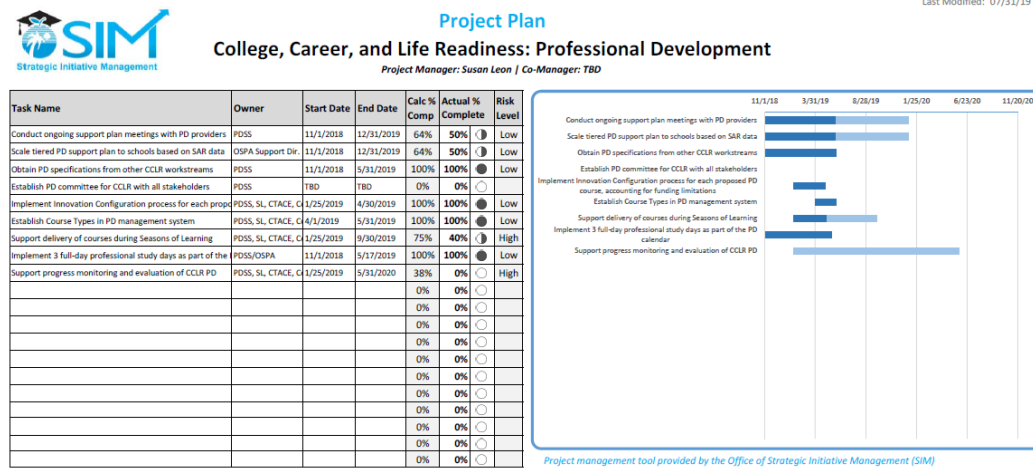


Figure 52. Project Plan for College, Career, and Life Readiness Initiative: Professional Development

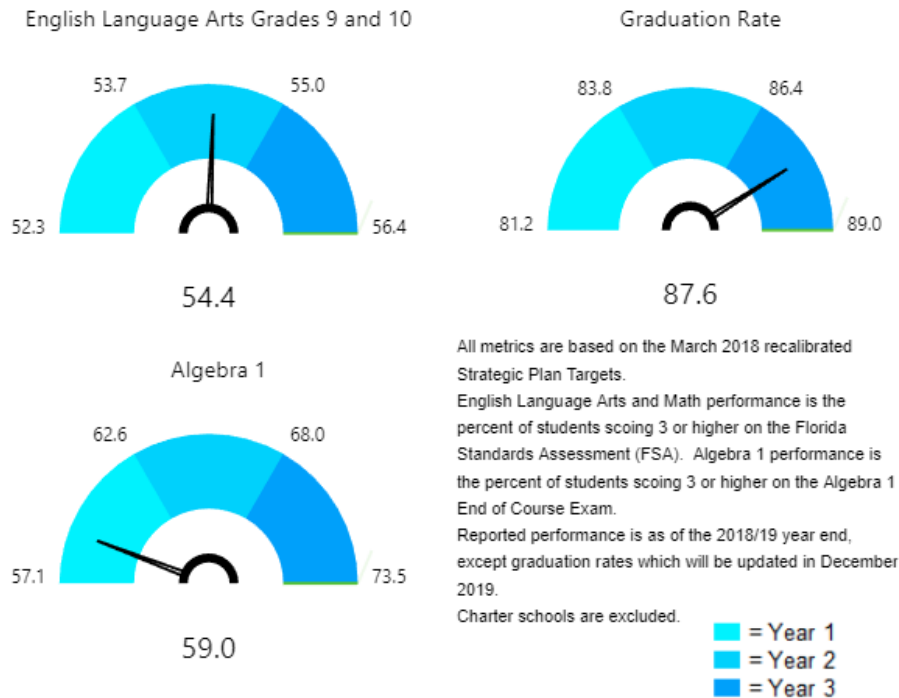


### Strategic Consultation, Data Analysis, and Interpretation

In addition to providing support with the creation, maintenance, and accountability of project plans, SIM provided various forms of strategic consultation to the CCLR project team during FY18-19 to ensure fidelity of implementation of the Initiative. These included presentations at Principal Meetings, design, distribution, and analysis of surveys, development and implementation of best practice frameworks in performance management, and ongoing data analysis, monitoring and reporting on Initiative activities and outcomes. The monitoring and evaluation of the CCLR Initiative involved the creation and maintenance of several different types of dashboards tracking a variety of relevant key performance indicators, as outlined below.

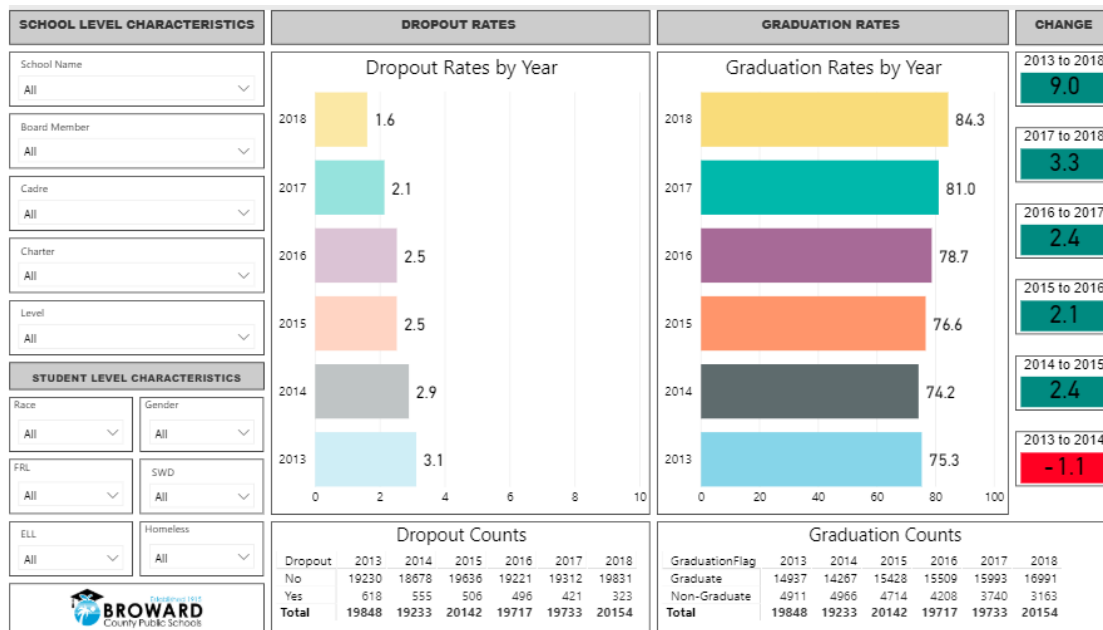
As shown in Figure 53, performance in English Language Arts and Math missed Year 3 Targets by 2.0 and 14.5 percentage points, respectively. The graduation rate from School Year 2017/18 missed the Year 3 desired Target by 0.4 percentage points, while the graduation rate from School Year 2018/19 will be available in December 2019.

Figure 53. College, Career, and Life Readiness (formerly College and Career Readiness)  
Strategic Plan Dashboard  
**College and Career Readiness**



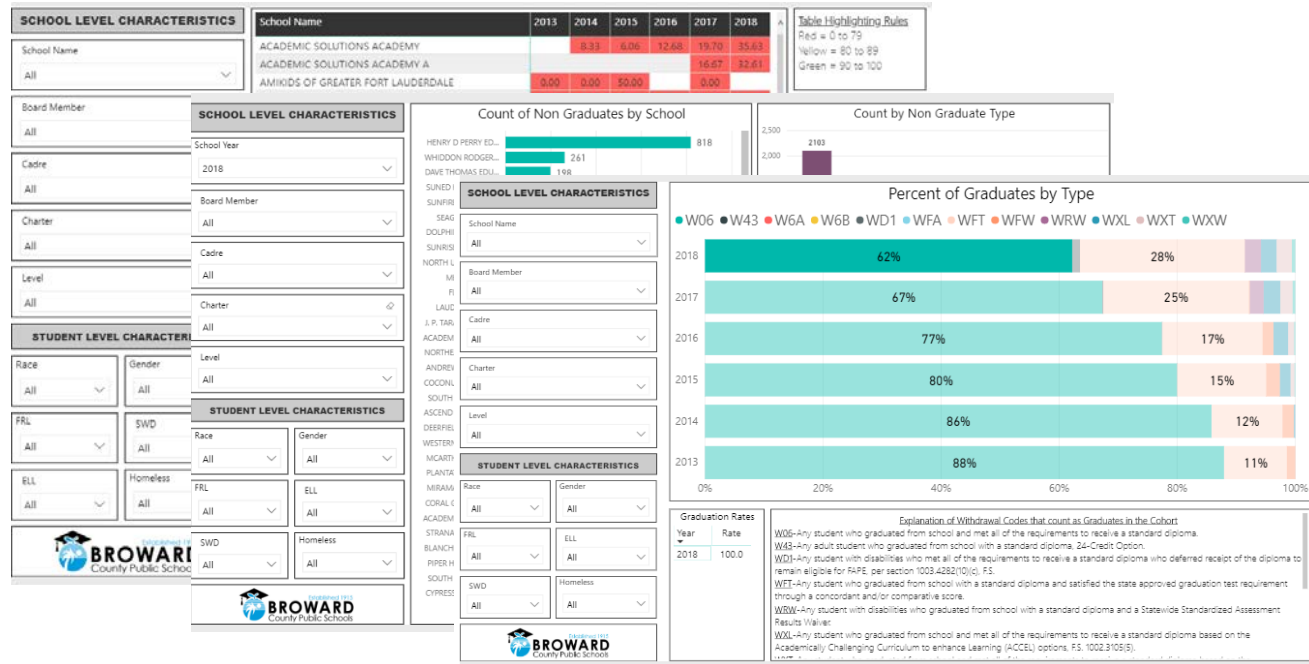
As shown in Figure 54, a dashboard created by SAR shows that graduation rates have been increasing since 2015, and efforts are being made to improve on this trend.

Figure 54. Graduation and Dropout Rate Dashboard



Other dashboards developed by SAR provide a greater level and detail to facilitate closer examination of longitudinal trends across years. Breakdowns at the school level in addition to counts of graduates and non-graduates by type will provide further views for examining trends as the CCLR initiative reaches full implementation.

Figure 55. SAR Longitudinal Dashboards



## B. Deliverables – Execution and Accountability Sessions

Newly introduced in the 2018/19 school year, Execution and Accountability (EA) Sessions were requested by the Superintendent around several critical Initiatives:

- Reimagining Middle Grades (RMG);
- Safety, Security, and Emergency Preparedness;
- Recovery;
- Professional Learning; and
- District Support for Struggling Schools.

The express intent of the EA Session is to identify gaps or barriers that hinder progress of the District toward achieving its mission. The EA Session provides visibility into how teams are navigating through these challenges and helps develop a common understanding of them to correct misperceptions that might exist. EA Sessions aim to foster collaborative problem-solving by bringing together the Superintendent, his Cabinet, and other senior leaders to identify near-term actions that can be taken to advance the work.

Summarized here are highlights from the three EA Sessions facilitated by SIM: (1) RMG, (2) Safety, Security, and Emergency Preparedness, and (3) Recovery. The responsibility for delivery of the EA Sessions for the other two Initiatives, Professional Learning and District Support for Struggling Schools, was shifted to other teams as described later.

### Reimagining Middle Grades

The 2018/19 school year was the first year of implementation of the RMG initiative. A full year of planning was needed to define and design the initiative, set expectations around it, secure funding for it, and provide a threshold level of professional learning around it. The implementation status of RMG, along with related lead and lag measures of progress and the associated EA Session, are described earlier in this report (see: Strategic Initiatives: Reimagining Middle Grades).

### Safety, Security, and Emergency Preparedness

A new Office of Safety, Security, and Emergency Preparedness (OSSEP) was formed midway through the school year. The Execution and Accountability Session on safety topics centered on the formation of the new organization and the development of a roadmap to Enterprise Risk Management (ERM). It also provided statuses of the deployment of video surveillance technology, radios and intercoms, as well as Single Point of Entry (SPOE) physical solutions for all schools.

OSSEP is challenged with bringing coherence to disparate activities across the District that have previously operated independently or with limited coordination. During its EA Session, OSSEP presented a unifying architecture for making BCPS safer. That new architecture builds on activities associated with three foundational components:

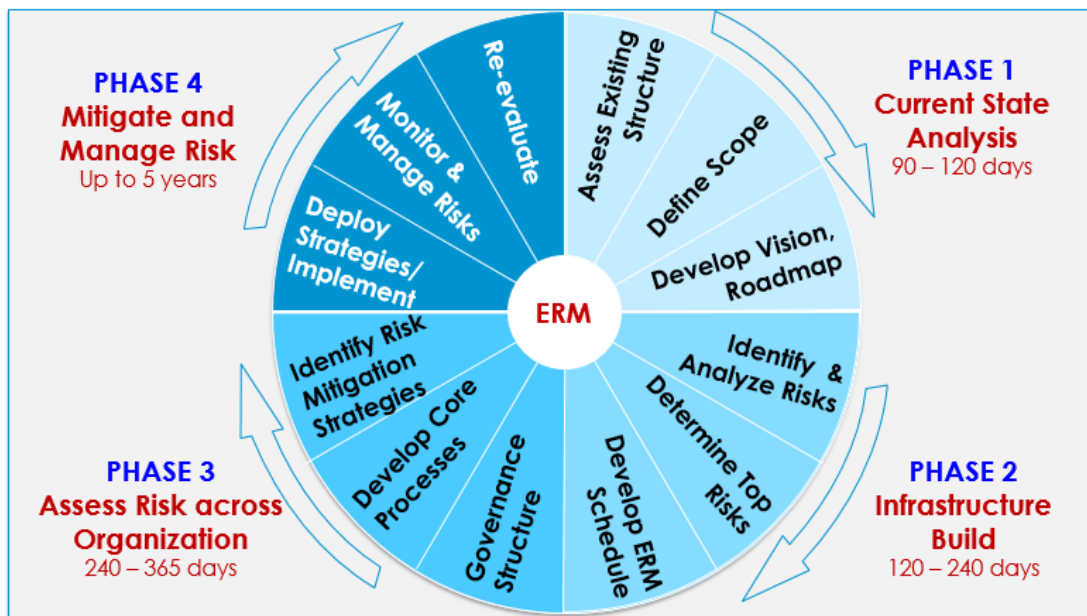
- (1) **Preparedness**, which includes functions related to:
  - *Prevention*, such as threat assessments, forensics and attribution, interdiction via new policies and procedures, screening, search, and detection, as well as other Risk Management programs and activities;
  - *Protection*, i.e., access control and identity verification, physical protective measures, and advanced monitoring technology; and

- *Mitigation*, such as risk assessment, hazard identification, and vulnerability reductions via drills and alerts.
- (2) **Practice**, which aims to sharpen the hiring process, procedures attached to all safety, security, and preparedness activities, and accountability.
  - (3) **Response**, with the goal of improving the District’s situational assessments, emergency dispatch and coordination, operational communications, environmental response to health and safety issues, and action diary for recording events and recovery after events.

Critically, training, documentation, intelligence and information sharing must be improved and coordinated horizontally across all of the above components, a central focus of OSSEP as it ramps up operations.

A roadmap to Enterprise Risk Management at the District was developed for, and subsequently presented at, the EA Session. It provides a high-level five-year view as to the requisite phases for implementation. Four phases were articulated along with associated timelines: current state analysis (90 - 120 days); infrastructure build (120 - 240 days); assessment of risks across the organization (240 - 360 days); and the mitigation and management of risk (up to five years, continuously informed by data and the re-evaluation of risks). See Figure 56.

Figure 56. BCPS’s Roadmap to Enterprise Risk Management



To realize its vision for ERM, the ownership of risk identification, risk monitoring, reporting and mitigation, as well as determinations of risk tolerance, will be distributed across the organization, with coordination provided by an ERM Committee. That means all BCPS employees bear responsibility for safety, security, and emergency preparedness at the District in some fashion: by extension, all are safety ambassadors. OSSEP is developing tools and methodologies to advance its mission, and during the EA Session an approach to risk assessment based on the Carver Methodology (see Figure 57), a version of which is planned for BCPS, was shared.

Figure 57. Risk Assessment Tool (Example)

Sample Risk Assessment Matrix based on the Carver Methodology						
Severity	Class	Probability				
		Frequent A	Likely B	Occasional C	Seldom D	Unlikely E
Catastrophic	I	E	E	H	H	M
Critical	II	E	H	H	M	L
Marginal	III	H	M	M	L	L
Negligible	IV	M	L	L	L	L

E = Extremely High      H = High      M = Moderate      L = Low

At the time of production of this report, physical measures to make schools safer (i.e., video surveillance, radio and intercom technology, and SPOE) were on target to be completed by the start of the 2019/20 school year. However, OSSEP has an urgent need to staff up rapidly, both in filling central office administration roles and school-based security roles. Organizational accountability for staffing falls on OSSEP to define the roles and receive Board approval for them (completed), advertise the positions and screen applicants (Human Resources and Equity—in progress), interview and select candidates (driven by OSSEP with assistance from all departments where requested—in progress), and on-board, fund and fully resource new hires (Finance, Human Resources and Equity, and Portfolio Services-Real Estate—in progress).

A fully-staffed OSSEP division is crucial, because it is needed to organize the work associated with satisfying well over 300 tasks driven by strategic priorities, State/legislative requirements, grant requirements, time-sensitive projects, requests from Board members, recommendations from external partners (such as Safe Havens), and the ambition to implement best practices. Currently these tasks are divided into multiple work-streams, all of which have demonstrated appreciable progress since OSSEP was formed.

Shortly after the EA Session, a SIM resource was task assigned to provide full-time project coordination services to OSSEP. That support has played a vital role in helping the organization ramp up and become better positioned for success.

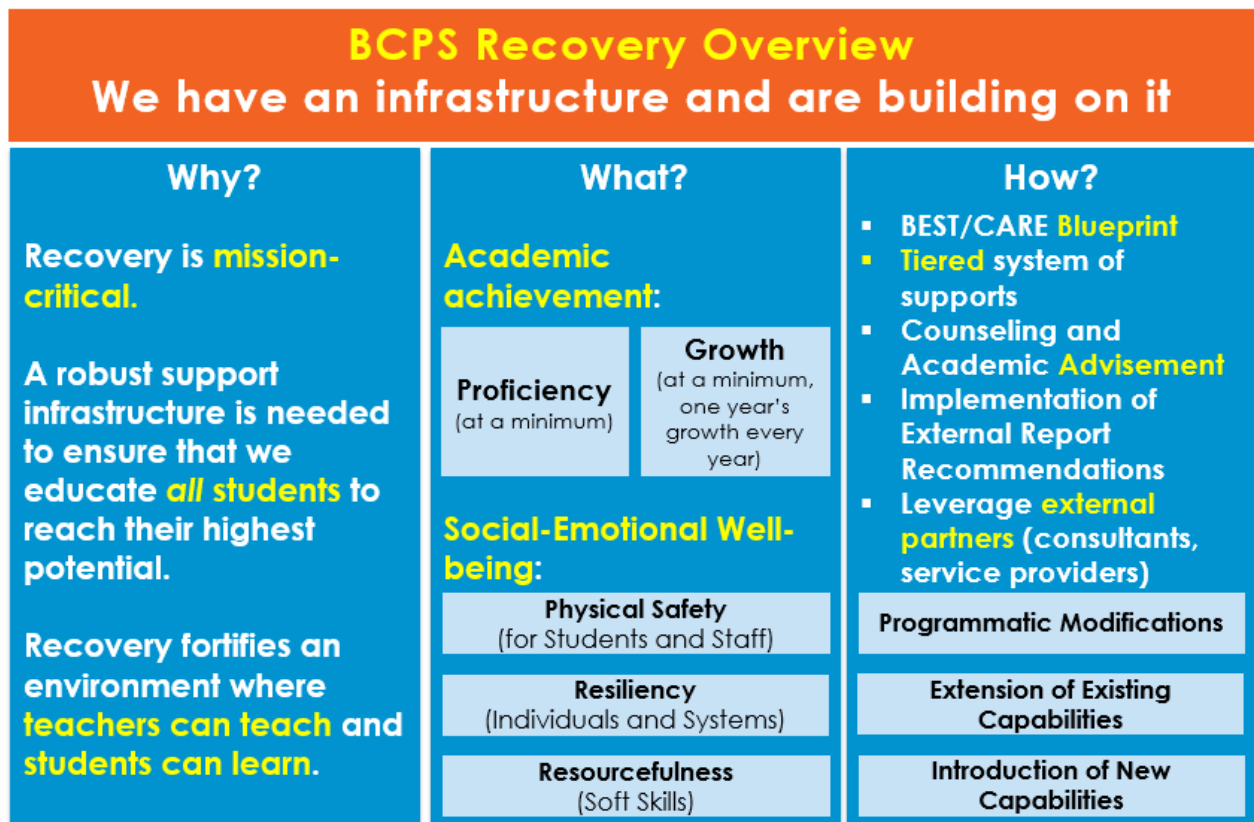
**Recovery**

The EA Session conducted on the Recovery Initiative at BCPS examined District progress through two lenses: one trained on recovery efforts within the Marjory Stoneman Douglas (MSD) High School Innovation Zone and adjustments over time following the crisis there, and the other looking at recovery efforts District-wide. Emphasis was placed on articulating a coherent strategy around recovery and understanding the alignment of resources to meet large increases in demand for interventions and support services. Distinctions between “response” activities, which are largely reactive by nature, and “recovery” activities, which are largely proactive, were made during the EA Session to help orient the organization to the fundamental differences between the two types of activities. That’s crucial, because successful execution of one (response) requires

clear guidance that accommodates urgent and concrete actions, while the other (recovery) requires purposeful planning and structures that must be sustained over time.

Figure 58 provides an overview of the Recovery Initiative. The Recovery Initiative is mission-critical to BCPS, as it comprises the people, processes, and platforms whereby the District can fortify an environment where teachers can teach and students can learn. Recovery is aligned with District Initiatives for improving student achievement and social and emotional well-being. It also works in coordination with OSSEP to ensure that students and staff are physically safer.

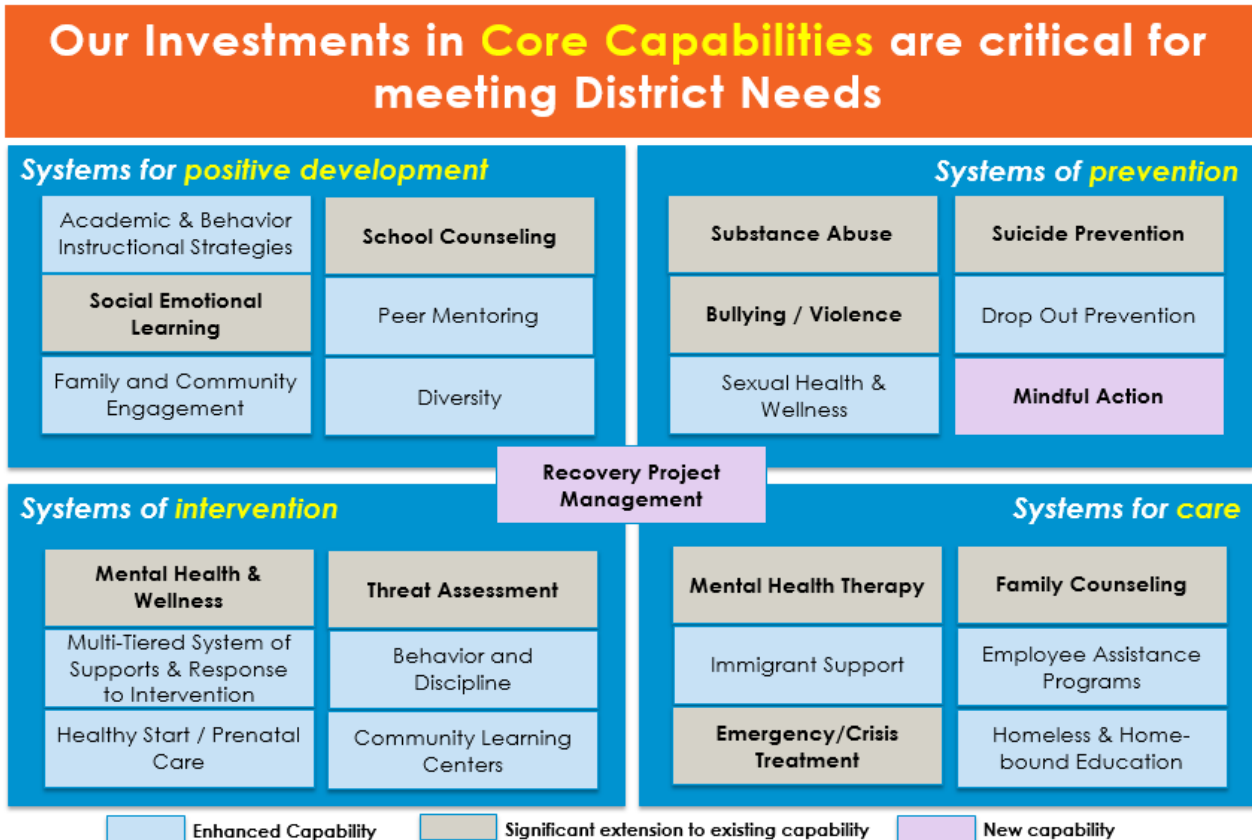
Figure 58. BCPS Recovery Overview



As part of the Recovery Initiative, the District has made much-needed investments in its systems for positive development, prevention, intervention, and care. Across all capabilities that make up those systems, BCPS has made enhancements. Examples of those enhancements include policy revisions to the District’s Discipline Matrix, implementation of best practices recommended by industry leading consultants who have partnered with the District (such as the National Center for School Crisis and Bereavement), and a re-design of the District’s threat assessment process. Some capabilities have been extended significantly through investments in staffing (e.g., School Counseling) and technology (e.g., a new electronic system tracks threat assessments). Other capabilities have been introduced at BCPS for the first time, with a new mindfulness program focused on mindful action and new Recovery Project Management staff dedicated to providing the coordination behind all recovery activities. Dedicated Recovery Project Management will be essential for providing on-going support to students and staff at Marjory Stoneman Douglas, and for improving BCPS’s overall resiliency. A capability map is shown in Figure 59.



Figure 59. BCPS Core Capabilities



BCPS’s investments, possible through additional State funding and grants, better position to address a stark reality: demand for services has increased sharply since the incident at Marjory Stoneman Douglas High School in February 2018. Referrals for support for behavior interventions increased by 140% between the 2017/18 and the 2018/19 school years. Other areas experienced similar increases, with increases in social work referrals growing by 22%, academic referrals by over 25%, and third-party mental health referrals by over 80%.

The primary implementation challenges associated with the Recovery Initiative, along with the actions taken or planned to address them (italicized), are highlighted below.

1. **Governance.** Leadership has been fluid, with the retirement of the Chief of Student Support Initiatives and Recovery and the departure of three of six project managers associated with the initiative. *The appointment of a Recovery Project Manager will help drive stability going forward.*
2. **Clarity of purpose.** The District is transitioning from response to recovery. *The project plans associated with the initiative will be updated, with increased attention on producing deliverables that will foster greater organizational resiliency.*
3. **Scope.** The scope of the recovery work has expanded from school-wide, to innovation zone, to district-wide. *The broadened scope will be aligned and resourced consistent with the 2024 Strategic Plan.*

4. **Communication.** Extensive support is needed around strategy, internal and external messaging, appropriate media, and frequency. *Moving forward, communication will be embedded in the refreshed project plans.*
5. **Data.** Essential data resides in silos and exists in various formats, making analysis and reporting cumbersome. *The Recovery team will develop user requirements and provide them to initiative leaders responsible for data governance and the introduction of a new Student Information System (SIS).*

In the future, progress of the initiative will be communicated in connection with the 2024 Strategic Plan updates provided to the Board.

### Professional Learning

An external consultancy, the Alma Advisory Group, was retained to produce and deliver an EA Session on the topic of Professional Learning. SIM facilitated the engagement by fostering connections between the firm and internal subject matter experts, by providing logistical support around a Discovery Retreat and the EA Session itself, and by providing content feedback before the results were shared with the wider organization.

The Alma Advisory Group outlined a five-pronged set of recommendations for Professional Learning at BCPS:

1. **Strengthen coherence** of PL at the District, school, and individual levels.
2. **Understand the return on investment (ROI)** of PL and use it to inform investment decisions.
3. **Ensure that site-based supports are in place** and ready to support implementation of PL.
4. **Adjust timing** of PL to stop pulling staff out of schools.
5. **Provide expanded learning pathways** for central office administrators.

SIM collaborated with the District's Professional Development Standards and Support (PDSS) department to ensure that the Alma Advisory Group's recommendations are represented in the 2024 Strategic Plan. Advancement of the work will be tracked as part of the quarterly Strategic Plan updates that SIM will provide to the Board over the next 5-years.

### D/F School Academic Performance

Ten District-operated schools were graded D or F by the Florida Department of Education in 2018, all of which were Title I with more than 80% of students classified as economically disadvantaged. All schools serve student populations that are more than 90% minority, except one school with a 74.5% minority student body. In reaction to these Florida Accountability grades, the Superintendent requested an Execution and Accountability (E/A) Session on the academic supports provided to these schools. SIM conducted the preparation and discovery work for the E/A session prior to transfer of the assignment to the Office of School Performance and Accountability (OSPA).

## Discovery Retreat

The Discovery Retreat was facilitated by SIM to begin conversation about the support provided by the District offices to the D and F schools. This session was held on February 1, 2019 at the OSPA Administrative Offices. Attendees at the retreat included representatives from the Office of Academics, OSPA, other District support departments, and representatives from the ten D and F schools. The stated purpose of the discovery retreat was to “identify execution gaps and determine what’s needed to accelerate progress with the Academic Performance of D and F schools.” In particular:

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

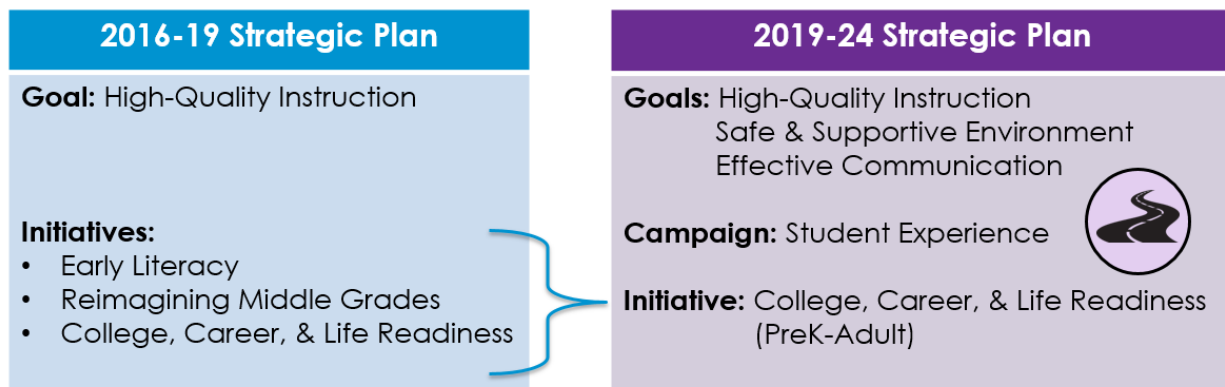
## D/F School Site Visits

Site visits and interviews were conducted by SIM to gather the perspectives of the school principals independently from the Discovery session. The site visits were conducted from January to March 2019 and included focused conversation concerning the support provided by District offices. Conversations followed a semi-structured interview format using guiding questions. The information from these discussions was compiled and transitioned to OSPA.

### C. Deliverables – 2024 Strategic Plan

The District Strategic Initiatives of Early Literacy; Reimagining Middle Grades; and College, Career, and Life Readiness in the 2016-19 Strategic Plan served as the foundation for the development of the new, integrated, and broader Initiative titled, “College, Career, and Life Readiness (PreK-Adult),” in the 2024 Strategic Plan. The continuation of these Initiatives within the more robust structure of the 2024 Strategic Plan will ensure continued focus on the essential work begun over the prior three years while scaling in both reach and implementation fidelity. See Figure 60 below for cross-walk showing alignment between the corresponding old and new Initiatives.

Figure 60. Transition of Strategic Plan Initiatives

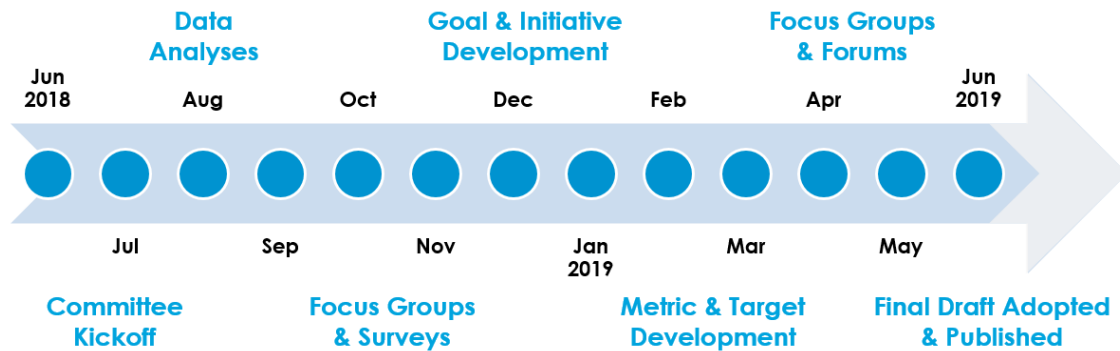


Effective Communication continues as a 2024 Strategic Plan Goal. While Continuous Improvement continues to be reflected in all Initiatives, it has been replaced as a Strategic Goal of Safe and Supportive Environment. During the development of the plan, it was presented for discussion at School Board Workshops on four occasions and final adoption occurred at the July 23, 2019 School Board Meeting. An overview of SIM’s facilitation of the development of the 2024 Strategic Plan is provided in the following sections.

#### 2024 Strategic Planning Process

The Office of Strategic Initiative Management, or SIM, was tasked with leading the effort to create the District’s 2024 Strategic Plan. The planning process began with the development of a 1-year Strategic Planning timeline (see below) that identified key components of a comprehensive process that examined District needs and included input from stakeholders across Broward County. The formation of the 2024 Strategic Plan Committee was followed by an in-depth analysis of environmental factors potentially impacting the District over the next five years and an internal organizational assessment of BCPS on a number of key academic and operational factors. Throughout the process, feedback and input from internal and external stakeholders were collected at multiple venues and through triangulated methods, which contributed to the development of District Goals and Campaigns with cascading Initiatives, Metrics, and Targets.

Figure 61. Strategic Planning Timeline



The successful execution of District-wide strategic Goals requires rigorous discipline and the use of best practice frameworks for both execution and accountability. Accordingly, the Office of Strategic Initiative Management (SIM) has incorporated *The Four Disciplines of Execution (4DX)* framework, which has informed the development of this plan and will be instrumental in ensuring its success. This framework consists of the following Four Disciplines:

1. **Focus on the Wildly Important** – Achieving exceptional execution requires a narrowing of focus and clear identification of what matters most and must be done.
2. **Act on the Lead Measures** – Identify, codify, and track the individual actions which are the best predictors of Goal achievement, yet are under the control of the responsible individual or group. Understanding that often 80% of results come from 20% of activities, these actions must be the right 80/20 actions to achieve the Goal. These are separate from the Key Performance Indicators referenced previously.
3. **Keep a Compelling Scoreboard** – Since both individuals and groups perform differently when they are keeping score, and the right kind of scoreboards create the motivation to win.
4. **Create a Cadence of Accountability** – Groups should engage in a simple, regular accountability process which is frequent, positive, and self-directed. Successes should be highlighted, failures analyzed, and course corrections made as needed to create a vibrant, performance-management culture.

Additional best practice frameworks and tools will be utilized to measure and track the execution of the 2024 Strategic Plan over time. These include development of Theories of Action and Logic Models, detailed Project Plans, robust data analyses, and the use of data visualizations and Dashboards for tracking key performance indicators (KPIs). Through the application of these frameworks and tools, SIM will work with stakeholders across the District to ensure the fidelity of the 2024 Strategic Plan implementation.

### Oversight

The Superintendent’s Cabinet serves as the Steering Committee to the District-wide 2024 Strategic Plan Committee. Steering Committee functions were initiated in July 2018 to oversee and inform the year-long strategic planning process as shown in Figure 62. The initial meeting of the 2024 Strategic Plan Committee was held on July 17, 2018. Subsequent meetings occurred throughout the planning year to elicit feedback

and support for the development of 2024 Strategic Plan Goals, Campaigns, and Initiatives. Strategic Planning retreats and workshops were also held with the Steering Committee and departmental work groups to identify and develop Metrics and Targets for specific Initiatives and work streams. Periodic updates of the strategic planning process were provided at School Board meetings and workshops as well as to solicit additional input into the development of the 2024 Strategic Plan.

Figure 62. Strategic Planning Process

2018						
June	July	August	September	October	November	December
Kickoff: SP Steering Committee	Kickoff: SP Committee Meeting  Data Analysis	Board Workshop: Strategic Plan Kickoff Board Workshop  Data Analysis & Environmental Scan	Surveys, Interviews, & Focus Groups	Surveys, Interviews, & Focus Groups  SP Committee Meeting	Survey, Interview, & Focus Group Analysis	SP Steering Committee Meetings  Identification of Major Campaigns and Themes

2019						
January	February	March	April	May	June	July
Goal & Initiative Development  SP Committee Meeting  Board Workshop: Strategic Plan Development	Goal & Initiative Finalization	Metric & Target Development	Metric & Target Finalization  Focus Groups  Board Workshop: Strategic Plan Draft (aligned with Budget)	Graphic Design & Printing  Focus Groups & Forums  Board Workshop: Metrics & Targets	Board Workshop: Strategic Plan Final Adoption	Board Meeting: Formal Vote on New Plan  2019-24 Strategic Plan Execution Begins

### Data Analyses and Research

Analyses completed to support the foundation and direction of the new 2024 Strategic Plan included:

- **Environmental Scan:** to identify and examine internal and external factors and trends that could potentially impact BCPS over the next five years. External considerations included economic, demographic, political, social, legislative, peer districts, and the Council of the Great City Schools (CGCS) benchmarking at the national, state, and local level.
- **Organizational Assessment:** included a review of the District’s academic and operational strengths and weaknesses as well as an analysis of stakeholder feedback.

- **Peer District Analysis:** examined the strategic planning processes, scope, and activities previously conducted by Florida and national school districts similar to BCPS. The districts included Broward’s bordering districts, Miami-Dade and Palm Beach counties, Charlotte-Mecklenburg County, NC; Boston Public Schools in Boston, MA; and Clark County School District, NV.

The peer analysis, when comparing Broward’s 2016-19 Strategic Plan with peer districts, revealed similarly structured goals with corresponding priorities/objectives and cascading strategies, metrics, and targets. Further investigation showed that half of the peer districts also identified Values/Beliefs to support their Vision/Mission. This analysis was expanded to examine a total of 24 state and national districts that identified Values/Beliefs in their strategic plans. The number of Values/Beliefs ranged from 3 to 16 for an average of approximately 6.5 Values/Beliefs per district. BCPS’s 2016-19 Strategic Plan with 16 values was clearly an outlier with 6 more than the next closest district. The Values/Beliefs from the 24 comparison districts were categorized into common themes with most reflecting Equity ( $n=11$ ), Engagement ( $n=9$ ), Excellence ( $n=7$ ), High Expectations ( $n=7$ ), Integrity ( $n=7$ ), and a Student-Centered ( $n=7$ ) approach.

The major findings of the Environmental Scan and Organizational Assessment are summarized in the SWOT (Strengths, Weaknesses, Opportunities, and Threats) table below.

Table 26  
SWOT (Strengths, Weaknesses, Opportunities, and Threats) Summary

	Helpful	Harmful
INTERNAL	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Improvements in reducing achievement disparities.</li> <li>• Early Literacy progress and student outcomes.</li> <li>• New funding for Middle Grades.</li> <li>• Collaboration and alignment of current academic Initiatives.</li> <li>• Teacher retention after one year.</li> <li>• Improved meal participation.</li> <li>• Increased efficiency and savings in Procurement.</li> <li>• Improved Transportation customer satisfaction.</li> <li>• Funding for security staff, mental health services, and school salaries.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Persistence of achievement disparities.</li> <li>• Grade 4 to 5 not addressed within current strategic Initiatives.</li> <li>• Teacher retention after five years.</li> <li>• Improve alignment of professional learning with District strategy.</li> <li>• Job descriptions obsolete or not aligned to current needs.</li> <li>• Data accuracy, validity, and use.</li> <li>• Funding insufficient for needs.</li> </ul>
EXTERNAL	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Large population based with potential need for educational services.</li> <li>• Floridians with credentials beyond high school are outpacing the U.S.</li> <li>• Employment percentage rises with a high school degree and continuing education.</li> <li>• Several Florida bills will address safety/ security, mental health services, academic programs, funding, and operations.</li> <li>• BCPS has strong community partnerships.</li> <li>• Support for Targeted economic opportunities.</li> <li>• Median home price increases provide a stronger tax base for public education.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Cost of living increases with large proportion of population below poverty level.</li> <li>• State and local funding fell 25% for public education in Florida, which leads the U.S.</li> <li>• Title II federal funding may be in jeopardy.</li> <li>• Expansion of voucher programs and funding of Schools of Hope would reduce public education funds.</li> <li>• Insufficiently funded legislative mandates.</li> <li>• Some cities have sponsored the opening of their own charter schools.</li> <li>• Enrollment decreases.</li> <li>• Charter school related financial impact.</li> <li>• Gaps in pre-enrollment participation.</li> </ul>

## Focus Groups and Surveys

Stakeholder feedback was received from students, teachers, families, District- and school-based staff members and administrators, community members, partnering organizations, and elected officials. Stakeholders had the opportunity to share their perspectives during an extensive Listening Tour at various venues and through multiple methods (see Figure 63).



Over 175,000 responses were received from all groups on the 2024 Strategic Plan Survey, during Ed Talk 2018, and on the 2017/18 AdvancEd Survey. Major themes from across the various forums were then identified.

The 2024 Strategic Plan Committee met multiple times during the planning cycle, and consists of students, teachers, school- and District-level administrators and staff, local business, non-profits, partnering organizations, and community members. The Superintendent’s Cabinet served as the Steering Committee for the process.

The 2024 Strategic Plan Survey elicited broad geographical feedback from school-based respondents as shown at the left; the size of the markers corresponds to the number of responses across the county.

Students at all levels provided input in the creation of the 2024 Strategic Plan through surveys, focus groups, school and community forums, and classroom visits. Below are some sample artifacts of 2024 Strategic Plan input from our very youngest stakeholders: elementary school students. All input received was analyzed for major themes and integrated in the plan development process.



Figure 64. Samples of 2024 Strategic Plan Input from Elementary School Survey Respondents

What I Like Best About My School:
I like that ms Tythien says 2018 after
code res. I like our new gates. I wish
that everybody can come to after care.
I like the library. I like my teachers.
The student council Ms. Mejo. I like
morning and aftercare. I like
the bathroom.

One Way to Make My School Better:
I want a bigger classroom.
I want a bigger play ground.
I want better Technology on the news,
touch screen computers for every grade.

What I Like Best About My School:
I like the food in the cafeteria
I like my teacher.
I like the garden.
I like the play ground.
I like my friends in this school
I like the computers.
I like the library.
I like the painting in the Art room

Broward’s 2024 Strategic Planning process incorporated these findings to ensure a broad reach to all stakeholder groups including students, parents, school and district staff, administrators, community members, and elected officials.

### Goal and Initiative Development

Preliminary findings showed strong support for the continuation of the District Goals from the 2016-19 Strategic Plan concerning High-Quality Instruction and Effective Communication. A new Goal of Safe and Supportive Environment was established, and the former Continuous Improvement Goal was instead integrated within all Initiatives throughout the plan. ‘Continuous Improvement Ideas’ can be found embedded within every list of Tactics, as opportunities to streamline our existing processes to in turn resource activities which are new and innovative. Stakeholder and focus group input drove the development of six Campaigns that wrap around the District’s Strategic Goals. In a bottom-up, iterative process including various key stakeholder groups, Initiatives were developed to define the essential work for each Campaign. The Tactics and timeline for each Initiative, as well as the Metrics for each Goal, were also determined by stakeholders at multiple levels to ensure effective buy-in and accountability was established. See figure below for example of Initiative development template used during the planning process.

Figure 65. Initiative Development Template

 <b>2024 Strategic Plan Initiative Proposals Development Worksheet</b>	
<b>Campaign: <u>Student Experience</u></b>	<b>Initiative: <u>Achievement &amp; Equity</u></b>
<b>Key Components/Attributes:</b>	<b>Resources Needed:</b>
	<b>Timeline/Phases:</b>
<b>Initiative Description:</b>	<b>Metrics/Targets:</b>
	<b>Stop Doing or Continuous Improvement List:</b>

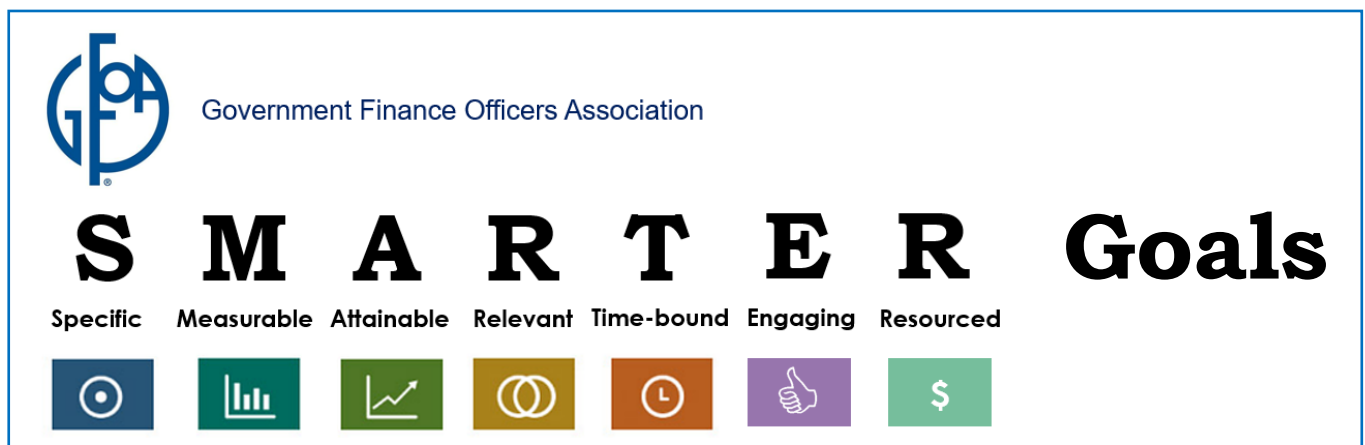
## Metric and Target Development

Three work groups consisting of subject-matter experts from District offices and schools met to identify potential outcome (lagging) Metrics for the three Goals of the 2024 Strategic Plan: High-Quality Instruction, Safe and Supportive Environment, and Effective Communication.<sup>11</sup> The proposed Metrics were designed to be accurate reflections of the three Strategic Goals, and as such, provide accurate and valid information on the District’s progress towards fulfilling the Goals for both internal and external monitoring and reporting. The workgroups proposed Metrics were presented to Cabinet for modification and approval prior to being presented at the May 28, 2019 School Board Workshop.

The District has adopted the SMARTER goal-setting and budget-alignment framework prescribed by the Government Finance Officers Association (GFOA), as illustrated below. Targets are set based on a methodology including historical trend analysis; peer District comparisons; statistical analysis using the Ghosh Model; best practices identified at the national, state, and local levels; relevant compliance standards; projections based on both external and internal factors influencing future direction; resource availability; and stakeholder input as consideration toward refinement. Progress will be carefully monitored and regularly reviewed. Targets will be recalibrated annually as needed based on those reviews.

We also ensure alignment of our Metrics and Targets to the Council of the Great City Schools (CGCS) for national benchmarking of KPIs across both Academics and Operations areas where appropriate; AdvancEd for meeting standards of accreditation; the Florida Department of Education (FLDOE) for compliance with State statutory requirements; and the US Department of Education for compliance with such requirements as the Every Student Succeeds Act (ESSA). The Board Members provided additional feedback to further refine the Metrics and Targets. The resulting list of Metrics, Targets, and corresponding definitions and description of methodology used can be found in the 2024 Strategic Plan Metrics Appendix at [www.browardschools.com/sim](http://www.browardschools.com/sim).

Figure 66. GFOA Goal-Setting and Budget Alignment Framework



<sup>11</sup> Metrics Work Groups included representatives from: The Office of Academics, Office of School Performance and Accountability, Public Information Office, Chief of Staff, Student Support Initiatives, Human Resources, Facilities, and Principals.

### Plan Adoption by the School Board

Development of the 2024 Strategic Plan was presented and discussed in School Board workshops or meetings a total of seven times over the 2018/19 School Year:

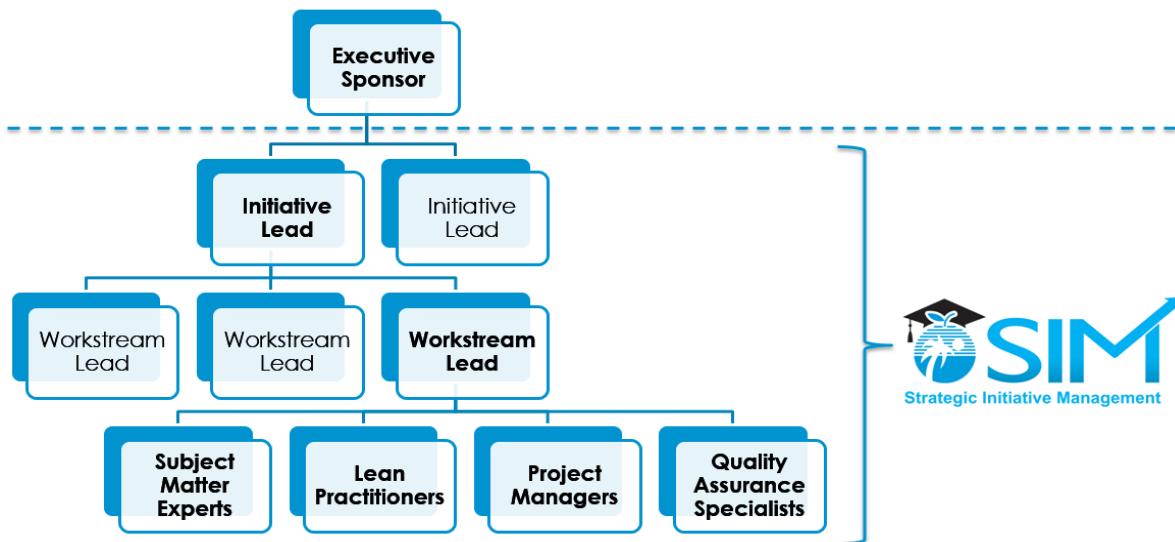
- 8/14/18: 2024 Strategic Plan Kickoff – Overview of Process
- 9/25/18: 2024 Strategic Plan Kickoff – Goals and Priorities
- 1/29/19: 2024 Strategic Plan – Environmental Scan Findings
- 4/2/19: 2024 Strategic Plan Draft
- 5/28/19: 2024 Strategic Plan Metrics Development
- 6/18/19: 2024 Strategic Plan Final Draft
- 7/23/19: 2024 Strategic Plan Formal Vote

### Implementation Plan

The 2024 Strategic Plan includes a robust implementation structure to ensure greater accountability and alignment of resources towards meeting the District’s Goals of High-Quality Instruction, a Safe and Supportive Environment, and Effective Communication.

**Staffing and Communication.** The implementation of each Initiative in the 2024 Strategic Plan is assigned to an Executive Sponsor, or Cabinet-level District staff member. Initiative Leads were then identified by Cabinet, and will be responsible for managing and monitoring the progress of all work streams. This includes monthly updates to Project Plans and providing guidance to project team members. The SIM Ambassador Program will serve to identify and train District staff as project team members to support the implementation and execution of each Initiative. See below for organization chart of the proposed potential roles of the SIM Ambassadors as they are matched up and placed with Initiative teams based on their interests and expertise.

Figure 67. Potential Roles of SIM Ambassadors



SIM also partnered with the District’s Leadership Development Program facilitated by the Office of School Performance and Accountability, to provide orientation to SIM’s frameworks for process improvement, strategic planning, accountability, and project management. These new and emerging leaders were then recruited to become SIM Ambassadors and have an opportunity to apply their new skills. This in turn expands SIM’s capacity to facilitate implementation of the 2024 Strategic Plan, provides hands-on professional development opportunity for participants, and helps ensure succession planning for the District.

Beginning in July 2019, the Executive Director of SIM began promoting the adoption of the 2024 Strategic Plan through a Roadshow and Planning Retreats for District- and school-based staff. The aim is to ensure buy-in and promote the implementation of the District’s new five-year 2024 Strategic Plan. In addition, this communication plan is critical to help departments, schools, and individuals align to the new 2024 Strategic Plan (see Figure 68).

Figure 68. District-Wide Goal Alignment



Below is the one-page 2024 Strategic Plan Poster, also translated and available for download in Spanish, Haitian-Creole, and Portuguese, which was developed for distribution and posting throughout the District. It includes a Quick Response (QR) Code for easy access from any mobile device to the full 50-page document published electronically on SIM’s webpage. This approach to distribution and access saves the District significant printing and marketing costs. The plan is also being marketed via email, PIVOT memo, monthly SIM Newsletters, other printed marketing materials (SIM bookmarks and Core Values laptop stickers), and via social media.

Figure 69. 2024 Strategic Plan One-Page Poster



**BROWARD**  
County Public Schools

Established 1915

# 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



**OUR GOALS:**

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

**OUR CAMPAIGNS & INITIATIVES:**

**Support Services for All**

- Student, Employee, & Supplier Diversity
- Prevention, Intervention, & Assistance
- Social-Emotional Learning



**Student Experience**

- Achievement & Equity
- College, Career, & Life Readiness (PreK-Adult)
- Personalized Pathways
- Enrollment Optimization



**Retain, Develop, & Recruit**

- Employee Retention & Recruitment
- Professional Learning for All
- Organizational Structure & Aligned Funding



**Let's Connect**

- Public Relations, Partnerships, & Legislation
- Internal Communication
- Marketing
- Customer Service



**Our Data, Our Tools**

- Data Governance & Use
- Tool Development, Implementation, & Use



**Refresh, Redesign, & Reduce Risk**

- Operational & Process Improvement
- Facilities & Asset Management
- Safety, Security, & Risk Mitigation







*Published by the Office of Strategic Initiative Management (SIM).*

Access the full 2024 Strategic Plan at [www.browardschools.com/strategicplan](http://www.browardschools.com/strategicplan).



**Change Management:** An organization’s strategic plan is a living document. Requests for updates to Initiatives, Metrics, or Targets of the 2024 Strategic Plan may be submitted through a designated online form at [www.browardschools.com/sim](http://www.browardschools.com/sim). Any stakeholder (e.g., students, teachers, staff, families, business and community partners, School Board Members, etc.) may submit their change suggestions through the form at any time.

- The suggestions will be vetted by the 2024 Strategic Plan Committee.
- The suggestions will be subsequently reviewed the Superintendent’s Cabinet who serves as the ongoing Steering Committee for the 2024 Strategic Plan.
- Once approved by Cabinet, the change suggestions will be presented before the School Board as part of the annual 2024 Strategic Plan review and revision process.
- Only after School Board approval has been received will the 2024 Strategic Plan be revised and republished by SIM with an updated publication date on the front and back covers.
- NOTE: Updates to Tactics may take place as needed at the more detailed Project Plan level under direction of the Executive Sponsors, and do not require this formal approvals process.

**Reporting.** Project Plan updates will occur monthly while Dashboard updates will occur quarterly (but dependent on available data). Every quarter starting July 1, 2019 and ending June 30, 2024, SIM will report to the School Board on the progress of the 2024 Strategic Plan, including Initiatives, Metrics, and Targets. Project Plans for implementation may be updated based on Board feedback received. For every fiscal year starting July 1, 2019 and ending June 30, 2024, SIM will report to the School Board on the performance of the 2024 Strategic Plan over the prior fiscal year, and projected performance for the remainder of the plan period. The 2024 Strategic Plan Dashboards tracking progress of Metrics, as well as the detailed Project Plans for each Initiative, will be reviewed. Initiatives, Metrics, and Targets may then be revised and updated based on evolving needs of our stakeholders and School Board feedback, and District employees will be held accountable for 2024 Strategic Plan progress to date.

## D. Deliverables – Process Improvement Projects

SIM has worked closely with other key District stakeholders to realize savings of cost, time, process steps, and reduction of errors through Process Improvement Projects. These projects have utilized the principles of Lean Six Sigma to improve critical District processes and outcomes. In FY18-19, SIM has facilitated two of these projects: one related to Payroll, and one related to Inventory Management.

### Payroll

The Chief Financial Officer was the Executive Sponsor of the project. The purpose of this project is to improve processes affecting payroll to prevent inaccurate payments to staff. According to multiple years of audit reports cited by the Division of Financial Management, Payroll errors are costing the District a significant amount of money, and many of these errors are not caught. Baseline data was needed to ascertain the magnitude of these errors, as well as a reporting framework to identify and address payroll errors on an ongoing basis. Additionally, improvements across different functional areas of the District were determined to be needed, affecting the people, processes, and platforms involved in this project. As an example, concern has been raised about the manual processes involved in employee data entry, which can result in payroll errors. These improvements were determined to be needed by July 1, 2019, otherwise the State of Florida would have the authority to defund the District.

### Work Completed

Key stakeholder groups, including Financial Management, Human Resources and Equity, Information and Technology, School Performance and Accountability, Business Support Services, Office of the Chief Auditor, Food and Nutrition Services, Transportation, Physical Plant Operations, Professional Development, and individual departments and schools were identified. Then, a project charter was created and signed off by members of Cabinet, to outline the scope, deliverables, and other fundamental aspects of the project.

The identified stakeholders were brought together by SIM to better define the problem and determine potential solutions. A two-day retreat was held from 9/20/18 to 9/21/18 to address this, and from the discovery produced a set of recommendations and project plan created to carry them out. The project plan assigned priority level, general time horizon, start dates, end dates, and responsible parties to each recommendation to ensure completion in a timely manner.

As the recommendations were implemented, SIM collaborated with Finance to conduct additional discovery across schools and departments to better understand the current state of District-wide Payroll processing and potential remedies. This constitutes a tool in Lean Six Sigma known as a Gemba Walk - it provides the opportunity to understand how a process is executed and the perspectives of those directly involved with it. This discovery provided critical insight for refining the set of proposed solutions and making the case for changes that might prove difficult for economic and/or political reasons.

The solutions developed centered around upgrades to the SAP software system used by the District for most of its operational processes. These upgrades would streamline workflow handled by Human Resources and Financial Management, and reduce manual processing and human error. As part of this effort, representatives from SAP met with District stakeholders from 3/11/19-3/12/19, then again from 3/20/19-3/21/19, to conduct additional discovery with the project team and demonstrate system solutions which could meet and exceed the project objectives. To make the case to the School Board for funding, SIM, SAP, and Financial Management collaborated to analyze the expected impact of successful implementation of the



proposed upgrades and new software across a range of key performance indicators. Showing an expected net present value over five years of approximately \$24.63M, the case was made to the School Board on 6/25/19, and they approved the requested set of software upgrades and additions needed to achieve the goals of the project.

### **Current Status**

Currently, SAP and a set of 4 additional vendors are working with BCPS stakeholders on the implementation of the software upgrades and additions. The first phase of implementation is expected to last until 2/1/20.

### **Inventory Management**

Chief Maurice Woods, Chief Strategy and Operations Officer, was the Executive Sponsor of the project. The purpose of this project is to improve District-wide inventory management process to fix inefficiencies and inaccuracies present in its current state. The District-wide inventory management process contains inefficiencies and inaccuracies which must be addressed and eliminated where possible, and baseline data was needed to quantify the magnitude of these issues. The project intended to initially focus on tangible personal property owned by local governments with initial value greater than or equal to \$1,000, as well as all SMART Grant equipment (Unique Broward Identifier code beginning with "S") with value greater than or equal to \$100.

### **Work Completed**

Key stakeholder groups, including Financial Management, Procurement and Warehousing Services, Information and Technology, School Performance and Accountability, Portfolio Services, Facilities, Strategy and Operations, the Office of the Chief Auditor, and individual schools were identified, and a project charter was created and signed off by members of Cabinet, to outline the scope, deliverables, and other fundamental aspects of the project.

The identified stakeholders were brought together by SIM to better define the problem and determine potential solutions. A group meeting was held at the B-Stock Warehouse on 11/27/18 to address this, and from the discovery produced a set of recommendations and project plan created to carry them out. The project plan assigned priority level, general time horizon, start dates, end dates, and responsible parties to each recommendation to ensure completion in a timely manner. Additional meetings were held with individual stakeholders identified above for purposes of further discovery. This included a meeting with equivalent departments at Palm Beach County Public Schools on 2/1/19. However, due to other critical District priorities at that time, the project was put on hold until 7/1/19.

### **Current Status**

Currently, the project has now resumed and meetings have been scheduled to conduct additional discovery as part of the Lean Six Sigma methodology. SIM has been working closely with the Office of the Chief Auditor in the facilitation of the project work.

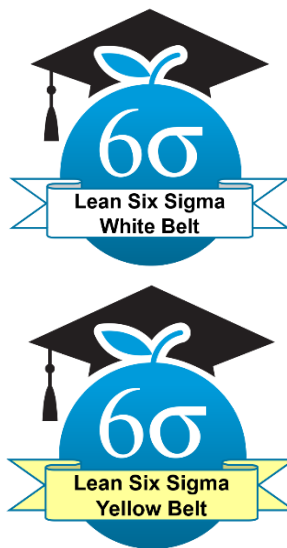
## E. Deliverables – Lean Six Sigma

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

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

These workshops included both White Belt or Yellow Belt certifications. Lean Six Sigma is recognized as a tool for operational efficiency as well as an enterprise-wide business strategy with direct bottom line impact. As a quality enhancement framework, Lean Six Sigma focuses on continuous improvement strategies and tactics to eliminate waste, reduce variance, increase productivity, and achieve breakthrough results in business excellence. The overall objective for the Lean Six Sigma workshops has been to equip District

Figure 70. Lean Six Sigma Certification Badges



employees with industry-proven philosophies for streamlining business processes, enhancing customer service, implementing and tracking process improvement projects, and transforming culture.

Lean Six Sigma White Belt Workshops have been held on the following dates: 3/20/18, 7/30/18, 10/15/18, 1/14/19, 4/11/19, and 6/25/19. Additionally, SIM has hosted one two-day Lean Six Sigma Yellow Belt Boot Camp, from 6/26/19 to 6/27/19. As of the conclusion of these workshops, 526 District staff have been certified as Lean Six Sigma White Belts, while 43 District staff have been certified as Lean Six Sigma Yellow Belts.

Staff interest in the workshops has been considerable – SIM maintains a waiting list of participants for each workshop which has had more names than the numbers of spaces available in the subsequent workshops. Additionally, when each of the workshops are advertised through the BCPS Alert system, these workshops typically fill within 15 minutes of the release of the alert. Next school year, SIM plans to offer these workshops to students as a pilot program at Northeast, Stranahan, and Western high schools, in partnership with the Career, Technical, Adult, and Community Education department.

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

The benefits to the participants and to the District of these workshops have been remarkable, in both qualitative and quantitative terms. Below are reflections from five different participants representing both District and school-based staff:

"Lean Six Sigma has helped me to create processes, organize my schedule and eliminate unnecessary steps in processes."

"...Used Lean Six sigma principles to reduce the amount of mistakes that take place through running various operational processes."

"Since earning my White Belt through Lean Six Sigma, I have learned how to prioritize the tasks that are more important and eliminate unnecessary tasks. By utilizing the principles and/or tools of Lean Six Sigma my processing time is significantly lower and I have less defects or errors in my work."

"...Changed several of our day to day operations using learned techniques to create more efficient and effective results."

"Processes and procedures were adjusted from a checklist to a flow chart. This allowed us to identify bottleneck areas and reduce waste."

Quantitatively, the benefits of these workshops were measured by feedback from a Reflections Survey distributed to each of the participants of the workshops within six months of the workshop dates. At this time, this survey has been distributed to participants in the first 4 referenced workshops (up through 1/14/19), totaling 244 participants. Of these, 175 responded. The survey requested participants to estimate the number of hours per week they saved as a result of implementing the principles of Lean Six Sigma in their professional and personal lives. SIM then determined the midpoint of the annual salary band of each participant and converted this figure to their hourly rate, to determine the respective financial value of their time savings. This assumes that every employee generates at least as much value as the amount they are paid. While such a retrospective survey has some limitations, it gives us a sense of the potential scale and impact of our program.

As such, employees reported the time savings they obtained individually on a weekly basis, and some reported time saved within their organizational units. The participants collectively reported saving approximately 1,400 hours of time per week at work, equating to approximately 8 hours per week per participant. With an average salary band midpoint of \$37.92 per hour, this equated to weekly value add of approximately \$52,700, or \$1.37M over the 6-month period captured by the survey respondents. Extrapolated to a full fiscal year period and including the full set of 569 participants in any of the aforementioned workshops (assuming similar time savings of participants who have not yet completed a Reflections Survey), the added value from time savings is likely close to \$8.9M.

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

Finally, SIM also worked with the Finance department this past year to be set up with the capacity to serve as a revenue-generating center for the District in the future, by opening up the Lean Six Sigma workshops to community members and business professionals for a fee. The revenue in turn can be used to help fund 2024 Strategic Plan Initiatives and process improvement projects across the District.



Payroll staff participating in the Payroll Process Improvement Project Kickoff Meeting in September 2018.

## F. Deliverables – Broward Benchmarking Report

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

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

There are many limitations to CGCS’s KPI reporting. For example, the data is over one-year old when it is published. Nevertheless, it is the best available source for a wide array of public school district KPIs. Member districts share demographic characteristics but often differ in funding and organizational setup which could impact KPIs dramatically. Thus, for any benchmark to provide a useful reference, it is important to understand the context behind the KPIs that are reported. If accurately reported, member district KPIs provide reasonable and useful benchmarks.

In the past, the *Broward Benchmarking Report* has included two components: a PowerPoint Executive Summary report with context and analysis and an Excel file that includes the measures. As a result of resource constraints, however, this year SIM limited the report to an enhanced Excel-based master file containing the KPIs, trend data, best quartile rankings, and comparisons to other large Florida districts. The enhancements focused on providing hyperlinks to support easier navigation through the extensive workbook, but leaves analysis of the data up to report users.

### The Council of Great City Schools Reporting Process

In the past, individual departments responded independently to CGCS surveys through which raw data is collected from member districts. In 2018/19, SIM centralized the process such that it now provides a single point of contact for BCPS and CGCS staff with regard to the collection and reporting of Broward’s data. In that manner, SIM can ensure that both the operational and academic data that are provided are accurate and on-time.

Under the new centralized approach—implemented over a period of 12 weeks—SIM observed that several departments were not well-operationalized to collect the requested data, were not using operational data to inform their work, or attached a low priority to providing the requested data. In addition, quality checks around the data that was provided often revealed numerous errors. These observations are consistent with the difficulties SIM has experienced with data requests associated with other projects. Hence, as reflected in the recommendations offered in this report and the “Our Data, Our Tools” Campaign within the District’s 2024 Strategic Plan, there is much opportunity for the District to improve in the area of data governance and use.

## G. Deliverables – Web Tools

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

- A “Stop-Doing” Survey deployed by Portfolio Services to identify ways to free up internal resources;
- A PBL/SEL Implementation tracker used by the RMG Project team to monitor implementation of the initiative;
- A Dyslexia Screener, to help the Exceptional Students Learning and Support department promote awareness of dyslexia and associated intervention solutions;
- A Safer Spaces compliance tracker for schools to report their compliance in delineating safer spaces in all classrooms;
- An RMG Student Activity Log to record the services provided to students by Community Liaisons and ESE Specialists placed at select schools;
- A Lean Six Sigma White Belt Online Exam;
- A Lean Six Sigma White Belt Workshop Reflections Survey;
- A Lean Six Sigma Yellow Belt Online Exam;
- The 2024 Strategic Plan Change Request Form;
- The SIM Service Request Form; and
- A SIM Customer Service Survey.

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

## H. Deliverables – Professional Learning and Collaboration

### American Productivity and Quality Center (APQC) Conference

Select members of the SIM Team attended the American Productivity and Quality Center (APQC) Conference from 10/3/18-10/5/18 in Houston, TX. This conference brought together professionals from a variety of industries to share best practices in process and performance management. SIM identified with the recommended best practices in these areas, particularly in the context of our Performance Management frameworks, Process Improvement Projects, and 2024 Strategic Plan development.

### The Council of the Great City Schools (CGCS) Conference

Select members of the SIM Team also attended the Council of the Great City Schools (CGCS) Conference from 10/24/18-10/26/18 in Baltimore, MD. This conference brought together professionals from 74 of the largest city school districts in the United States and Canada, serving approximately 7.8 million students in aggregate. From this conference, SIM identified with the recommended best practices across many areas of district administration, including strategic planning, stakeholder engagement, and professional development.

### "Rising Up" District Convening

Select members of the SIM Team visited Palm Beach County Public Schools for their annual "Rising Up" District Convening from 10/29/18-10/30/18 in West Palm Beach, FL. In this capacity, SIM partnered with the Office of School Performance and Accountability (OSPA) to share our 2024 Strategic Plan development process and Strategic Initiative Management framework with professionals from several Florida school districts. The purpose of the conference was to share best practices in school district leadership and student achievement. From this conference, SIM identified with the recommended best practices in school turnaround, strategic plan development and stakeholder engagement.

### Professional Development Received

- One SIM team member volunteered as a member of the Building Emergency Response Team (BERT) to assist staff on the 12th Floor of the KCW Wright Administration building in responding to emergency situations. This staff member also obtained CPR/AED certification on 10/23/18, and developed an Emergency Evacuation Plan for the 12th Floor. This plan is now under review and consideration for building-wide adoption by the department of Risk Management.
- One SIM team member completed SchoolWires web content management recertification, as well as Technical Liaison Contact (TLC) training.
- Three SIM team members advanced their Lean Six Sigma knowledge from the White Belt to Yellow Belt level, by participating in the two-day Lean Six Sigma Yellow Belt Boot Camp and passing the corresponding certification exam.
- Two SIM team members participated in the District's Leadership Development Program.
- One SIM team member serves as an adjunct professor for process mapping in the adult education program at Broward College.
- One SIM team member was asked by APQC to submit a proposal to speak at next year's conference on how BCPS uses Lean Six Sigma for process improvement; that proposal was submitted and accepted.

- One SIM team member continues to serve on the Board of Directors for Tomorrow’s Rainbow, a non-profit partner to the District in our ongoing recovery efforts.
- The SIM leadership team served as presenters on strategic planning and process improvement at the 2018 Continuous Improvement Conference at Broward College. This event helped to raise money for student scholarships.
- SIM partnered with the new Chief Education Office for City of Fort Lauderdale, to ensure alignment of the City’s strategic plan metrics with the District’s.
- SIM engaged in multiple knowledge sharing sessions with our counterparts at the Palm Beach School District, including orienting them to our framework for strategic planning, accountability, and process improvement. We also hosted them as guest participants in one of our Lean Six Sigma White Belt Workshops.
- One SIM team member is an adjunct instructor in Florida Atlantic University’s PROPEL Program teaching Education Research Methods and Statistics courses to Broward County Public Schools instructional staff striving to become school-based administrators.



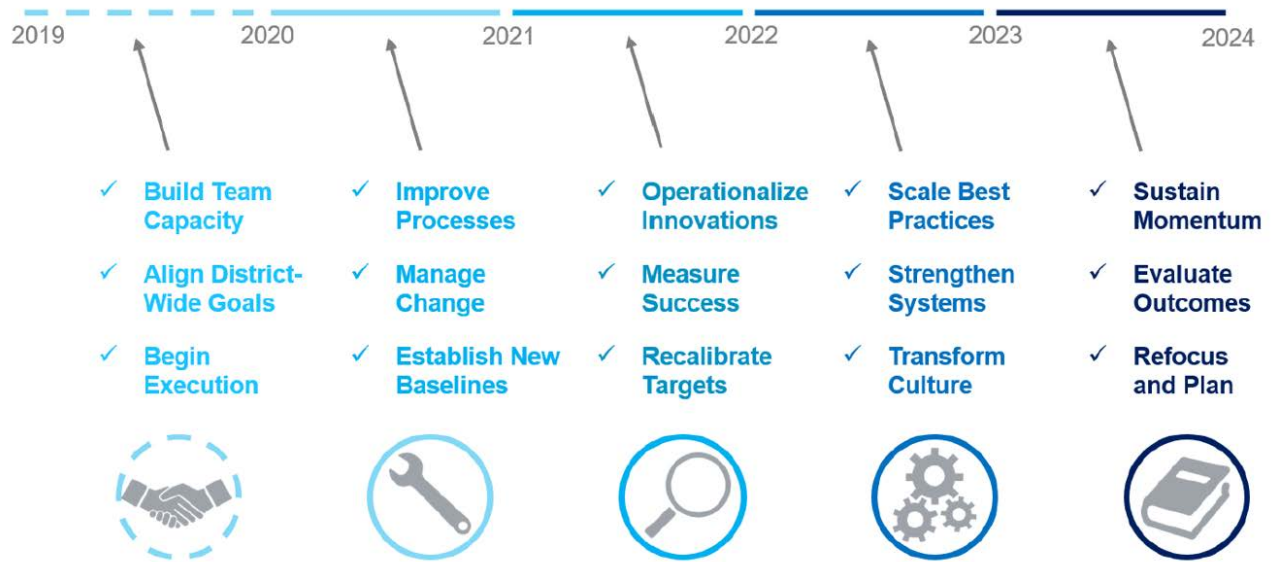
## IV. Conclusions

The conclusions presented in this report are associated primarily with those initiatives and services on which the work of the SIM team concentrated most heavily. A convergence of interactions, observations, quantitative and qualitative data around the District's strategic Initiatives leads us to the following conclusions:

1. **HQI Initiatives with well-defined solutions, plainly delineated roles and responsibilities, and clear lead and lag measures advanced closer to their Targets than those that did not.** With the Early Literacy initiative, those attributes were evident *prior* to (or very soon after) official project launch. Thus, the amount of time needed to initiate the work streams and plan the work (~ three months) was significantly reduced, while the implementation of it was accelerated. Where those attributes were less apparent, a full year or more has been needed for planning.
2. **Dedicated project coordination matters.** In its first full year of implementation, the RMG initiative introduced four models for how schools deliver problem- and project-based learning (PBL) and social and emotional learning (SEL). With a mix of delivery models, professional learning providers, funding sources, and grant requirements, the RMG initiative has benefited from dedicated project coordination, which has proven critical for (a) maintaining project coherence and (b) reinforcing a culture of accountability across work-streams. Similarly, a SIM resource was task assigned to provide full-time project coordination to the Office of Safety, Security, and Emergency Preparedness (OSSEP). That support was instrumental for helping OSSEP ramp up its organization and organize its work.
3. **Structural constraints around professional learning are limiting the reach of all HQI Initiatives.** Professional learning is a critical element across all HQI work streams, with improvements in instructional practice at the heart of the instructional core for driving improved student performance. Nevertheless, teachers have limited time for professional learning, and funding issues have curbed the delivery of it.
4. **District staff are eager to learn about process improvement and project management.** Capitalizing on their interest and individual growth will require an organizational culture that supports them, with a system-wide focus on process improvements, better inter-departmental communication and coordination, and strong leadership with shared priorities.
5. **The regular use, collection, analysis, and reporting of data remains uneven across departments.** Data silos, various structured and unstructured data formats, unreliable methods for data collection, and sporadic or infrequent reporting intervals reveal a need for better systems of accountability and cultural reinforcements. In some cases, the data used by departments is not aligned with industry-standard measures as defined by the Council of the Great City Schools (CGCS). In sum, better discipline and culture around data and its use is needed to ensure the District's ability to embrace the **D**efine, **M**easure, **A**nalyze, **I**mprove, and **C**ontrol (DMAIC) framework for project management.

These conclusions informed the 2024 Strategic Plan before it was finalized. Over the next five years, they will inform the initiation, planning, implementation, and control of the 19 Initiatives set forth in the plan as each is launched. See figure below for implementation timeline illustrating the maturity cycle for the Initiatives.

Figure 71. Implementation Timeline of Strategic Initiatives



## V. References

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## VI. Appendix

### Appendix A – SIM Menu of Services

#### **Board Workshop Development**

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

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

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

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

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

#### **Performance Management Reviews**

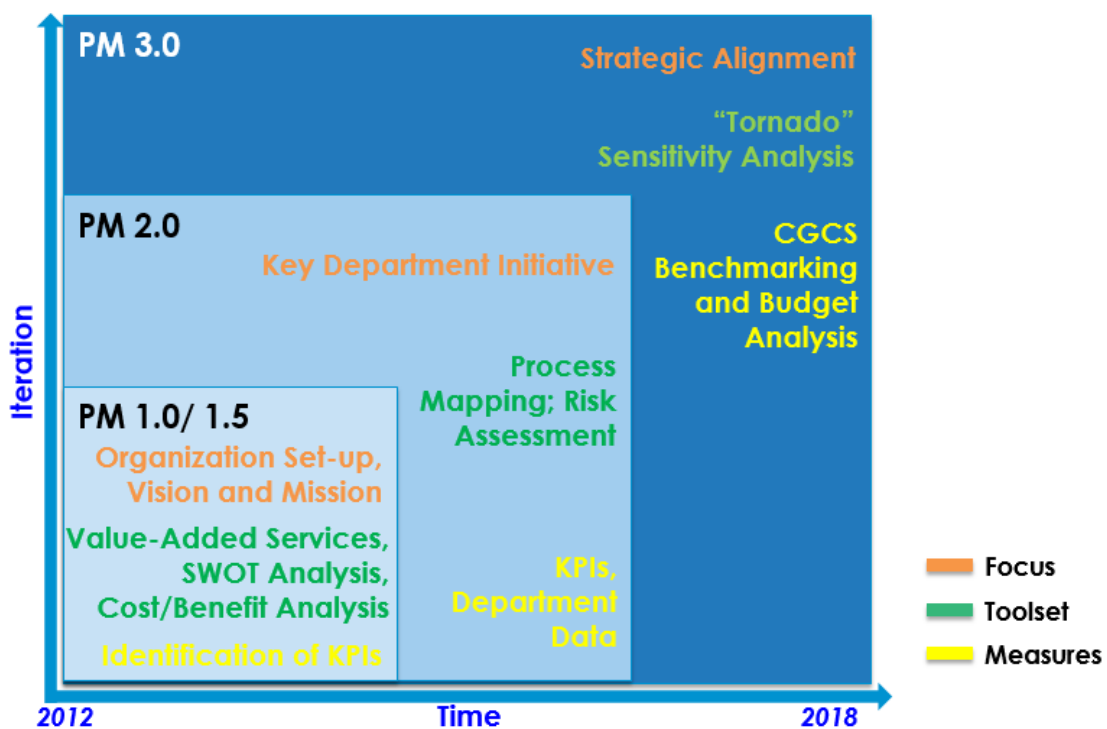
District departments occasionally request or are requested to participate in a Performance Management (PM) Review. The requests reflect an interest on behalf of the Superintendent, Senior Leadership Team, School Board Member, or other stakeholder to receive an update on the value-added services provided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

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

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

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

During the 2017/18 school year, Performance Management 3.0 was launched. The third generation of PM at BCPS builds upon the focus and toolsets of prior generations<sup>12</sup>, thereby expanding the repertoire of familiar management approaches available to District departments as they adapt to meet growing or new demands on their core business (see figure below). Specifically, PM 3.0 introduced a Tornado Analysis, a construct that is useful for understanding which factors are the most important to the decisions, risks, or problems at hand. The tornado visualization can help departments set priorities and allocate resources where they are most likely to have an impact on overall performance. The exercise also helps set District performance expectations by identifying those factors over which a department may have limited influence. For example, a natural disaster over which there is no control can dramatically affect costs (or revenue, participation, etc.) that calculate into a department’s KPIs.



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

<sup>12</sup> Examples of tools used in PM 1.0, 1.5, and 2.0 include SWOT Analyses, Cost/Benefit Analyses, Project Plans, and Process Maps.

ensuring that the action items are properly addressed in a timely way. Departments are encouraged to communicate their progress on action items through Board Workshops, staff meetings, Principal meetings, memoranda, and/or other vehicles.

### Execution and Accountability Sessions

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

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

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

### Data Analysis and Interpretation

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

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

- |                                   |                           |                              |
|-----------------------------------|---------------------------|------------------------------|
| • T-Test                          | • Repeated Measures ANOVA | • Mann-Whitney Test          |
| • Paired T-Test                   | • Factor Analysis         | • Kruskal-Wallis Test        |
| • Chi-Square Test                 | • Cluster Analysis        | • Wilcoxon Signed-Ranks Test |
| • ANOVA                           | • Linear Regression       | • McNemar’s Test             |
| • ANCOVA                          | • Logistic Regression     | • Friedman’s Test            |
| • MANOVA                          | • Correlation             | • Survival Analysis          |
| • Hierarchical<br>Linear Modeling | • Ghosh Model             |                              |

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

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

### **Benchmarking**

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

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

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

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

### **Project Plan Development**

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

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

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

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

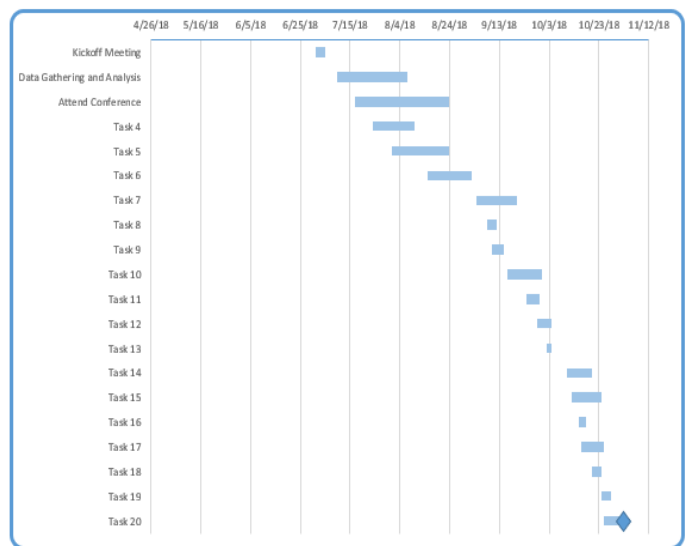


### Project Plan

< Insert Project Title >

Project Managers: < Insert Names of Project Managers >

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



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

### Process Improvement Projects

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

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

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



## Strategic Consultations

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

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

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

## Value-Added Services

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B – Early Literacy Essential Elements Rubric

Essential Elements Quality Assurance Literacy Conversation 2018-2019

School Name \_\_\_\_\_

Date \_\_\_\_\_

Was Reading Instruction Occurring During this Visit? Yes \_\_\_\_\_ No \_\_\_\_\_

<u>Deliverable</u>	<u>Task</u>	<u>Look For(s)</u>	<u>Essential Elements</u>	<u>Look For Rubric</u>
1	Develop protocol with 4-point scoring rubric for observing literacy environment, social-emotional development, and relationships in Birth to Grade 3	<p>1. Print Rich Environment</p> <p>2. Positive interactions between Adults and Students as well as Between the Students Themselves</p>	<p>1a. There is a wide-variety of print/digital materials (books, anchor charts, maps, menus, etc.) and writing materials located throughout the classroom</p> <p>1b. There is evidence and usage of alphabetic and multisensory materials (alphabet charts, alphabet puzzles, magnetic letters, classroom labels, etc.) throughout the classroom</p> <p>1c. There is a designated reading area stocked with books and other print materials representing a range of difficulties, topics, and genres</p> <p>1d. There is a designated area for whole-group and small-group class meetings</p> <p>2a. Adults and students utilize respectful language (please, thank you, etc.), appear interested in spending time with each other, and there is evidence of enthusiasm, such as smiling and laughter</p> <p>2b. The adults consistently respond to students' needs, and effectively address students' problems and concerns</p> <p>2c. Children are provided opportunities to be autonomous and lead</p> <p>2d. Adults are flexible in their plans allowing for students' interests</p> <p>2e. There are many opportunities for student talk and expression</p>	<p>0. <b>Not Observed</b> - This was not the focus of the visit</p> <p>1. <b>No Evidence</b> - None of the Essential Elements are in place</p> <p>2. <b>Emerging</b> – Some of the Essential Elements are in place</p> <p>3. <b>Evident</b>-most of the Essential Elements are in place</p> <p>4. <b>Accomplished</b>- all of the Essential Elements are in place</p>



## Essential Elements Quality Assurance Literacy Conversation 2018-2019

School Name \_\_\_\_\_

Date \_\_\_\_\_

Was Reading Instruction Occurring During this Visit? Yes \_\_\_\_\_ No \_\_\_\_\_

Deliverable	Task	Look For(s)	Essential Elements	Look For Rubric
		<p>5. Guided Reading Small Group</p> <p>6. Independent Reading</p>	<p>5a. Text is carefully selected at the student's instructional level and meets the needs of the students in the group.</p> <p>5b. Each student in the group has a copy of the same text in hand</p> <p>5c. There is evidence of extensive student interaction with the text as teacher facilitates/coaches students through the reading process.</p> <p>5d. Based on ongoing observation and assessment (anecdotal notes/running records, etc.), groups are flexible and dynamic</p> <p>5e. Teachers have access to a centralized, leveled, schoolwide book room</p> <p>5f. Teachers give informal assessments based on the standard that was covered</p> <p>6a. Teacher provides opportunities for independent reading with a purpose</p> <p>6b. The classroom library is inviting and organized by topics, genres, authors that are culturally relevant</p> <p>6c. Students choose books based on interest</p> <p>6d. The teacher confers with individual students during independent reading</p>	
3	Develop teacher/student observation protocol with 4-point scoring rubric on balanced literacy practice informed by an analysis	7. Benchmark Assessment System Results Status Check	<p>7a. School follows the BAS Progress Monitoring Calendar and is current with the posting of their BAS data in BASIS</p> <p>7b. Teachers use BAS data results and the Literacy continuum to select goals when planning for guided reading, interactive read aloud, shared reading, and independent reading</p>	<p>0. Not Observed - This was not the focus of the visit</p> <p>1. No Evidence - None of the Essential Elements are in place</p>

## Essential Elements Quality Assurance Literacy Conversation 2018-2019

School Name \_\_\_\_\_

Date \_\_\_\_\_

Was Reading Instruction Occurring During this Visit? Yes \_\_\_\_\_ No \_\_\_\_\_

<u>Deliverable</u>	<u>Task</u>	<u>Look For(s)</u>	<u>Essential Elements</u>	<u>Look For Rubric</u>
	of student performance trends (Analysis & Action)		<p>7c. The Literacy Leadership Team reviews the BAS dashboard each assessment period to monitor the overall progress of subgroups by grade level and to determine support needed for teachers/students</p> <p>7d. Literacy Teams use BAS qualitative and quantitative results as part of the Collaborative Problem Solving Team conversations</p>	<p>2. <b>Emerging</b> – Some of the Essential Elements are in place</p> <p>3. <b>Evident</b>-most of the Essential Elements are in place</p> <p>4. <b>Accomplished</b>- all of the Essential Elements are in place</p>
4	Develop teacher/student observation protocol with 4-point scoring rubric on balanced literacy practice driven by needed MTSS/RtI interventions (Analysis & Action)	8. MTSS/RtI Status Check	<p>8a. Students with substantial reading deficiencies, who scored two or more levels below expectation on the BAS in any of the assessment periods will be supported following the guidelines outlined in the K-12 Reading Plan Elementary Decision Tree</p> <p>8b. Students identified with a substantial reading deficiency receive Tier 2 targeted intervention and/or Tier 3 intensive intervention based on identified needs utilizing specific interventions for each tier</p> <p>8c. A PMP and a specific action plan is generated and monitored for all students who struggle in ELA</p> <p>8d. Students with a substantial reading deficiency not making progress towards grade level expectations plans:</p> <ol style="list-style-type: none"> <li>1. Receive a CPST Referral</li> <li>2. Complete an initial review</li> <li>3. Receive support developed based on students' needs implemented with fidelity</li> <li>4. Have their progress monitored</li> <li>5. Have all records documented in the District's comprehensive data system (BASIS)</li> </ol>	<p>0. <b>Not Observed</b> - This was not the focus of the visit</p> <p>1. <b>No Evidence</b> - None of the Essential Elements are in place</p> <p>2. <b>Emerging</b> – Some of the Essential Elements are in place</p> <p>3. <b>Evident</b>-most of the Essential Elements are in place</p> <p>4. <b>Accomplished</b>- all of the Essential Elements are in place</p>

## Essential Elements Quality Assurance Literacy Conversation 2018-2019

School Name \_\_\_\_\_

Date \_\_\_\_\_

Was Reading Instruction Occurring During this Visit? Yes \_\_\_\_\_ No \_\_\_\_\_

<u>Deliverable</u>	<u>Task</u>	<u>Look For(s)</u>	<u>Essential Elements</u>	<u>Look For Rubric</u>
			8e. There is evidence of identified students receiving interventions in the classroom and/or with an interventionist beyond the Literacy block	
5	Develop principal/teacher observation protocol with 4-point scoring rubric on balanced literacy practice driven by the Fountas & Pinnell Literacy Continuum, PLC engagement, analysis of school-level trend data, embedding literacy development across subject areas, and deploying appropriate teacher-level MTSS/RtI Instruction and interventions (Analysis & Action)	9. Balanced Literacy PLC Integration Status Check	9a. The frequency of the PLC Meetings is sufficient to meet the needs of the teachers 9b. The Literacy Continuum is incorporated into the PLC to inform literacy instruction 9c. Student work and/or BAS data results are continuously used to inform and design the planning of PLC's 9d. The team reviews the Standards and components of Balanced Literacy to guide instruction 9e. Universal, Tier 1 practices exist that identify learning standards and expectations that include strategies addressing integrated common student needs, linked to Tier 1 instruction 9f. On a continual basis, integrated data-based problem solving for students occurs across content areas, grade levels, and tiers 9g. Data are used to identify the difference between expected and current student outcomes to identify appropriate tiers of instruction and intervention 9h. Data sources are used to evaluate the implementation and impact of MTSS	0. <b>Not Observed</b> - This was not the focus of the visit 1. <b>No Evidence</b> - None of the Essential Elements are in place 2. <b>Emerging</b> – Some of the Essential Elements are in place 3. <b>Evident</b> -most of the Essential Elements are in place 4. <b>Accomplished</b> - all of the Essential Elements are in place

## Appendix C – Allgn Summer Camp Participation

Table 27 below displays the number and percent of students from 2018 Allgn summer camp by site and how many ultimately enrolled in one of the ten CFB schools in 2019.

Table 27  
2018 Allgn Camp Participants Who Attended a CFB School in 2018/19

Allgn Camp Site		2019 CFB School Enrollment		
		No	Yes	Total
Apollo MS	<i>n</i>	12	101	113
	%	10.6	89.4	100.0
Everglades HS	<i>n</i>	141	11	152
	%	92.8	7.2	100.0
Ft. Lauderdale HS	<i>n</i>	74	78	152
	%	48.7	51.3	100.0
Piper HS	<i>n</i>	131	15	146
	%	89.7	10.3	100.0
South Plantation HS	<i>n</i>	60	29	89
	%	67.4	32.6	100.0
Total	<i>n</i>	418	234	652
	%	64.1	35.9	100.0

Table 28 below displays the number and percent of students by Allgn camp site and 2018/19 grade level.

Table 28  
2018 Allgn Camp Participants by 2018/19 Grade Level

Allgn Camp Site		Grade Level								Total
		02*	06	07	08	09	10	11	30	
Apollo MS	<i>n</i>	0	57	25	24	5	2	0	0	113
	%	0.0	50.4	22.1	21.2	4.4	1.8	0.0	0.0	100.0
Everglades HS	<i>n</i>	0	63	30	21	24	14	0	0	152
	%	0.0	41.4	19.7	13.8	15.8	9.2	0.0	0.0	100.0
Ft. Lauderdale HS	<i>n</i>	0	41	21	26	43	17	4	0	152
	%	0.0	27.0	13.8	17.1	28.3	11.2	2.6	0.0	100.0
Piper HS	<i>n</i>	1	59	40	34	10	1	0	1	146
	%	.7	40.4	27.4	23.3	6.8	.7	0.0	.7	100.0
South Plantation HS	<i>n</i>	0	29	23	20	13	4	0	0	89
	%	0.0	32.6	25.8	22.5	14.6	4.5	0.0	0.0	100.0
Total	<i>n</i>	1	249	139	125	95	38	4	1	652
	%	.2	38.2	21.3	19.2	14.6	5.8	.6	.2	100.0

Note. \*Includes one overage for grade student (DOB=2006).

Table 29 below displays summer camp participation by gender and race/ethnicity for each camp site.



Table 29  
2018 Allgn Camp Participants by Gender and Race/Ethnicity

Allgn Camp Site		Gender		Race/Ethnicity						Total
		F	M	Asian	Black	Hispanic	Multi	Native	White	
Apollo MS	<i>n</i>	49	64	6	64	28	1	1	13	113
	%	43.4	56.6	5.3	56.6	24.8	.9	.9	11.5	100.0
Everglades HS	<i>n</i>	74	78	12	80	41	1	1	17	152
	%	48.7	51.3	7.9	52.6	27.0	.7	.7	11.2	100.0
Ft. Lauderdale HS	<i>n</i>	81	71	3	88	25	5	0	31	152
	%	53.3	46.7	2.0	57.9	16.4	3.3	0.0	20.4	100.0
Piper HS	<i>n</i>	74	72	2	103	17	7	1	16	146
	%	50.7	49.3	1.4	70.5	11.6	4.8	.7	11.0	100.0
South Plantation HS	<i>n</i>	43	46	3	29	31	4	0	22	89
	%	48.3	51.7	3.4	32.6	34.8	4.5	0.0	24.7	100.0
Total	<i>n</i>	321	331	26	364	142	18	3	99	652
	%	49.2	50.8	4.0	55.8	21.8	2.8	.5	15.2	100.0

Table 30 below summarizes summer camp participation by FRL status, LEP status, and ESE status, respectively.

Table 30  
2018 Allgn Camp Participants by Free or Reduced Lunch, English Language Learner, and Exceptional Student Education Status

Allgn Camp Site		FRL Status		ELL Status		ESE Status		Total
		NonFRL	FRL	NonELL	ELL	NonESE	ESE	
Apollo MS	<i>n</i>	36	77	110	3	101	12	113
	%	31.9	68.1	97.3	2.7	89.4	10.6	100.0
Everglades HS	<i>n</i>	81	71	145	7	131	21	152
	%	53.3	46.7	95.4	4.6	86.2	13.8	100.0
Ft. Lauderdale HS	<i>n</i>	59	93	151	1	138	14	152
	%	38.8	61.2	99.3	.7	90.8	9.2	100.0
Piper HS	<i>n</i>	55	91	145	1	133	13	146
	%	37.7	62.3	99.3	.7	91.1	8.9	100.0
South Plantation HS	<i>n</i>	42	47	87	2	78	11	89
	%	47.2	52.8	97.8	2.2	87.6	12.4	100.0
Total	<i>n</i>	273	379	638	14	581	71	652
	%	41.9	58.1	97.9	2.1	89.1	10.9	100.0

Table 31 displays the number and percent of students for each Allgn camp site by FSA Reading Achievement Levels and FSA Math Achievement Levels, respectively.

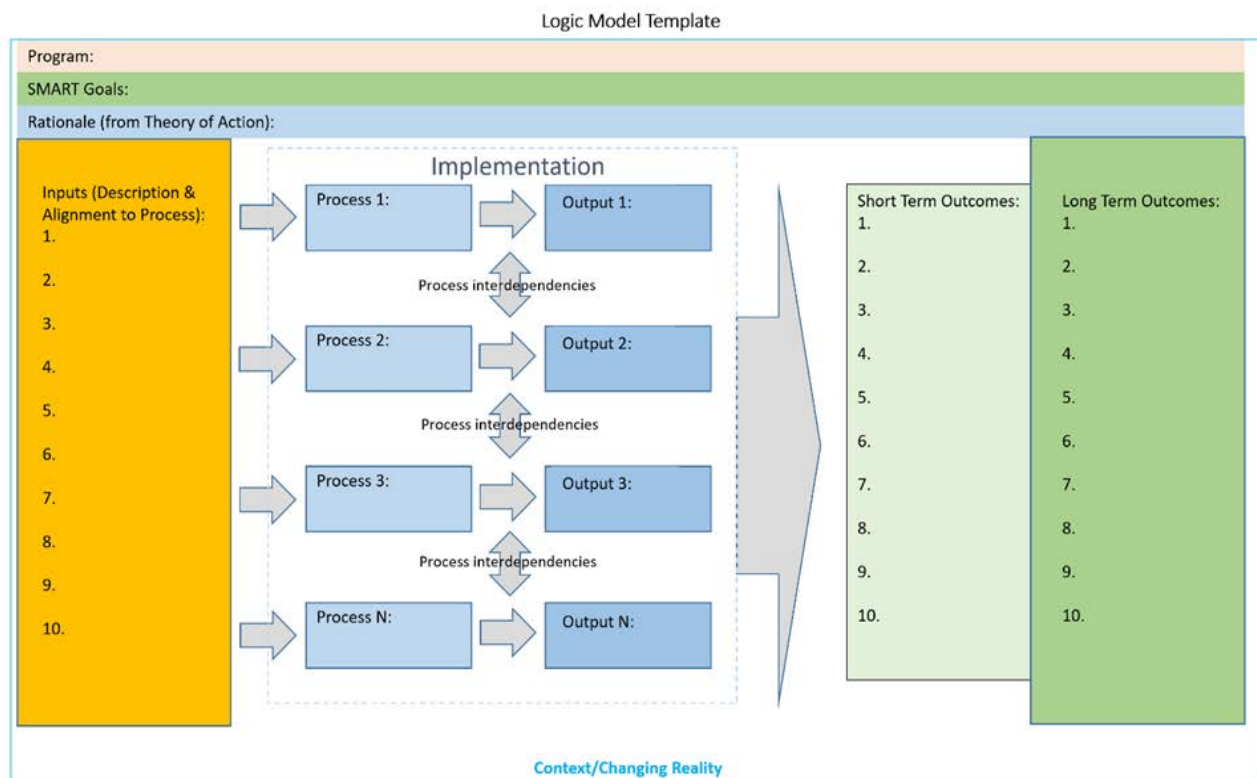
Table 31  
 2018 ALIgn Camp Participants by Prior-Year FSA Performance

ALIgn Camp Site		FSA Reading Levels			FSA Math Levels		
		1-2	3-5	Total	1-2	3-5	Total
Apollo MS	<i>n</i>	43	69	112	39	72	111
	%	38.4	61.6	100.0	35.1	64.9	100.0
Everglades HS	<i>n</i>	45	105	150	34	111	145
	%	30.0	70.0	100.0	23.4	76.6	100.0
Ft. Lauderdale HS	<i>n</i>	29	115	144	21	120	141
	%	20.1	79.9	100.0	14.9	85.1	100.0
Piper HS	<i>n</i>	53	90	143	46	98	144
	%	37.1	62.9	100.0	31.9	68.1	100.0
South Plantation HS	<i>n</i>	31	57	88	30	57	87
	%	35.2	64.8	100.0	34.5	65.5	100.0
Total	<i>n</i>	201	436	637	170	458	628
	%	31.6	68.4	100.0	27.1	72.9	100.0

In summary, review of these data revealed that the ALIgn Camp reached a range of students beyond those originally targeted within the RMG context, include students other than those making the transition from fifth to sixth grade and students well into the high school level. Also the participants included students that attended middle school across the implementation models and was not restricted to the CFB model.

## Appendix D – Sample Logic Model

A **Logic Model** translates the Theory of Action into operationally-defined processes with specific outputs. The Logic Model specifies the **inputs** (resources such as materials, personnel, technology, etc.), **processes** (e.g., curriculum, data analytics, professional learning, etc.) that use those resources that result in **outputs** or deliverables (e.g., documentation of implementation, number of percent completed). Each process has a rationale for its necessity to achieve the desired **outcome(s)** (i.e., measures like test scores or behavior that is the focus of the program for change). Interdependencies, as well as temporal contingencies, among processes must be identified. Measurable data are derived from each of the process outputs in the form of leading indicators and from the short- and long-term outcomes which provide measures of impact. Successful completion of the Logic Model yields operationally-defined processes and measures that will be examined in subsequent evaluation analysis and reporting. All Logic Models include inputs, processes, outputs, and outcomes; however, the logic models format are customized to the particular program needs. Below is an example of a Logic Model template.



## Appendix E – List of Acronyms

<b>ACCESS:</b> Assessing Comprehensive and Communication in English State-to-State	<b>MTSS:</b> Multi-Tiered System of Supports
<b>AFC:</b> Association of Florida Colleges	<b>NDL:</b> Non-Dual Language
<b>AP:</b> Administration Period	<b>OM.e:</b> Outcome Metric - Elementary
<b>APQC:</b> American Productivity and Quality Center	<b>OSPA:</b> Office of School Performance and Accountability
<b>BAS:</b> Benchmark Assessment System	<b>PASL:</b> Personalization for Academic and Socio-emotional Learning
<b>BASIS:</b> Behavioral and Academic Support Information System	<b>PBL:</b> Project-Based Learning
<b>BC:</b> Broward College	<b>PD:</b> Professional Development
<b>BCPS:</b> Broward County Public Schools	<b>PDU:</b> Plan Development Update
<b>BIE:</b> Buck Institute for Education	<b>PE:</b> Program Evaluation
<b>BSA:</b> Broward Standards Assessment	<b>PII:</b> Personally Identifiable Information
<b>CCR:</b> College and Career Readiness	<b>PIP:</b> Plan Development Update
<b>CEPR:</b> Center for Education Policy Research	<b>PM:</b> Performance Management
<b>CFB:</b> Community Foundation of Broward	<b>PMP:</b> Progress Monitoring Plan
<b>CGCS:</b> Council of the Great City Schools	<b>POM.e:</b> Process Outcome Metric - Elementary
<b>CI:</b> Continuous Improvement	<b>PPO:</b> Physical Plant Operations
<b>CIC:</b> Continuous Improvement Conference	<b>PRT:</b> Primary Reading Test
<b>CogAT:</b> Cognitive Abilities Test	<b>PWS:</b> Procurement and Warehousing Services
<b>DL:</b> Dual Language	<b>RMG:</b> Reimagining the Middle Grades
<b>EC:</b> Effective Communication	<b>ROCs:</b> Receiver Operator Curves
<b>ELA:</b> English Language Arts	<b>Rtl:</b> Response to Intervention
<b>ELL:</b> English Language Learners	<b>SAR:</b> Student Assessment and Research
<b>ESE:</b> Exceptional Student Education	<b>SBBC:</b> School Board of Broward County, Florida
<b>ESOL:</b> English for Speakers of Other Languages	<b>SEL:</b> Social and Emotional Learning
<b>FLKRS:</b> Florida Kindergarten Readiness Screener	<b>SIM:</b> Strategic Initiative Management
<b>FNS:</b> Food and Nutrition Services	<b>SLA:</b> Service Learning Agreements
<b>FRL:</b> Free or Reduced Lunch	<b>SMART:</b> Safety, Music and Art, Athletics, Renovation, Technology
<b>FSA:</b> Florida Standards Assessment	<b>SMWBE:</b> Small, Minority, Women Business Enterprises
<b>HQI:</b> High-Quality Instruction	<b>STEM:</b> Science, Technology, Engineering, and Math
<b>IO:</b> Initiative Oversight	<b>SP:</b> Strategic Plan
<b>IRB:</b> Institutional Review Board	<b>STFS:</b> Student Transportation and Fleet Services
<b>KPI:</b> Key Performance Indicator	<b>TSG:</b> Teaching Strategies GOLD
<b>MSDHS:</b> Marjory Stoneman Douglas High School	<b>VPK:</b> Voluntary Pre-Kindergarten

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