

BROWARD COUNTY PUBLIC SCHOOLS

THREE-YEAR STRATEGIC PLAN

ESTABLISHED 2012-13

**STRENGTHENING THE
PATHS TO SUCCESS**



CONTENTS

BROWARD COUNTY PUBLIC SCHOOLS

600 SE 3RD AVE
FORT LAUDERDALE, FL 33301
754.321.0000
WWW.BROWARDSCHOOLS.COM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

LAURIE RICH LEVINSON, CHAIR
PATRICIA GOOD, VICE CHAIR
ROBIN BARTLEMAN
ABBY M. FREEDMAN
DONNA P. KORN
KATHERINE M. LEACH
ANN MURRAY
DR. ROSALIND OSGOOD
NORA RUPERT

ROBERT W. RUNCIE SUPERINTENDENT OF SCHOOLS

- 1** MESSAGE FROM THE SUPERINTENDENT
- 4** MESSAGE FROM THE BOARD
- 10** OUR GUIDING TENETS
- 12** OUR PATH TO THE DISTRICT'S STRATEGIC PLAN
- 14** FROM PROFICIENCY TO MASTERY: THE JOURNEY TO GRADUATION WITH CAREER AND COLLEGE READINESS
- 16** PATH TO THE STRATEGIC PLAN: THE PROCESS
- 17** OUR THREE GOALS
- 24** SPECIAL AREAS OF FOCUS
- 28** THE PATH FORWARD

The School Board of Broward County, Florida prohibits any policy or procedure that results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint may call the Executive Director, Benefits & EEO Compliance at 754-321-2150 or Teletype Machine (TTY) 754-321-2158. Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities (EEO) at 754-321-2150 or Teletype Machine (TTY) 754-321-2158. www.browardschools.com



MESSAGE FROM THE SUPERINTENDENT

ROBERT W. RUNCIE



The greatest gift we can give our children is a high-quality education. Our children need to be engaged in a learning process that equips them to deal critically and creatively with life challenges and opportunities, and to contribute toward the transformation of their world. This core value is written into the Constitution of the State of Florida, which promises all children “a uniform, efficient, safe, secure, and high-quality system of free public schools that allow students to obtain a high-quality education.”

Unfortunately, we are not delivering on this promise for all of our children. An honest look at student achievement data reveals that only 35 percent of our young children show up to our kindergarten classrooms prepared for school. As students exit our system on the other end of the K-12 spectrum, we find that only 53 percent are college or career ready. This level of achievement must be considered in the context of the merger of the information technology revolution and globalization that has raised demand for higher-skilled workers. Consequently, we have the dichotomy of millions of open jobs in the country going unfilled while at the same time we are experiencing a persistent and high unemployment rate with tens of millions out of work.

These trends put our children’s future at risk and threaten the competitiveness of our region’s economy. Preserving the status quo or calling for incremental change will only leave our children further behind. We must not let that happen. We need to act quickly and boldly. We must reset our priorities and maintain a relentless focus on improving student achievement. This means that:

- ▶ Every struggling student will get the interventions needed, early in his or her academic career, so that they don’t get left behind
- ▶ Every gifted student will get the rigor and enrichment to excel to new heights
- ▶ Every exceptional needs student will have an appropriate Individual Educational Plan (IEP) and will receive the services he or she needs to reach their potential.

Our students come from more than 170 countries and speak more than 50 languages. We must embrace this diversity by creating opportunities for them to become multilingual, learn tolerance and acceptance of others, and be active global citizens.

We are expanding innovative programs in areas such as STEM (science, technology, engineering, and math), vocational and technical certifications, and the arts. We are also cultivating strategic partnerships with businesses and local colleges and universities to offer unique diploma, degree, and job-ready career paths.

The future of teaching and learning calls for aligning instruction in our classrooms with the 21st-century skills of creativity, collaboration, and communication. Our teachers are at the epicenter of this shift. Student success depends on the collective capacity of our hardworking and committed teachers. Investing in our teachers is an essential priority.

As responsible stewards of taxpayer dollars, we are continuously improving how we run our business operations and making everyone accountable for results. To this end, we are establishing industry best-in-class benchmarks and setting expectations to meet and exceed them. Our goal is to achieve the lowest-cost operations possible while improving the quality of services delivered to our schools. This will result in more money available to spend on our classrooms and reward our teachers.

This is not the superintendent's plan. This is not the school board's plan. This is the community of Broward County's plan for the future of education and our children. I call on everyone to play a role in the transformation of our school system.

Change is never easy. I need your support—parents, taxpayers, community leaders, faith-based institutions, and business leaders—to help me, and our school board, push through the bold changes we need to give your children the best education this country has to offer.

This is a good school district. Let's work together to make it a *great* school district. Let's give our children the gift that will last a lifetime.

Sincerely,

A handwritten signature in black ink that reads "Robert W. Runcie". The signature is written in a cursive, flowing style.

Robert W. Runcie
Superintendent of Schools

“The creation of this narrow and deep strategic plan was a collaborative effort, and **the plan belongs to all of us.** It is essential that we enhance student outcomes and truly transform education together.”

“I am excited about our new strategic plan because **it measures college and career readiness indicators** in addition to graduation rates.”

MESSAGE FROM THE BOARD



THE CREATION OF THIS NARROW AND DEEP STRATEGIC PLAN was a collaborative effort, and the plan belongs to all of us. It is essential that we enhance student outcomes and truly transform education together. The District's culture and priorities are reflected through our focus on the three pillars of high quality instruction, continuous improvement and effective communication. We will maximize operational efficiency, resulting in more resources for our classrooms and students. The Broward County School Board is committed to ensuring that all students receive a high quality education through a world-class curriculum and become well-rounded individuals and productive citizens who achieve their greatest potential.

**Laurie Rich Levinson, Chair
School Board Member - District 6**



I AM EXCITED ABOUT OUR NEW STRATEGIC PLAN because it measures college and career readiness indicators in addition to graduation rates. These indicators will allow us to determine if we are truly preparing our graduating students with the knowledge and experiences needed for success after high school. We also are focusing on all of our students' success, including closing the achievement gap of minority students. Our objectives focus on each level of education from early childhood through high school readiness. We must monitor our students at each stage to ensure that all children, including exceptional and gifted students, are reaching their fullest potential.

**Robin Bartleman
School Board Member - At-Large Seat 9**



A CRITICAL COMPONENT OF A SUCCESSFUL ORGANIZATION IS ONE THAT IS DRIVEN BY A CLEAR VISION AND MISSION. This component has been accomplished with this strategic plan, which focuses on ensuring that every student reaches his or her highest potential. By focusing on the education provided to our children beginning in early education, we prepare them with a continuum of instruction that equips them for college and the workforce. Another key component is that the strategic plan acknowledges the critical aspect of community involvement, as our public education system is only as strong as the community in which it exists. This strategic plan is a starting point, but it will be effective only if it is the driving force behind our educational decisions as well as a living document that is continually revisited..

**Donna P. Korn
School Board Member - At Large Seat 8**

BROWARD COUNTY PUBLIC SCHOOLS IS COMMITTED TO ENSURING EVERY STUDENT REACHES HIS OR HER HIGHEST POTENTIAL, regardless of the challenges that life can bring. As a school system, it is vital we focus our efforts in ensuring all our students have the tools necessary to remain on a successful path to graduation, college and career readiness. A high quality education opens the door to each student's future. Our strategic plan focuses our efforts on high quality instruction, continuous improvement and effective communication. As we embark upon a new path of learning, we must strive to work together to ensure the success of all our students; their future depends on it.

**Patricia Good, Vice Chair
School Board Member - District 2**



WHAT I LIKE ABOUT THE STRATEGIC PLAN IS THE FACT THAT IT FOCUSES ON THREE CRITICAL GOALS which are clear, concise, and attainable. I am excited about each of our core goals. High quality instruction will allow our children to become critical thinkers and develop skills necessary to compete in a global environment. Continuous improvement will substantiate that desired outcomes are being achieved. Effective communication will bridge the gap between students, teachers, administrators and parents so they can work together to create the most conducive academic environment for each individual child.

**Abby M. Freedman
School Board Member - District 4**



I AM HONORED TO HAVE PARTICIPATED IN THE CREATION OF BROWARD COUNTY PUBLIC SCHOOL'S THREE YEAR STRATEGIC PLAN. I feel very confident that the inclusive process that was followed engaged all stakeholders including teachers, staff, parents, community members, students and business leaders.

As a school system, our core business is teaching and learning. I am confident that the goals of providing high quality instruction, making continuous improvement and establishing effective communication are achievable. I look forward to continuing to work with all stakeholders to ensure our goals are achieved so that all students can reach their highest potential.

**Katherine M. Leach
School Board Member - District 3**



MESSAGE FROM THE BOARD



AS AN EDUCATIONAL INSTITUTION, THE DISTRICT WANTS TO MAKE SURE we are providing high quality instruction by keeping our faculty and staff aware of and trained for the latest and most innovative concepts in education. We seek effectiveness and efficiency by making sure we are fiscally sound and maintaining open and clear communication with all stakeholders.

Education is our business, and students, parents and the community are our customers. Overall, we are headed in the right direction to prepare each child in our schools to enter the workforce or to go on to post-secondary education. That is our goal: complete customer satisfaction, which is 100 percent graduation of our students and every child exiting with the ability to compete in a global society.

Ann Murray
School Board Member - District 1



OUR STRATEGIC PLAN IS A SYSTEMIC FRAMEWORK for unleashing the District's potential for learning. It outlines a communal approach to educating, empowering and equipping all children for college, career and community. The effectiveness of this approach will be measured both qualitatively and quantitatively.

Our goals reflect our commitment to CHANGE—an acronym that means Children Have A Need to Grow Everyday. We strongly believe that high quality instruction, continuous improvement and effective communication will prepare all children to succeed in tomorrow's world.

Dr. Rosalind Osgood
School Board Member - District 5



THE DISTRICT'S NEW STRATEGIC PLAN SHOWS THE STRONG VISION AND COMMITMENT needed to serve the community and enhance students' lives by delivering high quality education and affording all students the opportunity to graduate college or career ready, with the skills necessary to move into the global marketplace.

Our goals can be accomplished only with the commitment of our dedicated teachers, staff and professionals, whose focus must be to provide our students with the tools necessary for success each day and to promote a culture of dedication, collaboration and learning. Effective communication is the lynchpin of every successful organization. Making improved communication a critical part of our strategic plan will move our district ever closer to greatness.

Nora Rupert
School Board Member - District 7

***We would like to thank Maureen S. Dinnen and Benjamin J. Williams, past school board members, for their contribution to the Broward County Public Schools Three-Year Strategic Plan.**

“...our core business is teaching and learning.

I am confident that the goals of providing high quality instruction, making continuous improvement and establishing effective communication are achievable.”

“Our goals reflect our commitment to **CHANGE**—an acronym that means **Children Have A Need to Grow Everyday.**”



The diversity and multiculturalism of our **COMMUNITY** is valuable and must be embraced.

67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93



V: MATH



$$2 + 5 =$$

$$3 + 5 =$$



TIMES SQUARE



OUR GUIDING TENETS

OUR VISION STATEMENT vividly describes our ideal environment and outcomes—a picture of the future we want to create. It inspires, energizes, and provides a long-term view that concentrates on the future.

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

OUR VALUES STATEMENT describes what values need to be present for our vision to come to pass, and how our work reflects those values. It drives culture and priorities, and provides a framework in which decisions are made.

OUR VISION

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

OUR MISSION

Broward County Public Schools (BCPS) is committed to educating all students to reach their highest potential.

OUR VALUES

- > All students will learn when their individual needs are met
- > Learning is a lifelong process
- > Every student has a right to a high-quality educational option
- > Engaged families combined with highly effective teachers and school leaders are the core components of a successful school
- > Positive character education is essential to whole child development
- > The diversity of our community is valuable and must be embraced
- > Students must be prepared as innovative thinkers and responsible citizens to compete in a global economy
- > High-quality customer service is a critical component of high-quality education
- > Positive stakeholder involvement enhances student achievement
- > Everyone must be held to the highest ethical standards to achieve excellence
- > Everyone must contribute to and be held accountable for student achievement
- > An equitable education provides all necessary resources to meet student needs
- > All District services must clearly tie to student achievement
- > Respect and dignity are critical, both in and out of the classroom
- > Public education is the foundation of a democratic society
- > It is essential that BCPS develops an informed, engaged, and responsible citizenry

OUR PATH TO THE DISTRICT'S STRATEGIC PLAN

BCPS IS POISED TO BEGIN A NEW ERA IN PUBLIC EDUCATION

that expands upon previous successes while addressing new and outstanding challenges, led by a new superintendent and several new board members. This quest for excellence requires rigorous examination of our practices, developing innovative and sustainable approaches, and engaging in highly effective collaboration among internal and external partners. The road map of this effort will be the new District Strategic Plan. The strategic planning process is comprehensive, yet executed with the sense of urgency that current conditions dictate. Stakeholder engagement, transparency, and accountability will provide the cornerstones for this effort.

PHASE I

BCPS COMPLETED PHASE I OF ITS STRATEGIC PLANNING EARLY IN 2012.

This phase was inward focused, with an emphasis upon reflection on past achievements and struggles, as well as an examination of our core principles that define how BCPS will strategically invest and operate. BCPS recognizes that comprehensive stakeholder engagement is critical to the development and implementation of an effective strategic plan. As such, the decisions made during this phase were informed not only by the superintendent, but also the senior leadership team, and the board. In order to make knowledgeable decisions, the superintendent embarked upon a listening tour, and continues to meet with students, parents, and community members to ensure that their needs and concerns are proactively integrated into the strategic planning process. Likewise, the senior leadership team is actively gathering the insights of BCPS staff. BCPS staff represents our most valued resource and most influential ambassador; therefore, the strategic plan must provide a set of goals and strategies developed and embraced by staff.

PHASE II

DURING PHASE II, BCPS ENGAGED REPRESENTATIVES FROM KEY STAKEHOLDER GROUPS ALONG WITH SUBJECT MATTER EXPERTS AND ORGANIZED THEM INTO DIVERSE STRATEGIC PLANNING WORK GROUPS. They collaboratively developed recommendations for the underlying objectives and strategies for each of the core goals. A large focus group engaged in periodic sessions to gather and review feedback throughout the process. As objectives were finalized, the work moved to defining quantifiable measures for each core goal.



PHASE III

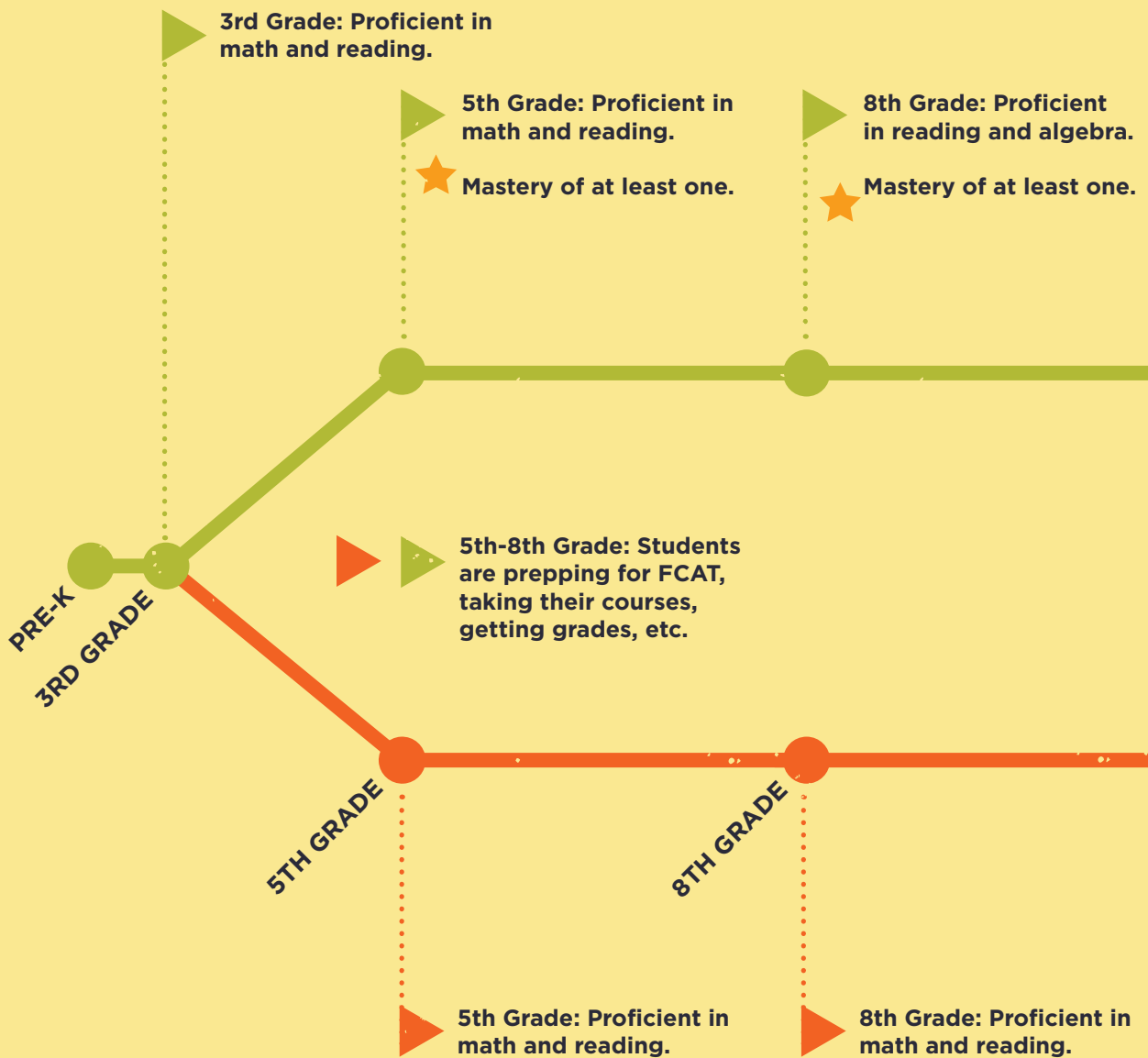
THE FINAL PHASE OF THE STRATEGIC PLANNING PROCESS FOCUSED ON RECONCILING IMPLICATIONS OF THE VARIOUS RECOMMENDATIONS. A draft plan was finalized and BCPS convened more than 300 people utilizing a 21st-century town hall format, which involved:

- > In-depth round table discussions about key strategic issues, led by trained facilitators to keep participants on task and collect recommendations.
- > Real-time reporting and voting—table ideas were submitted using wireless groupware and individuals voted on specific proposals with keypad polling, providing results to participants within minutes and a summary report given to participants and decision makers at session end.

Although this comprehensive strategic planning process was lengthy, it allowed for stakeholder feedback and thorough review of all of the integrated parts of the strategy. The final deliverable is a simplified yet focused strategy.

FROM PROFICIENCY TO MASTERY

The Journey to Graduation with Career and College Readiness

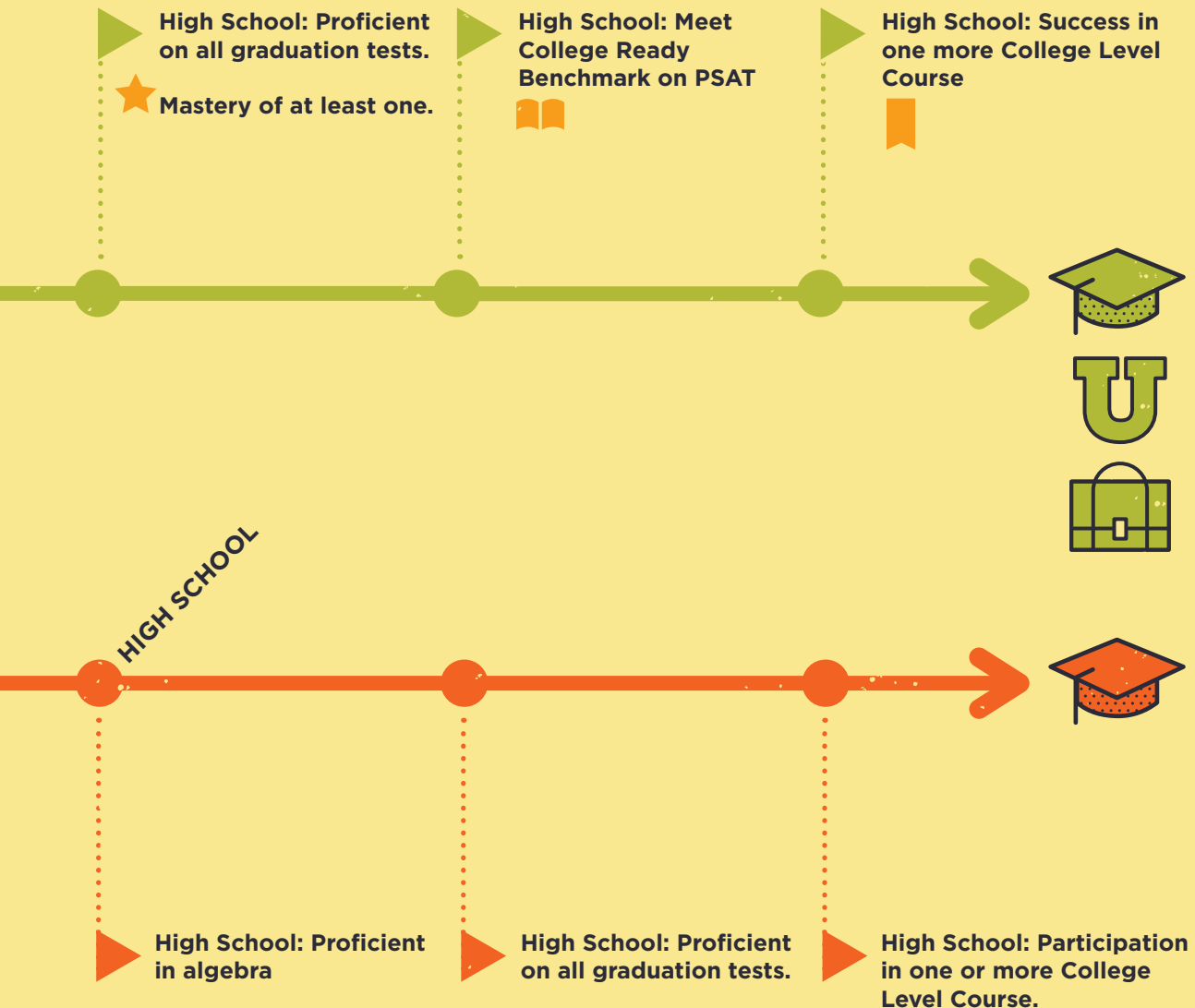


This chart represents benchmarks along the path to college and career readiness and graduation. Does not represent ALL available data.

HOW DO WE STRENGTHEN PATHS THAT NOT ONLY LEAD TO GRADUATION, BUT ALSO PREPARE STUDENTS FOR COLLEGE AND A CAREER?

▶ GRADUATION, COLLEGE AND CAREER READY

▶ GRADUATION, NOT COLLEGE AND CAREER READY



PATH TO THE STRATEGIC PLAN: THE PROCESS



OUR THREE GOALS

1

**High-Quality
Instruction**

2

**Continuous
Improvement**

3

**Effective
Communication**



GOAL 1:

High-Quality Instruction

Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.



The core business of the staff of the Broward County Public Schools is the delivery of high-quality instruction supported by a world-class curriculum and professional learning experiences afforded to our teachers and administrators. The simple definition is that we are looking for rigor, relevance, engagement, and results tied to every lesson. Great instruction isn't everything – it's the only thing.

In a time in which we have become a hyperconnected global society, the lifelong skills that we instill and ingrain in our students are as important as content knowledge. Long gone are the days of preparing students for a defined career ladder – our world is one of multiple paths to careers and jobs that have yet to be imagined.

As we move toward new standards, today's student must demonstrate independence; build strong content knowledge; respond to varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and understand other perspectives and cultures.

It is our mission, our calling, to ensure that every student receives the very best instruction in pursuit of becoming a well-rounded individual that addresses not only his or her academic success but also social-emotional needs that serves as a catalyst to student achievement beyond expectations.



OBJECTIVES AND MEASURES

- > Increase graduates who meet college/career readiness indicators from 67% to 80%
- > Increase four-year graduation rate from 76% to 90%
- > Increase 8th graders proficient (Level 3+) in reading, math, and science from 41% to 57%
- > Increase 5th graders proficient (Level 3+) in reading, math, and science from 43% to 69%
- > Increase in Early Childhood (3rd graders) proficient (Level 3+) in reading and math from 52% to 84%
- > Reduce and eliminate achievement gaps

TACTICS

- > Curriculum rigor
- > Superior teaching capacity
- > Superior principal leadership
- > Data-driven decision-making
- > Proactive intervention and remediation
- > Integration of 21st-century skills
- > Quality educational choice

MULTIPLE ELEMENTS ARE IMPORTANT FOR EFFECTIVE HIGH-QUALITY INSTRUCTION

- > Everyone is involved: All stakeholders are involved in the cultural change that results from the development and implementation of high-quality instruction.
- > Cyclical process: It is a cycle instead of a single goal – the process never ends. Goals are set, evaluated, and refined as new, more challenging goals are created, and the process starts again.
- > Measurable and data-driven: It creates measurable, quantifiable goals that explain how and why we are doing certain things.



These elements are not only important for high-quality instruction but also transcend the core goals of the strategic plan in their importance to continuous improvement and effective communication.

GOAL 2:

Continuous Improvement

Align resources and develop an organized structure that supports operational effectiveness and efficiency to implement the District's priorities focused on improving student achievement and business processes.



Aligning Processes and Practices to Impact Student Outcomes

Over the last few years, the economic downturn and decreasing State funding has resulted in increasing financial pressure to improve the way that Broward County Public Schools are managed, organized, and aligned in a way that exhibits a clearer connection to student outcomes.

As we embark on this task, an opportunity exists to refine measurement tools, increase collaboration, and improve data-driven decision-making. A critical supporting element of our strategy involves the area of continuous improvement. This is a process that constantly evaluates and improves support services in light of their efficiency and effectiveness.

There are numerous definitions for continuous improvement. For our efforts, we believe that Broward County Public Schools must constantly measure the effectiveness of its services and processes to strive for ongoing improvements that satisfy our customers and stakeholders. Therefore, we define continuous improvement as setting clear goals, having ways to measure progress towards those goals, and refining goals and strategies based on those measurements.

OBJECTIVES AND MEASURES

- > 50% of business and support services in top-quartile of performance measurement and benchmarking for K-12 school operations (Council of Great City Schools)
- > Productivity (efficiency) improvements:
 - *2% improved efficiency in administrative, operations, and other non-instructional spending
 - *Plus-or-minus 2% general fund expenditures efficiency (approved budget as a percentage of actual budget)

- > Monitor leading indicators associated with the objectives under high-quality instruction (e.g., attendance, behavior, grades, etc.)
- > Improve environmental and sustainability management in operations and schools

TACTICS

- > Effective business and support services
- > Data-driven decision-making
- > Alignment of activities and goals
- > Effective system of accountability

MULTIPLE ELEMENTS ARE IMPORTANT FOR EFFECTIVE, CONTINUOUS IMPROVEMENT

- > Everyone is involved: All stakeholders are involved in the cultural change that results from the development and implementation of continuous improvement.
- > Cyclical process: It is a cycle instead of a single goal—the process never ends. Goals are set, evaluated, and refined as new, more challenging goals are created, and the process starts again.
- > Measurable and data-driven: It creates measurable, quantifiable goals that explain how and why we are doing certain things.



Continuous Improvement requires collaboration and a change in the District's culture. As we make this commitment, it will require creation of new measures and metrics, and reliance on quality data and information. Below are the objectives and tactics that will help enable our District to evolve and improve in the way we manage, organize, and align our resources to improve student outcomes.

GOAL 3:

Effective Communication

Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, and develop marketing initiatives that will lead to greater understanding and trust among the District, community, and the school board.



To achieve the overarching vision for Broward County Public Schools to “educate today’s students to succeed in tomorrow’s world,” all of our stakeholders—internal and external—must clearly understand our purpose.

All of our communication channels must accommodate and foster an ongoing dialogue on how we can put the vision into action/reality. We need to have honest and relevant discourse about where we’ve been, where we are going, and how we plan to get there. Every student, parent, employee, and community member has a vested interest in the success of Broward County Public Schools.

Families, as well as the greater Broward County community, are vital partners in the success of our students. We cannot do this alone. We will continue the conversations regarding what we can do, collectively, to help our students reach their full potential. It’s important that every member of the community share our vision, understand our challenges, and continue to provide valuable feedback. We won’t be able to deliver high-quality instruction and have continuous improvement if everyone is not aligned toward achieving the ultimate goal of educating today’s students to succeed in tomorrow’s world.

OBJECTIVES AND MEASURES

- > Promote our accomplishments and success through media outlets, our website and social media
- > Share success stories in our school community
- > Create surveys to solicit customer feedback
- > Increase the utility of data with powerful analytics

TACTICS

- > Family and community engagement
- > Student engagement
- > Proactively engaged staff
- > Enriching external partnerships
- > Superior customer service
- > Effective use of technology

MULTIPLE ELEMENTS ARE IMPORTANT FOR EFFECTIVE COMMUNICATION

- > Everyone is involved: All stakeholders are involved in the cultural change that results from the development and implementation of effective communication.
- > Cyclical process: It is a cycle instead of a single goal – the process never ends. Goals are set, evaluated, and refined as new, more challenging goals are created, and the process starts again.
- > Incremental improvement: It is a step-by-step approach. It is not something we do over the course of a week, month, or year and then stop doing because a goal has been achieved.



“A vision is little more than an empty dream until it is widely shared and accepted. Only then does it acquire the force necessary to change an organization and move it in the intended direction.”
—Burt Nanus

Truer and more appropriate words have never been spoken. We all have to actively share the vision to ensure that Broward County Public Schools achieve their goals.

SPECIAL AREAS OF FOCUS

SUPPORT & LEADERSHIP

Exceptional Student Education (ESE) The ESE Department will provide support and leadership to families of students with disabilities by assisting our students in achieving their potential. Additionally, our support staff will work on improving student achievement by designing professional development and by building capacity for school-based staff and administration.

CLOSING THE GAP

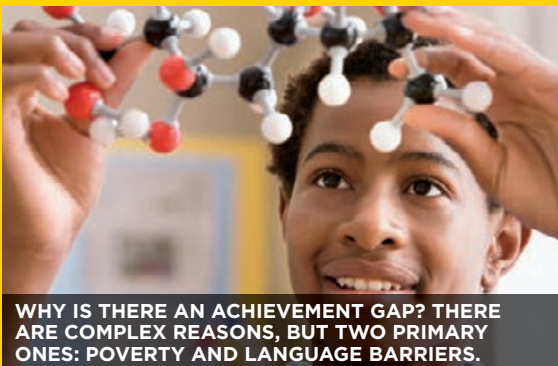
Gifted and Talented Student Initiative One of the key Department of College and Career Readiness initiatives focused on gifted student programs that strive to create students who are independent, passionate learners and critical thinkers who can transfer thinking skills and communicate effectively across disciplines. Recent highlights include the best-attended Gifted and Talented Symposium in the history of the District with over 1,200 principals, teachers, parents, and community members in attendance. The District is continually recognized for being the first in the state to initiate a universal screening process that successfully closes the gap of underrepresentation in demographic subgroups of identified gifted students.

LANGUAGE BARRIERS

English for Speakers of Other Languages (ESOL) Our district continues to grow larger and more diverse, welcoming and providing English language acquisition and rigorous academics to over 34,000 students from 170 different countries that speak over 54 different languages. In its continued endeavor to involve the families of all these students, the ESOL Department, through its Parent Outreach Office, will expand outreach through the addition of Bilingual Community Liaisons to assist these parents in becoming partners in their children's education and prepare them for the college or career paths of their choice.

THE ACHIEVEMENT GAP

Black Males and the Achievement Gap Achievement gaps among different groups of students are prevalent at the local, state, and national levels. To reach the ambitious educational goals that we have set for all of our students in Broward County Public Schools, the District has formed the Black Male Task Force. The work of the task force will focus on the development of plans and processes for addressing Black Male Success (BMS) in Broward County. Initiatives include creating and sustaining infrastructure for success in education, work, and life, and the utilization of existing entities, organizations, and resources for cross-sector collaborative efforts.



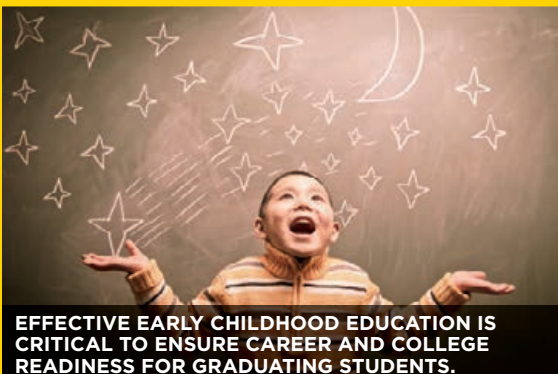
BIRTH TO THIRD GRADE

Early Childhood Education

The role of the Early Childhood Education Department is to provide leadership to support internal and external partners in providing a coherent and quality education program for students from birth to third grade.

To provide a comprehensive and aligned early learning experience, the work of this department will focus on the following:

- > Quality standards/quality educators
- > Early learning collaboration
- > Strong parent engagement
- > Collaboration and alignment with other pre-K programs





We **STRIVE** to create students who are independent individuals, passionate learners and critical thinkers.



The Path Forward

The Sociopolitical Landscape in the Final Year of the Strategic Plan (2014-2015)

The 2014–2015 school year will usher in sweeping reforms in our educational landscape. The transitional period of instruction aligned to both the Next Generation Sunshine State Standards (NGSSS) and the Common Core State Standards (CCSS) for literacy and mathematics comes to end with the administration of the CCSS-aligned, state-mandated assessments from the Partnership for the Assessment of Readiness for College and Careers (PARCC) that will measure student mastery of the new reading, writing, language, speaking, listening, and mathematics standards. To highlight the uncertainty of the implications of these assessments, it is important to note that at the time of publication of this strategic plan, it is unknown whether 10th or 11th grade PARCC assessments will be utilized for high school graduation requirements.

The PARCC assessments will be scheduled for an online administration in grades 3–11. This, in conjunction with the online course requirement for high school graduation and the current state end of course assessments administered online, provides a significant challenge to the District to allocate resources to a 1:1 technology initiative at a time when resources also are needed to provide the assets and professional learning opportunities to our teachers and administrators to support the significant changes in instructional practice required to meet the expectations of the CCSS. Further exacerbating the impact of development and implementation of the new assessments, is the requirement that these assessments be used to determine the student growth portion of the teacher and administrator evaluation systems.

Additionally, the 2014–2015 school year is the first year in which instructional and administrator pay for performance and differentiated pay legislation takes effect for the entire District. This translates into required end of year assessments in every course for students to determine the effectiveness of teachers and administrators. While the state provides some end of course assessments (e.g., Biology, Civics, etc.), the District will likely be responsible for the development and administration of hundreds of assessments for the unique courses offered in our schools (e.g., Web Design, Sociology, and Marine Science). While employees hired prior to July 1, 2014 have the statutory authority to opt into a grandfathered salary schedule, 50 percent of their performance evaluation is based on student growth.

These legislative changes are those that are presently foreseen and scheduled for implementation. As the membership of our elected national, state, and local policymakers changes, so will the social-political context of this strategic plan. Our focus must not waiver—our vision and our mission remain the same. We will provide a world-class education to our students, and they will graduate college and career ready—ready to take on all of the challenges of our hyperconnected and global society.

Technology Enabler

Keeping up with technology is hard for any business, and it is no different for BCPS. Making sure that all schools have state-of-the-art technological resources is critical for the implementation of Common Core: A few observations:

- > Since the 2007–08 school year, the District general technology budget has decreased by 29%.
- > The Capital budget has decreased by 67% during that same timeframe.
- > Although the district has over 90,000 student computers which averages 2.5 students for every computer, the majority of these computers are aging out of warranty and must be replaced.

Going forward, we will need to realign information technology activities and leverage capital funds to invest in infrastructure and computers.

This is a good school district. Let's **WORK TOGETHER TO MAKE IT A GREAT SCHOOL DISTRICT.** Let's give our children the gift that will last a lifetime.





Broward County Public Schools

600 SE 3rd Ave

Fort Lauderdale, FL 33301

754.321.0000

browardschools.com

