



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

Strategic Plan Goal*	Item	Brief Description
HQI.1	Student Success Opportunity Schools (SSOS) Initiative: Consolidated schools/leveraged resources/implemented new programs & services via the implementation of the community driven SSOS initiative.	In 2014-15, the SSOS initiative continues to review and redesign educational opportunities for schools within the school district. Through community meetings and realignment of resources, instructional programs and support structures will be initiated at these schools for the 2015-16 school year. Two additional SSOS schools, Walker Elementary and Park Ridge Elementary were both completely reconstituted including the recruitment and selection of a new administration, a new hiring process for all instructional staff and exemplary educational programs initiated through a partnership with the National Turn Around Arts Model (Walker) and Discovery Education STEM Model (Park Ridge).
HQI.2	Digital 5 and Personalized Learning Initiative	BCPS expanded the personalized learning initiative to 81 schools. These classroom teachers are transitioning to blended, student centered learning to maximize learning outcomes, increase student engagement and citizenship skills. The personalized learning initiative impacts over 8,300 students by providing them with learning tools to use at home and school and allows for collaboration between teachers and students.
HQI.3	Implementation of Digital 6: Mathematics and Language Arts	BCPS's middle schools have "infused" digital tools, resources and instructional strategies within the content areas of English/language arts, mathematics, and intensive reading during the 2014-15 school year.  Using the student laptop carts and teacher laptops, 6 <sup>th</sup> grade English/language arts and mathematics

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		classes and 6 <sup>th</sup> grade intensive reading classes have access to a new digital curriculum aligned to Florida Standards in English/language arts, mathematics, and intensive reading. Three 6 <sup>th</sup> grade mathematics classrooms at each middle school were equipped with interactive projectors to enhance teaching.
HQI.4	Implementation of Digital Infusion 9: Language Arts	BCPS's 9 <sup>th</sup> and 10 <sup>th</sup> grade students, through their English/language arts and intensive reading courses, have access to a laptop for instruction and to the following as part of daily instruction, a new digital curriculum aligned to Florida Standards in English/ language arts and intensive reading.
HQI.5	Digital Developmental Language Arts ESOL-Reading Initiative (Digital DLA)	The Digital Developmental Language Arts ESOL-Reading Initiative (Digital DLA) allows ELLs to control their pace, place and path of instruction by using digital devices and digital curriculum content for communication, collaboration, research, knowledge acquisition, and presentation of learning through assessments. Implementation began in 2014-15 for ten high schools and four middle schools.
HQI.6	Code.org Initiative	As a result of the Code.org initiative, the number of BCPS schools providing computer science courses, curriculum or resources increased from nine schools to 120 schools and is currently impacting more than 11,500 students. BCPS is also the recipient of an \$89,000 National Science Foundation grant to study the impact of introducing computer science in elementary schools on student achievement in mathematics, science and literacy. Computer Science courses will be offered in 100% of the BCPS high schools in 2015-16.

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HQI.7	Computer Science Education Week: Hour of Code	BCPS led the world in 2013 with over 15,000 students participating in the Hour of Code, a national campaign dedicated to expanding computer science programs in schools. In 2014-15, 100% of Broward County Public Schools took part in plugged and unplugged "coding" lessons and activities during National Computer Science Education Week in December 2014. By introducing our students to critical thinking through "coding" early on, BCPS is taking the lead in preparing more students to be the innovators of tomorrow.
HQI.8	JP Morgan Chase Foundation Grant: Enhancements to the LEEO [Linking Education and Employment Outcomes] Program	Secured a \$135,000 grant to support the work of Linking Education and Employment Outcomes, (LEEO). The funds were used to sponsor the LEEO Executive Leadership Symposium in October 2014, summer internship opportunities, technical certification assessments, field experiences directly in the work place, and for continued support of school site projects.
HQI.9	Black Male Success Initiative	BCPS increased the number of identified school-based mentoring programs from 50 to 160 schools. Established school ambassadors for over 175 schools to support the success initiative. BCPS identified over 2,000 overage students and developed a plan to help them get back on track. Academic transition plans were developed for DJJ-court involved students and a re-engagement center for students and families.
HQI.10	SSOS-Promise Neighborhood	The District's Student Support Initiatives Department, anchor agencies across Broward County, and a core group of leaders in the Dillard Innovation Zone, have come together to focus on the issues that bar youth from succeeding in the schools in that community.

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		The effort focuses on prioritizing and coordinating wraparound services offered through education, non-profit, business and government, to improve the educational and developmental outcomes for youth. The 2014-15 implementation includes 27 core agencies working to bring services to the Dillard Zone schools, students and families. Established both a clothing bank and food pantry to provide immediate concrete support to families in the community.
HQI.11	Middle School and High School Debate Expansion	In this, the fourth year of the Broward Debate Initiative, we have expanded to add 15 Middle Schools to the existing 13 Middle Schools and all District High Schools. This initiative is strongly supported by the National Speech and Debate Association, who provides content, membership and monetary support. The coaches of these newly participating schools receive intensive summer training, materials, and funding from the District. Ultimately many of these schools will follow the high school path and attend the tournaments at the University of Florida, Emory, Harvard, and Berkeley.
HQI.12	Chess Initiative	In 2014-15, BCPS in partnership with America's Foundation for Chess (AF4C) has expanded the First Move Program to include all 2nd and 3rd grade students. Through this initiative, BCPS has the largest implementation of scholastic chess in the nation.
HQI.13	Comprehensive Instructional Coach Credentialing Program to Improve High Quality Instruction	In 2014-15, the Coach Credentialing program was expanded and implemented District-wide. The professional learning promotes a knowledge base of common effective coaching strategies and coaching language throughout the District, credentials all school-based instructional coaches, and

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		communicates expectations and responsibilities in improving instruction as a teacher leader. Currently, over 300 instructional coaches are engaged in a rigorous two-year credentialing program funded through the U.S Department of Education, Teacher Incentive Fund grant and the Investing in Innovation (i3) Grant.
HQI.14	First Blended-Learning Technical Magnet High School	In 2014-15, 150 students enrolled in the first blended-learning, technical high school (Sheridan Technical Magnet High School) to take both online and face-to-face courses. Students participate in honors and advanced placement level courses, while preparing for articulation into one of 20 technical programs offered at the technical college. They will graduate with a diploma and an industry certification. Tracks include surgical lab technician, legal administration assistance, culinary, automotive, computer programming and a variety of medical disciplines.
HQI.15	BEST Blueprint	<p>In 2014-15, the BEST Blueprint was launched in all schools. The blueprint is designed to create an organized, systemic process to teaching and learning with coordinated support from the Offices of School Performance and Accountability, Academics, and Talent Development. It consists of the four best practices below that are intended to improve student outcomes at every grade level:</p> <ul style="list-style-type: none"> <li>Identifies the District's expectations for Professional Learning Communities (PLCs) driven by student need utilizing the Curriculum, Assessment, Remediation and Enrichment (CARE) framework.</li> </ul>

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	<ul style="list-style-type: none"><li>• Addresses academic Response to Intervention (RtI) within a Multi-tiered System of Supports (MTSS)</li><li>• Develops and sustains optimal relationships with all stakeholders</li><li>• Focuses on enhancing instructional practices through strategic collaboration among schools within the District and across the state by benchmarking outcomes with schools in specific SES Bands.</li></ul> <p>As an outgrowth of this work, ten representatives from Talent Development, Academics and the Office of School Performance and Accountability attended a week long Standards Institute in Washington D.C. This work has led to enhanced partnerships with New Teacher Center, TNTP, Gates Foundation and the Standards Institute. These partnerships will continue to support the work of Broward County Public Schools in defining a vision of excellent standards based instruction.</p> <p>We have designed professional development around learning goals and performance scales and have scheduled support to be at school sites (98 to-date) beginning 8/4/15.</p> <p>With the Learning Goals and Performance Scales in place, teachers are ready to move to the "Super 7" Elements, where students experience cognitive complexity and student autonomy! This sets the stage for rigor, high quality Tier 1 instruction.</p> <p>Additionally, school social workers regularly participate in the RtI process and MTSS at their</p>
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		assigned schools. This enhances the development of positive relationships among stakeholder groups and enhances collaboration among departments within the District and among outside community agencies.
HQI.16	School Support for Implementation of the Florida Standards: Curriculum, Assessment, Remediation, and Enrichment (CARE) Packages	Developed formative assessments and associated CARE packages aligned to the new Florida reading and mathematics standards for grades 3-12. The goal was to provide teachers with an instructional design framework for instructional, remedial, and enrichment purposes while understanding instructional implications of the new standards. Literacy, Mathematics and Science Instructional Specialists are being deployed to select schools with struggling students to support coaches and teachers with the implementation of the standards.
HQI.17	Broward Reads for the Record	Collaborated with Children's Services Council (CSC) and multiple Broward County partners to coordinate the Broward Reads for the Record Event on October 21, 2014 as part of Jumpstart's National Campaign. This event mobilized children throughout the County to read the same book on the same day in support of Early Childhood Literacy. Through funding from the Children's Services Council, books were provided to 40,000 four and five year olds throughout Broward County. The goal of the program provides a unified effort and building opportunities for home and family literacy connections.
HQI.18	Cambridge International Program at South Broward	In 2014-15, Cambridge was implemented at South Broward High School as an Innovative Program to attract and retain students. The Cambridge Program is an internationally recognized program and offers

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		students courses that lead to the Advanced International Certificate of Education (AICE) diploma.
HQI.19	Middle School Athletics (Flag Football and Volleyball)	Reinstated volleyball and flag football for boys and girls at the middle school level, impacting over 2,600 students.
HQI.20	FDOE Grants for Instructional Leadership and Faculty Development	The District was awarded a grant for \$1M for teacher and administrator professional learning. The grant will be utilized to increase teacher and leader expertise in developing common formative assessments to improve student achievement.
HQI.21	Centers for Excellence Partnership with Florida Atlantic University	Established a partnership with FAU's College of Education to improve pre-service teacher learning in core subject areas (mathematics, science, social studies, English language arts/reading) and improve clinical experiences to better prepare candidates for K-5 classroom success and advanced study.
HQI.22	Network for Teaching Entrepreneurship (NFTE)	Expanded to 13 schools in 2014-15 and provides students in career and technical programs the opportunity to develop business models for competition and scholarship opportunities. Students in this program develop soft skills, financial literacy, and learn how to run a successful business.
HQI.23	Latinos in Action	The District launched an academic program in six high schools focused on supporting Latino students graduating from high school and matriculating into post-secondary education by providing them excellent educational, service, cultural, and leadership opportunities. It is the brainchild of Dr. Jose Enriquez, who works for the White House Initiative on Educational Excellence for Hispanics. The six high schools to pilot this elective course are Cypress Bay,

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		Everglades, Flanagan, Hollywood Hills, McArthur and West Broward High Schools.
HQI.24	Super Testing Sessions in High Schools	Mandated state assessments at the high school level impact a minimum of 20 instructional days each school year. Super Testing Sessions (STS) were designed to devote up to six days to test administrations, thereby significantly reducing the number of instructional days impacted by state assessments. In the 2013-14 school year, 15 high schools participated in the STS. In 2014-15, the number of schools participating in STS increased to 18 schools. Through this assessment model a minimum of 14 instructional days were returned to teachers and students at each of the participating schools.
HQI.25	BCPS Capitol Days	During the 2014-15 school year we planned BCPS Capitol Days. The event took place during the 2015 Florida Legislative Session and 50 Broward County Public School students became student advocates. Leading up to the trip the students participated in "Advocacy 101" classes and learned how laws were created. They brainstormed legislative changes that they would like to make and collaborated with their student colleagues. The preparation led to a two-day Tallahassee trip where students became student advocates discussing issues such as class size and testing. The students attended floor votes, committee meetings and had one-on-one meetings with members of the Florida Legislature. We will continue to provide our students with the opportunity to engage with legislators and learn about Florida politics outside the classroom.

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HQI.26	Legislative Leadership Series	During the 2014-15 school year, we began the Legislative Leadership Series. This event allowed students to meet and discuss issues important to them with members of the Broward Legislative Delegation. These town hall style meetings were held at high schools throughout the school year and took place quarterly. Joining us for the inaugural year was Representative Waldman, Senator Ring, Representative Clarke-Reed and Representative Jones.
HQI.27	W.K. Kellogg Foundation Grant	The District was awarded a \$200,000 grant to strengthen the alignment between early childhood providers and elementary schools in the Dillard Innovation Zone through enhanced principal leadership, quality professional development and family engagement.
HQI.28	Turnaround Arts: Broward	The District was one of five school districts selected by The President's Committee on the Arts and the Humanities (PCAH) to expand its successful Turnaround Arts initiative. The program continues to successfully help turn around low-performing schools, narrow the achievement gap, and increase student engagement through the arts.

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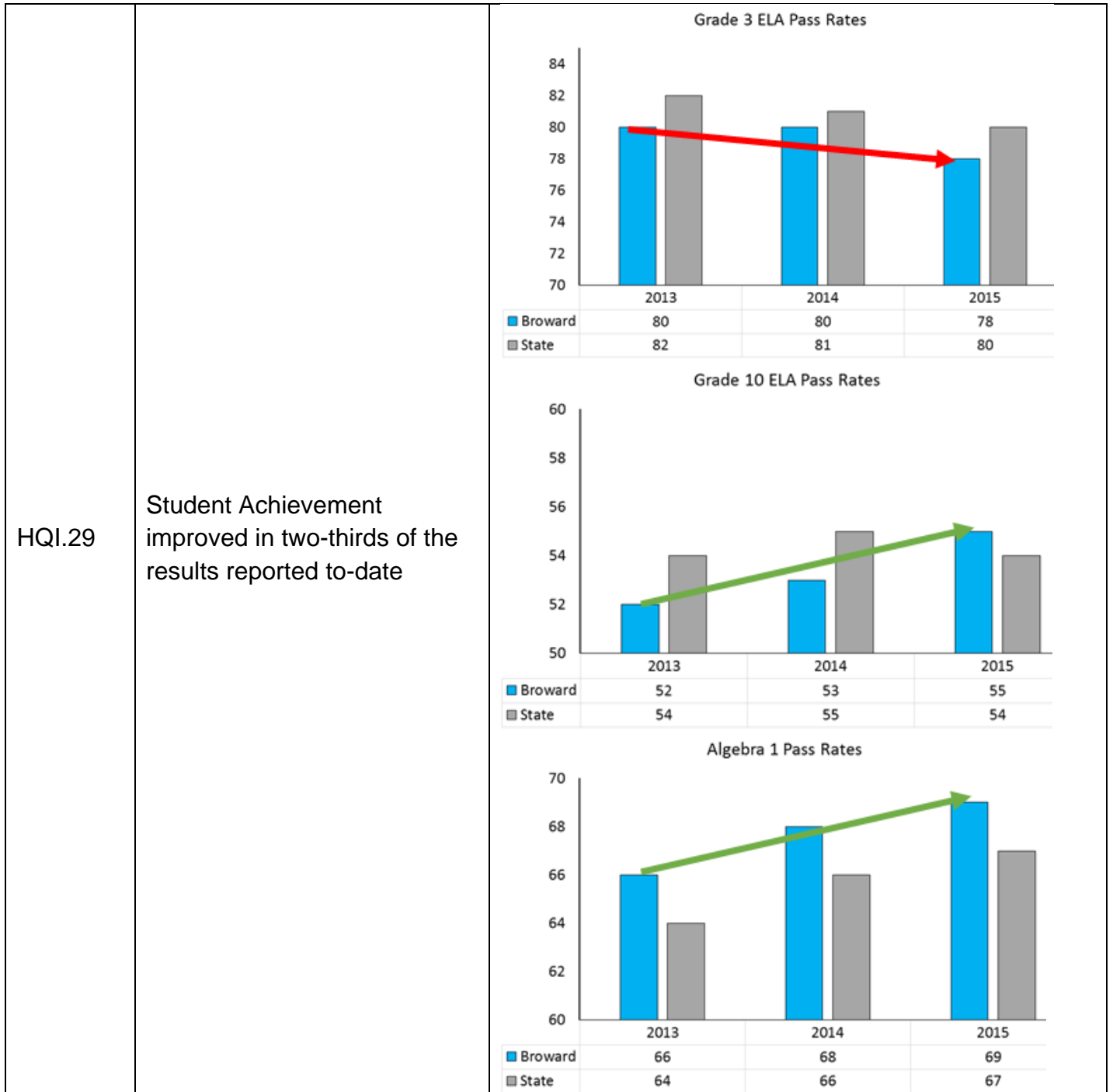
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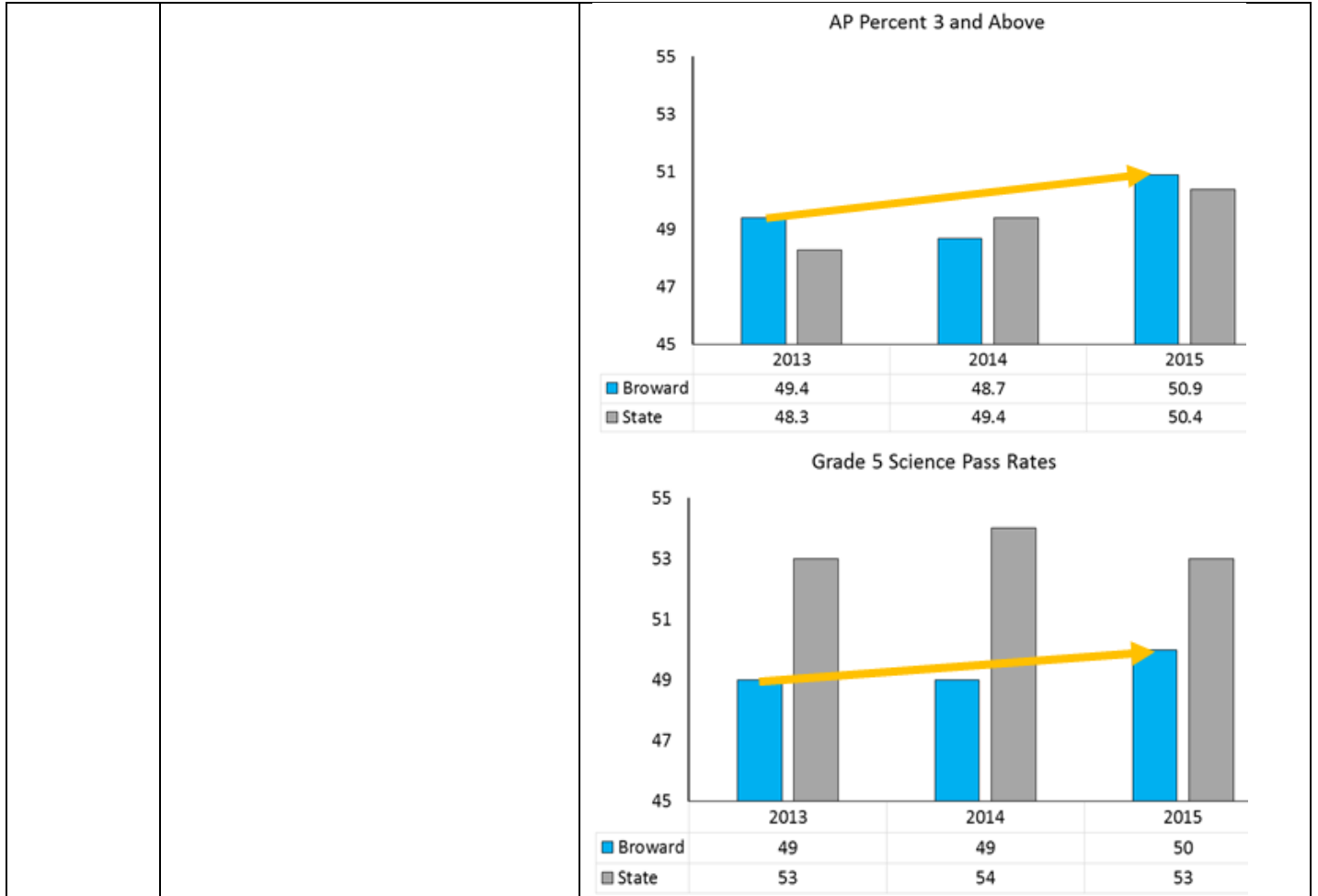
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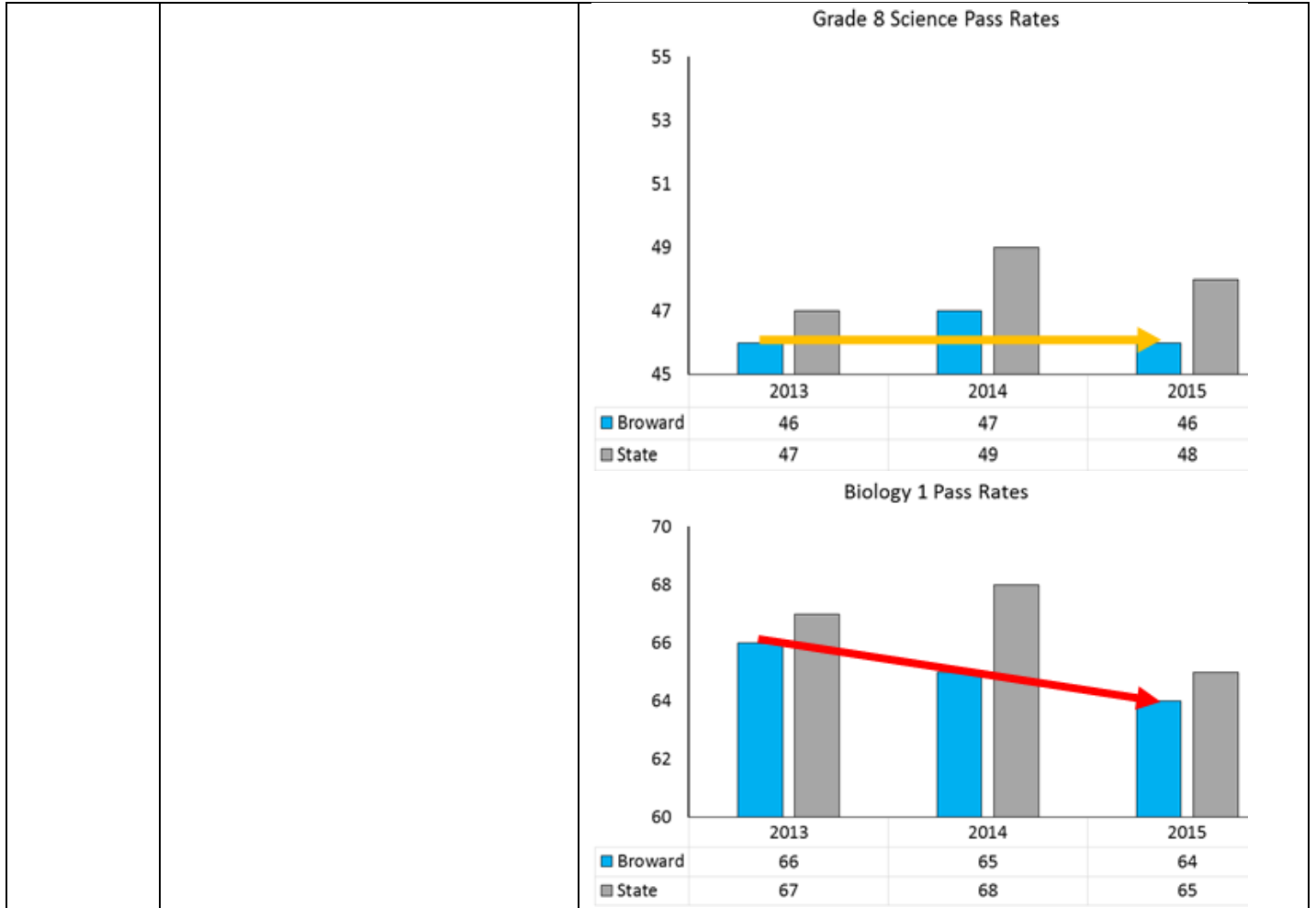
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		<div><p>Civics Pass Rates</p><table><tr><th></th><th>2013</th><th>2014</th><th>2015</th></tr><tr><td>Broward</td><td>NA</td><td>62</td><td>65</td></tr><tr><td>State</td><td></td><td>61</td><td>65</td></tr></table></div> <div><p>US History Pass Rates</p><table><tr><th></th><th>2013</th><th>2014</th><th>2015</th></tr><tr><td>Broward</td><td>NA</td><td>62</td><td>64</td></tr><tr><td>State</td><td></td><td>65</td><td>66</td></tr></table></div>		2013	2014	2015	Broward	NA	62	65	State		61	65		2013	2014	2015	Broward	NA	62	64	State		65	66
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HQI.30	Recently Arrived Immigrant and Youth Grant	The District was awarded the Recently Arrived Immigrant and Youth Grant for the first time in the amount of \$1,184,688.86 to provide services to immigrant students and families.																								
HQI.31	Rally to the Tally for New Floridians	The District provided the opportunity for 300 9 <sup>th</sup> and 10 <sup>th</sup> grade, recently arrived, immigrant students to join forces in Tallahassee to review state laws and policies that impact their lives and communities. Students also had the opportunity to tour the																								

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		University of Central Florida, Florida State University, and the University of Florida.
HQI.32	Dual Language Program Expansion	The Dual Language Program, an educational approach in which students learn two languages in an instructional setting, has expanded to 26 elementary schools for the 2015-16 school year.
HQI.33	White House Initiative for Educational Excellence for Hispanics <i>Sobrepasando METAS Exceeding Goals</i>	The District hosted the Chief of Staff for the White House Initiative for Educational Excellence for Hispanics in February 2015. The visit highlighted the District's focus on increasing educational opportunities and achievements for Hispanic students, English Language Learners, and their families.
HQI.34	Language Enrichment Camps	The District offered before/after school and/or Saturday Title III Language Enrichment Camps for English Language Learners at 80 schools. In addition, Northeast High and McArthur High piloted a Title III Summer Language Enrichment Café for six weeks.
HQI.35	Target Grants for Instructional Resources and Teacher Development	The District was awarded two \$95,000.00 grants (totaling \$190,000.00) for intervention instructional resources and teacher professional learning. The instructional resources are designed for classroom implementation to accelerate the achievement of struggling first grade readers, based on the Reading Recovery model. The professional learning is designed to support teachers and literacy coaches with analyzing formative assessment data to develop and deliver personalized instruction that targets student growth in reading proficiency. This funding impacted 57 elementary schools this year.

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HQI.36	District Literary Fair: An Evening of Poetry and Prose	The District Literary Fair (An Evening of Poetry and Prose) is an annual community event in which the best student writers in grades 6-12 are awarded for their talents across 25 different competitive writing categories. Over 180 awards are given to students at a celebration at the Broward Center for the Performing Arts in an evening that includes poetry and musical performances. The District Literary Fair represents the culmination of a year's worth of writing, competition, and publishing from the students, and serves as a means of acknowledging that hard work and dedication to the community at large.
HQI.37	High School Democracy in Action Initiative	State Congressmen sponsor the Democracy in Action program, initiated by Judge Ari Porth. The Congressmen invite high school students to create an authentic, original bill that may be proposed in the 2016 legislative session. Students may work individually, in groups, or as a class.
HQI.38	History Fair	Based on a theme, middle and high school students use primary and secondary sources to research a topic relating to local, state, national, or international history. Students may create either a website, documentary, exhibit, performance, or historical play to demonstrate their knowledge. District winners' progress on to a state competition and then a national competition. Broward has had the largest participation in the state.
HQI.39	High School Voter Registration Drive	Broward County Public School partners with the Broward County Supervisor of Elections (SOE) Office to implement a high school Voter Registration Drive each year to register between 8,000 and 10,000 students. The SOE has started to register faculty and

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		school stakeholders at select school locations across the district.
HQI.40	High School Student Awareness Day	The Holocaust Documentation and Education Center's Student Awareness Day prejudice reduction program for 9 <sup>th</sup> -12 <sup>th</sup> grade students consists of lectures given by prominent educators, survivors, and historians on the history of the Holocaust, its ramifications, and implications for today. Survivors of the Holocaust will share their personal testimony with the students who will be seated at round tables with them throughout the day. The objective of the program is to create a greater understanding and respect for one another, regardless of race, religion, or creed.
HQI.41	HS Florida Law Related Education Mock Trial	Under this new initiative, high school students spend months preparing for a mock trial that is held at the county courthouse where a real judge presides over their case and real attorneys serve as jurors. High school teams work with either a teacher coach or an attorney to help prepare them for the cases.
HQI.42	Carol M. White Physical Education Grant	Broward Schools was awarded the largest Pep Grant in history. The Carol M. White Physical Education Program provides grants to LEAs and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting state standards. The grant amount is \$2.8 million and provides elementary schools with equipment, teacher training, and standards-based

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		curriculum designed to improve Broward Physical Education and combat childhood obesity.
HQI.43	STEM Competitions	<p>Students achieved success at the national level in several STEM competitions: Mu Alpha Theta, First in Math, SECME STEM Olympiad, robotics, Sea Perch, solar and electric vehicle, and rocketry.</p> <p>Manatee Bay Elementary was the first place school in the nation for the third year in the “First in Math” competition. Three Broward schools were ranked in the top 10 nationally.</p>
HQI.44	Local Advanced Placement Credentialing Program (LAPC)	In 2014-15 the Office of Academics in collaboration with Talent Development had over 100 AP teachers participate in LAPC. This program enabled AP teachers to attend a weeklong professional development in their subject area. In addition, these teachers met five times during the school year to share best practices and instructional strategies. This resulted in the District overall AP pass rate increasing from 49% to 51%. The LAPC program will continue to have AP teachers meet and share during the 2015-16 school year.
HQI.45	Confucius Institute	The Confucius Institute at Broward County Schools was highlighted in an opening ceremony at Cypress Bay High School in December 2014. The Confucius Institute has enabled BCPS to reach over 1,200 students in Chinese language instruction. The Confucius Institute at BCPS sponsored a student China summer bridge trip that enabled 17 BCPS students the chance to learn about Chinese culture. The Confucius Institute will expand by exploring

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		cultural exchanges and increasing the number of students exposed to Chinese language.
HQI.46	Fluency Plan within Algebra Blueprint	Nested within the Algebra blueprint, BCPS has developed (Spring 2015) and will launch (Fall 2015) a Fluency Plan to ensure that all students master the mathematics fluency expectations from grades K-8. Products include diagnostics, skills practice, fluency center activities, school-wide fluency events, and a "Back to Basics" campaign to raise community awareness of the importance of math fluency.
HQI.47	Dual Enrollment	BCPS continues to provide students with opportunities to take dual enrollment classes at Broward College, Florida International University, Florida Atlantic University, and the University of Florida. These dual enrollment classes increase the depth of study in a student's major area of interest by offering college credit courses to eligible high school students. Over 12,000 students have taken advantage of dual enrollment opportunities in the last six years.
HQI.48	Engineering Projects in Community Service - EPiCS	BCPS, in partnership with Motorola and Purdue University, has infused EPiCS programs into middle and high schools. EPiCS is a program in which teams of middle and high school teams design, build, and deploy real systems to solve engineering-based problems for local community service and education organizations. Many of these teams were recognized for their efforts in national competitions like e-Cybermission and Regional, and State, Science and Engineering Fairs.

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HQI.49	STEMLearn Institutes	BCPS, in Partnership with the Florida Center for Research in STEM Education (FCR-STEM) has provided educational learning experiences for more than 150 middle and high school science instructional personnel in science content, lesson planning, and curriculum building.
HQI.50	Digital Classroom Solutions (LMS and Content Repository)	<p>BCPS, in conjunction with Gartner, a technology vendor, have taken extensive steps toward the selection of a digital classroom solution to include</p> <p>Over 20 school visits to develop a teacher technology needs assessment</p> <p>Creation of Digital Classroom Solution Capability Model</p> <p>Posting of a Request for Information (RFI)</p> <p>Receipt of Vendor Presentations</p>
HQI.51	IT Bond	The Office of Academics has worked extensively to develop academic device distribution recommendations according to the needs of all core and special programs, as well as those of special populations and in alignment with the Strategic Plan. In addition, Academics collaborated with the Office of Talent Development to Create the IT Bond Professional Development Plan. To date, Academics has met with more than 25 principals to recommend device distribution to best support student needs.
HQI.52	College Fair	Coordinated a national college fair with over 225 postsecondary institutions to provide information to more than 8,500 participants.

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HQI.53	Student Assessment Specialists	Successfully provided leadership in the inaugural year of a new position dedicated to high school assessment administration and data utilization.
HQI.54	Broward College Student Success Mentors	Implemented a pilot program to place Broward College mentors on high school campuses to provide mentoring services to 75 at-risk students and postsecondary advisement for seniors.
HQI.55	FAFSA Completion Initiative	Conducted numerous FAFSA completion events to increase the number of federal financial aid applicants.
HQI.56	New Counselor Support Groups	Initiated new workgroups for new school counselors to the profession or the district.
HQI.57	New District ESOL Counselor	Partnered with ESOL to create a new district-based school counseling position to support school-based staff with serving this student population.
HQI.58	SAT/ACT Special Administrations	Provided leadership to administer a special, school day administration of the SAT and ACT to increase college readiness and graduation rates.
HQI.59	Instructional Materials Policy 6308	State Statute now allows for districts to have more ownership over their own instructional materials policies. The Office of Academics is midway through the process of revising Instructional Materials Policy 6308 to allow for the specific needs of Broward County's teachers and students and support the creation, curation and procurement of resources.
HQI.60	Improved Kindergarten Readiness Outcomes	In Head Start and VPK, between 91% and 97% of students met or exceeded developmental expectations across the developmental domains. The number of students exceeding developmental

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		<p>expectations increased to 47% in Social-Emotional Development, 43% in Literacy, and 37% in Cognition. These students were working well above their expected performance levels going into Kindergarten. At the end of the 2014-15 school year, 30% of Head Start students completed the program already meeting Kindergarten promotion criteria to move to first grade for the second year in a row.</p>
HQI.61	Back To School Health Fair	<p>August 2015: The purpose of this event was to provide health services to the “Dillard Zone” community. The health fair provided these free services, immunizations, hearing, BMI, blood pressure, blood sugar, vision, and scoliosis screenings. Also free physical exams were provided to students. We had 75 vendors of health services with a total of 2,000 participants.</p>
HQI.62	Healthy Food Pantry/ Distribution	<p>2015-16: This ongoing project is to focus on eliminating food insecurity within the “Dillard Zone”, while promoting better health in an innovative fashion. Such as having an onsite Chef to demonstrate healthy meal preparations and provide health eating tips to families, and encouraging parent and student engagement. Students who eat healthy have a higher level of cognitive function, therefore, improving their social and emotional status. In addition, this project serves as an avenue for student volunteerism/community service hours toward high school graduation.</p>

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HQI.63	Partnership Parent & Community Engagement Programming	<p>Collaborated with Broward County libraries, BCPS Early Childhood Office, Literacy Department and United Way of Broward County to deliver parent engagement programming focusing on early learning, avoiding the summer reading slide and strategies for parents to assist their children academically, socially, and emotionally. Events were held at:</p> <p>Jan Moran Collier Center Learning Library</p> <p>Housing Authority of Ft. Lauderdale</p> <p>Northwest Branch Library</p> <p>North Lauderdale Library</p> <p>Southwest Regional Library</p> <p>Lauderdale Lakes Branch Library</p> <p>North Regional/Broward College Library</p> <p>Riverland Library</p> <p>African American Research Library</p> <p>South Regional/Broward College Library</p> <p>West Regional Library</p>
HQI.64	Family Literacy Action Group (FLAG)	<p>Successfully implemented the summer Family Literacy Action Group (FLAG) in conjunction with Early Learning/School Readiness department to reach families of pre-kindergarten students and provide information, support and materials to prepare them to enter pre-k programs.</p>

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Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

HQI.65	Reading Pals Partnership	Supported United Way of Broward County in implementing year three of the Reading Pals mentoring program in 14 elementary schools and early learning centers.
HQI.66	MTL Superintendent's Internship Program	17 students participated in the 2014 MTL Superintendent's Summer Internship Program. During their internship, students created an Attendance PSA. The students were also featured in a video produced by BECON TV that was shown at the Superintendent's Leadership Colloquium.
HQI.67	Re-Engagement Program	230 students who participated in the Re-Engagement Program have received their high school diplomas since the inception of the High School Graduation Initiative Grant. This represents nearly \$30 million being placed back into the local economy.
HQI.68	Resources were realigned to support high school seniors who were at risk for not graduating on schedule.	School social workers (15) were realigned to mentor at risk high school seniors. This resulted 85% of them graduating on time.
HQI.69	Created partnerships with Broward County Juvenile Judges, Department of Juvenile Justice, Department of Children and Family Services, Public Defender's Office, State Attorney's Office, Clerk of the Court and community stakeholders for all juveniles involved in the juvenile justice system in Broward County for the	<p><b>10,135</b> court appearances to assist students with engaging and re-engaging in school</p> <p><b>125</b> provide case management to appropriately place students in school</p> <p><b>120</b> case consultations with parents for school placement and resources.</p> <p><b>100</b> students served at the DJJ Back to School Extravaganza</p> <p><b>54</b> testify as custodian of records with 59% returning to their home school with additional supports, 26%</p>

Strategic Plan Goals  
 High Quality Instruction: HQI  
 Continuous Improvement: CI  
 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

	purpose of lowering juvenile crime while increasing attendance and the graduation rate. This resulted in multiple placements on steering committees, advisory boards, committee memberships, and court appearances with knowledge of ongoing school programs and procedures.	were placed at alternative educational settings and 15% were placed in a Department of Juvenile Justice program.
HQI.70	Provided support services to students returning from out-of-county programs to re-enroll in the most appropriate educational setting, while maintaining a safe school environment. Students who committed a serious crime (murder, attempted murder, kidnapping, arson, home invasion, car-jacking, rape or anything sexually related or involving a firearm) were referred to the Behavior Intervention Committee	<p><b>2</b> contracts negotiated with School Board approval (JAC, BSO Jails)</p> <p><b>3</b> additional contracts pending board approval (Interagency Agreement, Circuit Court, CINS/FINS)</p> <p>Provided access to all Principals, Assistant Principals and Guidance counselors to attend training on the Behavior Intervention Process.</p>
HQI.71	Enrollment	Enrolled 775 students back into a Broward County Public School.
HQI.72	Department of Juvenile Justice Education Programs	25 students have earned a standard diploma, GED or Special Diploma while incarcerated.

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		<p>131 students earned industry certifications while incarcerated</p> <p>570 Broward County Public School students have successfully transitioned back to schools during 2014-15 school year</p> <p>Developed a Re-engagement Office for DJJ youth transitioning back into school called MECCA (Mainstreaming Education for College &amp; Career Advancement. 50 students have used this pilot program to transition back into schools.</p>
HQI.73	Minority Success Initiatives	<p>12 high risk/DJJ involved students earned full scholarships to Broward College.</p> <p>Broward Schools increased its school based mentoring programs from less than 50 identified programs to more than 200 identified programs</p> <p>Facilitated two College &amp; Career Fairs with over 1,000 student participants</p> <p>Coordinated field trips for 1,500 high risk youth to get exposed to the Arts and Historical Figures, meeting and hearing from Oprah Winfrey and Susan Taylor</p>
HQI.74	Agreement between The School Board of Broward County, Florida and Florida Atlantic University	The agreement will provide support, training, curriculum/novels, expert speakers, etc., to schools, teachers and students around the required state mandate for Holocaust Education.
HQI.75	21 <sup>st</sup> Century Grant	Expanded programming to seven new schools; new funding to support schools—approximately \$900,000

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

HQI.76	BOOST Broward Out of School Time Principal Incentive Program	<p>The District BOOST Incentive Program (Broward Out-of-School Time) has successfully played an important role in increasing program quality and student enrollment in our after school programs. In the 2014-15 school-year, the number of students served in quality after school programs has increased by 649 as compared to the previous school year. There has also an overall increase in the number of programs to meet our family's needs, with the biggest increase of 3 added at the middle school level. Through this new and exciting incentive program, BOOST, principals are taking a more active role in the quality of their programs and it shows in the results of the after school programs assessments. The over-arching goals of the BOOST Program were to increase the opportunity for students to stay at school in safe, academically supportive and nurturing environment beyond school hours. With the assistance of an external research company and our own research department, a quality needs assessment tool as well as enrollment and revenue generated by each program created the opportunity for a one time annual bonus to be paid to the principal of each quality after school program. This program has had no financial impact on the district except to create additional positive revenue for each school running a program within their internal school account.</p>
CI.1	General Obligation Bond	<p>On November 4, 2014, a \$800,000,000 General Obligation Bond was overwhelmingly passed by Broward voters. The proceeds of this bond support the District's SMART (Safety, Music/Arts, Athletics, Renovations, Technology) initiative and will be utilized</p>

Strategic Plan Goals  
 High Quality Instruction: HQI  
 Continuous Improvement: CI  
 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		for capital improvements and to purchase technology for teachers and students.
CI.2	Class Size Compliance (CSR) Improvements	Consistently increased CSR compliance from 52.3% in 2011-12, 87.7% in 2012-13, 89.3% in 2013-14, to 90.6% in 2014-15. This represents a 73.2% increase in compliance from 2011-12 levels. For 2014-15, 100% of the District's Schools of Choice were compliant with school-wide average, up 5.4% points from 94.6% in 2013-14. In 2014-15, the District did not incur any CSR financial penalties.
CI.3	Real Estate Transactions: Land Sales	In January 2015, the School Board approved a contract for the sale of a parcel of property resulting in over \$11 million dollars in revenue to the District.
CI.4	Supplier Diversity & Outreach	<p>Of the Florida school districts reviewed, BCPS scored an overall "B" by the NAACP Florida State Conference in its 1<sup>st</sup> Statewide Economic Development Report Card in Florida (<i>BCPS is the only School District that scored a "B"</i>). The Diversity Matters Initiative Survey included three categories: Small and Minority Business Spending, Employment Diversity and Minority Advertising and Marketing.</p> <p>In FY 2014-15, the Supplier Diversity &amp; Outreach Program (SDOP) certified 204 firms as a Minority/Women Business Enterprise (M/WBE) compared to 90 in FY 2013-14 (126% increase). Of the 204 certified firms, 85 were new applications. At the end of FY 2014-15, there were 731 certified M/WBE firms.</p> <p>SDOP launched a successful marketing campaign to increase program visibility, and educate the business community on the M/WBE Program, Contractor Pre-</p>

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC





## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		<p>Qualification, and how to do business with SBBC. SDOP sponsored and partnered a total of 25 events. Program information and assistance was provided to more than 2,200 businesses.</p> <p>In FY 2014-15, SDOP pre-qualified 106 contractors as compared to 87 in FY 2013-14. Of the 106 pre-qualified contractors, 37 were new applications.</p> <p>SBBC Disparity Study is being conducted by Mason Tillman Associates, Ltd. The scope of the study will analyze prime contracts and subcontracts awarded FY July 1, 2008 to June 30, 2013. 90% of the report has been completed.</p>
CI.5	ESE Management Review: Implementation of Improvements	<p>The comprehensive District ESE review is being used to implement program improvements. The ESE Community Task Force was created to develop an action plan to address the Evergreen independent review findings.</p>
CI.6	Business Support Center	<p>The Business Support Center (BSC) provides bookkeeping, facility rental, time keeping and attendance, budgetkeeping, iForm processing, and field trip coordination services to schools and District departments. As of August 4, 2015, the BSC serves 138 schools (including ten high schools) and 22 departments. The BSC has also provided on-site credit card implementation and support to 14 District departments.</p> <p>The Internal Accounts implemented and the BSC maintains the District's online payment system. The online payment system is used to pay for school activities such as field trips, yearbooks, fundraiser's, etc. Since inception of this payment option, there has</p>

Strategic Plan Goals  
 High Quality Instruction: HQI  
 Continuous Improvement: CI  
 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		<p>been a steady increase of online collections. From the onset of the BSC through the current 2015 school year, we have collected; \$10.5M; \$15M; \$18 million dollars respectively.</p> <p>The District continues to experience a reduction in school audit exceptions. The BSC continues to communicate and provide training to both non-BSC and BSC school personnel. As a result, 99.5% of BSC audits completed through January 2015 were exception free.</p>
CI.7	Updated Student Generation Rate (SGR)	The District, in collaboration with Broward County, municipalities, and other community stakeholders, updated the 2007 Student Generation Rate (SGR).
CI.8	Extended Learning Opportunities (ELOP)	The number of schools providing ELOP programs has increased from three in 2014 to 24 in 2015. The ELOP program provides a variety of afterschool programs in dance, chorus, karate, etc. for families.
CI.9	Self-Administered Workers' Compensation Program	<p>The Workers' Compensation Unit just completed its 2<sup>nd</sup> year (first full fiscal year) operating in a self-administered model. Key Performance Indicators (KPI) for the program continue to trend favorably. This includes:</p> <ul style="list-style-type: none"> <li>• Reducing the <i>open claim volume</i> by 24%;</li> <li>• Reducing <i>annual claims cash flow</i> by \$2.4 million in comparison to the 3-year average prior to the transition;</li> <li>• Lowering the District's <i>self-insurance experience modification</i> to 1.14, the lowest in the 10 years of the Criteria Based Model (CBM);</li> </ul>

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		<ul style="list-style-type: none"> <li>• Maintaining a <i>customer satisfaction rating</i> of 97%; and</li> <li>• Reducing the <i>total incurred per net claim at 12 months</i> by nearly \$1,000 per claim in comparison to the two years prior to the transition.</li> </ul>
CI.10	Certificates of Participation (COPs) 2015A and 2015B Refinancing	The District had two successful refinancing of multiple series of COPs with an accrued savings of more than \$50 million (the original estimate was \$14 million in savings).
CI.11	School Resource Officer Agreements	As of the January 21 <sup>st</sup> Board Meeting, all School Resource Officer (SRO) Agreements for the 2014-15 school year have been approved. This process was completed substantially sooner than in previous years. Additionally, the Agreements have now been aligned to the budgetary cycle of the municipalities (October). This will allow for subsequent agreements to be executed in a timely manner, without impact to the beginning of the school year. In fact, many of the agreements that are set to expire in October 2015 were renewed prior to the conclusion of 2014-15.
CI.12	Expansion of Head Start/VPK Extended Day Program	<p>BCPS expanded the Head Start/VPK Extended Day from 12 to 23 classes; full day VPK/Title I classes from two to 18 classes; and full day VPK/Enrichment classes from two to four classes for the 2014-15 school year. Expanded Head Start classes from 80 to 81 to provide alignment from Early Head Start (Infants/Toddlers) through age four at one site. Total Expansion: 30 classes.</p> <p>Implementation of two Head Start/Pre-K ESE Integrated classes (one in the north and one in the</p>

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		south areas of the county) for the 2014-15 school year.
CI.13	Eco-Friendly Buses	BCPS purchased 98 Propane Fueled Buses (Eco-friendly) in May 2014. The purchase supports the "Learn Green, Live Green" Initiative. In December 2014, BCPS received \$195,000 in rebates through the Natural Gas Fuel Fleet Vehicle Rebate Program because of this purchase. Ultimately, this Eco-Friendly Initiative will prove to be more environmentally friendly compared to diesel buses and will save in overall maintenance and fuel expenses. Additionally, BCPS purchased 37 propane buses and 58 clean diesel buses in March 2015.
CI.14	Magnet School Review	Magnet programs were evaluated by an external evaluator, METIS and Associates, to identify highly effective programs and areas needing improvement. The information is guiding the redesign of programs and phase out of lesser effective programs.
CI.15	TNTP/Gates Foundation Continuous Improvement Study	<p>This study will focus on four priority areas for continuous improvement: high-quality standards aligned instruction, effective instructional leadership practices, quality professional development and district systems that better support instruction. This supports the District's strategic plan goals. The Gates Foundation is providing the funding (\$400,000) to TNTP to conduct the study.</p> <p>As an outgrowth of this work, ten representatives from Talent Development, Academics and the Office of School Performance and Accountability attended a week long Standards Institute in Washington D.C. This work has led to enhanced partnerships with New</p>

Strategic Plan Goals  
 High Quality Instruction: HQI  
 Continuous Improvement: CI  
 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		Teacher Center, TNTP, Gates Foundation and the Standards Institute. These partnerships will continue to support the work of Broward County Public Schools in defining a vision of excellent standards based instruction.
CI.16	School Climate Transformation Grant	The District was awarded the School Climate Transformation Grant for \$3.75 million to provide positive behavior support to 17 schools.
CI.17	Project AWARE Grant	The District was awarded the Project AWARE Grant. Award for \$100,000 to provide mental health training to support staff.
CI.18	Mentoring Tomorrow's Leaders	<p>The District received a \$200,000 State grant to expand the Mentoring Tomorrow's Leaders program in Deerfield Beach and Nova High Schools. Both schools in this Minority Male Mentoring Initiative are reaching 200 minority males on their campus in a true peer-to-peer mentoring relationship. Mentors are being mentored by college students attending Broward College.</p> <p>School social workers were highly involved in the implementation of this grant at Boyd Anderson and Plantation High Schools. School social workers also were highly involved in the expansion of MTL at Deerfield Beach High and Nova High.</p>
CI.19	Incentive Program for Resigning/Retiring Teachers	BCPS established an employee incentive program for all teachers providing advance notice of resignations/retirements to maintain continuity of classroom instruction.
CI.20	Labor Relations: Salary Increases	Reached agreements that provide 2.2% salary increases to food services, clerical, clerical-

Strategic Plan Goals  
 High Quality Instruction: HQI  
 Continuous Improvement: CI  
 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		confidential employees, and District-based administrators. Additionally, reached agreement to provide a 2.2% salary increase for eligible school-based administrators on the grandfathered salary schedule and 2.2% for school-based administrators on the Pay for Performance salary schedule who received an Effective rating on their 2013-14 evaluation. School-based administrators on the Pay for Performance salary schedule who received a Highly Effective rating on their 2013-14 evaluation will receive a 2.93% salary increase.
CI.21	Expanded Online Employment Applicant Tracking System	Expanded online employment applications for all instructional personnel by 22% (more than 10,000 instructional applicants).
CI.22	Evaluation and High School Task Forces	The Superintendent established two new joint BCPS and BTU task forces to address the workload and high school schedule and to analyze the teacher evaluation system to reduce the emphasis on assessments and develop multiple measures to assess teacher effectiveness.
CI.23	District Collaborative Charter Compact Grant	Broward is one of three districts in Florida that has been awarded a three-year, \$3 million grant to collaborate and partner with high impact charter school organizations in the implementation of sustainable strategies to ensure that all students, especially those in high need areas, have access to highly effective schools.
CI.24	Design and Implementation of new 2014-15 District Administrator Evaluation:	BCPS developed a new evaluation system for District administrators. All ESMAB employees are using the new system for 2014-15.

Strategic Plan Goals  
 High Quality Instruction: HQI  
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 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

	District Assessment System for Administrators (DASA)	
CI.25	Partnership with City of Parkland to provide funding for school capacity	Successfully negotiated a contract with the City of Parkland to provide up to \$10,981,000 in voluntary funding to enable the construction of permanent capacity additions at schools anticipated to be impacted by approved residential development within the City.
CI.26	Reassignment Application and Notification Process Improved	<p>The general reassignment application was revised to provide parents a greater opportunity to select a school based on available space and hardship need which ultimately reduced the number of Superintendent Hardship Committee hearings. As a result of the change, parents were notified earlier of their reassignment status.</p> <p>The notification process was also improved by notifying parents by email as well as U.S. Mail. This change expedited the registration process at the school level.</p>
CI.27	Sustainability Efforts: State of Florida Green School Award	<p>Through the District partnership with Broward County NatureScape more than \$50,000 was awarded to schools to reward their environmental stewardship.</p> <p>Through a partnership with the Miami Heat, more than \$134,000 in energy savings was realized through the 2014-15 "How Low Can You Go?" challenge. Linda Gancitano, teacher at Driftwood Middle School, was recognized for this effort as a White House Champion of Change for Climate Education.</p>

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		<p>Eight schools partnered as sister schools with Taiwan EPA EcoSchools through partnership with the National Wildlife Federation, with three teachers traveling to Taiwan as part of the exchange program during the summer 2015.</p>
CI.28	<p>Development of Performance Metrics to Monitor the Quality of Board Meeting Agendas and Staff Preparedness</p>	<p>The Superintendent's Office began monitoring information relating to the agenda items submitted for Board approval. This monitoring is intended to improve the quality of agenda items, reduce errors, ensure staff is adequately prepared to answer questions posed by Board Members, and provide information to improve the overall effectiveness and efficiency of Board meetings.</p> <p>Some of the key metrics that are monitored include:</p> <ul style="list-style-type: none"> <li>• Duration of Board Meetings;</li> <li>• Time Associated with the Business of the School Board/Special Presentations/ Public Participation;</li> <li>• Number of Consent Items vs. Open Agenda Items;</li> <li>• Operational Breakdown of Agenda Items;</li> <li>• Quantity and Percentage of Agenda Items Voted Down/Deferred/or Approved without Unanimous Support</li> </ul> <p>An analysis report for the nine meetings monitored since development of the process is attached.</p>
CI.29	<p>Builders' Risk Insurance</p>	<p>The District is modifying its approach to transfer its builders risk exposure associated with its construction program. This approach will conservatively save the District \$2.9 Million over the course of the next five years. This savings is projected to be as high as \$5.3</p>

Strategic Plan Goals  
 High Quality Instruction: HQI  
 Continuous Improvement: CI  
 Effective Communication: EC





## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		Million when comparing the District's rate for premium to those of other south Florida school districts transferring this risk in similar fashion.
CI.28	Wallace Foundation Principal Supervisor Initiative	The role of the principal supervisors in urban districts has shifted from overseeing operational managers to shaping principals' instructional leadership capabilities. Currently, principal supervisors have little training for the job. Recognizing this void in our leadership continuum, the District applied for and was awarded a highly competitive, multi-year grant from The Wallace Foundation to design and implement a principal supervisor preparation program. This experience includes targeted professional learning and support for current and aspiring principal supervisors. The initiative has four goals: 1) changing the position description from compliance to one of support for principals; 2) reducing the number of principals supervisors oversee and planning central-office redesigns; 3) developing lessons about how to change central offices to support principal supervisors; and 4) assessing the effectiveness and effects of these activities across the districts.
CI.29	FLDOE: Digital Learning Support	The District was awarded a grant for \$1,179,380 to increase access to student devices and technology infrastructure as outlined in the Digital Classroom Plan.
CI.30	Grants Administration and Government Programs	Compared to FY 2013-14, the District increased the number of grants requested by 25% and the number of grants awarded by 22% in FY 2014-15.

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

CI.31	Fresh Fruit & Vegetable Program - Grant	14 elementary schools were awarded the United States Department of Agriculture (USDA) Fresh and Vegetable Program grant for SY 2015-16. This grant totals \$393,750, providing students the opportunity to taste fresh fruits and vegetables while learning the value of healthy choices.																
CI.32	Exceeding Broward Education Foundation's development goals	<p>Significantly improved fundraising at BEF last year: In-Kind, Cash, and Total. For the first time, the Cash contribution was greater than the In-Kind contribution. Additionally, one-year changes were all significant double-digit increases over the prior year.</p> <div><p>BEF 3-Year Fundraising Trend</p><table><thead><tr><th></th><th>In-Kind</th><th>Cash</th><th>Total</th></tr></thead><tbody><tr><td>2013 Actual</td><td>\$920,879.00</td><td>\$473,095.00</td><td>\$1,393,974.00</td></tr><tr><td>2014 Actual</td><td>\$1,192,854.00</td><td>\$850,590.00</td><td>\$2,043,444.00</td></tr><tr><td>2015 Actual</td><td>\$1,376,862.00</td><td>\$1,559,392.00</td><td>\$2,936,254.00</td></tr></tbody></table></div>		In-Kind	Cash	Total	2013 Actual	\$920,879.00	\$473,095.00	\$1,393,974.00	2014 Actual	\$1,192,854.00	\$850,590.00	\$2,043,444.00	2015 Actual	\$1,376,862.00	\$1,559,392.00	\$2,936,254.00
	In-Kind	Cash	Total															
2013 Actual	\$920,879.00	\$473,095.00	\$1,393,974.00															
2014 Actual	\$1,192,854.00	\$850,590.00	\$2,043,444.00															
2015 Actual	\$1,376,862.00	\$1,559,392.00	\$2,936,254.00															
CI.33	BECON EBS Channels: Sprint Lease Agreement	The District entered into a lease agreement with Sprint for \$80 million to lease excess capacity on the BECON internal channels.																
CI.34	ELlevation Platform for English Language Learners (ELLs)	BCPS successfully implemented year one of ELlevation as the web-based platform for meeting the instructional, communication, and reporting needs																

### Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		of the ESOL Program across all schools and charter schools.
CI.35	Summer Library Media Program	Broward School Libraries and Title 1 partnered with the Children Services Council and various aftercare providers to staff 11 school media centers with a certified media specialist to support family literacy activities two afternoons per week for five weeks during summer break. Through the program, over 3000 families were provided literacy resources to help students avoid summer learning loss and remain engaged with reading over the summer.
CI.36	Universal Screening	All 2 <sup>nd</sup> grade students are screened for possible Gifted eligibility using the CogAT in March. Based on test results, students who are eligible for Plan B (Low SES and/or ESOL-approximately 500 in 2015) and score high enough on the CogAT screener will have a full evaluation with a school psychologist over the summer. Plan A students who score high enough on the CogAT screener are evaluated in the fall. This universal screening is in place to identify as many gifted students within the District as possible to ensure that we meet their individual needs.
CI.37	South Florida Gifted and Talented Symposium	BCPS in partnership with the Broward County Cultural Division and The Center for the Performing Arts hosts the annual South Florida Gifted and Talented Symposium each fall. Approximately 1200 teachers, administrators, staff and parents attend sessions where they learn about gifted strategies across all

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		content areas as well as how to serve our gifted and talented students social and emotional needs.
CI.38	Gifted Pilot Initiative	BCPS identified all schools with one or less identified gifted students and provided each of those schools with District support to complete necessary consent paperwork, screening and follow up. Twenty schools were identified and over 1,000 students were flagged for screening. District staff screened more than 500 students.
CI.39	SSI Community Mentor Management System	Launched the SSI Community Mentor Management System as a vehicle to increase student access to mentoring opportunities through the identification and listing of vetted community-based mentoring programs.
CI.40	Children's Services Council Committee	Co-chaired a CSC initiated Community Mentoring committee to review best practices in mentoring programming, identify gaps in services and serve as a clearinghouse for the support and identification of community-based mentoring initiatives and programs.
CI.41	Fall 2014 Re-Engagement Fair	MTL partnered with Broward College for the August 2014 Re-Engagement Fair. 321 participants attended, making it the largest turnout in the history of the Fair.
CI.42	Minority Male Mentoring Initiative Grant	The School Board of Broward County (SBBC) secured a \$200,000 Minority Male Mentoring Initiative (MMMI) Grant from the Florida Department of Education to enhance the MTL programs at Deerfield Beach High and Nova High School. The grant supported a partnership between SBBC and Broward College, and allowed program participants the

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		opportunity to interact with college students who served as mentors and role models.
CI.43	MTL 1 <sup>st</sup> Annual Scholarship and Awards Banquet	In May 2015, MTL hosted its 1 <sup>st</sup> Annual Scholarship and Awards Banquet where more than 350 students attended from all MTL high schools. MTL collaborated with the Broward Education Foundation to raise over \$35,000 in scholarship funds for the event.
CI.44	Individual & Family Counseling	<p>796 individual counseling cases opened, 77% improvement in mental health treatment objectives</p> <p>1879 grief intervention cases opened, 94% improvement in MH Treatment objectives</p> <p>839 family counseling cases opened, 68% improvement in Family Functioning Treatment objective</p> <p>87% of students reached academic goals; 85% improved behavior; 77% improved attendance</p> <p>3,514 cases opened in 2014-15 school year</p> <p>Greater than 18,000 counseling hours provided</p>
CI.45	Minority Success Initiatives	Wrote 15 different Grants that address the needs of our most fragile students.
CI.46	Peer Counseling Program	20 peer counseling teachers were nationally certified – 1 <sup>st</sup> district in the state of Florida
CI.47	PROMISE Program	Broward County went from #1 in the state in the number of school-related arrests to 7 <sup>th</sup> from the bottom among all 67 counties in the state of Florida.

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		<p>About 85% (3,811) students committed a PROMISE eligible infraction only once.</p> <p>113% decrease in number of misdemeanor school-related arrests</p> <p>The number of students who committed three or more PROMISE eligible infractions totaled 161 students, which is about 3% of the total overall PROMISE eligible infractions committed by students during the 2014-15 school year.</p> <p>A documentary on the PROMISE program is being filmed by the FUSION TV Network.</p>
CI.48	Above the Influence	<p>In the area of substance abuse prevention, about 4,500 students from 70 schools participated in this year's Above the Influence March and Rally, an increase of over 2,000 students and 40 schools from 2012. In addition, BCPS was recognized for its data reflecting a decrease of 12.5 percentage points for middle schoolers and 10.7 percentage points among high school students, from 2004, in the percentage of students indicating past 30-day alcohol use.</p>
CI.49	PROMISE Program	<p>U.S. Department of Education invited the Superintendent to be one of four speakers on the national summit on Rethinking School Discipline. The PROMISE Program is under review from the Federal government as a model for school districts throughout the nation.</p>
CI.50	School-wide Positive Behavior Plans	<p>100% of schools submitted plans on time for the first time since monitoring began.</p>

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

CI.51	Event Management System	Successfully secured an on-line event management system to align the processes of leasing school facilities in adherence to the Policy 1341 which previously had been done manually. Upon approval by the School Board, the District in January 2015 acquired the Event Management System (EMS), an online tool that allows the District's customers (or potential lessees) to use a standard internet browser to view event schedules, browse school facilities, search for available spaces, and submit requests to lease such spaces through a secure user friendly interface. The EMS has query capabilities for alerts/reminders, and the ability to generate customized reports based on queries. This new system allows for uniform District-wide application of provisions of the Policy, leasing consistency throughout District schools, and the effective collection of fees due for such leases. The implementation of EMS is currently underway, with complete District rollout planned for April 2016.
CI.52	Amendment of Education Mitigation Agreement - City of Coconut Creek	The Education Mitigation Agreement between the School Board, Broward County and the City of Coconut Creek was first entered into in June 2006. The agreement was the result of Broward County Commission's condition for approval of residential units in a designated land/core area of the City where only the development of non-residential were only initially permitted. In 2009, the City requested an amendment to the agreement that the District believed was in conflict with the Interlocal Agreement between the School Board, Broward County and 27 cities (including the City of Coconut Creek), and School Board Policy 1161. Thereafter, a developer

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		<p>who felt he was harmed by the agreement at its then current form filed suit against the School Board, Broward County and the City. However, after years of efforts by all parties, consensus was reached to resolve lingering issues. Subsequently in late 2014, the agreement was amended by all parties and consistent with the consensus, the developer dropped the lawsuit and the matter was finalized in July 2015. The successful resolution of the matter is a major benefit to the District since it would henceforth allow the District to receive over \$6,000,000.00 in development mitigation revenue, and taxes from the future homes that would be constructed in the subject designated area of the City.</p>
CI.53	Additional Revenue	<p>In Fiscal Year 2014-15, the Facility Planning &amp; Real Estate (FP&amp;RE) Department received revenue in the amount of \$2,816,379.45 that was attributed to development review fees (\$162,381.00), voluntary mitigation revenue (\$2,543,154.00), parking fees from the KCW surface parking lot (\$99,100.45), and cost savings (\$11,744.00) related to School Board cadre attorney activities for the Department. These revenue sources were due to initiatives that staff established in the Department a few years ago.</p>
CI.54	Proposed Wall Construction by the Seminole Tribe of Florida	<p>Approximately two and one half years ago, the City of Hollywood informed the School District about plans by the Seminole Tribe of Florida (STOF) to construct a wall around its tribal lands that abutted the District's Quest Center School. Due to the sovereign nature of the STOF, the construction of the wall as originally planned and insisted upon by the STOF would have negatively impacted the Quest Center School due to the provision of land from the School grounds to</p>

Strategic Plan Goals  
 High Quality Instruction: HQI  
 Continuous Improvement: CI  
 Effective Communication: EC





## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		recreate lost traffic right-of-way (ROW), and the relocation of amenities and improvements on the School grounds. The cost to the District was estimated at approximately over \$3,000,000.00. To avoid this cost and disruption to the School, the Facility Planning & Real Estate (FP&RE) Department worked diligently with the City and STOF staff to seek alternative means to meet STOF's goals, which led to the School Board granting an approximate 0.33 acres of land as easement to the City to construct needed ROW, opened McClellan Street which abutted the School and had been closed for years to allow through traffic (including school buses) to the school, and the reconstruction by the City of four lost parking spaces on the school grounds. This consensus was codified in an agreement between the City and the STOF, and another agreement between the City and the School Board, and the project was recently completed at no cost to the District other than the granted easement.
EC.1	General Obligation Bond Initiative Communication Strategy	Developed and implemented a multi-faceted communications plan to support the SMART initiative (general bond initiative). Developed an identity marker and a branding palette for all SMART communications. Produced a variety of communications, templates, videos, websites for an internal and external audience. Distributed regular updates to keep the community informed about the SMART initiative. Launched an external website ( <a href="http://browardschools.com/Web/Smart-Futures#.VL7YeUfF-So">http://browardschools.com/Web/Smart-Futures#.VL7YeUfF-So</a> ) and a specific toolkit in the

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		<p>Marketing &amp; Communications website for an internal stakeholder audience.</p> <p>A recap of the Public Information Office's SMART communications is attached for more details.</p> <p>Continued to provide updates to stakeholders regarding the SMART program via <a href="http://browardschools.com/smartfutures">browardschools.com/smartfutures</a>.</p>
EC.2	Enhancements to District Website	<p>Continued focus on ensuring the District's new website, launched in 2013-14, is user friendly, with increased functionality, such as implementing the District's real-time, live Twitter feed onto targeted District Web pages. Focusing on increasing the use, functionality and promotion of additional communication resources, such as the District's mobile app. Increasing promotion and utilization of the Marketing and Communications Center to provide BCPS school leaders and employees with easy access to District communication toolkits, template crisis messaging, and other valuable communication resources.</p>
EC.3	Friday Focus – BCPS news weekly capsule	<p>Continued the promotion of the Friday Focus, a weekly news capsule designed to provide internal and external stakeholders with a “round up” of positive new items about BCPS students, schools, programs and initiatives. Expanded the outreach efforts for the Friday Focus and aligning content to promote major District initiatives, particularly through the “Something Special” video component. Brought 2,099 new unique visitors to the Friday Focus during the 2014-15 school year.</p>

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

EC.4	Conversations with the District – community engagement public forum	<p>Continued the community engagement forum for the BCPS community - Conversation with the District. Scheduled per school district, the Conversation with the District is an opportunity for parents, students, staff, and community members to sit down with the Superintendent and School Board members and discuss a variety of topics (based on audience questions). The Fall 2014 Conversations occurred as follows:</p> <p>Monday, September 8, Northeast High</p> <p>Wednesday, September 10, Atlantic Technical College</p> <p>Wednesday, September 17, Cypress Bay High</p> <p>Monday, September 22, Hollywood Hills High</p> <p>Tuesday, September 30, Flanagan High</p> <p>Wednesday, October 1, J.P. Taravella High</p> <p>Monday, October 27, Piper High School</p> <p>Outreach and promotion efforts were expanded to increase awareness and attendance at each of the meetings.</p> <p>The Conversations culminated in the 3rd Annual Ed Talk Event - which was held on Saturday, November 1, 2014, at the Greater Fort Lauderdale Convention Center. More than 400 attendees, including students, parents, staff and community members discussed educational issue and opportunities facing the District and community.</p>
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Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

EC.5	Expanded Social Media Presence	<p>The District continues to expand its use of Facebook and Twitter to communicate with students, parents and community members. BCPS has more than 27,000 followers on Twitter – an increase of more than 19,000 followers since February 2014. At the 25,000 mark, BCPS became the most followed Florida school district. BCPS also has grown to 9,576 likes on Facebook. BCPS uses its social media platforms to share news and information, events, interesting facts, emergency notifications and to celebrate our students, schools and community. The District has increased the use of social media campaigns in the communication plans for major District events and initiatives. Follow us on Twitter @browardschools. Like us at facebook.com/browardschools. Additionally, the District's mobile app allows us to send instant messages directly to mobile devices that have downloaded the app.</p> <p>The Offices of Public Information and Human Resources worked collaboratively to establish a District Linked-In account to share job-related information to potential candidates.</p> <p>Continue to leverage Superintendent's Podcast to provide an additional communication stream for internal and external stakeholders, on items importance to the District. The podcast content is aligned with current topics of interest and major District initiatives during the school year and promoted through current District communication channels.</p>
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### Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

EC.6	Superintendent's High School Teacher Summit	A High School Teacher Summit was established to identify solutions to teacher concerns at the high school level. The summit will focus on the following: 1) high school schedule; 2) time for collaboration; and 3) college & career readiness.
EC.7	Florida Charter School Authorizers Task Force	Co-chaired with Representative Adkins, the Florida Charter School Authorizers Task Force; focused on developing recommendations improving the process for authorizing charters, changes for the 2015 Legislative Session, including how charter schools are funded, changes to the application process, establish a criteria for applicants to provide evidence of sufficient start-up funds and sharing best practices.
EC.8	Media Outreach	<p>Briefed national and local media, including Good Morning America, This Week in South Florida, Facing South Florida, and The New York Times.</p> <p>Coordinate coverage with local media outlets such as WPLG Channel 10, and NBC6, WSVN, WFOR, WIOD, Hot105, 99 JAMZ, Sun Sentinel and Miami Herald to profile academic programming at local schools and highlight stories such as testing, Eliminating the Schoolhouse to Jailhouse initiative (PROMISE), enhanced sexual education curriculum, single gender classrooms, computer science courses, District funding challenges, Common Core State Standards and the Florida Standards and a variety of other topics regarding the District.</p> <p>Increased outreach to Spanish speaking outlets such as El Sentinel, Univision and Telemundo.</p>

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

EC. 9	Zone Showcases	The Zone Showcases occurred from September – October 2014. The showcases featured student performances, exhibits, pep rallies and informational breakout sessions. Representatives from each school in the zone were on hand to provide information and answer questions about their educational programs and opportunities. The Zone Showcases also provided an opportunity for parents and community members to learn more about the General Obligation Bond and the District's SMART initiative.
EC.10	What's On Tap	Leverage the What's On Tap weekly communications overview to increase awareness among internal stakeholders regarding the wide variety and cross-departmental communications initiative underway in the District. Information provided includes listing of media inquiries, District/department communication campaigns, media advisories and news releases, and upcoming areas of focus.
EC.11	BCPS Shine	A web-based feature on the District's website, highlighting the great things going on in the District – promoted BCPS school pride - all day, every day. <a href="http://www.browardschools.com/News-And-Events/BCPS-Shines#.VL7kYkF-So">http://www.browardschools.com/News-And-Events/BCPS-Shines#.VL7kYkF-So</a> . Cross-promotional efforts with social media campaigns to increase viewership and interest.
EC.12	Superintendent- Social Media	The Superintendent continues to expand the use of social media such as Twitter and Facebook to provide more personalized communication to students, parents, employees and the community.

**Strategic Plan Goals**

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

EC.13	Student Advisory Committee	Superintendent established a student advisory group to discuss pressing concerns, generate ideas and provide input to improve student experiences.
EC.14	Mi Gente, Mi Escuela	Second year of a successful collaboration with Hispanic Leaders committed to supporting our District's mission of educating all students to reach their highest potential. Efforts are focused on providing Hispanic students opportunities for academic and career excellence. Committees have been established and are working on three targeted "buckets," each with a focus that has a natural alignment to our District Strategic Plan. The first bucket focuses on Early Childhood education opportunities and family engagement. The second bucket has a direct focus on College and Career Readiness while the third bucket addresses our over-age students and the need to expand male mentoring programs.
EC.15	White House Event-National Panel for Code.org	In December 2014, the Superintendent was invited to the White House to kick off Computer Science Education Week. The Superintendent joined the President, Vice President, senior White House administration officials, and other school district superintendents as part of the White House Computer Science Education Week Kickoff event. The Superintendent served on a panel moderated by Hadi Partovi, co-founder of Code.org.
EC.16	Parent Resources and 2015-16 School Calendar Brochure	The Public Information Office and the Student Support Services Department in the Office of Academics partnered to produce the Parent Resources and 2015-16 School Calendar Brochure. The brochure includes a welcome message from our

Strategic Plan Goals  
 High Quality Instruction: HQI  
 Continuous Improvement: CI  
 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		<p>School Board Members and Superintendent; information about the ParentLink notification system and other channels of communication and information for BCPS stakeholders; a list of important phone numbers and information regarding what parents need to know; how they can help their children and how they can get involved.</p> <p>The 2015-16 Parent Brochure includes important information for parents and highlights the District's Centennial Celebration.</p>
EC.17	Initiated Chief Swap	<p>The Superintendent's Cabinet met with other division leaders' teams to share information about the SMART initiative to improve internal communication. Plans are in progress to maintain the practice of sharing other key District initiatives.</p>
EC.18	Advocacy 101	<p>During the 2014-15 school year the Legislative team created "Advocacy 101" which was a one-day legislative seminar. Students, parents and staff were invited to attend and learn effective methods for advocacy. US Senator George LeMieux joined as a guest speaker and a panel discussion made up of the District's lobbyist and Delegation staff members answered attendees' questions on strategy. Just under 60 guests showed up for the training.</p>
EC.19	Legislative Appreciation Breakfast	<p>To conclude the 2014-15 school year and to thank the Broward Legislative Delegation for their support during the 2015 Florida Legislative Session, we held an appreciation breakfast. Delegation members and legislative aids joined the District in recognizing their efforts throughout the year. During the presentation, students spoke about their engagement with</p>

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC





## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		Delegation Members. The breakfast is another way the District has been able to effectively communicate with the Legislative Delegation in order to move our legislative priorities forward.
EC.20	Weekly Legislative Staff Meetings	During the 2015 Florida Legislative Session, staff held "Weekly Legislative Staff Meeting" to update District staff as legislation moved quickly through the process with prompt feedback. The feedback received helped the Legislative Team effectively oppose bad legislation that would have a negative impact on the District.
EC. 21	Performance Management Annual Report Website	All our stakeholders can review and appreciate the organizational commitment to performance excellence in academics and operations over the past few years. <a href="http://browardschools.com/performance_management">http://browardschools.com/performance_management</a>
EC.22	2015 Grad Ad and Saluting Educational Excellence	Partnered for the third year in a row with the Greater Fort Lauderdale Alliance and the Sun Sentinel newspaper to celebrate BCPS high schools in the Saluting Educational Excellence insert that ran on 5/21/2015. This insert highlighted each of the District's 33 high schools. Additionally, for the second year in a row, we partnered to tout the achievements of our outstanding seniors on their way to premiere colleges and universities. This year we added additional information about the exceptional recognition our high schools received for academic achievement. That advertisement ran on 6/21/15.
EC.23	Marketing & Communications Tools for District staff	The Public Information Office developed and launched the Communication Standards and Guidelines to provide direction and guidance for District staff. Distributed the Communication

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		<p>Standards &amp; Guidelines Quick Reference Sheet to administrative and school-based staff.</p> <p>BCPS Standards and Guidelines provide key writing and style tips, details on how to properly use the District logo, information on the District's official color palette, preferred fonts, tips for avoiding the most common grammatical errors, and much more.</p> <p>The PIO created the full Standards and Guidelines, as well as a Quick Reference Sheet (two-sided document) that highlights some of the most important information.</p> <p>Templates, toolkits and other assets are being utilized to provide a consistent 'brand look and feel' for stakeholders.</p>
EC.24	Public Records Quick Reference Guide & Public Records Request Guidebook	<p>Produced two resource documents to assist BCPS schools and departments with public records requests (PRR's). The Public Records Request Guidebook is a comprehensive look at the Public Information Office's process for tracking for PRR's. It also includes background information referencing applicable state and federal laws. The Pocket Guide to Florida's Public Records Act is a one-page brochure excerpting frequently asked questions from the State's Government in the Sunshine Manual.</p>
EC.25	School Board Special Presentations	<p>Launched a new online resource to promote and increase the visibility of the many School Board Special Presentations, which highlight District achievements and initiatives.</p>
EC.26	Launched the Office of Parent & Community Engagement	<p>BCPS launched the Office of Parent Engagement with the goal of improving the academic outcomes of</p>

Strategic Plan Goals  
 High Quality Instruction: HQI  
 Continuous Improvement: CI  
 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		students and strengthening parent engagement efforts in the home, school and community.
EC.27	Parent & Community Engagement Workshop	Collaboration with Title I, District Advisory Council and PTA in presenting parent engagement workshop during the 2015 Title I Parent Seminar.
EC.28	Parent & Community Engagement Activities	<p>Convening of parent engagement activities for parents of students attending several district schools and community child care centers including;</p> <p>Lauderdale Lakes Middle</p> <p>Wilton Manors Elementary</p> <p>Walker Elementary</p> <p>Hollywood Central Elementary</p> <p>Pompano Beach Elementary</p> <p>Northside Elementary</p> <p>Rock Island Elementary</p> <p>Park Ridge Elementary</p> <p>Deerfield Park Elementary</p> <p>Tedder Elementary</p> <p>Markham Elementary</p> <p>Atlantic West Elementary</p> <p>Jack &amp; Jill Child Care</p>

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

EC.29	Parent & Community Engagement Outreach	Participated in parent outreach activities in collaboration with Broward County Parks and Recreation specifically targeting families in the 33311 zip code utilizing services at Delavoe, Franklin and Roosevelt Gardens recreation centers.
EC.30	Partnered in Development of Family Resource Guide	Coordinated in the development of the Broward County Public Schools section of the 2014-15 and 2015-16 Family Resource Guide published and distributed by the Children's Services Council.
EC.31	Community Involvement Task Force Middle and High Task Force	Collaborated with the Parent/Community Involvement Task Force in the convening of the first annual Parent Engagement Conference at Piper High School. Also participated in Task Force middle and high school forums for parents.
EC.32	Road to College for Bilingual Families	The District offered Road to College Bilingual Workshops in Spanish and Haitian Creole. Approximately 1,800 parents and students attended these workshops, which focused on college and career readiness for English Language Learners.
EC.33	ESOL Parent Ambassadors	Second year of a successful implementation of the ESOL Parent Ambassadors. This group of registered parent volunteers serve as a support for non-English speaking families who are new to Broward County Public Schools. Their main purpose is to foster a positive home to school relationship and provide information about the District and school system to families from other countries in transition.
EC.34	Bilingual Parent Outreach Centers	Bilingual Parent Outreach Centers, funded through Title III, provided services to approximately 4,500 parents. Services consisted of, but were not limited to, parent workshops, one-to-one meetings, and intakes

Strategic Plan Goals  
 High Quality Instruction: HQI  
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 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

		regarding individual situations pertinent to their child. Approximately 734 parents attended the monthly ESOL Leadership Council meetings to learn about various programs across the District and services available to them.
EC.35	Expansion of Pre-K Services	BCPS expanded the number of classes offering the VPK program by blending multiple funding sources. The total number of VPK students served in 2014-15 was 790, up from 293 in 2013-14. This number again increased by 175 for a total of 965 VPK students being provided high-quality learning in the 2015-16 school year.
EC.36	"MTL Day at the Capitol"	25 MTL students traveled to Tallahassee during Spring Break 2015 to lobby for MTL Program funding. The students had the opportunity to meet with members of the Florida Senate and the State House of Representatives, as well as sit in the Gallery and witness Senators and State House of Representatives debate pending bills.
EC.37	Partnership with the Department of Juvenile Justice	Partnered with the Department of Juvenile Justice to capture the number of students classified as "school related arrested". Developed a match process to drill down to the specific school where the arrest occurred to create systemic change. Assisted with the PROMISE program at Pine Ridge to reduce misdemeanor school-related crimes.

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

### Media Interviews

**2014-2015**

7/10/14	Fort Lauderdale Magazine
8/2/14	WLQY 1320 AM
8/3/14	Channel 10 - This Week in South Florida
8/11/14	Channel 7
8/13/14	Hollywood Gazette
8/13/14	Coral Springs Connection
8/13/14	Channel 6
8/15/14	Channel 4
8/15/14	Channel 10
8/15/14	South Florida's First News
8/18/14	News conference
9/8/14	WIOD 610
9/10/14	Sun Sentinel
9/11/14	Hot 105
9/11/14	WSVN
9/18/14	WIOD
9/18/14	Sun Sentinel Editorial Board

**Strategic Plan Goals**

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

9/22/14	Legacy Education Issue
9/25/14	South Florida 100 Forum in Sun Sentinel
9/29/14	South Florida Times
10/13/14	NBC 6
10/17/14	CBS 4
10/17/14	Westside Gazette Editorial Board
10/23/14	Radio Paz
10/27/14	WIOD
10/30/14	BTU Press Conference
11/1/14	WLQY 1320
11/19/14	NBC 6
11/20/14	La Familia de Broward Magazine
3/2/15	Channel 4
3/4/15	Channel 7
3/6/15	WLRN
3/8/15	WPLG Local 10 with Michael Putney
4/23/15	Channel 4
6/1/15	WLRN
7/27/15	Sun-Sentinel
7/27/15	Trend Magazine

Strategic Plan Goals  
 High Quality Instruction: HQI  
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## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

### Superintendent's Presentations/Public Addresses to Internal and External Stakeholders 2014-2015

7/3/14	Hollybrook Conversation
7/10/14	Fort Lauderdale Downtown Development Authority
7/21/14	Century Village Pembroke Pines Town Hall
7/24/14	Broward Workshop Executive Board Meeting
7/28/14	Employee Meetings at Boyd Anderson High and TSSC
7/28/14	COPA & Talent Development Summer Conference
7/30/14	South Florida Leadership Training Camp
7/30/14	Employee Meeting at Arthur Ashe
7/31/14	Principal Leadership Colloquium
8/5/14	Chamber of Commerce Board Meeting
8/6/14	Food & Nutrition Services Department Opening Meeting 2014/15 SY
8/14/14	Pastors Educational Luncheon
8/15/14	Monthly Union Leaders Meeting
8/18/14	First Day of School News Conference
8/27/14	Chiefs of Police Meeting
8/27/14	Community Foundation of Broward Education Committee Meeting

Strategic Plan Goals  
High Quality Instruction: HQI  
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## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

9/2/14	Safety Roundtable
9/3/14	Athletics Roundtable
9/3/14	City of Oakland Park Mayor's Summit on Education
9/3/14-10/27/14	Conversation with the District- Northeast High School, Atlantic Technical College, Cypress Bay High School, Hollywood Hills High School, Flanagan High School, Taravella High School, Piper High School
9/8/14	Technology Roundtable
9/10/14	Music & Arts Roundtable
9/12/14	Monthly Union Leaders Meeting
9/12/14	SBBC/Pembroke Pines City Commission Joint Meeting
9/13/14	The 4th Women of Color Empowerment Conference
9/13/14	PTA Annual Leadership Training
9/15/14	City of Lauderhill Board Meeting
9/15/14	Wynmoor Community Meeting
9/16/14	Democratic Club Executive Board Meeting
9/17/14	Sun Sentinel Editorial Board
9/17/14	Before/Aftercare Private Provider Meeting
9/19/14	Greater Fort Lauderdale Board of Realtors Summit
9/24/14	Food for Thought-Community Foundation of Broward
9/24/14	Cuban Americans for a Better Florida Meeting
9/26/14	Alliance Leadership Council Meeting

Strategic Plan Goals  
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 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

9/29/14	Weston City Commission Meeting
10/1/14	"Day in the Life of a Student" at Hollywood Hills High School
10/2/14	Monthly Union Leaders Meeting
10/2/14	Plantation High School Tour
10/2/14	Non-Profit Roundtable
10/2/14	Alpha Rho Boule Meeting
10/4/14	Caribbean Bar Association's Scholarship Banquet
10/10/14	Blanche Ely High School Tour
10/11/14	Hollybrook Town Hall Meeting
10/13/14	Pembroke Falls Home Owners Association
10/14/14	Council of FTL Civic Association Meeting
10/15/14	FRLA October Board Meeting
10/15/14	Miramar High School Tour
10/16/14	LGBTQ Community Meeting
10/16/14	League of Cities Meeting
10/17/14	1st Annual Adult Career Pathway Summit
10/17/14	Boyd Anderson High School Tour
10/17/14	Westside Gazette Editorial Board
10/18/14	Unity New Testament Church of God Scholarship Event

Strategic Plan Goals  
 High Quality Instruction: HQI  
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## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

10/18/14	Faith Center Visit
10/20/14	Activate 101
10/20/14	Disparity Study Business Community Meeting
10/21/14	City of Fort Lauderdale Commission Meeting
10/22/14	BEF 2014 Hall of Fame Ceremony
10/22/14	West Broward Democratic Club
10/23/14	Fort Lauderdale Executive Association
10/24/14	Emerge USA
10/24/14	Florida League of Middle Schools
10/26/14	The Fountain Church Visit
10/27/14	Nova High School Tour
10/27/14	Children's Services Council for Broward Reads for the Record
10/28/14	Hollywood Democratic Club
10/30/14	Construction Trade Fair
11/1/14	Ed Talk, Community Forum
11/2/14	Mount Olive Baptist Church Visit
11/3/14	Hallandale High School Tour
12/11/14	Broward High School Awareness Day
12/11/14	UNCF Annual Leaders Luncheon

Strategic Plan Goals  
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 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

12/20/14	Koinonia Village (Rites of Passage Graduation)
1/19/15	Blanche Ely High School (MLK Parade)
1/22/15	Advanced Placement Studio Art Exhibition
1/24/15	La Universidad Si Se Puede @ FAU
1/26/15	United Way of Broward County – Ambassador Kick-off
1/26/15	The Summit For Future Generation of Education Leaders
1/29/15	City of Oakland Park Partnership Breakfast
1/29/15	Morehouse Alumni Chapter Event
1/31/15	Title I Annual Parent Seminar
1/31/15	18 <sup>th</sup> Annual BEF Teacher Idea Expo
2/5/15	United Way of Broward County – Young Leaders Luncheon
2/13/15	BEF Education First Breakfast
2/17/15	Community Involvement Awards
2/20/15	Black Male Achievement Workshop
2/20/15	1000 Promise Celebration
2/26/15	Runcie Raiders Regimental Ball
2/28/15	Sistrunk Historical Festival Parade
3/9/15	Florida Association of Latino Administrators and Superintendents (FL-ALAS) Spring General Meeting
3/12/15	St. Thomas University Open House

Strategic Plan Goals  
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## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

3/13/15	Above the Influence March
3/20/15	Broward Alliance of Black School Administrators (BABSE) Leadership Conference
4/1/15	Caliber Awards
4/2/15	Teacher Grant Awards Ceremony
4/15/15	Stars on Parade Broward Center for Performing Arts
4/27/15	Scholar Athlete Banquet-North
5/4/15	Network for Teaching Entrepreneurship (NFTE) South Florida 9 <sup>th</sup> Annual Youth BizPlan Challenge
5/4/15	Kids of Character
5/8/15	Nova Southeastern University (NSU) Undergraduate Commencement Ceremony
5/9/15	University to Success for Haitian Families
5/9/15	Broward Education Foundation Black & White Gala
5/12/15	Pembroke Pines Regional Chamber of Commerce - 17 <sup>th</sup> Annual Gold Star Breakfast
5/12/15	Debate Presentation at Gunster Law Firm
5/21/15	Tenth Annual HANDY Scholars Breakfast
5/21/15	End of Year – Joint Principals Meeting
5/28/15	United Way of Broward County – Reading Pals Appreciation Breakfast
5/28/15	Piney Grove Academy Graduation Ceremony
6/1/15	Nova High School Graduation Ceremony

Strategic Plan Goals  
 High Quality Instruction: HQI  
 Continuous Improvement: CI  
 Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

6/2/15	Cross Creek High School Graduation Ceremony
6/3/15	Wingate Oaks Graduation Ceremony
6/3/15	Sheridan Technical College Graduation Ceremony
6/4/15	Lauderhill Chamber of Commerce Breakfast
6/6/15	BABSE Annual Scholarship Brunch
6/8/15	Annual Retiree Breakfast
6/8/15	2015 Leadership Colloquium
6/17/15	United Way of Broward County – Substance Abuse Prevention Panel Interview
7/22/15	White House Convening to Rethink School Discipline Panel Interview
7/24/15	The Broward Principals' and Assistants' Association (BPAA) Leadership Retreat
7/30/15	National Urban League Conference
8/3/15	Superintendent State of the District Address

**Strategic Plan Goals**

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



## Major Accomplishments/Stakeholder Engagement/Media Interviews: 2014-2015

### 2014-2015 SUPERINTENDENT AWARDS

Association for Latino Administrators and Superintendents (ALAS):	2015 Hispanic Serving School District (HSSD) Superintendent of the Year
Ana G. Mendez University:	Presidential Medal
Caribbean Bar Association's Scholarship Banquet:	Honoring Superintendent for his role in Education
Tenth Annual HANDY Scholars Breakfast:	Champion of Children Award
The National Association for Bilingual Education (NABE):	Educational & Community Service Award
National Association of Peer Program Professionals (NAPPP):	Champion of Peer Helping
St. Thomas University, School of Leadership:	Leadership Award
Broward College:	In recognition of valuable contributions to the Social & Behavioral Science Department and The Education & Technology Club
Nova Southeastern University:	Honorary Doctor of Pedagogy Degree
Florida Association of District School Superintendents (FADSS)	Selected to serve as Secretary-Treasurer for the 2015-16 school year

#### Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC

## Foreword

In June 2014, The School Board of Broward County, Florida unanimously approved a resolution requesting the Broward County Supervisor of Elections include a referendum on the November 4<sup>th</sup> ballot to approve the issuance of \$800 Million in general obligation bonds to modernize and improve the safety of outdated educational facilities and upgrade instructional technology. This resolution was in direct response to years of unsuccessful advocacy requesting the Florida legislature restore the capital millage rate and the current push in an ongoing effort to address the District's critical capital budget situation.

During school year 2012-13, BCPS launched a new Three-Year Strategic Plan. In brief, the plan highlights three strategic goals: High-Quality Instruction, Continuous Improvement, and Effective Communication. Never was there a more critical initiative to test the District's ability to effectively communicate than the general obligation bond (GOB) initiative. Thus, the District launched a six-month effort to educate all stakeholders about the GOB. The SMART initiative, as it was branded, was a collaborative effort to communicate the significant capital needs of the District, the adverse financial impact of the legislative reductions in capital millage, and the District's plan to utilize the additional \$800 Million in capital revenue should the community support the bond initiative.

On November 4<sup>th</sup>, the community spoke; and it was a resounding victory for the students of Broward County. The bond referendum passed, with 73.61% of the voters supporting the initiative. Further analysis of the voting results identified two distinguishing statistics that speak to the success of the District's efforts to educate the community on the importance of this issue:

- Nearly as many people voted for the General Obligation Bond (GOB) initiative as did in the race for governor (Governor: 469,519/GOB: 441,713). Typically, there is significant "drop off" between these issues.
- An analysis of the voting precincts indicates 576 of the 577 reporting precincts voted in favor of the GOB initiative. The lone precinct against the GOB initiative was precinct B001 where the final vote was 294 votes in favor of the GOB and 295 votes against. This suggests the GOB initiative had support from the entire county and appealed to all voter demographics.

This document was developed to outline some of the key efforts to educate stakeholders and demonstrate the broad outreach achieved through the SMART initiative. It is acknowledged this outline does not reflect every measure taken by leadership, staff, and individual community members to advocate on the importance of the GOB initiative to our students, schools and the broader community.



**A Call to Action****May 1, 2014**

Although the SMART initiative was launched on May 1, 2014, with the Superintendent's *Call to Action* presentation, significant work had previously been undertaken to improve the system and prepare it to be successful with a bond initiative. This work chronicles the efforts to initiate reform within the Facilities & Construction division, seek legislative relief to the capital funding crisis, implement operational efficiencies and academic innovations, and have an open dialogue with the community about their issues of concern.

On May 1st, the Superintendent and the School Board held a Workshop to discuss the substantial capital needs throughout the District, the current state of the capital budget, the legislature's message that the capital crisis was an issue for local resolution, and the process to ask the community whether they wanted to alleviate the situation through additional investments in public education.

**Authorization of the DOE****May 6, 2014**

The first step to placing the bond referendum on the November 4<sup>th</sup> ballot was to seek authorization from the Department of Education (DOE). Florida Statute requires a school district to have the DOE affirm a district's anticipated capital revenue stream is insufficient to address its capital needs prior to placing a GOB referendum on a ballot. This request must be approved by the School Board through a resolution prior to submittal to the DOE, along with a preliminary list of project candidates for which the bond proceeds would be used for. Resolution 14-85, along with a preliminary list of the projects to be executed through bond proceeds was unanimously approved by the School Board. On May 16, 2014, the DOE provided its approval of the District's resolution and project list, providing the opportunity to advance to the next step of the process.

**Research Best Practices in School Districts****May/June 2014**

District staff researched best practices of school districts throughout the country that have had successful bond or sales tax initiatives. This included reviewing recent efforts of Miami-Dade, Palm Beach, Orange County, San Diego Unified, Houston Unified, and Charlotte-Mecklenburg. This research included reviewing available documents regarding their bond initiative, telephonic interviews with leadership responsible for coordinating their district's outreach efforts, and meeting with select staff in person when the opportunity was practical. The research focused on several key areas including: how each district educated their public about the bond process; how the bond initiative was managed at different levels within the district; whether their district employed a community oversight process and if so, how it was structured; what software tools their district utilizes to track the progress of facility projects and the web platform they use to interface this information with the general public; and finally, they were asked to share lessons learned from their experience and specific pitfalls they would recommend BCPS avoid.

**Authorization of SBBC****June 9, 2014**

On June 9, 2014, the School Board unanimously approved Resolution No. 14-88. Having garnered approval of the Department of Education, Resolution No. 14-88: *Requesting and Providing for the*

*Holding of a Bond Election for The School Board of Broward County, Florida, on the Question of Issuing General Obligation Bonds*, marked the final step for placing the issue on the November 4<sup>th</sup> ballot. During the initial discussions about advancing a potential bond referendum, the School Board wanted assurances the effort was plausible and desired a moniker of support from some of the District's leading advocacy groups. To assure the Board this initiative was not only vital, but doable, the Superintendent and other leadership spoke to various groups including: the PTA, the District Advisory Committee, and the Parent and Community Involvement Task Force. These groups all passed motions to support the District's efforts with proceeding with a bond initiative. Additionally, supporting documentation was included with the resolution that shared the best practices from staff research, a tentative timeline for moving forward, a draft of Frequently Asked Questions (FAQs), and sample reports from the District's ongoing needs assessment. Ultimately, the School Board unanimously approved the resolution and provided the "green light" for the Superintendent and staff to proceed with their efforts to educate the community on the District's significant capital needs and how a successful bond referendum would begin to address the most critical of those needs.

**Needs Assessment and Development of Project Prioritization****July/August 2014**

In February 2014, the School Board approved a contract with Jacobs to conduct a comprehensive and independent needs assessment of all Broward schools. This work is critical to inform the focus of the District Educational Facility Plan (DEFP). The assessment included three components: a facilities condition assessment, an educational adequacy assessment, and a technology needs assessment. This work was completed on July 4, 2014 and identified the District's needs in these three areas to be in excess of \$3 Billion over the next 5 years. Even a successful bond initiative would not fully address this need. Accordingly, staff developed a project prioritization methodology to address the most critical needs first. On July 29, 2014, staff introduced the SMART program methodology, which focused on ensuring all facility needs were prioritized by objective criteria and capital funding was allocated in an efficient and effective manner. The methodology was built on the following guiding principles:

- **Safe:** Actions must be taken to ensure that schools provide safe learning environments for students and that schools are in a safe operating condition.
- **Equitable:** Actions must be taken to improve those schools with greatest needs in order to ensure all students have equal access to high quality educational facilities and programs.
- **Effective:** Actions must be taken to provide or lead to a long-term sustainable outcome for students which optimize the limited resources available.
- **Enhanced:** Actions must be taken to reinforce the pillars of the SMART initiative so as to innovate and improve the educational experience of students.

Initially, all building renovations went through a reinvestment analysis to ensure they were candidates for long term investment. This analysis looked at several criteria including: Facility Condition Index (FCI), capacity requirements, and adjacent school capacity. Ultimately, the vast majority of all buildings were candidates for renovation, and very few were recommended for replacement. Finally, all projects were assessed against a simple priority rubric, considering category of project and priority. Categories of projects included life safety systems, building envelope, HVAC/mechanical, electrical, plumbing, interior finishes and site renovations. Priority was determined on a five-point scale. This rubric, built on inherent logic, prioritized projects such as fire alarms and fire sprinklers first; while

projects such as interior fixtures and landscaping received the least priority. Similar rubrics were created to address the prioritization of technology and educational adequacy needs. Over three additional Board Workshops, this methodology was finalized, with the Board reaching consensus on August 19, 2014.

The SMART methodology then allowed staff to model the allocation of the \$800 million bond proceeds, in support of the existing capital millage, across the \$3 billion of capital need to identify the proposed list of projects that would be addressed with successful passage of the bond. This project list included 131 fire alarm and sprinkler projects, 92 single point of entry projects, 64 emergency lighting and electrical projects, the renovation or replacement of 33 music and art rooms across the District, 36 athletic projects, 212 building envelope projects, 217 HVAC projects, 21 capacity replacement projects, 117 educational adequacy projects, 230 school prioritization projects, and the provision of additional technology to every school to lower the District's student to computer ratio to 3.5 to 1.

This information was then compiled into a two-page report for each school. This report provided the opportunities for parents and other interested individuals the opportunity to see the needs of any school, the projects that would be funded by the bond for that school, and the year each project would be initiated under the SMART capital program. These reports were made available online at the District's SMART website, along with other reports that compiled the list of projects by geographic district and municipality.

**Online Toolkit**
**June - October 2014**

Following the School Board's approval of the bond resolution, staff immediately began the development of an online toolkit to provide resources and SMART collateral to assist with educating the entire community on the GOB initiative. This toolkit was constantly updated and new collateral developed and provided throughout the SMART initiative. Outlined in the table below is information and collateral documents developed for incorporation within the toolkit.

<b>SMART Toolkit Resources</b>	<b>Description</b>	<b>Format</b>	<b>Internal or External Resource*</b>
SMART Guidelines	Guidelines for Educating the Public about the General Obligation Bond	PDF	Internal
SMART Branding Guidelines	Guidelines for the use of the SMART logo and identity marker(s)	PDF	Internal
SMART Palm Card	Palm Card (Includes GOB Ballot Language)	PDF	Both
SMART Finances	Information about the financial impact, strategy, etc. regarding the initiative	PDF	Both
Capital Loss from Millage Reduction	Chart highlighting \$1.8 Billion in capital revenue loss due to cuts and reductions	PDF	Both
SMART Weekly Fact Sheets	SMART Facts and District Accomplishments – updated weekly	PDF	Both
SMART Quick Points	Short concise messages for newsletters,	MS WORD	Both

	announcements, etc.		
SMART Customizable Templates	Utilizes the SMART Fact Sheet with designated areas that can be customized by schools and departments	MS WORD	Both
SMART One-page Fact Sheet	Bulleted fact sheet	PDF and MS WORD	Both
SMART Videos	Video message(s) regarding the initiative: Elementary PSA, Secondary PSA and Superintendent Message	Downloadable Links/Online	Both
SMART Logo	Logo, identity marker(s)	JPEG, PNG	Both
SMART Sample Website Posting	Template for posting SMART logo and hyperlink on school and department websites	MS WORD	Internal
SMART Talking Points	Talking points and info distributed on-going basis	MS WORD	Internal
SMART FAQs	Frequently asked questions and answers	PDF	Both
SMART Voice – Message Map	Key message map with talking points	PowerPoint	Internal
SMART Presents	Provides critical information and an overview of the SMART initiative	PowerPoint	Both
SMART Flyer	One page flyer	PDF	Both
SMART Facts	Initiative facts and stats	PDF	Internal
On the Right Track	One-page flyer highlighting operational efficiencies, academic investments and academic innovations	PDF	Both
SMART Website	Website (browardschools.com/smartfutures)	Online Resource	Both
SMART Community Calendar	Comprehensive calendar of meetings, events, open houses, etc.	Online Resource	Both

\* External resources are materials intended for distribution to the public. Internal resources are informational only and **not** intended for distribution.

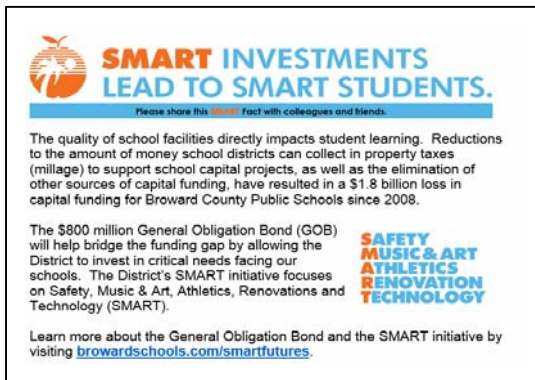
### **Outreach to Employees**

**July - November 2014**

BCPS is the largest employer within Broward County. Providing our employees with succinct information about the GOB initiative was a priority on multiple levels. The Superintendent conducted a series of meetings, during the summer, to speak to all employees throughout each of the District administrative divisions. The meetings lasted approximately 1 hour and began with the Superintendent's *Call to Action* presentation. The Superintendent was able to share many of the District's accomplishments over the past several years, reflect on the importance our schools play in the success of our students and to the overall vitality of the community, and discuss the funding gap existing in the capital budget to address the District's many facility and capital equipment needs. Employees were able to ask questions and share ideas about how best the District could educate stakeholders throughout the community. Teachers returned to work for the new school year on August 11, 2014. Similarly, principals were able to discuss the GOB initiative with teachers during the

planning week before the start of school, again sharing consistent information about the District's capital needs and the funding gap existing to meet those needs.

This message was reinforced to employees by providing additional information periodically through email alerts, as well as a weekly SMART Fact Sheet that highlighted various aspects of the bond initiative. Outlined below are samples of both communication vehicles.



**SMART INVESTMENTS  
LEAD TO SMART STUDENTS.**  
Please share this **FACT** with colleagues and friends.

The quality of school facilities directly impacts student learning. Reductions to the amount of money school districts can collect in property taxes (millage) to support school capital projects, as well as the elimination of other sources of capital funding, have resulted in a \$1.8 billion loss in capital funding for Broward County Public Schools since 2008.

The \$800 million General Obligation Bond (GOB) will help bridge the funding gap by allowing the District to invest in critical needs facing our schools. The District's SMART initiative focuses on Safety, Music & Art, Athletics, Renovations and Technology (SMART).

**SAFETY  
MUSIC & ART  
ATHLETICS  
RENOVATION  
TECHNOLOGY**

Learn more about the General Obligation Bond and the SMART initiative by visiting [browardschools.com/smartfutures](http://browardschools.com/smartfutures).



**SMART INVESTMENTS  
LEAD TO SMART STUDENTS.** To Learn More About **SMART** Visit: [browardschools.com/smartfutures](http://browardschools.com/smartfutures)

**NOVEMBER  
TUESDAY  
4**

**SAFETY  
MUSIC & ART  
ATHLETICS  
RENOVATION  
TECHNOLOGY**

**Broward County  
Public Schools**

Message from the Superintendent:  
To watch a new video message by Superintendent Robert W. Runkle regarding the General Obligation Bond and SMART initiative, visit: [www.browardschools.com/smartfutures](http://www.browardschools.com/smartfutures)

**SMART School Visits:**  
To watch a video of Superintendent Runkle's most recent "Day in the Life of a Student" school visit, plus video highlights of events from around BCPIS as part of our Friday Focus, weekly morning, visit: [browardschools.com/fridayfocus1011](http://browardschools.com/fridayfocus1011)

**SMART FACT SHEET**

- Broward County voters will see a General Obligation Bond referendum on the November 4th ballot.
- The General Obligation Bond would provide Broward County Public Schools with \$800 million to invest in critical needs across the District. The District's SMART initiative focuses on Safety, Music & Art, Athletics, Renovations and Technology (SMART).
- If approved by voters, the impact of the General Obligation Bond for the average Broward homeowner will be about \$90 per year.
- As part of SMART:
  - 313 schools will receive work on their building envelopes or resolve all needs for roof, window and wall renovations or replacements across the District.
  - 217 schools will receive renovations to their HVAC system ensuring that every school in the District has fully-functioning conditioning and improved air quality.
  - 287 safety projects will take place Districtwide to address all fire alarm and fire sprinkler needs. Additionally, every school will have a complete Single Point of Entry system.
  - All District schools will receive improvements to their computer and technology infrastructure.
- Parents and community members can review **SMART Capital Needs School Reports** by visiting [browardschools.com/smartfutures](http://browardschools.com/smartfutures). These individual school reports are also grouped according to School Board member district, BCPIS innovation zone, and by city.
- In addition to meeting critical school needs, the General

In October, a second round of face-to-face informational sessions were conducted with all employees throughout all District administrative sites. This time, the sessions were conducted through a "chief swap." Members of the Superintendent's Cabinet delivered standard presentations and messaging to a division of central administration other than their own. This allowed employees to hear the importance of a successful bond campaign from another member of the leadership team.

Additionally, the District partnered with its unions and employee bargaining units to deliver the SMART message to its employees. Frequent meetings were held with the Superintendent, his Cabinet, and representatives from the employee groups to discuss communication opportunities. The employee groups were extremely helpful in promoting awareness and support of the SMART initiative. Several examples of this support included formal passage of resolutions in support of the bond by their boards, distributing information in their newsletters to employees, including links to the SMART website on their respective websites, providing opportunities for the District to present information at their leadership and steward meetings, and endorsing the bond initiative on their voter palm cards distributed at voter polling sites.

## **SMART Committee**

**July - October 2014**

In an effort to coordinate and manage the activities associated with educating the public on the bond initiative, the SMART Committee was formulated. This committee was comprised of staff charged with leading select work streams. The committee met weekly to provide updates on the various work streams, identify resolutions for challenges impacting efforts, coordinate activities and ensure their alignment with the overarching project plan, request financial information and analysis to support



specific activities, and discuss additional opportunities to deliver the SMART message to the community. Additionally, the District's Director of Risk Management participated in the SMART Committee to develop and manage the project risk register. This document identified specific risks to select work streams, projected the magnitude and likeliness of all risks, and formulated mitigation strategies to ensure the success of the project. Outlined in the table below are sample work streams.

<b>Work Stream</b>	<b>Description</b>
<b>Bond Oversight Committee (BOC)</b>	Research composition and function of bond oversight committees from other school districts. Develop draft resolution for Broward's BOC to include its composition, function, and projected calendar of activities.
<b>Student Activities &amp; Athletics</b>	Infuse the SMART messaging throughout existing SA&A documents and events. This included including the SMART flyer on the reverse side of schedules and delivering frequent announcements during football and volleyball games.
<b>Academic Events</b>	Incorporate the SMART messaging into academic events, such as the Gifted Symposium.
<b>Adult Students</b>	Direct SMART messaging to the District's adult students and strategic partners.
<b>Employees &amp; Unions</b>	Partner with the District's unions and other employee bargaining groups to utilize their lines of communication to keep District employees informed.
<b>Leadership Colloquium</b>	Planning the annual leadership event and ensuring information on the SMART initiative is included.
<b>Needs Assessment</b>	Monitoring the progress of the needs assessment and ensuring necessary reports are developed for dissemination.
<b>Media &amp; Communications Plans</b>	Reviewing the collateral developed to support the SMART messaging for the District and staff. Identifying and scheduling media opportunities to convey the SMART message.
<b>Municipalities</b>	Coordinating the efforts to communicate the SMART message with the cities throughout Broward County.
<b>Surrogate Speaking Program</b>	Organize and coordinate a speaker's bureau to attend various community events and provide information, distribute collateral, and answer questions on the SMART initiative.
<b>Ambassadors Outreach Program</b>	Coordinate a list of SMART supporters and provide periodic updates and information that ambassadors of the SMART initiative can in turn share with their organizations and contacts.
<b>Roundtables &amp; Town Hall Events</b>	Organize and schedule several roundtable events for the District leadership to share information and ideas on the bond initiative.

**Leadership Colloquium**
**August 2014**

Each year, prior to the start of a new school year, the Superintendent conducts his leadership colloquium. School-based administrators, along with district administrators, come together to celebrate the successes of the previous school year and focus on key initiatives for the new year. This year, the SMART initiative was highlighted. School-based administrators participated in break-out sessions over the course of two days and were presented information and materials to facilitate communications with their respective staff and communities. Three primary opportunities were targeted as the foundation of the school-centric communication efforts: open houses and other similar orientations, school advisory meetings, and the innovation zone showcases in October.

**School Open Houses**
**August/September 2014**

The efforts to inform our teachers, students and parent on the GOB initiative were emphasized with the start of the new school year. One of the best opportunities to engage parents is open houses, as this event is widely attended throughout all of our schools. It was important to infuse information about the GOB initiative into the evening's events, without diminishing from the true purpose of the open houses. More importantly, the District wanted to use the open house opportunity to promote an awareness of the SMART initiative and communicate the fact more information and additional opportunities to garner a better understanding of the initiative would be available leading up to the November 4<sup>th</sup> election. The open houses also provided an opportunity to introduce the Needs Assessment Summary Sheet for individual schools. This two-page report summarized the school's facility needs (as identified in the needs assessment), identified which needs would be addressed through the bond, and which needs would be unmet through the SMART initiative.

**Surrogate Speaking Program**
**August - October 2014**

The District developed a speaker's bureau to attend and deliver presentations at various events throughout Broward County. The speakers included in this program were largely comprised of senior leadership within the District. Speakers would attend events throughout the community, deliver consistent information regarding the SMART initiative, distribute SMART materials and collateral, and engage the audience in questions and answers. Ultimately, the District held more than 300 informational sessions during the fall as part of the SMART effort to educate the community on the District's capital program and the significance of the bond. Examples of target audiences are listed below.

- District advisory committees
- Faith-based organizations
- Senior living communities
- Chambers of commerce
- City educational advisory boards
- Construction industry associations
- Local political organizations
- Business & community organizations
- Local rotary & Kiwanis organizations
- City managers associations
- Home owner associations
- Condominium associations

**Ambassador Outreach Program**
**August - October 2014**

An Ambassador Outreach Program was developed to assemble a mailing list of all SMART supporters. The intent of the program was to provide active supporters with regular information and materials they could then utilize themselves to promote the SMART initiative within their individual organizations and contact lists. Email messages and pertinent collateral were initially distributed to the ambassadors on a weekly basis, with more frequent communications being sent as election day approached.

**Media Outreach**
**July - October 2014**

The Superintendent made several visits to local television and radio shows to discuss the bond initiative. Additionally, there were numerous stories throughout the media on the bond initiative. These stories and their respective media outlet are identified in the table below. This table was developed through the Public Information Office and also included in their overview of SMART Communications.

Date	Description	Link
7/29/14	<b>Video</b> <b>Broward voters to decide on \$800M bond issue</b> Broward superintendent Robert Runcie has been busy selling voters on his proposed \$800 million bond issue.	<a href="http://www.local10.com/news/broward-voters-to-decide-on-800m-bond-issue/27195720">http://www.local10.com/news/broward-voters-to-decide-on-800m-bond-issue/27195720</a>
8/12/14	<b>Broward bond project could benefit western schools</b> An \$800 million Broward school bond proposal initially designed to fix old crumbling schools may also ease crowding in newer schools in the west. The most expensive project on a proposed list released this weekend isn't a leaking roof, faulty air conditioning system or are placement of a 50-year-old school. Instead, it's a \$15.5 million project to replace portables at the 14-year-old Cypress Bay High School in Weston with permanent structures.	<a href="http://www.sun-sentinel.com/news/broward/fl-broward-school-bond-projects-20140811,0,7708012.story">http://www.sun-sentinel.com/news/broward/fl-broward-school-bond-projects-20140811,0,7708012.story</a>
8/13/14	<b>School board details \$800 million bond budget</b> Broward County school officials want a \$800 million voter-approved subsidy from county taxpayers. Tuesday, those taxpayers got a preview of where much of that money will go: To fix leaky roofs and sputtering air conditioners and improve fire safety. Board members at Tuesday's School Board meeting gave their tentative blessing to the parceling of funds proposed by Superintendent Robert Runcie and his staff — with a few reservations.	<a href="http://www.sun-sentinel.com/fl-school-board-bond-meeting-20140811,0,1448722.story?track=rss">http://www.sun-sentinel.com/fl-school-board-bond-meeting-20140811,0,1448722.story?track=rss</a>
8/13/14	<b>School projects to be determined by voters</b> An \$800 million bond referendum is on the table in Broward County as school board members are looking into how the money will be spent, but voters will have	<a href="http://www.wsvn.com/story/26263607/school-projects-to-be-determined-by-voters">http://www.wsvn.com/story/26263607/school-projects-to-be-determined-by-voters</a>





	the final say. "I have to feel comfortable that every dollar is going to those children," said concerned citizen Alanna Mersinger. "My concern is what's going to happen with the money and how it happens," said Alex Proctor, another concerned citizen.	
8/14/14	<b>Taxpayers Weigh-In On Broward School Bond Spending Plan</b> Voters in Broward County will decide if \$800,000 bond issue will go to fix county schools in-need of repairs. The school board held a workshop Tuesday where plenty of parents voiced their concerns about the bond money.	<a href="http://miami.cbslocal.com/2014/08/12/taxpayers-weigh-in-on-broward-school-bond-spending-plan/">http://miami.cbslocal.com/2014/08/12/taxpayers-weigh-in-on-broward-school-bond-spending-plan/</a>
8/14/14	Commentary <b>Wednesday: Will the public buy Broward's \$800 million school bond project?</b> What are the chances of the Broward schools' \$800 million school bond proposal passing? Right now, about the same as the Dolphins going unbeaten and winning the Super Bowl.	<a href="http://www.sun-sentinel.com/news/opinion/todaysbuzz/sfl-will-the-public-buy-browards-800-million-school-bond-project-20140812,0,6209936.story">http://www.sun-sentinel.com/news/opinion/todaysbuzz/sfl-will-the-public-buy-browards-800-million-school-bond-project-20140812,0,6209936.story</a>
8/20/14	<b>Broward school bond plan shifts more money east</b> Decaying schools in eastern Broward County would now fare better than newer western schools under a revised project list for an \$800 million referendum. A proposal that would have renovated dozens of school libraries and cafeterias in western Broward County that were considered too small for their student population has been replaced by a plan to renovate deteriorating libraries, mostly in the east.	<a href="http://www.sun-sentinel.com/news/broward/fl-school-referendum-update-20140819,0,5024588.story">http://www.sun-sentinel.com/news/broward/fl-school-referendum-update-20140819,0,5024588.story</a>
8/21/14	<b>Education on 6: Broward Schools Bond Issue Could Help Schools Cash in on Repairs</b> Broward County voters will decide in November whether to approve an \$800 million bond issue earmarked for public school renovations and technology upgrades. It would cost each homeowner about \$50 dollars a year, which the superintendent says is a wise investment in the county's future.	<a href="http://www.nbcmiami.com/news/local/Education-on-6-Broward-Schools-Bond-Issue-Could-Help-Schools-Cash-In-on-Repairs-272072061.html">http://www.nbcmiami.com/news/local/Education-on-6-Broward-Schools-Bond-Issue-Could-Help-Schools-Cash-In-on-Repairs-272072061.html</a>
8/22/14	<b>School projects to be determined by voters</b> An \$800 million bond referendum is on the table in Broward County as school board members are looking into how the money will be spent, but voters will have the final say.	<a href="http://www.wsvn.com/story/26263607/school-projects-to-be-determined-by-voters">http://www.wsvn.com/story/26263607/school-projects-to-be-determined-by-voters</a>
9/3/14	<b>Broward Schools superintendent promotes \$800 million bond</b> On November 4, 2014, voters will cast their ballots regarding an \$800 million General Obligation Bond Referendum. Proceeds from the General Obligation Bond would allow the District to invest in the critical	<a href="http://coralspringsconnection.wordpress.com/2014/09/02/broward-schools-superintendent-promotes-800-million-bond/">http://coralspringsconnection.wordpress.com/2014/09/02/broward-schools-superintendent-promotes-800-million-bond/</a>



	needs facing schools across the District. The District's SMART initiative focuses on Safety, Music & Art, Athletics, Renovations and Technology (SMART).	
9/3/14	<b>Residents Can Learn More About School Bond Referendum at Town Hall Meeting</b> Residents are invited to take part in a Town Hall type meeting where one of the topics will be the \$800 million referendum that will be on the ballot November 4. On October 1, Coral Springs residents are invited to attend the annual "Conversation with the District" at J.P. Taravella High School. The bond referendum will be part of the discussion and voters will learn more on how the money will be allocated for their schools.	<a href="http://coralspringstalk.com/residents-can-learn-more-about-school-bond-referendum-at-town-hall-meeting-8653">http://coralspringstalk.com/residents-can-learn-more-about-school-bond-referendum-at-town-hall-meeting-8653</a>
9/3/14	<b>Broward School District to hold Conversation with the District town hall meetings</b> With the new school year off to a great start, Broward County Public Schools (BCPS) announces the annual Conversation with the District series of town hall-style meetings aimed at gaining input and feedback from parents, students and community members.	<a href="http://coralspringsconnection.wordpress.com/2014/09/02/broward-school-district-to-hold-conversation-with-the-district-town-hall-meetings/">http://coralspringsconnection.wordpress.com/2014/09/02/broward-school-district-to-hold-conversation-with-the-district-town-hall-meetings/</a>
9/3/14	<b>District To Host Annual "Conversation With The District" Town Hall-Style Community Meetings</b> With the new school year off to a great start, Broward County Public Schools (BCPS) announces the annual Conversation with the District series of town hall-style meetings aimed at gaining input and feedback from parents, students and community members.	<a href="http://www.fortlauderdaleconnex.com/local/28777-district-to-host-annual-conversation-with-the-district-town-hall-style-community-meetings.html">http://www.fortlauderdaleconnex.com/local/28777-district-to-host-annual-conversation-with-the-district-town-hall-style-community-meetings.html</a>
9/3/14	<b>SMART Needs Assessment Facility (School) Reports Now Available Online</b> Broward County Public Schools SMART Capital Program Needs Assessment Facility (School) Reports are now available online. These individual school-level reports are the result of a comprehensive district-wide Needs Assessment, which provided an objective, data-driven overview of the District, as well as a strategic planning tool for prioritizing facility needs.	<a href="http://www.fortlauderdaleconnex.com/local/28775-smart-needs-assessment-facility-school-reports-now-available-online.html">http://www.fortlauderdaleconnex.com/local/28775-smart-needs-assessment-facility-school-reports-now-available-online.html</a>
9/5/14	<b>Broward schools propose \$1.4 billion of spending</b> Even as the Broward School Board tries to get the public onboard with an \$800 million bond referendum to refurbish old buildings, the district is unveiling a separate \$1.4 billion, five-year school improvement plan. Under the proposal, \$48 million will be spent this fiscal year on non-facility projects such as information technology (\$22 million) and transportation (\$17 million) to replace buses that are more than 12 years old.	<a href="http://www.sun-sentinel.com/fl-broward-school-board-bond-meeting-20140903,0,778454.story">http://www.sun-sentinel.com/fl-broward-school-board-bond-meeting-20140903,0,778454.story</a>



9/14/14	<p><b>Broward Democrats consider whether to go all in for school borrowing plan</b></p> <p>The School Board wants taxpayers to OK \$800 million in borrowing in the Nov. 4 election, and next week the Broward Democratic Party will decide if it wants to endorse the effort.</p>	<a href="http://www.sun-sentinel.com/news/broward/broward-politics-blog/sfl-broward-democrats-school-borrowing-20140911,0,1776585.story">http://www.sun-sentinel.com/news/broward/broward-politics-blog/sfl-broward-democrats-school-borrowing-20140911,0,1776585.story</a>
9/25/14	<p><b>Lauderhill school still waiting for playground</b></p> <p>Fifty-three projects worth \$26.3 million will be implemented in Lauderhill schools, if <a href="#">Broward County</a> voters approve the school board's proposed \$800 million bond, but there is no money set aside for a playground at Paul Turner Elementary.</p>	<a href="http://www.sun-sentinel.com/local/broward/lauderhill/f-l-mcf-bonds-0924-20140925,0,5412966.story">http://www.sun-sentinel.com/local/broward/lauderhill/f-l-mcf-bonds-0924-20140925,0,5412966.story</a>
9/29/14	<p><b>Third party oversight for \$800 million bond to improve Broward County Schools</b></p> <p>The Lauderhill County Commission held an open hearing to approve a list of key policy changes to be voted on by the general public in the upcoming November elections. Much of the hearing had a business as usual feel to it, as proposal after proposal passed without a single voice of opinion from the general public. When the proposal regarding the \$800 million bond to improve Broward County school facilities was open to the floor Dr. Desmond Blackburn, a representative for the Broward County School Superintendent, took the podium.</p>	<a href="http://thewestsidegazette.com/third-party-oversight-for-800-million-bond-to-improve-broward-county-schools/">http://thewestsidegazette.com/third-party-oversight-for-800-million-bond-to-improve-broward-county-schools/</a>
9/29/14	<p><b>Conversation with the District takes place at Hollywood Hills High School; superintendent promotes \$800 million bond on Nov. 4 ballot</b></p> <p>Kathy Oliva would like to see Hollywood Hills High School demolished and rebuilt. "I used to tell my children that school is like a tool, you use it to help you get where you want to go in life. Now I believe the tool is broken. The school is in disrepair and we don't have a home field for varsity football games," said Oliva. She was among a group of parents, students and employees who spoke at a Conversation with the District event at Hollywood Hills High School. It was hosted by Broward Public Schools Superintendent Robert Runcie.</p>	<a href="http://hollywoodgazette.com/FL/index.php/home/k2/item/180-conversation-with-the-district-takes-place-at-hollywood-hills-high-school-superintendent-promotes-800-million-bond-on-nov-4-ballot">http://hollywoodgazette.com/FL/index.php/home/k2/item/180-conversation-with-the-district-takes-place-at-hollywood-hills-high-school-superintendent-promotes-800-million-bond-on-nov-4-ballot</a>
10/2/14	<p><b>Broward Superintendent experiences school as student</b></p> <p>A South Florida superintendent returned to class Wednesday -- but from the view of a student, to see firsthand some of the school's much-needed renovations. Students at Hollywood Hills High School said their school is in dire need of help and wanted Broward Superintendent Robert Runcie to see the needs for himself.</p>	<a href="http://www.wsvn.com/story/26681972/broward-superintendent-experiences-school-as-student">http://www.wsvn.com/story/26681972/broward-superintendent-experiences-school-as-student</a>



10/2/14	<p><b>Broward School superintendent spends “day in the life of a student”</b></p> <p>Superintendent Robert W. Runcie headed back to class today, October 1, 2014, spending time at Hollywood Hills High School. The visit was prompted by an invitation from a student at the Conversation with the District community forum on September 22, 2014, during which the student asked the Superintendent join him at Hollywood Hills to experience a “day in the life ...</p>	<a href="http://www.cnweeklynews.com/tag/broward-county-public-schools/">http://www.cnweeklynews.com/tag/broward-county-public-schools/</a>
10/3/14	<p><b>Broward Superintendent Goes Back To Class For Bond Referendum Push</b></p> <p>The Superintendent of Broward County Public Schools went back to class this week to experience a day in the life of a student. Thursday, Superintendent Robert Runcie visited Plantation High School was Runcie’s second visit to a school this week.</p>	<a href="http://miami.cbslocal.com/2014/10/02/332419/">http://miami.cbslocal.com/2014/10/02/332419/</a>
10/5/14	<p>Editorial</p> <p><b>Past aside, Broward schools need repair funds</b></p> <p>The <a href="#">Broward County</a> Public Schools District wants voters to pass an \$800 million bond referendum to repair leaky roofs, buy computers and renovate the majority of its 200-plus campuses. The tab — like the need — is huge. And it comes at a tough time for struggling families.</p>	<a href="http://www.sun-sentinel.com/opinion/editorials/fl-editorial-school-board-bond-dv-20141005-story.html">http://www.sun-sentinel.com/opinion/editorials/fl-editorial-school-board-bond-dv-20141005-story.html</a>
10/5/14	<p><b>Broward County School Board puts money into renovating old trailers</b></p> <p>The Broward County School Board is nearly broke, which is one reason superintendent Robert Runcie is pushing hard for an \$800 million bond issue from voters in November. The board is experimenting more than ever with renovating crumbling portable classrooms.</p>	<a href="http://www.local10.com/news/broward-county-school-board-puts-money-into-renovating-old-trailers/28395770">http://www.local10.com/news/broward-county-school-board-puts-money-into-renovating-old-trailers/28395770</a>
10/8/14	<p><b>School projects to be determined by voters</b></p> <p>An \$800 million bond referendum is on the table in Broward County as school board members are looking into how the money will be spent, but voters will have the final say.</p>	<a href="http://www.wsvn.com/story/26263607/school-projects-to-be-determined-by-voters">http://www.wsvn.com/story/26263607/school-projects-to-be-determined-by-voters</a>
10/9/14	<p><b>Bond focuses on school construction – and public trust</b></p> <p>The fate of an \$800 million school bond referendum could depend on what voters think is in greater disrepair: <a href="#">Broward County</a> schools or their trust in those who would spend the money.</p>	<a href="http://www.sun-sentinel.com/local/broward/fl-election-broward-school-bond-20141008-story.html">http://www.sun-sentinel.com/local/broward/fl-election-broward-school-bond-20141008-story.html</a>
10/10/14	<p><b>Broward School District seeks \$800 million in bonds</b></p> <p>On November 4th, the Broward School District will ask voters for permission to issue \$800 million in bonds to renovate and repair crumbling schools and improve technology. But there's a critical question; can taxpayers look past the district's history of corruption to approve</p>	<a href="http://www.local10.com/news/broward-school-district-seeks-800-million-in-bonds/29051080">http://www.local10.com/news/broward-school-district-seeks-800-million-in-bonds/29051080</a>



	the measure? "I would say that we cannot sacrifice the future of our children today because of the sins of the past," said Broward Schools Superintendent Robert Runcie.	
10/11/14	<b>Bond focuses on school construction-- and public trust</b> The fate of an \$800 million school bond referendum could depend on what voters think is in greater disrepair: <a href="#">Broward County</a> schools or their trust in those who would spend the money.	<a href="http://www.sun-sentinel.com/local/broward/fl-election-broward-school-bond-20141008-story.html">http://www.sun-sentinel.com/local/broward/fl-election-broward-school-bond-20141008-story.html</a>
10/12/14	<b>South Florida 100 Forum Oct. 12</b> Robert Runcie, superintendent, Broward County Public Schools	<a href="http://www.sun-sentinel.com/opinion/south-florida-100/sfl-south-florida-100-forum-oct-12-20141010-htmlstory.html">http://www.sun-sentinel.com/opinion/south-florida-100/sfl-south-florida-100-forum-oct-12-20141010-htmlstory.html</a>
10/18/14	<b>Broward residents to decide on referendum for schools</b> An \$800 million referendum to improve the sixth largest school system in the country will be on November's ballot, but it will be up to voters to decide its fate.	<a href="http://www.wsvn.com/story/26817305/broward-residents-to-decide-on-referendum-for-schools">http://www.wsvn.com/story/26817305/broward-residents-to-decide-on-referendum-for-schools</a>
10/20/14	<b>Third party oversight for \$800 million bond to improve Broward County Schools</b> The Lauderdale County Commission held an open hearing to approve a list of key policy changes to be voted on by the general public in the upcoming November elections. Much of the hearing had a business as usual feel to it, as proposal after proposal passed without a single voice of opinion from the general public. When the proposal regarding the \$800 million bond to improve Broward County school facilities was open to the floor Dr. Desmond Blackburn, a representative for the Broward County School Superintendent, took the podium.	<a href="http://insurancenewsnet.com/oarticle/2014/10/17/third-party-oversight-for-%24800-million-bond-to-improve-broward-county-schools-a-568912.html#.VEFLJOdPL68">http://insurancenewsnet.com/oarticle/2014/10/17/third-party-oversight-for-%24800-million-bond-to-improve-broward-county-schools-a-568912.html#.VEFLJOdPL68</a>
10/21/14	<b>Sorting out money for kids on Broward ballot</b> Broward voters face two ballot questions that pull on purse strings and heartstrings — measures to tap property taxes for the sake of children. One would reauthorize the Children's Services Council, which has existed since 2000, extending a tax that already exists. The other, more controversial question would grant the Broward County School District the ability to issue up to \$800 million in new bonds for school repairs and equipment, to be repaid through property tax over 30 years.	<a href="http://www.sun-sentinel.com/news/fl-broward-ballot-mayocol-b102114-20141020-column.html">http://www.sun-sentinel.com/news/fl-broward-ballot-mayocol-b102114-20141020-column.html</a>
10/22/14	<b>Mayo: Given Broward Schools' Rocky Past, is \$800 Million Bond Measure Too Bold?</b> Broward voters reject the school district's \$800 million bond referendum, will Superintendent Robert Runcie take it as a personal repudiation — and will it mean his days are numbered?	<a href="http://www.sun-sentinel.com/news/fl-broward-bonds-mayocol-b102314-20141022-column.html">http://www.sun-sentinel.com/news/fl-broward-bonds-mayocol-b102314-20141022-column.html</a>



10/23/14	<p><b>Now is the time for us to make smart investments in the children of Broward County</b></p> <p>Arriving in Broward County in October 2011, almost nine months after the release of a grand jury report, my mission was clear – repair public trust while maintaining our commitment to give all children a high quality education experience. Today, we have a different School Board, new administrative leadership, and have made significant progress. Our community must move beyond the past and help us create a great future for our children.</p>	<a href="http://thewestsidegazette.com/now-is-the-time-for-us-to-make-smart-investments-in-the-children-of-broward-county/">http://thewestsidegazette.com/now-is-the-time-for-us-to-make-smart-investments-in-the-children-of-broward-county/</a>
10/30/14	<p><b>Public Safety Officials Join Superintendent Robert Runcie to Highlight the Safety Needs Addressed by the \$800 million school bond effort</b></p> <p>The \$800 million Broward School bond referendum on the November 4<sup>th</sup> ballot will help fund critical safety projects in public schools across the county. The bond will help address building safety issues, such as fixing roofs, windows and drainage as well as providing single point of entry and security cameras for our Broward public schools.</p>	<a href="http://sflcn.com/public-safety-officials-join-superintendent-robert-runcie-to-highlight-the-safety-needs-addressed-by-the-800-million-school-bond-effort/">http://sflcn.com/public-safety-officials-join-superintendent-robert-runcie-to-highlight-the-safety-needs-addressed-by-the-800-million-school-bond-effort/</a>
10/30/14	<p>Opinion</p> <p><b>Mike Ryan and Greg Ross: Bond issue deserves support</b></p> <p>As mayors, we understand the moral imperative to ensure every child has access to a quality education in a safe and nurturing environment. We are also keenly aware that quality public education is an economic tool which supports strong neighborhoods, builds cohesive communities and allows us to compete nationwide to retain and attract families, residents and businesses. Recently, the district hired a nationally renowned firm to conduct an independent needs assessment. What they found was startling: More than \$3 billion in deferred improvements necessary to renovate, repair and upgrade aging schools.</p>	<a href="http://www.sun-sentinel.com/opinion/commentary/fl-mayors-viewpoints-bond-issue-20141029-story.html">http://www.sun-sentinel.com/opinion/commentary/fl-mayors-viewpoints-bond-issue-20141029-story.html</a>
10/30/14	<p><b>Is the Broward School Bond too Massive to Manage?</b></p> <p>What happens to public education in Margate if the \$800 million school bond gets voted down? Will learning cease, buildings crumble and teachers and staff suffer layoffs? The answer is NO.</p>	<a href="http://www.margatenews.net/3909/93465/a/is-the-broward-school-bond-too-massive-to-manage">http://www.margatenews.net/3909/93465/a/is-the-broward-school-bond-too-massive-to-manage</a>
10/31/14	<p><b>Broward County School Officials Want \$800 Million in Taxpayer Money to Fix Schools in Disrepair</b></p> <p>Election Day on Tuesday is going to decide an important local issue that could impact schools in Broward. Voters are being asked to decide on a referendum that would help fund safety projects for public schools in Broward.</p>	<a href="http://blogs.browardpalmbeach.com/pulp/2014/10/broward_county_school_officials_want_800_million_in_taxpayer_money_to_fix_schools_in_disrepair.php">http://blogs.browardpalmbeach.com/pulp/2014/10/broward_county_school_officials_want_800_million_in_taxpayer_money_to_fix_schools_in_disrepair.php</a>



	Taxpayers are being asked to foot the \$800 million bill that will help repair building safety issues, such as drainage issues, windows, and roofs in disrepair. The funds would also be used to provide security cameras for schools.	
10/31/14	<b>Broward County School Officials Want \$800 Million in Taxpayer Money to Fix Schools in Disrepair</b> Voters are being asked to decide on a referendum that would help fund safety projects for public schools in Broward.	<a href="http://www.topix.com/county/broward-fl/2014/10/broward-county-school-officials-want-800-million-in-taxpayer-money-to-fix-schools-in-disrepair">http://www.topix.com/county/broward-fl/2014/10/broward-county-school-officials-want-800-million-in-taxpayer-money-to-fix-schools-in-disrepair</a>
11/1/14	<b>Facing South Florida: One-on-One with Broward Schools Supt. Robert Runcie</b> Voters in Broward County will decide whether to raise property taxes so the school district can issue 800 million dollars in bonds to renovate and repair existing schools. According to the district, the bond would cost the owner of a home with an assessed value of 225,000 dollars about 50 dollars a year. But it is not without controversy. Jim goes one-on-one with Broward Schools Superintendent Robert Runcie about the bond issue.	<a href="http://miami.cbslocal.com/video/10802780-facing-south-florida-one-on-one-with-broward-schools-supt-robert-runcie/">http://miami.cbslocal.com/video/10802780-facing-south-florida-one-on-one-with-broward-schools-supt-robert-runcie/</a>
11/5/14	<b>Broward County voters approve school bond</b> <u>Broward County</u> Schools will have a chance to make good on an ambitious plan to fix decaying schools after voters overwhelmingly approved an \$800 million bond referendum. The plan will be used mostly to fix old schools in the east and to address crowding in a few western schools. Schools will also receive about \$80 million in money for technology.	<a href="http://www.sun-sentinel.com/news/broward/headlines/fl-election-broward-schools-20141104-story.html">http://www.sun-sentinel.com/news/broward/headlines/fl-election-broward-schools-20141104-story.html</a>
11/5/14	<b>Broward voters back school bonds</b> Thanks to overwhelming voter support, Broward schools will receive \$800 million in new investments — new roofs, new air-conditioning systems and new technology for today's tech-savvy students. Broward voters on Tuesday approved the spending plan, which will add about \$50 to the average homeowner's property tax bill, by more than a 2-to-1 margin. It was a historic moment for the country's sixth-largest school district.	<a href="http://www.miamiherald.com/news/politics-government/article3567093.html">http://www.miamiherald.com/news/politics-government/article3567093.html</a>
11/5/14	<b>Voters approve \$800 million in bonds for Broward public schools</b> Voters approved \$800 million in bonds for Broward County Public Schools to invest in the district. Seventy-four percent of voters voted in favor for the bonds to be issued, while 26 percent voted against it. The bond	<a href="http://www.local10.com/news/voters-to-decide-whether-broward-public-schools-receive-800-million-in-bonds/29529764">http://www.local10.com/news/voters-to-decide-whether-broward-public-schools-receive-800-million-in-bonds/29529764</a>

	money will be used to renovate and repair Broward's aging school district, upgrade its safety and security systems and purchase thousands of new computers and educational technology.	
11/5/14	<b>Broward citizens to vote on schools renovation bond today</b> The citizens of Broward County are voicing their choice on renovations to public schools Tuesday. Broward County Superintendent of Schools Robert Runcie cast his vote in Cooper City Tuesday morning. He has been campaigning for a bond referendum that would raise more than \$800 million to repair dozens of public schools in Broward County.	<a href="http://www.wsvn.com/story/27269293/broward-citizens-to-vote-on-schools-renovation-bond-today">http://www.wsvn.com/story/27269293/broward-citizens-to-vote-on-schools-renovation-bond-today</a>
11/5/14	<b>Voters Approve Bond To Improve Broward Schools</b> Voters in Broward County were able to weigh in on whether to approve an \$800 million bond to improve the county's public schools.	<a href="http://miami.cbslocal.com/2014/11/04/voters-approve-bond-to-improve-broward-schools/">http://miami.cbslocal.com/2014/11/04/voters-approve-bond-to-improve-broward-schools/</a>
11/5/14	<b>Broward Voters Weigh In On Bond Issue, Gov Race</b> Millions of dollars have been spent on campaign ads leading up to Tuesday's General Election. Clear skies helped a record early voting in Broward and prevented polling congestion.	<a href="http://miami.cbslocal.com/2014/11/04/broward-voters-to-decide-school-bond-issue/">http://miami.cbslocal.com/2014/11/04/broward-voters-to-decide-school-bond-issue/</a>
11/5/14	<b>Short lines at South Florida voting precincts, despite nasty gubernatorial race</b> Lines were short or nonexistent at South Florida voting precincts, as midterm election voters' enthusiasm was low and Washington gridlock fears were high.... Broward Schools Superintendent Robert W. Runcie and Miami-Dade Schools Superintendent Alberto Carvalho were some of the community leaders asking everyone who crossed their path to get out and vote.	<a href="http://www.local10.com/news/election-day-starts-without-a-hitch/29519974">http://www.local10.com/news/election-day-starts-without-a-hitch/29519974</a>
11/6/14	<b>Broward school leaders address bond passage</b> There's a lot of excitement in the Broward County School Board about the passage of an \$800 million bond referendum. Superintendent Robert Runcie and School Board Chairwoman Patti Good, surrounded by lots of district officials and bond supporters, discussed their gratitude to voters and what's ahead for construction during a Wednesday press conference.	<a href="http://www.sun-sentinel.com/news/education/sfl-broward-school-leaders-address-bond-passage-20141105-story.html">http://www.sun-sentinel.com/news/education/sfl-broward-school-leaders-address-bond-passage-20141105-story.html</a>
11/6/14	<b>Broward Public Schools plan how to disperse bond money</b> Broward County Public School District officials are gearing up their plan to spend \$800 million in bond money approved by voters in Tuesday's election. "Every	<a href="http://www.local10.com/news/broward-public-schools-plan-how-to-disperse-bond-money/29566422">http://www.local10.com/news/broward-public-schools-plan-how-to-disperse-bond-money/29566422</a>



	school wins based on yesterday's outcome," said Superintendent Robert Runcie at a news conference Wednesday morning.	
11/6/14	Video <b>287 safety projects coming for Broward public schools after voters approve bond issue</b>	<a href="http://www.local10.com/news/287-safety-projects-coming-for-broward-public-schools-after-voters-approve-bond-issue/29567222">http://www.local10.com/news/287-safety-projects-coming-for-broward-public-schools-after-voters-approve-bond-issue/29567222</a>
11/6/14	<b>Broward voters approve \$800 million bond</b> Students at Broward County Schools will see improved facilities, more technology and more resources for arts and athletics. The Broward County voters approved an \$800 million General Obligation Bond during the November 4 election.	<a href="http://coralspringsconnection.wordpress.com/2014/11/05/broward-voters-approve-800-million-bond/">http://coralspringsconnection.wordpress.com/2014/11/05/broward-voters-approve-800-million-bond/</a>

**Marquee Message Program**
**September - November 2014**

Beginning Monday, September 15, 2014, all schools began placing SMART messages on their marquee signs in front of the school. Schools were asked to refresh the message each week, leading up to the November 4<sup>th</sup> referendum. Schools were provided sample messages, but were encouraged to create messages on their own that would resonate with their individual communities. Outlined below are some of the sample messages.

- Get a SMART Education @ browardschools.com
- Make a SMART Call to 754-321-1104
- Find SMART Facts @browardschools.com
- Explore SMART Futures @ browardschools.com

The marquee program was further enhanced with fence banners at each school. The fence banners were prominently displayed; and identified the anticipated proceeds and facility projects that would be addressed at each school, should the bond referendum be successful. Outlined below is a sample banner for Atlantic Technical College and Technical High School.


**Conversation with the District**
**September - October 2014**

The District values the “voice of the customer.” Each year, since his arrival, the Superintendent has embarked on a listening tour throughout the community to hear the concerns of parents and other stakeholders. This feedback serves to inform the efforts of the District to continuously improve on the

delivery of services to our students, parents, and the community. The *Conversation with the District* is held as an evening event in each of the seven geographic districts throughout the county. This year, the Superintendent focused his conversation on the SMART initiative. It provided another forum and opportunity to discuss the District's capital program, the reduction in capital millage over the past eight years, and the tremendous capital needs that were identified through the comprehensive needs assessment. The Superintendent was able to share how the bond proceeds would be utilized to address the most critical needs throughout the District and the financial impact of a successful bond referendum to the average home owner. The dates and locations for this year's Conversation with the District are listed below.

September 8, 2014	Northeast High School
September 10, 2014	Atlantic Technical College
September 17, 2014	Cypress Bay High School
September 22, 2014	Hollywood Hills High School
September 30, 2014	Flanagan High School
October 1, 2014	J.P. Taravella High School
October 27, 2014	Piper High School

This year's Conversation with the District culminated on November 1, 2014, with the District's 3<sup>rd</sup> annual Ed Talk event. Ed Talk is a public forum, held at the convention center, designed for stakeholders from Broward County to collaborate with the District to improve the outcomes of all students. Community participants are able provide feedback to strategic conversations through keypad polling devices and laptop computers. The feedback is then utilized to further the priorities outlined in the District's Strategic Plan. This year also provided a final opportunity to discuss the bond referendum, three days before the election. Several community leaders addressed the audience to speak to emphasize the importance of a successful referendum and the significance of casting their voice in this issue.

#### **SMART Roundtables**

**September - October 2014**

In an effort to educate our local community about the Broward County Public School SMART Initiative, Broward County Public Schools (BCPS) invited local, state, and national stakeholders in public education to join the conversation and learn more about the impact of the bond on our school system and community as a whole. BCPS held seven roundtables, each with a different overarching focus: technology, safety, athletics, music and arts, and non-profits. Overall, about 100 community, business, and advocacy leaders joined the Superintendent to learn more about the bond initiative and to brainstorm how they could help spread the message.

Members of the technology community from around the nation joined Superintendent Runcie twice to discuss the bond's impact on technology in the classroom. During the safety roundtable, the Superintendent, Broward Sherriff's office, and city police and fire chiefs from across the county discussed single point of entry, sprinkler system upgrades, and school security issues. Representatives from the Florida Panthers, Miami Dolphins, Miami Marlins, and Miami Heat joined our Superintendent

and high school athletic directors to discuss athletic improvements that would be afforded under the bond initiative and also to brainstorm ideas about how to strengthen our ties to the athletic community. In the music and arts community, leaders from the Broward Center for Performing Arts, the Museum of Modern Art, and the Museum of Discovery and Science expressed their support for the initiative. Finally, non-profit initiatives from around the county, like HANDY, Big Brothers and Big Sisters, and Impact Broward, discussed how to spread the word about the bond initiative while also beginning conversations on better ways to integrate non-profits into the school system.

Overall, these seven roundtables allowed Superintendent Runcie and his team to connect with what each group foresaw as their most important areas of interest and their greatest concerns regarding the bond and its impact. They also allowed BCPS to create conversations that would continue long after the bond initiative and that would help BCPS improve its services to the students and communities of Broward County.

<b>Zone Community Showcases</b>	<b>October 2014</b>
---------------------------------	---------------------

The District held Zone Community Showcases throughout the month of October. The Zone Community Showcases (Community Showcases) are platforms for District schools and centers to promote educational programs and resources available for families in each Innovation Zone. Innovation Zones (Zones) consist of a cluster of schools that includes a high school, middle school(s), elementary schools and centers. The Zones break down "barriers" and divide the District into 28 representative, responsive and manageable geographic areas, while maintaining the importance and influence a big District demands.

The Community Showcases included student performances, exhibits, pep rallies and information breakout sessions. Representatives from each school provided information and answered questions about their educational programs and opportunities. The Community Showcases also augmented the open house sessions, with another opportunity for parents and community members to learn more about the \$800 million General Obligation Bond and the District's SMART initiative. Principals within a particular Zone creatively demonstrated how the bond would have an impact on the entire Zone, and support a student's K-12 matriculation.

## **Conclusion**

On November 5, 2014, the Broward County School Board and Superintendent Robert W. Runcie, accompanied by District leadership and community members, held a news conference regarding the approval of the \$800 million General Obligation Bond during the November 4<sup>th</sup> election. The success of the SMART initiative is significant. In addition to the direct benefits it will provide the students and community, it also demonstrates the District's ability to effectively communicate strategic issues to its stakeholders.

The Superintendent stated at the press conference, “We would like to thank all of our parents, employees, students and community members for working incredibly hard over the past several months to inform our community about the critical needs facing our schools. The General Obligation Bond will provide the funds necessary to meet our schools’ most critical life-safety, technology and facility needs, as well as invest in music, art and athletic programs. The Bond is an investment in our students’ futures, as we work to provide them with the resources they need to learn to their highest potential.”

Broward County Public Schools  
Office Of The Chief Strategy  
& Operations Officer



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### Message from our Superintendent of Schools

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 investing in education at the level we would like. The onset of the great economic recession, starting in 2008, has resulted in more than a \$2 billion dollar reduction in per pupil funding in Broward County and another \$1.8 billion dollar loss in capital funding. Although we are seeing positive trends from the recent economic recovery, we must ensure that we are efficient in the expenditure of every dollar in order to maximize our impact on student incomes.

As responsible stewards of taxpayer dollars, we are continuously improving how we run our business operations and making everyone accountable for results. First, over the past two and a half years, the District has worked hard to demonstrate our commitment to spend taxpayer dollars responsibly. We have successfully reduced expenses and increased operational efficiencies, allowing the District to reinvest more than \$35 million back into our classrooms. Second, student achievement is directly impacted by the quality of teaching in classrooms. Our teacher development efforts are focused on ensuring high quality instruction takes place in all of our schools, every day.

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 allow us to better recognize our teachers.

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,

Robert Runcie  
Superintendent of Schools





## Message from our Chief Strategy & Operations Officer

Public school districts and non-profits across the nation are experiencing shrinking budgets and increasing demand for services. This, combined with a proliferation of competition for limited funding, has resulted in stakeholders demanding positive (social) returns on their investments. To deliver on these expectations and improve student outcomes, Broward County Public Schools (BCPS) has developed a new strategic plan, has implemented a Performance Management (PM) process to ensure departmental alignment with the District's strategic priorities, and has achieved increased cross-departmental collaboration and accountability.

PM derives its foundation from the District's new Strategic Plan (accessible at [www.http://bcps.browardschools.com/strategicplan/](http://bcps.browardschools.com/strategicplan/)). The core components of the Strategic Plan are: **1) High-Quality Instruction, 2) Continuous Improvement, and 3) Effective Communication.** This plan was created with the "voice" of multiple stakeholders. In developing the plan, Superintendent Robert Runcie conducted listening tours, held public forums, and solicited input and feedback from the community on the vision, mission, and strategic direction of BCPS. The result is a simplified, yet cogent plan with a targeted focus on improving student outcomes for all students.

With the understanding that successful organizations around the world – business, non-profit, educational, political, etc. – contribute much of their success to formal continuous improvement programs, BCPS is institutionalizing PM. PM is a process, not a tool. The process is guided by data and information. A small team of PM specialists work to identify, cleanse, and utilize data to "tell the story" about a department's challenges, opportunities, and successes. Trend analysis and external benchmarking are key elements to the process, as we strive to measure the effectiveness of a department's value-add services. The philosophy is simple... in a non-threatening environment we bring in key decision-makers, from across the organization, to review the data and collectively identify solutions to improve the key performance outcomes of the department being analyzed.

Collaboration and joint problem-solving are significant behavior changes we are noticing through PM. Performance Management starts with a heavy dose of coaching and analysis between the PM specialists and the management team of the department being analyzed. There is a joint review of the data and information while developing the actual presentation for the identified department's PM session. Since most K-12 issues and opportunities are cross-departmental in nature, leadership team members from across multiple disciplines and departments come together in an environment where open and honest dialogue thrives.

The results of the PM process have been outstanding. Not only has this process helped to foster a broader cultural shift, it is allowing us to constantly measure the effectiveness of our processes and value-add services with rigorous benchmarking. We believe that you will appreciate the data, transparency, and accountability provided in this report.

Sincerely,

Maurice L. Woods  
Chief Strategy & Operations Officer



## Executive Summary

### Performance Management Highlights

125 reliable metrics tracked

81% of Operations departments' metrics tracking in positive direction

Food Nutrition Service: Meals per labor hour increased by almost 20%

\$35 million repurposed back into the classroom

Governance process rationalized 128 initiatives down to 5 critical projects

**The Performance Management department has introduced new tools and templates to support how projects are managed and work is executed. PM has also been instrumental in increasing the level of accountability throughout the District.**

Information Technology: Ratio of students to computers improved by 25%.

Of the 108 Key Action Items, 44% have been completed

From 9 to 137 is the growth in the number of school enlisting the services of the Business Support Center

\$7.5 million in savings realized from Student Transportation department



## Performance Management (PM) Overview

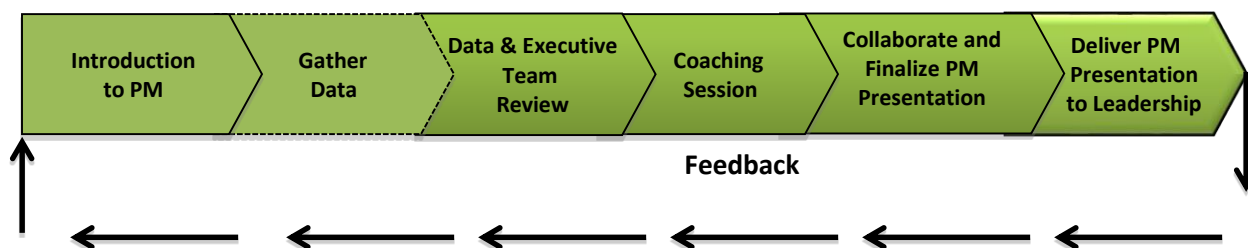
### What is Performance Management (PM)?

Performance Management is a rigorous, evidence-based, collaborative problem solving process. The process involves frequent PM reviews to help BCPS align and optimize all school district initiatives and services to the three strategic goals mentioned previously. Guided by data and information, divisions, offices, and departments experience several opportunities to engage in open and honest conversations, during the PM reviews to evaluate each and every unit's value-added services. During the PM reviews, real-time 'Action Items' are identified and assigned to responsible parties. The process is interactive because progress against baseline metrics and assigned Action Items are documented, acted upon, and shared at subsequent PM reviews.

### How is Performance Management (PM) Implemented?

Using performance data to drive collaboration, accountability, and strategic alignment is the underlying objective of PM. The PM framework used by BCPS aids departments in performing a rapid performance assessment.

### Performance Management (PM) Framework



- **Introduction and Data Gathering:** Specialists from the PM Unit are chiefly responsible for gathering information from the various departments, analyzing it, and disseminating it back to department director and managers, so that it can be used effectively during and after the presentation.
- **Data Team Review and Coaching Session:** The PM Unit, in collaboration with the department being analyzed, is chiefly responsible for assembling and analyzing necessary data. Leveraging the District's research and data analytical capabilities, the joint team incorporates a sophisticated process of verification and oversight to ensure the accuracy of information that is gathered from the department and secondary resources.

Performance Management, as a process, supports our belief in that we must constantly measure the effectiveness of our value-add services, while striving to satisfy the needs of our diverse stakeholder population. It is a process that allows us to improve collaboration, increase knowledge sharing, and leverage the intellectual capital of the entire organization.



## Performance Management 1.0 Summary

### Theme

The PM 1.0 framework produced some very positive results and began to break down barriers within the organization. District departments learned more about each other's respective business, and we started to see more collaboration between groups than we had in the past.

### Presenting Teams

PM 1.0 featured single Department teams (e.g. Portfolio Services) at the presenting table and there was a singular focus on how each respective Division/Department was performing. We saw a range of presentation styles with some teams choosing to have significant impact from Directors, while others chose to have only the Chief of the Division present.

### Length of Presentation & Core Elements

PM 1.0 required an intense amount of preparation from a presentation slide standpoint. Each team delivered a two hour presentation which included as many as 60 charts. A couple of the important elements included in the presentation were the organizational charts and identification of value added services. In some cases it was very eye opening to see how certain Divisions/Departments were structured and the utilization of resources. The value-added services brought the story together and gave teams a good sense whether their activities were aligned with the Superintendent's strategic plan. Real-time action items are documented during the PM session to include action person accountable and timeline for completion.

3.0: Compliance to Federal & State laws, CBAs, & District Policies	
Departments	Value Added Service
Instructional Staffing	Monitor compliance data for instructional employees
Non-Instructional Staffing	Oversee compliance of printed and electronic data for employees
Equal Educational Opportunities	Investigate internal/external discrimination charges /complaints for employees/students
Employee & Labor Relations	Administer Collective Bargaining Agreements
BDSPPD Police Department	Provide security services to employees / students

Sample Value Added Services Template

Project/Activity/ Initiative/Focus	Champion /Owner	Frequency	Measure	Current	2013-14 Target/ Benchmark	2014-15 Target/ Benchmark
High Quality Workforce Management	Directors of IS & NIS	Annual	<b>Hiring Process Efficiency:</b> Ratio of calendar days of all vacancies to number of employees hired.			
			Teachers	14	12	10
			Classified Staff	21	15	9
			Administrative Staff	21	15	9
Data Source: <i>Managing for Results in America's Great City Schools - October 2012 CGCS Report</i>						
Administration of HR Processes/Programs	Directors of IS & NIS	Annual	<b>Substitute Request Rate:</b> Average daily number of substitute teacher requests by level			
			Elementary	6	5	4
			Middle	9	8	7
			High	10	9	8
			Centers	4	3	2
Data Source: <i>SmartFind Express (Automated Substitute System)</i>						

Sample Metrics Tracking Template

### Budget Data & Metrics

As mentioned earlier, PM 1.0 was about learning more about our organization which included more insight to Division/Department budgets and metrics they track to measure success. The PM team learned that many teams present their respective budgets in many forms which our team felt highlighted a disconnect between how budgets are managed and what is preferred by the Chief Financial Officer. The budget data presented was unstructured and didn't focus on specific programs, but was more consistent with the traditional Zero-based budgeting methodology present in many Districts across the country.

PM 1.0 also gave the organization a lens into how Divisions/Departments measure themselves with respect to success. This primarily consisted of lagging indicators and many teams presented some of the same measurements at a high level (e.g., graduation rate, readiness data).



## Performance Management 1.5 Summary

### Theme

Leveraging lessons learned and action items from PM 1.0, the PM 1.5 framework was built to help “move the work forward,” and that happened with the help of some tools and templates we introduced which will be discussed later. The PM Department also led an effort to prioritize projects throughout the district and implemented the Initiative Alignment & Prioritization model.

### Presenting Teams

Like the previous framework, PM 1.5 featured single Department teams (e.g., Portfolio Services) at the presenting table with a singular focus on how each respective Division/Department was performing. Although, we continued to see a range of presentation styles, we did see more Divisions/Departments incorporating more staff in the preparation leading up to the session.

### Length of Presentation & Core Elements

PM 1.5 required a little less time to prepare from a presentation slide standpoint. Each team delivered a two hour presentation which included as many as 25 charts. A few important elements included in the presentation were the SWOT Analyses, work plans, and cost benefit analyses templates that teams were asked to complete. These new tools and templates were introduced to give teams a more structured way to approach executing projects, so that we could ultimately positively affect student achievement. In some cases, this was the first time team members had seen or used these types of templates, so the learning curve was steep at times. We believe the organization gained a new respect for how we should think about the implementation of well-intentioned projects, and that we must think of the Return on Investment.

Project	Task	Start Date	End Date	Progress
Design & Rollout Workplan	Design & Rollout Workplan	1/1/14	1/31/14	100%
	Design & Rollout Workplan	2/1/14	2/28/14	100%
	Design & Rollout Workplan	3/1/14	3/31/14	100%
	Design & Rollout Workplan	4/1/14	4/30/14	100%
Implement & Monitor	Implement & Monitor	5/1/14	5/31/14	100%
	Implement & Monitor	6/1/14	6/30/14	100%
	Implement & Monitor	7/1/14	7/31/14	100%
	Implement & Monitor	8/1/14	8/31/14	100%

Sample Work Plan Template

Project Cost Elements	FY 2013-14	FY 2014-15	FY 2015-16	TOTAL
Personnel/Salary	\$0	\$0	\$0	\$0
Contract Services	\$0	\$0	\$0	\$0
Hardware	\$0	\$0	\$0	\$0
Software	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0
Total Project Costs	\$0	\$0	\$0	\$0
Cumulative Project Costs	\$0	\$0	\$0	\$0
Project Revenue/Benefit Elements	FY 2013-14	FY 2014-15	FY 2015-16	TOTAL
Budget	\$0	\$0	\$0	\$0
Benefit #1	\$0	\$0	\$0	\$0
Benefit #2	\$0	\$0	\$0	\$0
Benefit #3	\$0	\$0	\$0	\$0
Total Revenue/Benefits	\$0	\$0	\$0	\$0
Cumulative Change	\$0	\$0	\$0	\$0
Cost-Benefit Analysis	FY 2013-14	FY 2014-15	FY 2015-16	TOTAL
Net Project Cost	\$0	\$0	\$0	\$0
Net Revenue/Benefits (Quantified)	\$0	\$0	\$0	\$0
Return on Investment (Flow 1 minus Flow 2)	\$0	\$0	\$0	\$0
Payback Period (years)				

Sample Cost Benefit Analysis Template

### Budget Data & Metrics

As mentioned earlier, PM 1.5 was about moving the work forward, which included the introduction of the cost benefit analysis template. This was also an exercise to get the organization on the same page in terms of how we look at budgeting for programs and how teams present their respective financials. Because budgets were previously presented in incremental based budgeting format, we required each Division/Department to complete a standardized budget sheet with only the line items varying slightly. This was a first step toward the ultimate goal of moving the District towards Performance Based Budgeting.

PM 1.5 also built off the measures of success identified in the previous PM framework, and these metrics were updated or as needed. We did see some slight improvement in our College & Career Readiness



measures and many of our Strategy & Operations units (e.g., Food and Nutrition Services, and Student Transportation & Fleet Services) reported improved data as a result of improved efficiencies.

### **Performance Management Impact**

The Performance Management department has gone through a rapid evolution in its first two years of existence. The department has introduced tools, templates, and concepts that are not traditionally found in education, and senior leadership has had a significant learning curve. Below are some highlights of how Performance Management has positively impacted the District:

#### **Operations**

- Transportation: Cost per District operated bus reduced by almost 40%.
- Food and Nutrition Services: Meals per labor hour increased by almost 20%.
- Procurement: P-Card Transactions ratio grew from 27.6% to 33%.
- Information & Technology: Ratio of students to computers improved by 25%.
- Information & Technology: First contact resolution rate improved from 57% to 86%.
- Designed and launched Initiative Alignment & Prioritization framework to help categorize for the first time Critical, High, Medium and Low priority projects.
- Increased usage of new templates (e.g. work plans & cost benefit analyses) within Divisions to help guide and manage workflows.

#### **Academics**

- District grade improved from C in 2013 to B in 2014.
- BCPS experienced 3-point increase in reading learning gains.
- BCPS experienced 2-point increase in math learning gains.
- Our lowest 25% students experienced 5-point increase in math learning gains.
- Contributed to a greater data orientation, better organization of data (e.g., Early Childhood Education).
- Influenced significant, new ways of working (e.g., Academics: BEST Blueprint).





## Performance Management 2.0 Focal Areas

The Performance Management team has been pleased with the impact the department has had on the organization thus far, however we are not satisfied with that and are always striving to get better. We are currently in the early stages of the PM 2.0 launch and we are even more excited about the new tools being introduced during this phase.

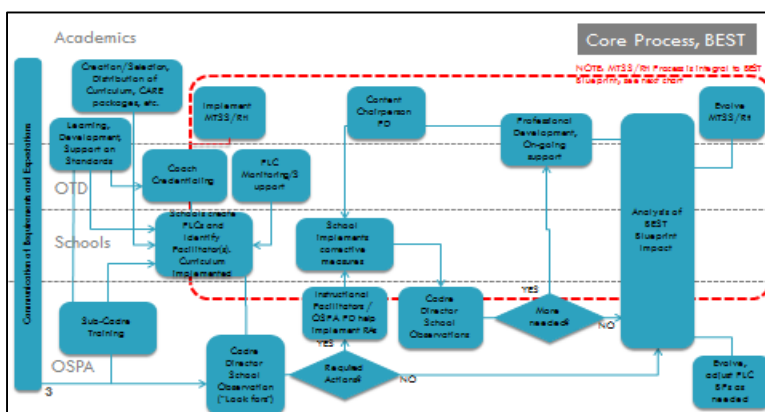
The PM 2.0 Framework was built around the Superintendent's key focal areas that will drive the District's activity over the next year which are 1) BEST/CARE Blueprint, 2) Local Assessments, and 3) Teacher Development. Executing on these specific focal areas will allow the organization to concentrate on driving outcomes and improve student achievement.

The PM planning process and sessions will look quite different and be less focused on individual departments, but promote collaboration between multiple stakeholders within a certain initiative. This will require Divisional Chiefs to be more deliberate with working together, and be more accommodating with scheduling time to participate in planning sessions facilitated by the PM team.

The length of the PM 2.0 sessions will remain at two hours, however the presentation will only consist of 10 to 12 charts on average. Like in previous iterations of PM, the PM team has always introduced new core elements, and the team feels PM 2.0 will introduce tools that will have a significant impact on the organization. More specifically, the PM team has introduced process mapping (see example below) of initiatives with a particular focus on highlighting areas where different Divisions/Departments interconnect. This has already had an impact on the BEST/CARE Blueprint team; the team re-engineered the process to address certain gaps that previously existed.

Finally, the new PM 2.0 Framework continues to highlight measurements of success and the use of data to drive decision making. Presenting teams have been asked to not only track lagging indicators, but to make more of an effort to identify leading indicators with respect to student achievement so the organization can be more proactive and aggressive with remediation efforts.

The PM team looks forward to working with the remaining collaborative teams going forward and expects to continue to have a positive impact on performance.



Sample Process Map



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## The School Board of Broward County, Florida

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Superintendent of Schools

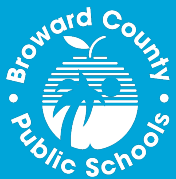
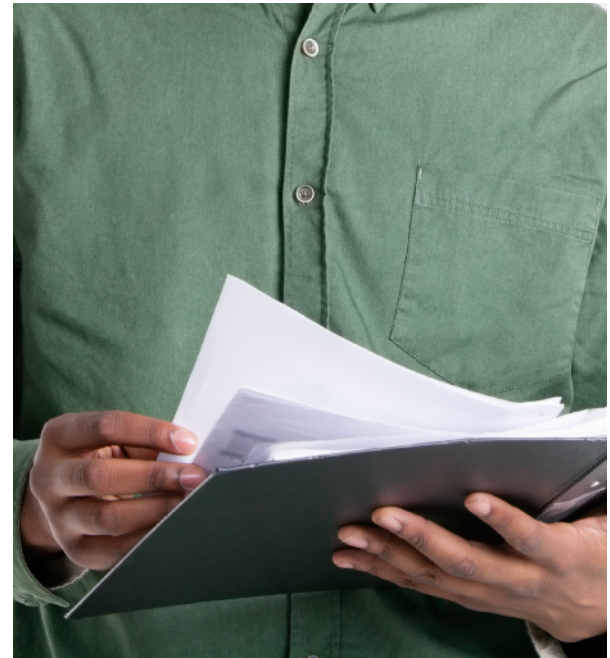
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# STANDARDS *and* GUIDELINES

Broward County Public Schools Communication Guide



**BROWARD COUNTY PUBLIC SCHOOLS**

Updated 1/2015

**Broward County Public Schools**

Public Information Office

600 SE 3rd Ave

Fort Lauderdale, FL 33301

**browardschools.com**

Facebook.com/browardschools

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**Produced by Broward County Public Schools, Public Information Office (PIO)**

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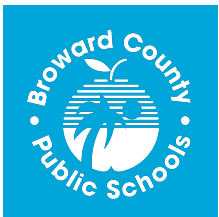
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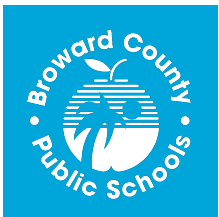
**Robert W. Runcie, Superintendent of Schools**

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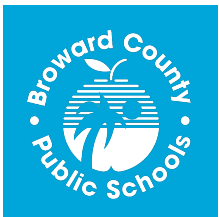


## Why Do We Need Standards and Guidelines?

Think of it like this: **Broward County Public Schools (BCPS) is a brand.**

A brand is the image we present to the public.

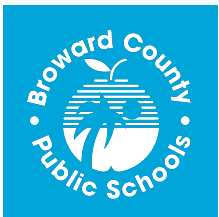
Everything we do, everything we say, and everything we write — from the smallest tweets to daily memos and epic documents — can either build the brand or harm the brand.



## Help Us Build the BCPS Brand

### Building a brand means:

- Consistent messaging
- Clear communication
- A united image
- Communication that reflects and reinforces who we are



STANDARDS *and* GUIDELINES

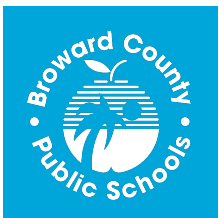


## What Is Your Role?

When you send out any communication, **ensure the messaging reflects the District's Standards and Guidelines as part of the BCPS brand.** Also, there should be no typos or misuse of language and grammar.

Communications need to convey a **consistent voice**. The District's is upbeat, positive, aspirational and **always professional**. Remember, as educators, we are **held to a higher standard** with regard to good writing and communication skills. Always proof your work for proper grammar, spelling and punctuation.

The following pages contain the District's Standards and Guidelines to help you in your communications. Refer to them often.

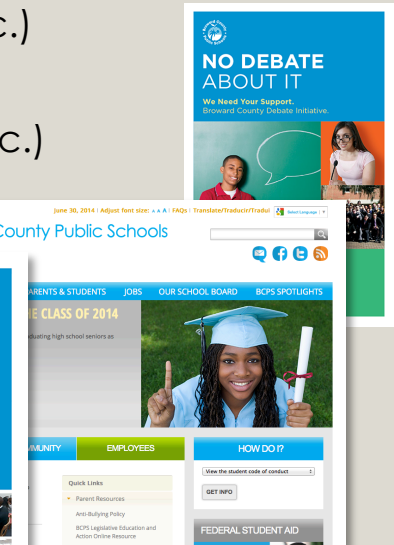
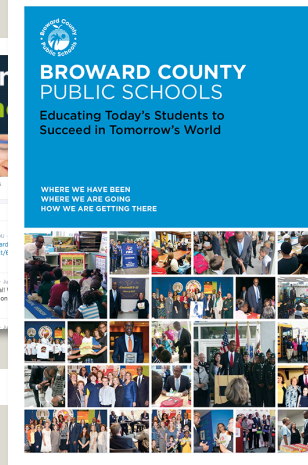




## When to Use These Guidelines

For all digital, printed and written materials, including (but not limited to):

- Email
- Letterhead
- Flyers
- Business cards
- Brochures and booklets
- Exhibits and displays
- Posters
- Websites
- Presentations (PowerPoint, Prezi, etc.)
- Social media (Twitter, Facebook, etc.)



# BCPS-Specific Guidelines

## GENERAL TIPS

### We are Broward County Public Schools or the District

In documents, after the first reference to Broward County Public Schools, additional references in the same document can be BCPS. If you plan to use BCPS in the document, however, put it in parentheses on first reference.

*Example:* Broward County Public Schools (BCPS) is the sixth largest school district in the country.

**When referring to Broward County Public Schools as the District**, always capitalize the "D."

**When referring to the Superintendent**, on first reference, use Broward County Public Schools Superintendent Robert W. Runcie. In subsequent references, use "the Superintendent" with a capital "S."

The word principal should not be capitalized unless it is the first word in a sentence or a direct title.

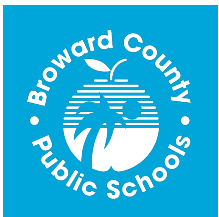
**YES:** All middle school principals must reply by the end of September.

**NO:** Next year Principals will have the option of hiring media specialists.

**YES:** At the school, Principal John Thomas addressed the parents.

**When referring to the teacher's union**, use its formal name on first reference: Broward Teacher's Union. In subsequent reference, you can use BTU or teacher's union.

**When referring to departments**, use a capital "D" on first reference, then lowercase on the second and third references. *Example:* The Math Department is holding a competition. If you need details, call the department office.



## BCPS-Specific Guidelines, *continued*

**When using Broward County Public Schools as an adjective,** keep the “s” at the end of Schools:

**YES:** Broward County Public Schools teachers are leading the way.

**NO:** Broward County Public School teachers are leading the way.

**When using Broward County Public Schools as a noun** or an entity, it is singular:

**YES:** Broward County Public Schools has done well on the FCAT.

**NO:** Broward County Public Schools have done well on the FCAT.

**When referring to multiple districts,** do *not* capitalize the “d”

**YES:** Many Florida school districts have implemented the program.

**NO:** Many Florida school Districts have implemented the program.

**When referring to the county’s public schools in general,** do not capitalize the “p” or “s.” It is a plural subject and takes a plural verb.

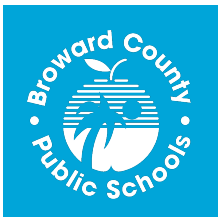
**YES:** Broward’s public schools have done well academically and athletically.

**NO:** Broward’s Public Schools has done well academically and athletically.

**Do not use Broward County Public Schools to indicate possession.** (This may involve a reconfiguration of your sentence.)

**YES:** The District’s buses travel more than 108,000 miles each day. Or the school system’s buses travel more than 108,000 miles each day.

**NO:** Broward County Public Schools’ buses travel more than 108,000 miles each day.



## BCPS-Specific Guidelines, *continued*

### REFERRING TO THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

When referring to The School Board of Broward County, Florida in **legal documents and contracts**, *only* use The School Board of Broward County, Florida. This indicates the legal, governing body of the school system.

**TIP:** Be sure to the capitalize the "T" in "The."

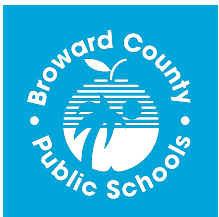
For the majority of **printed and written materials**: Use Broward County School Board or School Board. Additional references in the same document can be the Board.

**TIP:** Be sure to capitalize the "B." Example: In a 9-0 vote, the Board approved the new policy.

When referring to **school board members**, do not capitalize the "M." Example: School Board member Jane Smith said she would support the effort.

**Titles:** The correct designation is School Board Chair and School Board Vice Chair - capitalize the "C" and "V." When listed, the designation should follow the person's name. Example: Mary Smith, School Board Chair or Mary Smith, Chair.

**TIP:** Do not use Chairperson, Chairman, or Chairwoman.



## BCPS-Specific Guidelines, *continued*

### REFERRING TO SCHOOLS

**On first reference: Always use the complete name.**

Example: Bayview Elementary School won the competition.

**For subsequent references:** You can drop “school” from the name.

Example: Bayview Elementary worked hard to increase student achievement.

**For official documents** (memos, letterhead, etc.): Use the full school name.

**For listing multiple schools of the same grade level:**

List the type of school last and do not capitalize.

Example: Sanders Park, Nova Eisenhower, Palm Cove and Watkins elementary schools are going on the field trip.

**When compiling a list of schools:** Separate them by grade level and use the identifier (elementary, middle, high, etc.) first.

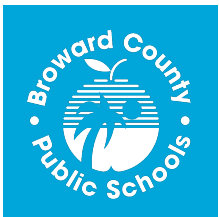
Example: The following schools participated in the program:

Elementary: Driftwood, Hallandale, Lakeside and Morrow;

Middle: Seminole, Silver Trail and Westglades;

High: Coconut Creek, Dillard, Everglades and Hallandale;

Centers: Atlantic Technical and Lanier-James



# BCPS-Color Palette Specifications

The color palettes for BCPS reflect our brand personality, which is dynamic and welcoming. Consistent use of the brand's colors is essential to our brand identity. Please use only the color palettes and color formulas specified in this document when displaying the BCPS logo and designing other visual elements for BCPS communications materials for print output.

BCPS Primary Blue, BCPS Primary Orange, and BCPS Primary Green are the brand's primary colors. An expanded secondary color palette that includes darker and lighter shades of the primary color palette and complementary hues may be used when additional colors are needed (see secondary colors on next page).

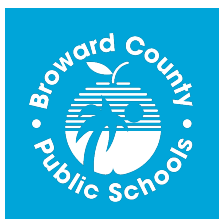
Please use the PMS (Pantone Matching System) color values when consistent color is essential in high-end professional printed materials.

CMYK stands for Cyan, Magenta, Yellow and Black. These are the primary ink colors used in 4-color process printing. CMYK values can be used for lower budget print jobs and when consistent color is not as necessary.

## Primary Colors

Blue	Green	Orange
<b>CMYK</b> C100 M13 Y1 K2	<b>CMYK</b> C93 M0 Y63 K0	<b>CMYK</b> C0 M69 Y100 K0
<b>PMS Coated</b> PROCESS BLUE	<b>PMS Coated</b> GREEN	<b>PMS Coated</b> 021 C

(secondary colors continued on next page)



## BCPS-Color Palette Specifications continued

### Secondary Colors

Yellow 1

**PMS Coated**  
127 C  
  
**CMYK**  
C0 M9 Y55 K5

Yellow 2

**PMS Coated**  
7406 C  
  
**CMYK**  
C0 M19 Y100 K5

Orange 1

**PMS Coated**  
1585 C  
  
**CMYK**  
C0 M58 Y93 K0

Purple

**PMS Coated**  
527 C  
  
**CMYK**  
C69 M99 Y0 K0

Blue 1

**PMS Coated**  
545 C  
  
**CMYK**  
C21 M2 Y0 K1

Blue 2

**PMS Coated**  
2915 C  
  
**CMYK**  
C60 M9 Y0 K0

Blue 3

**PMS Coated**  
7460 C  
  
**CMYK**  
C100 M6 Y2 K10

Green 1

**PMS Coated**  
368 C  
  
**CMYK**  
C65 M0 Y100 K0

Green 2

**PMS Coated**  
362 C  
  
**CMYK**  
C78 M0 Y100 K2

Gray 1

**PMS Coated**  
Cool Gray 2 C  
  
**CMYK**  
C5 M3 Y5 K11

Gray 2

**PMS Coated**  
7544 C  
  
**CMYK**  
C35 M14 Y11 K34

Gray 3

**PMS Coated**  
425 C  
  
**CMYK**  
C48 M29 Y26 K76

for rgb conversions  
visit <http://rgb.to/>

<http://rgb.to/pantone/cool-gray-2-c>

## BCPS-Preferred Fonts

### Century Gothic

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

### Helvetica

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

### Arial

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

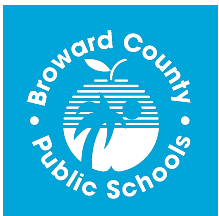
#### FONT TIPS:

If Century Gothic, Helvetica or Arial are not available for use, choose another sans serif type font to maintain the District style.

When designing a document limit your font selections to two fonts. Use a decorative font for a design accent instead of throughout a document. Doing this will keep your design clean and easy to read.

Some typefaces are easier to read than others, for example; when creating signs or banners, avoid using script type fonts.

These fonts resonate well on a multitude of channels – print and electronic (e.g., posters, online, PDFs, etc.)





## Design & Layout Tips

### Readability

**Avoid visual clutter.** Remember the purpose of your piece is to communicate information clearly. Think easy to read and understand. Steer clear of educational jargon.

### Less is More

Keep to a maximum of **2 font styles**. Use bold or italic to add emphasis.

### Eye Catching Design

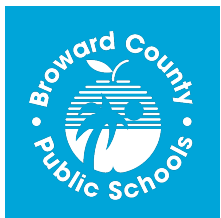
You do not have to start from scratch. It is ok to recycle successful designs, or if possible, **utilize templates** provided for you at web/communications.

### Call to Action

Do not forget to encourage your audience to act by **providing contact information**. For example, sign up now, visit us online, or for more information call.

### To Learn More:

Visit the Marketing & Communication Center at  
<http://web/communications>, call 754-321-2300 or email  
bcps.pio@browardschools.com



## BCPS-Photo Guidelines

### PHOTOS

Approved general purpose photos are available through the PIO with our stock photo account. Contact [BCPS.PIO@browardschools.com](mailto:BCPS.PIO@browardschools.com) with your photo request.

**Do not post photos of BCPS students**, unless you have a photo release on file. The release form is available in The Code Book for Student Conduct:

<http://bcps.browardschools.com/codeofconduct/sources/index.htm>

**If a BCPS student took a photo**, or if you are showcasing artwork created by a BCPS student, **always credit that student** alongside the artwork or photo.

**Need a print-quality photo of the Superintendent or a School Board member?** Contact the PIO at 754-321-2300.



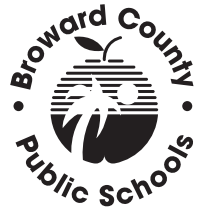
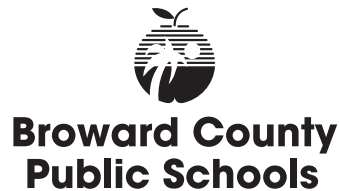
Top Row: (L to R) Ann Murray, Heather P. Brinkworth, Nora Rupert, Laurie Rich Levinson, Robin Bartleman, Patricia Good

Front Row: (L to R) Abby M. Freedman, Donna P. Korn (Chair), Robert W. Runcie (Superintendent of Schools), Dr. Rosalind Osgood (Vice Chair)

## BCPS-Logo Guidelines

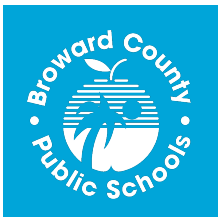
Official BCPS logos are available to you 24 hours a day. Find BCPS logos in the Marketing & Communications Center, located at [web/communications](http://web/communications), and click on Tools You Can Use.

### Approved BCPS Logos



Include in all communications:

- BCPS Logo
- Non-discrimination statement
- Contact information



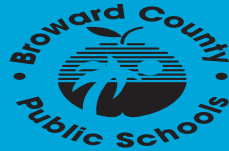
# BCPS-Logo Guidelines, *continued*

When using the District logo avoid the following:

## Scale

Keep all proportions exact. When sizing logos for publication, be sure not to "squish" or "stretch" out of shape. Do this by clicking on the image and using only the corners to resize.

No:



## Adding Elements

Avoid adding any additional elements to the District's logo

No:



**Broward County  
Public Schools**

## Consistency

Do not make changes to the typeface or size of the font - they are important elements of the logo.

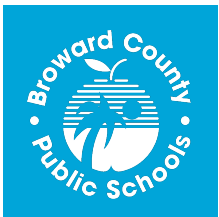
No:



## Deleting Text


When using the District apple logo, you **MUST** use one of the approved logos - do not use portions of the logo (i.e. deleting some words, etc.)

No:



## BCPS-Business Card Guidelines

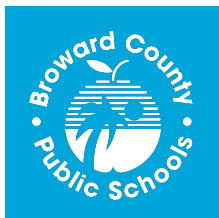
### District Business Cards

 www.browardschools.com	<b>School/Dept. Name</b>
	<b>Your Name</b> Title
	Office: 754-000-0000 Fax: 754-000-0000 my.email.address@bcps
	Street Address City/State/Zip

In order to align our District brand, there are central elements that are part of all District business cards that allow us to easily be identified as a District employee. Additionally, the Superintendent of Schools has approved **ONE** template. Please contact the District's Graphics Department at 754-321-1055, if you are in need of new business cards.

#### Please note:

Individual school logos are **not** to be used on the business cards.



# “About BCPS” Information for Use in Communications

## ABOUT BROWARD COUNTY PUBLIC SCHOOLS

Broward County Public Schools (BCPS) is the sixth largest public school system in the United States and the second largest in the state of Florida. BCPS is Florida's first fully accredited school system since 1962. BCPS has over 260,000 students and approximately 175,000 adult students in 238 schools, centers and technical colleges, and 99 charter schools. BCPS serves a diverse student population. Students are from 204 different countries and speak 135 different languages. For more information about BCPS, visit [browardschools.com](http://browardschools.com), follow us on Twitter [@Browardschools](https://twitter.com/Browardschools), like us on Facebook at [facebook.com/browardschools](https://facebook.com/browardschools), and download the free BCPS mobile app.

## MISSION STATEMENT (optional)

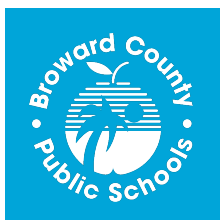
Broward County Public Schools (BCPS) is committed to educating all students to reach their highest potential.

## NON-DISCRIMINATION STATEMENT

The School Board of Broward County, Florida, prohibits any policy or procedure which 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 Director, Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

## CONTACT INFORMATION [INSERT YOUR INFORMATION]

Broward County Public Schools  
Public Information Office  
600 SE 3rd Ave  
Fort Lauderdale, FL 33301  
754-321-2300

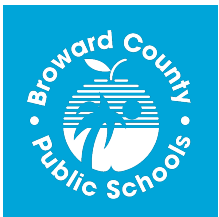


## General Rules When Writing

### When you are writing, ask yourself:

- Are my ideas easy to understand?
- Does the copy say what I am intending to say?
- Is there a shorter or simpler way to say this?
- Are my facts accurate?
- Have I double-checked the spelling of names, titles, addresses, etc.?
- What do I want people to think/do/feel as a result?
- Have I included a way for people to follow-up, (e.g., website address, phone number, action step)?

**Tip:** Print your document and read content aloud. If you find yourself stumbling over some of the words, or needing to repeat them, go back — this is an indication that you need to fix or rewrite that section.



# Diversity, Inclusion and Multiculturalism

## Top Tips

**Be aware of the sensitivities of others.**

**Avoid humor and sarcasm**, which often translates poorly into the written word and can be offensive.

**Avoid jargon** and bureaucratic language, which is confusing for most people, but can also be excluding for some whose first language is not English.

**Avoid slang** and cultural/pop references that may be unfamiliar to people whose first language is not English.

**Keep in mind that people with disabilities may be reading your communications.** Depending on the disability, you may want to use a larger print or type font, use more pictures and fewer words and keep communication clear and concise. In addition, avoid abbreviations and consider offering audio tape, translation/interpreter services or other accommodations.

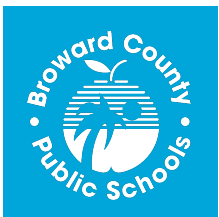
**Specify race, ethnicity, age, etc. only if it is relevant.**

**Use gender-neutral language**, for example firefighter rather than fireman.

- **Do not exclusively use the male pronoun in copy.**  
Use "he or she" or change the sentence to a plural so you can use "they."

**Use "person first" language**, for example, "a person with a disability" rather than "a disabled person." Also, "people who are deaf" rather than "the deaf."

**Use the term "sexual orientation,"** rather than phrases like "the gay lifestyle" or "sexual preference."





## Style Rules for Writing

Consistency of grammar, punctuation and usage keeps our communications professional and reinforces our brand. Everyone must follow these style rules so that BCPS speaks with one voice.

### ACRONYMS

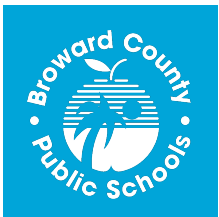
Spell out on first reference. On second reference, you can use the acronym — and always in capital letters (with no periods — USA not U.S.A.).

### AMPERSAND (&)

Use only when part of a formal name.

**YES:** They were represented by the law firm of Smith, Jones & Johnson.

**NO:** Both students & teachers enjoyed the field trip.



# Style Rules for Writing, *continued*

## CAPITALIZATION

**Intellectual Property:** Capitalize all titles of books, plays, movies, TV shows, artworks, songs, and compositions.

*Example:* "Meet the Press," "Catcher in the Rye,"  
"The Star Spangled Banner"

**Government:** Capitalize formal references to government entities.

*Examples:* City Hall, Broward County Commission,  
Florida Department of Education

**Titles:** Capitalize the title when it appears before the full name (but not after it).

*Examples:* Superintendent Robert W. Runcie ran the meeting. Robert W. Runcie, the superintendent, was there.

**Religion:** Capitalize holy books, holy days, and names of recognized faiths and denominations.

*Examples:* Christianity, Orthodox Jew, Roman Catholic Church, Koran, Bible

**Historic Periods and Events:** Capitalize proper names of events.

*Examples:* Civil War, State of the Union Address

**Special Days:** Capitalize the formal references to special days.

*Examples:* Independence Day, New Year's Day, Memorial Day, Christmas, Mother's Day

**All Languages:** Capitalize names of languages

*Examples:* English, Haitian Creole, Portuguese, Spanish

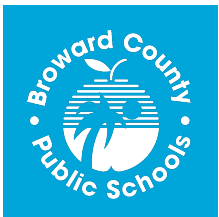
## DATES

Write out the month and then use the date. **Do not** use a "rd" or "th" after the number.

**YES:** August 18 is the first day of school.

**NO:** August 18<sup>th</sup> is the first day of school, or  
Aug. 18 is the first day of school.

Include the full date on *all* letters and correspondence so that it's clear when it was sent. A month and a year are *not* acceptable.



# Style Rules for Writing, continued

## NUMBERS

In general, **spell out one through nine**.

*Example:* When ranked by size, Broward County Public Schools is number six in the nation.

**Use figures for 10** or above.

**Use figures** whenever preceding **a unit of measure** or referring to **ages** of people, events or things.

*Example:* The 7-year-old girl drank 8 ounces of water daily.

**If a number is the first word in a sentence**, spell it out.

**YES:** Thirty-two students boarded the bus.

**NO:** 32 students boarded the bus.

## SPACING

Use one space to:

- Separate each sentence
- Follow a comma
- Follow a semicolon.

## STATE

**Capitalize the word state** when it refers to State of Florida.

*Example:* The State must send millions of dollars in additional education aid.

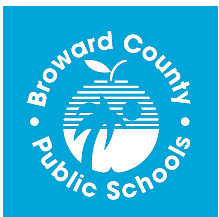
Do not capitalize the word state when it refers to other states.

*Example:* The union also negotiated a deal with teachers from the surrounding states.

In an address, **use the postal code (ZIP code) abbreviation for a state**.

**YES:** FL

**NO:** Fla.



## Style Rules for Writing, continued

### TELEPHONE NUMBERS

Use the following format: 754-321-0000

### TIME

Use lower case letters with periods to signify a.m. and p.m.

*Example:* School starts at 8:30 a.m.

When the time is on the hour, use a single number followed by a.m. or p.m.

**YES:** Meet at the flagpole at 7 a.m.

**NO:** Meet at the flagpole at 7:00 a.m.

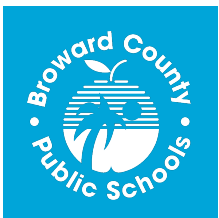
When the time is not on the hour, use a single number, followed by a colon, two numbers and an a.m. or p.m.

*Example:* The meeting will start at 7:35 p.m.

Use figures except for noon and midnight.

**YES:** Meet us at noon.

**NO:** Meet us at 12 p.m.



# Punctuation Guidelines

## APOSTROPHES (')

This is probably the most misused punctuation tool in the English language today. Apostrophes are used to indicate possession, a contraction or missing letters, NOT to indicate plural.

**YES:** It was John's decision. (possessive)

**YES:** It's a beautiful day. (contraction)

**NO:** The book was put in it's place.  
(Should be: The book was put in its place.)

**YES:** He said he was willin' to go the extra mile (missing letter).  
It happened in the summer of '68 (missing numbers)

**NO:** The CD's are now on sale. (Should be the CDs are now on sale.)

## EXCLAMATION POINTS (!)

Use a single exclamation point. Multiple exclamation points in a row are redundant and may seem unprofessional. Use them sparingly in a document to emphasize great excitement.

## QUOTATION MARKS (" ")

Quotation marks are used to indicate a direct, word-for-word quotation.

Use quotation marks around the titles of books, songs, television shows, computer games, poems, lectures, speeches and works of art.

*Examples:* Author Porter Shreve read from his new book, "When the White House Was Ours." They sang "The Star-Spangled Banner" before the game.

Do not use quotations around the names of magazine, newspapers, the Bible or books that are catalogues of reference materials.

*Examples:* The Washington Post first reported the story. He reads the Bible every morning.

Quotation marks should not be used to place emphasis on words.

## Punctuation Guidelines, *continued*

### COMMAS

Commas can be tricky, so make sure you refer back to this section frequently. Generally, commas are used to separate or set-off words. They can separate multiple adjectives, for example, or separate clauses within a sentence.

These are a couple of common comma rules to follow:

- **Use commas to separate elements in a series**, but do not put a comma before the conjunction in a simple series.

*Example:* The flag is red, white and blue. He would nominate Tom, Dick and Harry.

*Exception:* Put a comma before the concluding conjunction in a series, if an integral element of the series requires a conjunction: I had orange juice, toast, and ham and eggs for breakfast.

- **Use a comma also before the concluding conjunction** in a complex series of phrases.

*Example:* The main points to consider are whether the athletes are skillful enough to compete, whether they have the stamina to endure the training, and whether they have the proper mental attitude.

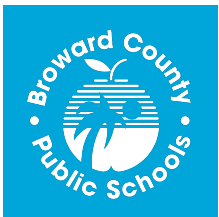
- **Commas (and periods) always go inside quotation marks.**

*Example:* "Do your homework," the teacher said.  
The teacher said, "Do your homework."

- **Use commas after the following words** when they are introducing an independent clause: **hence, thus, then, still, accordingly, also, besides, however, moreover, otherwise, and therefore.**

*Example:* Mrs. Reeves taught for 30 years; however, she doesn't plan to retire. Besides, we couldn't prepare because of the storm.

- **Use commas after digits indicating thousands** (12,000; 4,000; 500,000).



# Punctuation Guidelines, *continued*

## DASH (–)

A dash is longer than a hyphen. Put a space on both sides of a dash in all uses except the start of a paragraph.

Use it to:

- **Mean “through.”**

*Example:* Read pages 4 – 6. The break lasts May 1, 2014 – June 1, 2014.

- **To set off a phrase that would otherwise be set off by commas**, when the sentence already contains a series of words that must be separated by commas.

*Example:* He listed the qualities — intelligence, humor, conservatism, independence — that he liked in an executive.

- **To denote an abrupt change in thought** in a sentence.

*Example:* Students must be prompt — and let their teachers know if they will be absent.

## HYPHEN (-)

A hyphen is shorter than a dash. Hyphens are “joiners” that combine words into an adjective.

*Examples:* Well-being, decision-making

Top Tips:

- **Hyphens tell readers when combinations of two or more words are modifying one noun.**

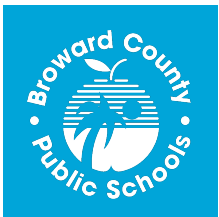
*Examples:* Hard-working principals, full-time employees, well-qualified individuals, low-income.

- **Hyphens can provide clarity with verbs.**

*Examples:* Re-structure, re-organize, re-direct

- **Hyphens (not dashes) are frequently used with numbers.**

*Examples:* Two-thirds, twenty-four, 20-20 hindsight, 10-1 decrease, 100-200 new teachers, third- and fourth-highest scoring schools



## Avoid These Common Mistakes

Listed below are some of the most common errors in grammar usage. Proof your work to avoid them!

**Your/You're.** Your is possessive, as in *your car*. You're is a contraction of you are, as in *you're responsible for good writing*.

**Its/It's.** Its is possessive, as in *the bird took its time*. It's is a contraction of it is, as in *it's a good day for a walk*.

**There/Their/They're.** There is a location, as in *it is over there*. Their is possessive, as in *their house was painted blue*. And they're is a contraction of they are, as in *they're my favorite people*.

**Affect/Effect.** Affect is a verb, as in *the rain will affect driving conditions*. Effect is a noun referring to a result, as in *bad grammar will have an effect on the public's perception of BCPS*.

**Then/Than.** Then refers to a point in time, as well as in *addition to*. Than is used to compare two different things.

**Complement/Compliment.** Complement adds or supplements something, as in *the mint was a perfect complement to the iced tea*. Compliment refers to praise, as in *she gave him a compliment on his haircut*.

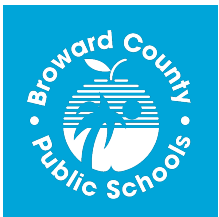
**Loose/Lose.** Loose refers to a condition, such as *loose pants*. Lose is a verb for misplacing/getting rid of something (or finishing in last place in competition), as in *he was afraid he was going to lose the key*.

**Fewer/Less.** Fewer refers to things you can count, such as *they had fewer days to complete the project*. Less is used for hypothetical quantities, as in *they were less successful than their peers*.

**Historic/Historical.** Historic refers to an important event. Historical refers to something that happened in the past.

**Farther/Further.** Farther refers to a measurable distance, as in *they advanced another 10 feet farther*. Further refers to abstract lengths, such as *an advanced degree will take you further in life*.

**Me/Myself/I.** Choose between me and I by removing the other person from the sentence and seeing what sounds right. *For example, if you and George like ice cream, determine correct usage by: John and me like ice cream vs. John and I like ice cream. Use myself only in two ways: I, myself, think the book is good, or I thought to myself that I should keep my thoughts to myself.*

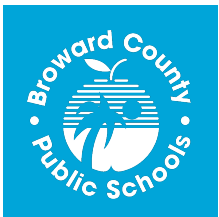




## Avoid These Common Mistakes continued

Below are additional resources on avoiding common grammar/punctuation mistakes and writing more clearly. Do not be afraid to refer to these sites often; however, **if advice conflicts with BCPS guidelines, use OUR style.**

Site	Web Address
The Writing Center at the University of Wisconsin	<a href="https://writing.wisc.edu/Handbook/index.html">https://writing.wisc.edu/Handbook/index.html</a>
The University of Toronto Writing website	<a href="http://www.writing.utoronto.ca/">http://www.writing.utoronto.ca/</a>
Purdue University Online Writing Lab	<a href="https://owl.english.purdue.edu/owl/section/1/">https://owl.english.purdue.edu/owl/section/1/</a>
Guide to Grammar and Style	<a href="http://andromeda.rutgers.edu/~jlynch/Writing/index.html">http://andromeda.rutgers.edu/~jlynch/Writing/index.html</a>
The Center for Writing Studies, University of Illinois at Urbana-Champaign: (grammar handbook)	<a href="http://www.cws.illinois.edu/workshop/writers/">http://www.cws.illinois.edu/workshop/writers/</a>



# Communication Checklist

## Top Ten Questions

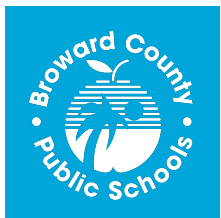
Before sending out a communication, ask yourself all of the following:

1. Am I communicating clearly and succinctly to my intended audience?
2. Am I representing the BCPS brand appropriately?
3. Are my facts accurate?
4. Have I triple checked spelling, grammar and punctuation?
5. Am I writing in the BCPS voice — positive, aspirational, professional?
6. Does this communication incorporate the BCPS guidelines?
7. Do I have all the necessary approvals? This includes signed photo releases and approvals from supervisors and/or the PIO.
8. Have I included the approved logo and “About BCPS” copy where needed?
9. Have I included the appropriate contact information?
10. Have I included a mechanism for people to get more information — web address, phone number, etc.?

### Do you need a brochure or other promotional piece created for your school?

Visit the PIO Marketing & Communications Center website\* at [web/communications](#) and click on the “Need Help” icon to fill out our request form.

\*The Marketing & Communications Center is only available within the District's network.



## Want More Information on Style Guidelines?

For grammar and usage, you can refer to the *AP Stylebook*, which provides widely accepted guidelines for printed and written material.

For **BCPS-specific questions**, contact the Public Information Office at 754-321-2300 or email [bcps.pio@browardschools.com](mailto:bcps.pio@browardschools.com)



## Electronic and Digital Guidelines

### TERMINOLOGY

#### URL

This stands for Uniform Resource Locator, otherwise known as a web address.

#### Broward URL

When referring to the BCPS website, write it as browardschools.com.

Note: You no longer need to use "http://www." when referencing a web address/URL

**YES:** browardschools.com

**NO:** http://www.browardschools.com

#### Email

The word email has a lowercase e, unless it's at the beginning of a sentence. It is not hyphenated.

#### Internet

The word Internet has a capital I, whether it falls in the middle of the sentence or at the beginning.

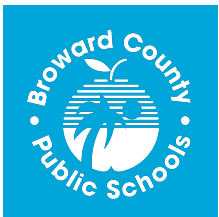
#### Web

The word Web, when used in reference to the World Wide Web, should always have a capital "W."

*Example:* You can find it on the Web at browardschools.com.

#### Website

Write it as one word with a lowercase "w" unless at the beginning of a sentence.



## Social Media and Digital Communication Guidelines

Just because it is quick and easy to communicate through email, social media and other electronic/digital systems does not mean you can be casual about it. It is important to remain professional and represent the BCPS brand appropriately in all communications.

**TIP:** Compose all messages in Microsoft Word, so you can spell check and edit before sending out. Also, be sure to **ask another person to proofread your communications before finalizing them.**

Remember the number one rule: **Ensure what you are writing reflects the BCPS brand.**

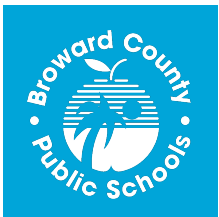
**Be positive and engaging.** Using numbers, questions and facts helps create reader interest. The best posts offer some, but not all information, which encourages readers to click on any links you have included.

**Think before posting.** What you publish on social media is widely accessible and will be available for a long time, sometimes even after you delete it. Avoid posting anything that makes you feel even the slightest bit uncomfortable.

**Do not tell secrets.** Protect confidential information and protect your own privacy. Learn about social media network privacy settings.

**Keep your passwords safe.**

**Be transparent.** Do not blog or post comments on social media anonymously, using pseudonyms or false screen names. When posting something related to your work, use your real name and disclose your position at the District.



## Social Media and Digital Communication Guidelines, continued

Always include a link to drive readers back to the District's website, [browardschools.com](http://browardschools.com).

**Make your posts mobile-friendly.** Because people may be viewing them on tablets or smartphones, make your message short and use simple imagery.

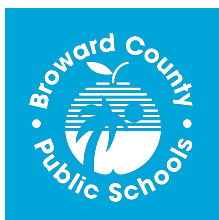
**If you are tweeting from a personal page** and it relates to BCPS or your work, include the following disclaimer on your profile: **“Views are my own. Retweets do not imply endorsement.”**

**Do not speak to professional media through social media** or digital communications without express permission from the PIO.

- If you encounter media questions or comments that are difficult to answer, speak to the PIO before responding.

**Short tweets are better than long tweets** and posts.  
They are retweetable and shareable.

Social media posts that contain **images or pictures** are more engaging.



# Social Media and Digital Communication Guidelines, *continued*

**Always spell check** before posting or responding on social media. Remember, we are an educational institution. One of our jobs is to teach grammar and correct spelling. In order to remain credible, our communication **MUST** reflect this expertise.

**Always check the facts** before posting or responding on social media. Make sure that you have read anything that you are retweeting or reposting completely—including articles a post is linking to—before sharing it.

**Never shorten words** on social media when representing BCPS. Examples of common but inappropriate abbreviations include: *nite for night*; *tho for though*, and *thx for thanks*. Again, this goes to our credibility as an educational institution. **We need to model correct spelling, grammar and punctuation.**

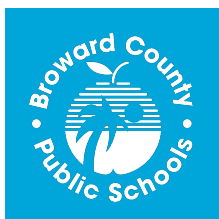
**Try to add photos or graphics to all posts.** Use simple colors. Follow photo and logo guidelines outlined in this document.

**For Twitter:** Always include District-level hashtags (#). Visit @browardschools for more information.

**Don't post when:** You are overtired, jet-lagged, angry, upset or in an altered state of mind.

**Reminder:** When using social media to represent your department or school, please remember that all School Board of Broward County, Florida and State of Florida laws and policies apply. Violations of policies will be subject to the consequences in those laws and policies.

**Also note:** School and department leaders, you are responsible for content posted on your school/department's website(s) and social media channels.



# Communication Resources

## Managed by PIO

District Website ([browardschools.com](http://browardschools.com))

Social Media Channel: Facebook

Social Media Channel: Twitter

Marketing & Communication Center (MarComm) ([web/communications](http://web/communications))

News Releases

Media Advisories

News Conferences

Email (CAB)

District Digest

Color Calendar/Parent Brochure

Pocket Calendar

BECON TV

## Managed by Other Departments

## Department Name

ParentLink: Robocall

Information & Technology

ParentLink: Text

Information & Technology

ParentLink: Email

Information & Technology

ParentLink: Mobile App

Information & Technology

Virtual Counselor

Information & Technology

CAB (alert)

Information & Technology

CAB (email)

Information & Technology

ESS

ERP

Virtual Counselor

Information & Technology

Teleconference line

Information & Technology

BEEP

Information & Technology

Online School Payment

Business Service Center

Lunch menu website

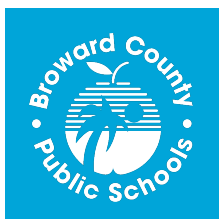
Food & Nutrition Services

[broward.k12.fl.us](http://broward.k12.fl.us) (department websites)

Information & Technology

[browardschools.com](http://browardschools.com) platform

Information & Technology





# Stay Informed about BCPS DURING EMERGENCY SITUATIONS

Throughout the school year, the District's teachers, administrators and staff train and carry-out drills to prepare for a variety of emergency situations, such as severe weather, fires, evacuations and campus threats. In addition, every BCPS school has an emergency preparedness plan, created to address site-specific situations.

When an emergency situation impacts the operation of schools and results in District-level actions, the priority is always the safety of students and staff. Schools will provide parents with information as quickly as possible, once it is safe to do so. Parents may be notified via multiple District communication resources.



## ► Automated Phone, Text and Email Messages (ParentLink)

- Be sure your family's phone number(s) and email address are up-to-date at your child's school.



## ► BCPS website, [browardschools.com](http://browardschools.com)

- Visit the District's website for information on Districtwide emergency situations. If a situation only pertains to a specific school, the individual school may post information on its website.



## ► BECON-TV (WBEC) –

Depending on the type of emergency situation, such as an approaching hurricane, the District's BECON-TV will air important updates for families. BECON-TV broadcasts on channel 63 for Direct TV, Dish Network and U-verse, and on channel 19 for Comcast. The over-the-air signal is channel 63.1.



## ► BCPS Mobile App Alerts

– Download the District's free mobile app from an app store or on [browardschools.com](http://browardschools.com).



- **Local Media** – Monitor local news coverage for frequent updates on emergency situations.



- **Social Media** – Follow the District on Twitter @browardschools and Facebook ([facebook.com/browardschools](http://facebook.com/browardschools)).

**Keep this information on-hand to use as a resource during school or District emergency situations.**





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## Be Prepared

### ► Below are a few helpful website links:

- American Red Cross South Florida Region – [redcross.org/fl/miami](http://redcross.org/fl/miami)
- Broward County Emergency Management – [broward.org/Emergency/Pages/Default.aspx](http://broward.org/Emergency/Pages/Default.aspx)
- Center for Disease Control (CDC)- Public Health Emergency – [bt.cdc.gov](http://bt.cdc.gov)
- Federal Emergency Management Agency (FEMA) – [fema.gov](http://fema.gov)
- Florida Department of Health in Broward County – [broward.floridahealth.gov](http://broward.floridahealth.gov)
- Florida Division of Emergency Management – [FloridaDisaster.org](http://FloridaDisaster.org)
- National Hurricane Center – [www.nhc.noaa.gov/](http://www.nhc.noaa.gov/)

### Important District Phone Numbers:

Main Switchboard	754-321-0000
BCPS Hotline	754-321-0321
Emergency Hotline	754-321-0911
School Police	754-321-0725

Anonymous Tip Line	754-321-0911
Athletics & Student Activities	754-321-2550
Before & After School Child Care	754-321-3330
Bilingual & ESOL	754-321-2590
Career, Technical and Adult/Community Education	754-321-8400
Community Schools & GED	754-321-7600
District Community Relations	754-321-2300
Early Learning/ School Readiness	754-321-1953
Equal Educational Opportunities	754-321-2150
Exceptional Student Education & Support Services	754-321-3400
Family Literacy	754-321-1866
Food & Nutrition Services	754-321-0215
Guidance/BRACE	754-321-2584

Head Start/ Early Intervention	754-321-1961
Homeless Education	754-321-1566
Innovative Learning & Arts Magnet & Innovative Programs	754-321-2620
Math, Science & Gifted	754-321-2119
McKay Scholarship	754-321-3445
Mentoring Programs	754-321-1599
Parent Concerns	754-321-3636
Parent Engagement	754-321-1599
Psychological Services	754-321-3400
Public Information Office	754-321-2300
School Social Work Services	754-321-1618
STEM & Instructional Resources	754-321-2620
Student Assessment	754-321-4250
Student Assignments	754-321-2480
Student Health Services	754-321-1575
Student Support Initiatives	754-321-1660
Student Transportation	754-321-4400
Title I, Migrant & Special Programs	754-321-1400
Transcripts & Diplomas	754-321-3150
Virtual School	754-321-6050
Volunteer Services	754-321-2300

**For more information, visit: [browardschools.com](http://browardschools.com).**



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 Heather P. Brinkworth • Abby M. Freedman • Patricia Good • Laurie Rich Levinson • Ann Murray • Nora Rupert  
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- Center for Disease Control (CDC)- Public Health Emergency – [bt.cdc.gov](http://bt.cdc.gov)
- Federal Emergency Management Agency (FEMA) – [fema.gov](http://fema.gov)
- Florida Department of Health in Broward County – [broward.floridahealth.gov](http://broward.floridahealth.gov)
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Student Health Services	754-321-1575
Student Support Initiatives	754-321-1660
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# SALUTING EDUCATIONAL EXCELLENCE

## Broward County Public Schools



Broward County Public Schools (BCPS) is the sixth largest public school system in the United States and the second largest in the state of Florida. BCPS is Florida's first fully accredited school system since 1962. BCPS has over 260,000 students and approximately 175,000 adult students in 238 schools, centers and technical colleges. BCPS serves a diverse student population. Students are from 204 different countries and speak 135 different languages. For more information about BCPS, visit [browardschools.com](http://browardschools.com), follow us on Twitter @Browardschools, like us on Facebook at [facebook.com/browardschools](https://www.facebook.com/browardschools), and download the free BCPS mobile app.



### OUR HIGH SCHOOLS

**4.4  
MILLION+**  
COMMUNITY SERVICE  
HOURS

Earned by BCPS high school students.



**100%**  
OF BCPS HIGH SCHOOLS

Offer opportunities to participate in debate and computer science programs.

**67,700+**  
ADVANCED  
PLACEMENT (AP)  
COURSES

Taken by BCPS high school students.



**73,000+**  
STUDENTS IN GRADES 9-12

Receiving a high-quality education in BCPS high schools in 2014/15.

**18,600+**  
DUAL ENROLLMENT  
CLASSES

Taken by BCPS students in grades 11-12.

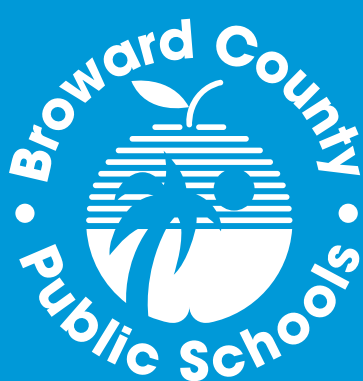


**100%**  
OF BCPS HIGH  
SCHOOLS

Provide opportunities to participate in advanced academic courses, career and technical education, fine arts programs and athletics.

Look inside for more information about the outstanding accomplishments of BCPS high schools.

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



[browardschools.com](http://browardschools.com)

- Rigorous academic programs (International Baccalaureate, Dual Enrollment, Cambridge AICE, Advanced Placement, Honors)
- Nationally-recognized magnet programs
- Innovative programs providing unique educational experiences
- Fine arts and athletic programs
- Career and technical education







■ **Atlantic Technical High School**

4700 Coconut Creek Parkway, Coconut Creek 33063 • 754-321-5100

- An “A” school for nine of the past 10 years.
- Silver Medal recipient for four consecutive years in U.S. News and World Report's annual rankings of America's Best High Schools.

■ **Blanche Ely High School**

1201 NW 6th Avenue, Pompano Beach 33060 • 754-322-0950

- Blanche Ely High selected to participate in the national research project for the National Center on Scaling Up for Effective Schools entitled Personalization through Academic and Social-Emotional Learning.
- Blanche Ely High has a 90% graduation rate.

■ **Boyd Anderson High School**

3050 NW 41st Street, Lauderdale Lakes 33309 • 754-322-0200

- Boyd Anderson High houses two outstanding magnet programs: International Baccalaureate, Health and Wellness.
- Boyd Anderson High seniors have amassed more than \$4 million in scholarships.

■ **Broward Virtual School**

1400 NW 44th Avenue, Coconut Creek 33066 • 754-321-6050

- The only K-12 virtual school accredited by the National Collegiate Athletic Association.
- The first public high school to offer students the ability to earn a high school diploma entirely online in Florida.

■ **Coconut Creek High School**

1400 NW 44th Avenue, Coconut Creek 33066 • 754-322-0350

- Coconut Creek High's Creek Collegiate Academy, in partnership with the University of Florida, allows students to earn up to 60 credits from the university.
- Industry certifications earned in Coconut Creek High's Automotive Services program are the highest in the county.

■ **College Academy @ Broward College**

3501 SW Davie Road, Davie 33314 • 754-321-6900

- The College Academy is a full-time dual enrollment collegiate high school located at Broward College.
- 100% of the Class of 2015 earned a high school diploma and an associate degree, and are matriculating at a college or university.

■ **Cooper City High School**

9401 Stirling Road, Cooper City 33328 • 754-323-0200

- Cooper City High students won School Duel in 2015. School Duel is a televised high school quiz game competition between 20 schools from Dade, Broward and Palm Beach counties.
- Cooper City High offers 19 Advanced Placement courses with 692 students enrolled taking over 1,100 tests.

■ **Coral Glades High School**

2700 Sportsplex Drive, Coral Springs 33065 • 754-322-1250

- Coral Glades High's Business Professionals of America Club had 10 students qualify to compete at the national level. The students won 24 awards and were selected to design a trading pin representing the State of Florida at the national convention in Anaheim, CA.
- Coral Glades High PROWL newspaper has been recognized at all levels by the Florida Scholastic Press Association for writing and layout design.

■ **Coral Springs High School**

7201 West Sample Road, Coral Springs 33065 • 754-322-0500

- Coral Springs High is home to the largest Business Professionals of America Club in Florida, winning at the state level and placing at the national level nine years in a row.
- Offers innovative programs including Fire Academy and Emergency Medical Technician, Quantum Leap, Dual Enrollment (Academy for High Achievers) and Linking Education and Employment Opportunities (LEEO).

■ **Cypress Bay High School**

18600 Vista Park Boulevard, Weston 33332 • 754-323-0350

- An “A” school four years in a row, offering 32 Advanced Placement classes.
- National Mathematics Honor Society is ranked third in regional and statewide competitions.

■ **Deerfield Beach High School**

910 SW 15th Street, Deerfield Beach 33441 • 754-322-0650

- Deerfield Beach High is an “A” school for the second year in a row.
- Deerfield Beach High's Culinary Arts team won first place in the 2015 Family Career and Community Leaders of America state competition, advancing to the national competition in Washington, D.C. this summer.

■ **Dillard High School (6-12)**

2501 NW 11th Street, Fort Lauderdale 33311 • 754-322-0800

- Dillard High's SigmaC@ts Robotics Team received its second consecutive first place win at the For Inspiration and Recognition of Science and Technology 2015 Peachtree Regional Robotics Competition.
- Dillard Center for the Arts Jazz Band Ensemble has been selected to compete in the annual Essentially Ellington High School Jazz Band Competition and Festival for four consecutive years.

■ **Everglades High School**

17100 SW 48th Court, Miramar 33027 • 754-323-0500

- Everglades High is a Cambridge Academy School. Students are able to earn the prestigious Cambridge Diploma and qualify for college credit.
- Everglades High offers a three-year Fire Academy where students can become Level 1 certified as firefighters. This program is run through a city of Miramar partnership.



■ **Charles W. Flanagan High School**

12800 Taft Street, Pembroke Pines 33028 • 754-323-0650

- Charles W. Flanagan High is an “A” school three years in a row with a graduation rate of 91%.
- Charles W. Flanagan High is home to an innovative program known as Flanagan Innovation Zone University where students can earn the equivalent of an associate degree before they leave high school.

■ **Fort Lauderdale High School**

1600 NE 4th Avenue, Fort Lauderdale 33305 • 754-322-1100

- Fort Lauderdale High has been rated an “A” school for three consecutive years.
- Fort Lauderdale High's graduation rate has reached 92% with all major demographic groups surpassing 90%.

■ **Hallandale High School**

720 NW 9th Avenue, Hallandale Beach 33009 • 754-323-0900

- Computer coding will now be part of Hallandale High's master schedule next year with a class in computer science.
- 98% of Hallandale High's seniors graduated last year.

■ **Hollywood Hills High School**

5400 Stirling Road, Hollywood 33021 • 754-323-1050

- Hollywood Hills High had a 99% passing rate on both the Advanced Placement Spanish Language and Culture exam, as well as the Advanced Placement Spanish Literature exam.
- Hollywood Hills High's literary magazine, The Knot, has won the award of “Excellent” in the nation for over 12 years.

■ **Lauderhill 6-12 STEM-MED**

1901 NW 49th Avenue, Lauderhill 33313 • 754-322-3600

- Lauderhill 6-12 STEM-MED offers educational opportunities to learn about Cyber Security, Gaming Design, Firefighter Paramedics and Engineering.
- Classes are formatted to allow for a personalized college-bound education.

■ **McArthur High School**

6501 Hollywood Boulevard, Hollywood 33024 • 754-323-1200

- Through Mustang University, students at McArthur High have the opportunity to take college-level courses their freshman year, with the possibility of graduating with an associate degree.
- McArthur High's SPIDER program is an elite college preparatory program that prepares students for admission into top colleges across the nation including MIT, Yale, Harvard and Johns Hopkins.



■ **William T. McFatter Technical High School**

6500 Nova Drive, Davie 33317 • 754-321-5700

- William T. McFatter Technical High is an “A” school since 2002.
- William T. McFatter Technical High is ranked as a Silver Medal recipient by U.S. News and World Report's annual rankings of America's Best High Schools.

■ **Miramar High School**

3601 SW 89th Avenue, Miramar 33025 • 754-323-1350

- The only school in the county that offers an Aviation Science magnet program that prepares students for careers in the aviation industry.
- Miramar High ranks within the top 100 in the nation for African-American Advanced Placement performance.

■ **Monarch High School**

5050 Wiles Road, Coconut Creek 33073 • 754-322-1400

- Monarch High features the Excalibur program in which high achieving freshmen can accelerate their studies in Advanced Placement and STEM-related courses.
- Monarch High implemented a new Academy of Hospitality and Tourism program to provide students access to information and job opportunities in the tourism industry.

■ **Northeast High School**

700 NE 56th Street, Oakland Park 33334 • 754-322-1550

- The Industrial Biotechnology magnet program is in its inaugural year at Northeast High, and an Alternative Energy magnet program is scheduled to debut next year.
- The city of Oakland Park acknowledged that Northeast High's Latin Club is the longest serving organization involved in the Adopt-A-Street Program.

■ **Nova High School**

3600 College Avenue, Davie 33314 • 754-323-1650

- Nova High is the only traditional high school in Broward County to earn an “A” for 10 consecutive years.
- Nova High ranks 10th in the nation for African-American/Black student achievement in Advanced Placement courses.

■ **Piper High School**

8000 NW 44th Street, Sunrise 33351 • 754-322-1700

- Piper High is host to a national research study entitled “P.A.S.L.” Personalization through Academic & Social Learning.
- Piper High affords our 10-12 grade students the opportunities for dual enrollment through: Florida International University, University of Florida and Broward College. All classes are on Piper High's campus with iPads provided for student learning needs.



■ **Plantation High School**

6901 NW 16th Street, Plantation 33313 • 754-322-1850

- Plantation High offers the International Baccalaureate Programme, which challenges highly qualified students with the most rigorous course of study in Broward County.
- The Aerospace Engineering Design & Technology program offers students a four-year experience that focuses on hands-on, real-world engineering design, Code.org and manufacturing.

■ **Pompano Beach High School**

600 NE 13th Avenue, Pompano Beach 33060 • 754-322-2000

- Pompano Beach High hosted the second International Summit featuring students, teachers and administrators from Poland, Brazil, India, Spain and France discussing global education, economics and culture.
- Students and faculty from Pompano Beach High participated in international educational field trips to Sweden, Finland, China and Costa Rica.

■ **Sheridan Technical High School**

5400 Sheridan Street, Hollywood 33021 • 754-321-5400

- Sheridan Technical High offers students rigorous academic and technical instruction in more than 20 career fields.
- As part of Sheridan Technical High's commitment to personalized learning opportunities, all students are issued laptops and access textbooks in electronic format.



■ **South Broward High School**

1901 North Federal Highway, Hollywood 33020 • 754-323-1800

- South Broward High was awarded the honor of offering the Cambridge Advanced International Certificate of Education (AICE).
- LEEO (Linked Education and Employment Outcomes) curricula is integrated into the Global Logistics and Supply Chain Technology program.

■ **South Plantation High School**

1300 Paladin Way, Plantation 33317 • 754-323-1950

- South Plantation High earned first place in 2015 NASA Florida Student Astronaut Challenge.
- South Plantation High's French language students' performance won first place in the state and third place overall in their division.

■ **Marjory Stoneman Douglas High School**

5901 Pine Island Road, Parkland 33076 • 754-322-2150

- An “A” school with one of the highest graduation rates in the county.
- Marjory Stoneman Douglas High students earned over \$8.5 million in scholarships.

■ **Stranahan High School**

1800 SW 5th Place, Fort Lauderdale 33312 • 754-323-2100

- Selected as a Magnet School of Distinction by Magnet Schools of America for its Medical magnet program.
- Marine Corps JROTC program has won numerous awards on the local, state and national levels.

■ **J.P. Taravella High School**

10600 Riverside Drive, Coral Springs 33071 • 754-322-2300

- J.P. Taravella High's Drafting/Engineering program has won the District championship for the past three out of four years.
- Culinary Arts students placed in the Florida ProStart Culinary Competition of the Florida Restaurant and Lodging Competition.

■ **West Broward High School**

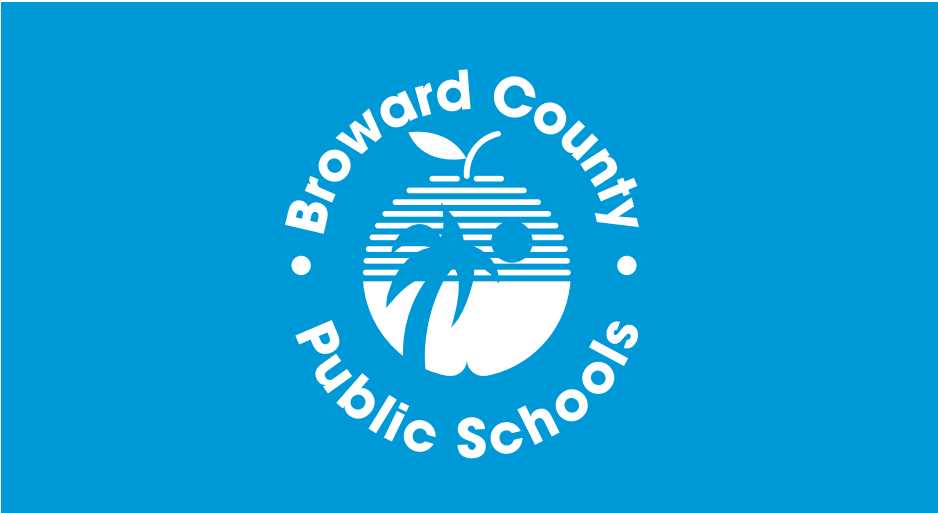
500 NW 209th Avenue, Pembroke Pines 33029 • 754-323-2600

- West Broward High has earned an “A” rating every year since inception with an average graduation rate of 97.6%.
- West Broward High has a new Debate program that is already competing at national tournaments and its World Language students have placed first - fourth place in the recent academic competition.

■ **Western High School**

1200 SW 136th Avenue, Davie 33325 • 754-323-2400

- Western High is home to the “Imagine the Impossible” STEM Academy, with numerous awards in robotics and rocketry.
- Western High is one of 100 high schools selected by College Board to participate in the Advanced Placement Capstone Diploma program.

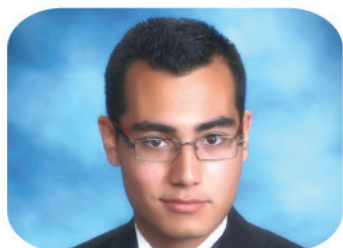




# BROWARD COUNTY PUBLIC SCHOOLS GRADUATES ARE COLLEGE AND CAREER READY

Congratulations to these graduates, from across the District,  
on being accepted to top colleges and universities in the U.S.

*Congratulations Class of 2015!*



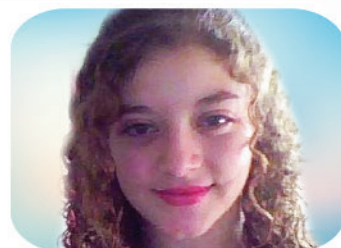
**Princeton University**  
**Joshua Faires**  
Atlantic Technical  
High School \* ■ +



**Howard University**  
**Tamea Williams**  
Blanche Ely  
High School \* +



**Princeton University**  
**Kareem Behairy**  
Boyd Anderson  
High School \* +



**Pennsylvania State University**  
**Katherine Sims**  
Broward  
Virtual School \* ■



**Florida State University**  
**Gaelle Mardy**  
Coconut Creek  
High School \*



**United States  
Naval Academy**  
**David Lewkowicz**  
College Academy @ BC \*



**Mercer University**  
**Haley Hudson**  
Cooper City  
High School \* ■ +



**Washington University**  
**Lauren Bendesky**  
Coral Glades  
High School \* +



**Princeton University**  
**Lucas Ramos**  
Coral Springs  
High School \* +



**Duke University**  
**Alison Huang**  
Cypress Bay  
High School \* ■ +



**Cornell University**  
**Juan Forero**  
Deerfield Beach  
High School \* +



**The Juilliard School**  
**Anthony Hervey, Jr.**  
Dillard  
High School (6-12) \* ■ +



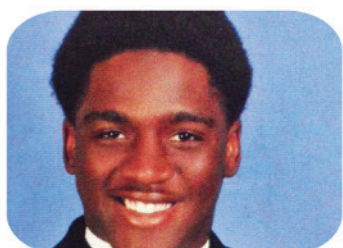
**Pomona College**  
**Zhaoqi Huang**  
Everglades  
High School \* +



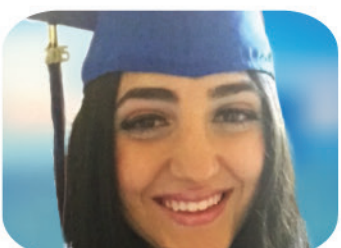
**Princeton University**  
**Christian Lawson**  
Charles W. Flanagan  
High School \* ■ +



**University of Pennsylvania**  
**Brandon Obas**  
Fort Lauderdale  
High School \* ■ + ▲



**University of Georgia**  
**Juwan Taylor**  
Hallandale  
High School \*



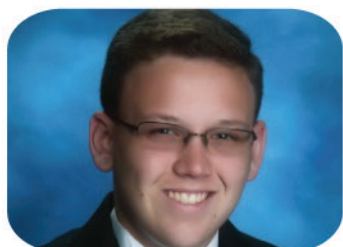
**Yeshiva University**  
**Stav Efargan**  
Hollywood Hills  
High School \* +



**Cornell University**  
**Deja Canty**  
McArthur  
High School \* +



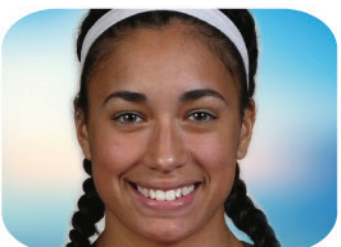
**United States Coast Guard Academy**  
**Kaitlyn St. Thomas DeValk**  
McFatter Technical  
High School \* ■ +



**Georgetown University**  
**Nathan Powell**  
Miramar High School \* +



**University of Pennsylvania**  
**Julia DaSilva**  
Monarch High School \* +



**Indiana University**  
**Jeyland Valentin**  
Northeast High School \* +



**Johns Hopkins University**  
**Ryan Najmi**  
Nova High School \* ■ +



**Brigham Young University**  
**Miguel Palacios**  
Piper High School \* +



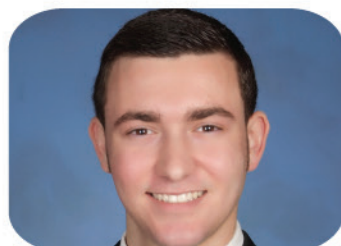
**Yale University**  
**Janine Comrie**  
Plantation  
High School \* +



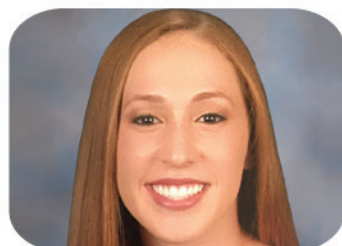
**University of Chicago**  
**Silvia Moreno**  
Pompano Beach  
High School \* ■ +



**University of Virginia**  
**Marissa Jones**  
South Broward  
High School \* +



**Yale University**  
**Tamir Rabinovich**  
South Plantation  
High School \* +



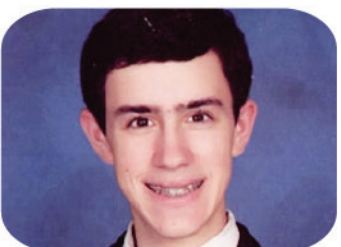
**Emory University**  
**Jordan Pincus**  
Marjory Stoneman Douglas  
High School \* ■ +



**Howard University**  
**Nathan Thomas**  
Stranahan  
High School \* + ▲



**Colgate University**  
**Josh Cerra**  
J.P. Taravella  
High School \* ■ +



**Cornell University**  
**Michael Velez**  
West Broward  
High School \* ■ +



**Stanford University**  
**Nicolas Pena**  
Western  
High School \* ■ +



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(\*) Provides students with advanced academic programs allowing them to earn college credits in high school  
(■) Best High Schools, U.S. News & World Report

(+) America's Most Challenging High Schools, The Washington Post  
(▲) Magnet Schools of Distinction, Magnet Schools of America

Members of the Class of 2015 will attend more than 600 colleges, universities and technical schools throughout the world and have joined all branches of the U.S. military.



**FOCUS ON SCIENCE, TECHNOLOGY,  
ENGINEERING & MATH (STEM)**

1st Florida school district to partner  
with Code.org to offer computer  
science in all BCPS high schools.

**14,389 COLLEGE  
COURSES COMPLETED**

Through Dual Enrollment and Early  
Admission programs by BCPS high  
school students.

**33,586 ADVANCED  
PLACEMENT (AP)  
COURSES**

Completed by BCPS high  
school students.

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## Superintendent Runcie Named Hispanic-Serving School District Superintendent of the Year

Thursday, April 30, 2015

Broward County Public Schools (BCPS) congratulates Superintendent Robert W. Runcie on being named the **2015 Hispanic-Serving School District (HSSD) Superintendent of the Year** by the *Association for Latino Administrators and Superintendents (ALAS)*.

Superintendent Runcie received the national award during the *Leaders in Education Awards Gala* in Washington, D.C., on Wednesday, April 29, 2015. The award honored Superintendent Runcie for setting high standards for instruction and student achievement, his dedication to the students of Broward County, and for engaging the Hispanic community through BCPS initiatives, such as Mi Gente, Mi Escuela and La Universidad - Si Se Puede.

"These educators represent the finest example of successfully implementing programs that meet the academic and social needs of all students, especially Latino students, as well as engaging parents and their communities in the process," said Veronica Rivera, ALAS executive director.

"I am honored to have been selected for this award," said Superintendent Runcie. "It's a reflection of the outstanding efforts of all of the professionals in Broward County Public Schools who are committed to giving our students an educational experience that allows them to reach their highest potential."

Also nominated by the Florida-ALAS state affiliate and recognized earlier this year were McArthur High School Principal Todd J. LaPace (nominated for HSSD Administrator of the Year), and Michael J. Ramirez, Director, Office of School Performance and Accountability, (nominated for Latino Administrator of the Year).

To learn more about the ALAS Leaders in Education Awards, visit:

<http://alasedu.drupalgardens.com/events/alas-leaders-education-awards-gala>



###

### ABOUT BROWARD COUNTY PUBLIC SCHOOLS

Broward County Public Schools (BCPS) is the sixth largest public school system in the United States and the second largest in the state of Florida. BCPS is Florida's first fully accredited school system since 1962. BCPS has over 260,000 students and approximately 175,000 adult students in 238 schools, centers and technical colleges, and 99 charter schools. BCPS serves a diverse student population. Students are from 204 different countries and speak 135 different languages. For more information about BCPS, visit [browardschools.com](http://browardschools.com), follow us on Twitter @Browardschools, like us on Facebook at [facebook.com/browardschools](https://www.facebook.com/browardschools), and download the free BCPS mobile app.

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### FRIDAY FOCUS



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1h

Derek Davis, Curator, Old Dillard Museum, speaks @ the @NatUrbanLeague Conference: [bit.ly/1h00Bis](http://bit.ly/1h00Bis) #BCPSShines [pic.twitter.com/mgAE4G7YwF](https://pic.twitter.com/mgAE4G7YwF)



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4h

Stream the School Board Workshop at 10 a.m. today. View it at: [bit.ly/GZp8SO](http://bit.ly/GZp8SO) [pic.twitter.com/mCbbDwVdFx](https://pic.twitter.com/mCbbDwVdFx)



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Sherylle Francis Emcees Caribbean Bar Association's Annual Scholarship and Awards Banquet

October 2014

On October 4, 2014 in Fort Lauderdale, Florida, the Caribbean Bar Association hosted its 18th Annual Scholarship and Awards Banquet: Celebrating Twenty Years of Informing, Educating and Empowering Our Community, a fundraiser for community outreach and its minority clerkship program. The organization also honored a local school superintendent, Jamaican Robert Runcie, for his contributions to education. Sedgwick Fort Lauderdale associate Sherylle Francis served as mistress of ceremonies for the event along with a local radio personality. Inclusion and Diversity Committee members David De Piano and Stella Chu, associates in Sedgwick's Miami office, also attended.

Related People

Francis, Sherylle A.

Related Offices

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# THE CARIBBEAN BAR ASSOCIATION

## 18th Annual Scholarship Banquet

### Masters of Ceremonies

Keith "Papa Keith" Walcott and Sherylle Francis, Esq.

### Invocation

Carol Green von Kaul, Esq.

### U.S. National Anthem

Steve Higgins

### President's Address

Alison F. Smith, Esq.

### Introduction and Installation of Officers

Hon. Robert Diaz, Seventeenth Judicial Circuit

### Dinner

### Performance

Papaloko & Friends

### Recognition of Past Presidents

Nicholas C. Johnson, Esq. & Kimare S. Dyer, Esq.

### Presentation of the President's Award to Miami Dade College North Campus

Alison F. Smith, Esq.

### Presentation of Informing Award to Dexter A. Bridgeman

Niyala A. Harrison, Esq.

### Presentation of Empowering Award to Hilary Creary

Michelle T. Bell, Esq.

### Presentation of Educating Award to Robert W. Runcie

Devona A. Reynolds Perez, Esq.

### Remarks

Robert W. Runcie

### Presentation to Scholarship Recipients, Shayna Hudson, Ileana Garcia and Natalie Atkinson

Sharaine A. Sibblies, Esq.

### Vote of Thanks

Annika E. Ashton, Esq.

### Performance

RythmTrail

### Dancing with DJ Dorenzo



**Jeffrey S. Moquin**

---

**From:** Theresa M. Silva  
**Sent:** Tuesday, August 11, 2015 4:06 PM  
**To:** Jeffrey S. Moquin  
**Cc:** RR  
**Subject:** FW: Secretary-Treasurer - FADSS Board



**Florida Association of District School  
Superintendents**  
**208 S. Monroe Street, Tallahassee, Florida 32301**  
**850.577.5784 – [www.fadss.org](http://www.fadss.org)**

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July 1, 2015

Mr. Robert Runcie, Superintendent  
Broward County School District  
600 S.E. 3<sup>rd</sup> Avenue  
Ft. Lauderdale, Florida 33301

Dear Superintendent Runcie:

Congratulations on being selected to serve as Secretary-Treasurer of the Florida Association of District School Superintendents (FADSS) for a term beginning July 1, 2015 and ending June 30, 2016.

These are challenging times for school leaders in Florida. We have much work to do on the major issues in education in our state. That is why it is so important to have experienced, dedicated school leaders like you in an executive role in the Association.

FADSS staff and I recognize the time constraints of Florida superintendents. That makes your service to this Association even more special.

The FADSS Board of Directors functions as the policy making body of the Association. The Board is made up of the officers (President, President-Elect, Vice President, and Secretary-Treasurer), Area Directors for the seven areas of the state who are elected by their area members to serve on the Board for a two-year term, four At-Large Directors who serve a two-year term, and Past Presidents who are active superintendents.

Again, congratulations and thank you for your willingness to serve your professional association.

Sincerely,

William J. Montford, III  
Chief Executive Officer