



AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

MEETING DATE: Oct 5 2016 10:15AM - Regular School Board Meeting

Special Order Request
 Yes No

ITEM No.:
B-1.

AGENDA ITEM: CONSENT ITEMS

Time

CATEGORY: B. BOARD MEMBERS

DEPARTMENT: Office of Chief of Staff

Open Agenda
 Yes No

TITLE:
Annual Evaluation of the Superintendent of Schools

REQUESTED ACTION:
Receive the School Board Member annual evaluation ratings of the Superintendent of Schools.

SUMMARY EXPLANATION AND BACKGROUND:
The School Board and the Superintendent recognize the importance of a formalized process to review the Superintendent's performance. The evaluation process is intended to communicate clear goals and expectations for the Superintendent's performance. The process is conducted, a minimum, twice a year and used for the School Board and Superintendent to acknowledge achievements and provide opportunities for constructive dialogue and feedback. To that end, Section 9 of the Superintendent's Employment Agreement outlines the evaluation procedures. In accordance with the Agreement, the School Board shall evaluate the performance of the Superintendent using the agreed upon form, format, and process by September 30th of each year. The 2015-2016 Annual Evaluation of the Superintendent is being submitted to the School Board pursuant to the Agreement. The Agenda Request Form has been reviewed and approved by the Board Chair.

SCHOOL BOARD GOALS:
 Goal 1: High Quality Instruction Goal 2: Continuous Improvement Goal 3: Effective Communication

FINANCIAL IMPACT:
There is no financial impact to the District.

EXHIBITS: (List)
(1) Superintendents Correspondence and Self Evaluation (2) 2015-2016 Superintendent Accomplishments (3) Superintendent Annual Evaluation Rating Summary 2015-2016 (4) Rating by Dr Rosalind Osgood (5) Rating by Mrs Abby Freedman (6) Rating by Mrs Robin Bartleman (7) Rating by Mrs Heather Brinkworth (8) Rating by Mrs Patricia Good (9) Rating by Mrs Donna Korn (10) Rating by Mrs Laurie Rich Levinson (11) Rating by Mrs Ann Murray (12) Rating by Mrs Nora Rupert

BOARD ACTION:
RECEIVED
(For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:
Name: Jeffrey S. Moquin Phone: 754 321-2650
Name: Dr. Rosalind Osgood Phone: 754 321-2005

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Senior Leader & Title

Jeffrey S. Moquin - Chief of Staff

Approved In Open Board Meeting On:

OCT 05 2016


Signature
Jeffrey S. Moquin
9/27/2016, 2:11:45 PM


By: *Rosalind Osgood*
School Board Chair

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT
ROBERT W. RUNCIE
SUPERINTENDENT OF SCHOOLS

September 30, 2016

TO: School Board Members

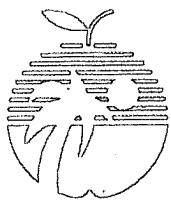
FROM: Jeffrey S. Moquin 
Chief of Staff

VIA: Robert W. Runcie 
Superintendent of Schools

SUBJECT: **Revision to B-1**
Annual Evaluation of the Superintendent of Schools
October 5, 2016 Regular School Board Meeting

Attached is a revision for B-1, Annual Evaluation of the Superintendent of Schools, for the October 5, 2016 Regular School Board meeting.

RWR/JSM:tpo
Attachment



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301 • TEL 754-321-2600 • FAX 754-321-2701

ROBERT W. RUNCIE
Superintendent of Schools

SCHOOL BOARD

Chair DR. ROSALIND OSGOOD
Vice Chair ABBY FREEDMAN

ROBIN BARTLEMAN
HEATHER P. BRINKWORTH
PATRICA GOOD
DONNA P. KORN
LAURIE RICH LEVINSON
ANN MURRAY
NORA RUPERT

August 2, 2016

Dear School Board Members,

"Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation." - (John F. Kennedy)

As I reflect on the 2015-16 school year, there is much to celebrate as the District recognized its Centennial year. I am proud of the diverse educational opportunities we provide our children and families in Broward County, through dedicated teamwork, a shared passion, and a common sense of purpose. We have worked collaboratively over the last several years to provide high-quality learning environments for our students to *develop their greatest abilities* and reach their highest potential. This past year was no different. In 2015-16, we:

- Maintained our strong focus on early learning and literacy to ensure children have the skills they need to start school. We have strengthened our collaboration with families, communities and early child care providers to support a solid academic foundation for our youngest learners;
- Provided opportunities for students to think critically, apply their knowledge and skills to projects and solve problems;
- Created a career-ready and college-bound culture that ensures our students are academically prepared, emotionally resilient and have the life-skills to succeed after high school;
- Worked with our parents and stakeholders to redesign our processes and invest additional resources to improve and personalize ESE services to our students with special abilities;
- Expanded participation in debate to over 10,000 middle and high school students, making the District's debate program the largest in the nation; and
- Increased the number of BCPS students participating in computer science courses and curriculum from 240 students in 2013 to more than 38,000 elementary, middle and high school students in 2015-16, as part of our partnership with Code.org.

As a result:

- 26 of our high schools were recognized as “America’s Most Challenging” by The Washington Post, and 16 high schools were ranked among the best in the nation by U.S. News and World Report;
- 10 of our magnet programs earned the prestigious National Merit Awards from Magnet Schools of America;
- The District’s overall Advanced Placement pass rate increased by another 2% and is the highest in more than a decade;
- Our graduation rate is the highest it’s been in 5 years; and
- Our technical college students earned the most industry certifications in the state.

We also worked this year to recalibrate the District’s Strategic Plan. To accomplish this task, the District employed a bottom-up approach, formulating seven groups of diverse stakeholders to develop theories of action on how to move the District from its current state to a desired future state. The 2016-19 Strategic Plan will continue to focus on High Quality Instruction, Continuous Improvement, and Effective Communication; while utilizing shorter planning horizons with an emphasis on execution, monitoring, and reporting.

Our 2016-19 Strategic Plan will sequence resource utilization, budget development, and staffing model(s) over these shorter planning horizons to enable more frequent reviews and course corrections. Each year, I intend to recommend changes to better align existing resources (human and financial) within the District to improve execution of the Strategic Plan goals. This year, the recommended changes better position the District to deliver on its strategic focus. Highlights of the organizational changes include:

- Realignment of the Academics Division to improve its focus on early learning and language acquisition, deploy its curriculum specialist resources in alignment with the District’s “level” structure, and infuse new resources to support critical District initiatives;
- Formulation of a Strategy Implementation and Accountability Unit to enhance strategic plan implementation. This centralized strategy management department will provide central guidance, coordination and tracking, and monitoring of prioritized initiatives to improve execution. This new capability leveraged resources currently within the Performance Management and Project Management

area and will build capabilities that are better aligned with the 2016-19 Strategic Plan; and

- Realignment of Talent Development and Student Assessment & Research Departments within the Office of School and Performance Accountability and the Office of Academics. This will improve the execution of the District's BEST Blueprint initiative and better align professional development opportunities for teachers and school-based leaders, while reducing opportunities for the "silo" effect by infusing these critical resources within the two primary division delivering core support services to our schools and teachers.

The Strategic Plan and its three primary goals continue to embody the focus of this District and its staff. Through strategic collaboration, we continue to confront the challenges facing public education and BCPS, find practical and effective solutions, and better position the District to deliver services to our students and families. Through our collaborative efforts this year:

- We continued to make progress with the SMART initiative. We have more than 345 Facilities projects in progress and projects valued at more than \$223 Million in the procurement process. SMART Technology projects are also moving forward, with approximately 50-thousand computer devices already installed and ready for students this year....with more on the way;
- BCPS advocated the State Legislature for the restoration of funding for our educational services for Adults with Disabilities (AWD). This resulted in more than \$800,000 being appropriated for the District's AWD programs. Additionally, BCPS was a model for the new Principal Autonomy Pilot Program Initiative (PAPPI) legislation that passed this year. This initiative provides the principal of a participating school with increased autonomy regarding allocation of resources and staffing to improve student achievement and school management. Seven school districts, including Broward, were selected to participate in PAPPI. As a result, BCPS will receive an additional \$100,000 for professional development, along with a \$10,000 supplement per school;
- The District continued to make improvements in reaching parents and the community as we increased our presence on social media and created opportunities for public engagement. Specific examples include: Ed Talk, Conversations with the District, Twitter Chats, Targeted Marketing Initiatives, the Gifted & Talented Symposium, Title I Annual Parent Seminar, Above the Influence March, and the Parent Engagement Conference;
- We continued to improve our compliance rate with the Class Size Requirement and for the second year have not received any penalties; and

- Student enrollment increased for the first time in five years, and it is anticipated this is only going to increase with the new choices we are offering in several communities throughout the District for 2016-17.

Our student achievement results in the State of Florida's accountability system also show improvement, with increases in 20% of the indicators. Also achievement scores were maintained for 60% of the indicators. Specifically, BCPS:

- Increased by three percentage points the percent of students scoring at level 3 or higher on the ELA for grades 3 and 6, Mathematics grade 3 and on the Civics EOC;
- Increased scores by two percentage points for students younger than high school age in Algebra I, with 91 percent of students scoring level 3 or higher;
- Increased one percentage point in grades 3-5 ELA, Algebra 2 EOC, and grades 3-5 FSA Mathematics combined; and
- Increased one percentage point in grades 6-8 FA Mathematics and EOC exams combined.

Among the five largest districts in Florida, BCPS:

- Has the highest percentage of students scoring level 3 and above and the largest increase from 2015 to 2016 on the FSA ELA for grades 3, 6, and 9, and on the Algebra I EOC; and
- Earned the largest increase in scores from 2015 to 2016 on the grade 5 ELA, grade 6 Mathematics, and the Biology EOC exam.

These results were also reflected in 2016 school grades as well. In Broward:

- 36 (17%) of Broward's traditional schools maintained an "A" grade from 2014/15 to 2015/16 and one school, Discovery Elementary School, increased from a "B" to an "A.";
- Seven schools increased by two letter grades. Sanders Park Elementary increased to a "B" while Endeavour Primary Learning Center, Larkdale Elementary School, Morrow Elementary School, North Fork Elementary School, Plantation Elementary School and Sunland Park Academy all improved to a "C.";
- Among the traditional schools, the number and percent of "F" grades decreased from 22 (10%) to 8 (4%). This represents a 64% improvement; and

School Board Members
August 2, 2016
Page 5 of 5

- Overall, Broward earned a District grade of "B" for the third year in a row.

And there is so much more that is possible, as long as we are willing to do what it takes and always stay true to our guiding principle... of doing what is right for our students. I feel extremely privileged and blessed to have the opportunity to work every day with a tremendous Board and with wonderful educators and staff who are driven to help our students succeed. Together we will achieve our vision of "*Educating Today's Students to Succeed in Tomorrow's World.*"

Sincerely,

A handwritten signature in black ink, appearing to read "Robert W. Runcie". The signature is fluid and cursive, with a large initial "R" and "W".

Robert W. Runcie
Superintendent of Schools

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a √ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2015-2016 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	X			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments: Refer to Accomplishments and Exhibits			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
Suggested Evidence and Artifacts:				
<ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.		X		
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments: Refer to Accomplishments and Exhibits			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	X			
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	<p>Comments: Refer to Accomplishments and Exhibits</p>			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.		X		
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: Refer to Accomplishments and Exhibits			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

COMMENTS:

Overall Performance Evaluation Rating:

Circle One: **Highly Effective** (3.400-4.000) **Effective** (2.450-3.399) **Needs Improvement** (1.450-2.449) **Unsatisfactory** (1.000-1.449)

Board Member Signature

Robert Duncie

Superintendent Signature

Date

8/2/2016

Date



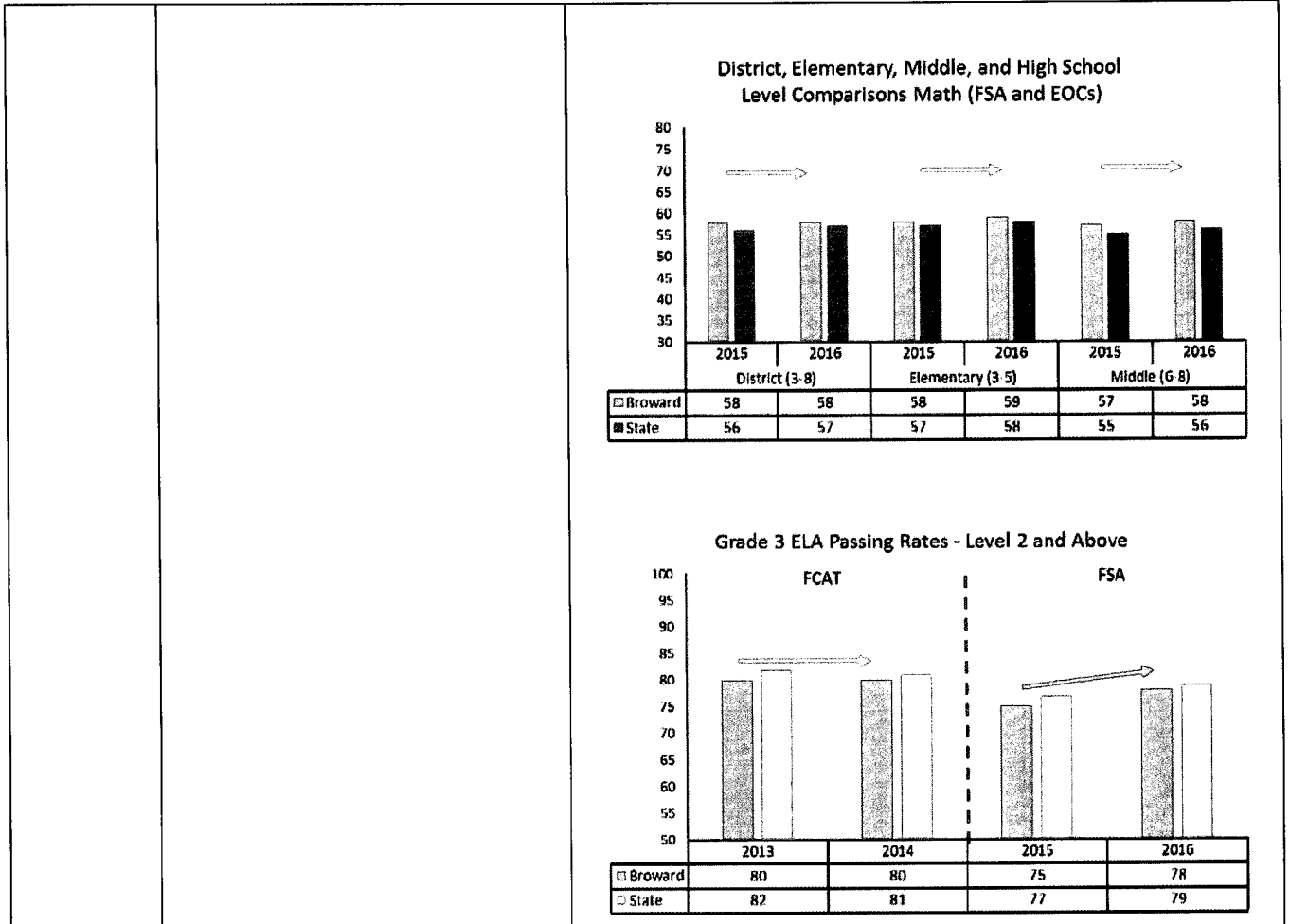
Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

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 2015-16, 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 2016-17 school year. Hallandale Elementary School and Gulfstream Middle School will be combined to form the new Gulfstream Academy of Hallandale Beach. The school will serve students in Grades K-8. Annabel C. Perry Elementary School, Coral Springs Elementary School and North Lauderdale Elementary Schools were expanded to serve students in Grades PK-8. The Henry D. Perry Middle School facility was repurposed into an adult education center. The programs and services offered at Hallandale Adult & Community Center will be transitioned to the Perry Middle facility as the new Henry D. Perry Education Center.																																				
HQI.2	Student Achievement improved in 20% of indicators and maintained in 60% of indicators.	<p style="text-align: center;">District, Elementary, Middle, and High School Level Comparisons FSA-ELA</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2015</th> <th>2016</th> <th>2015</th> <th>2016</th> <th>2015</th> <th>2016</th> </tr> <tr> <th></th> <th colspan="2">District (3-10)</th> <th colspan="2">Elementary (3-5)</th> <th colspan="2">Middle (6-8)</th> <th colspan="2">High (9-10)</th> </tr> </thead> <tbody> <tr> <td>▨ Broward</td> <td>53</td> <td>53</td> <td>52</td> <td>53</td> <td>54</td> <td>54</td> <td>53</td> <td>53</td> </tr> <tr> <td>■ State</td> <td>52</td> <td>52</td> <td>53</td> <td>53</td> <td>52</td> <td>52</td> <td>52</td> <td>50</td> </tr> </tbody> </table>		2015	2016	2015	2016	2015	2016	2015	2016		District (3-10)		Elementary (3-5)		Middle (6-8)		High (9-10)		▨ Broward	53	53	52	53	54	54	53	53	■ State	52	52	53	53	52	52	52	50
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Strategic Plan Goals
 High Quality Instruction: HQI
 Continuous Improvement: CI
 Effective Communication: EC



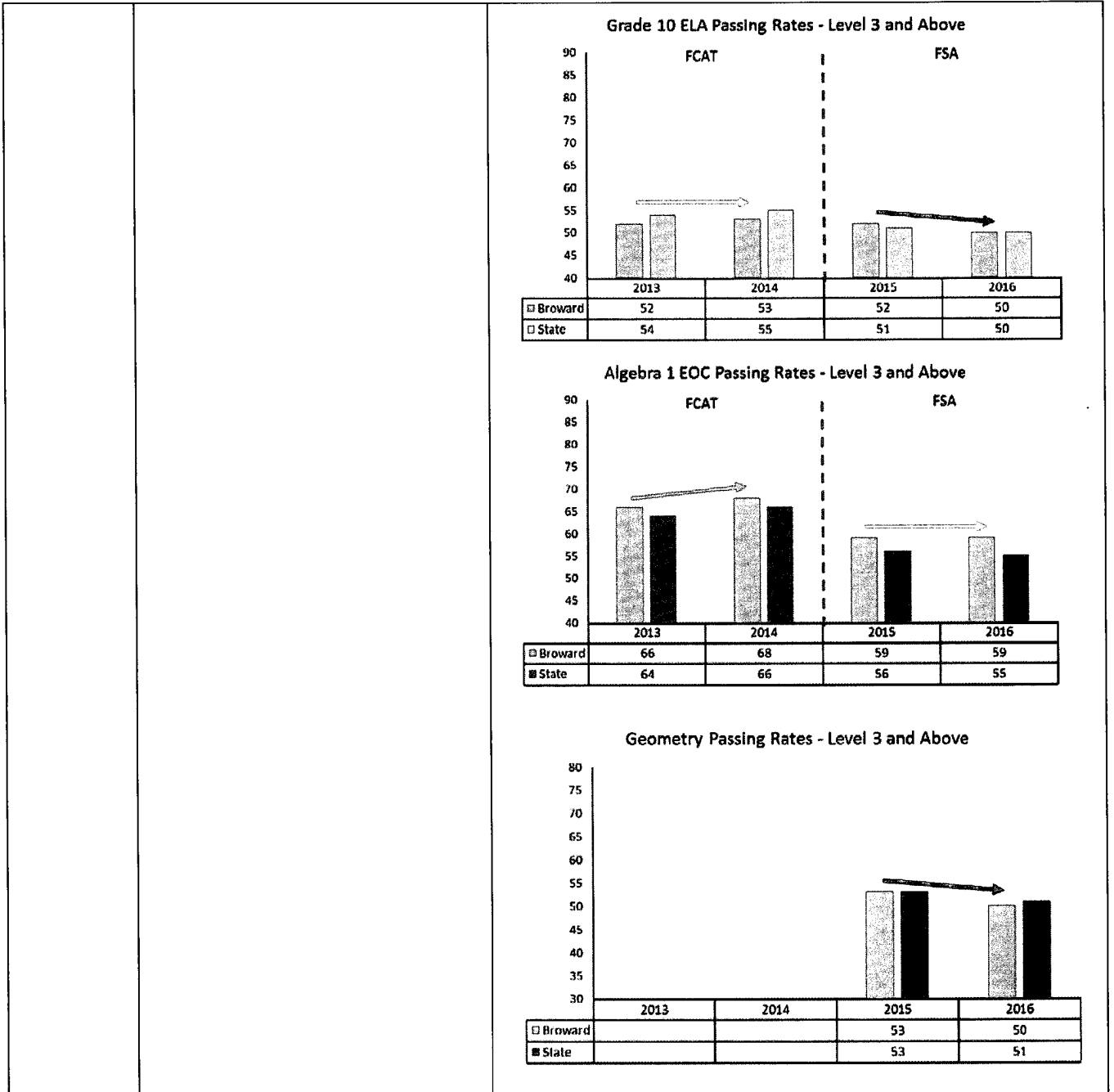
Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016



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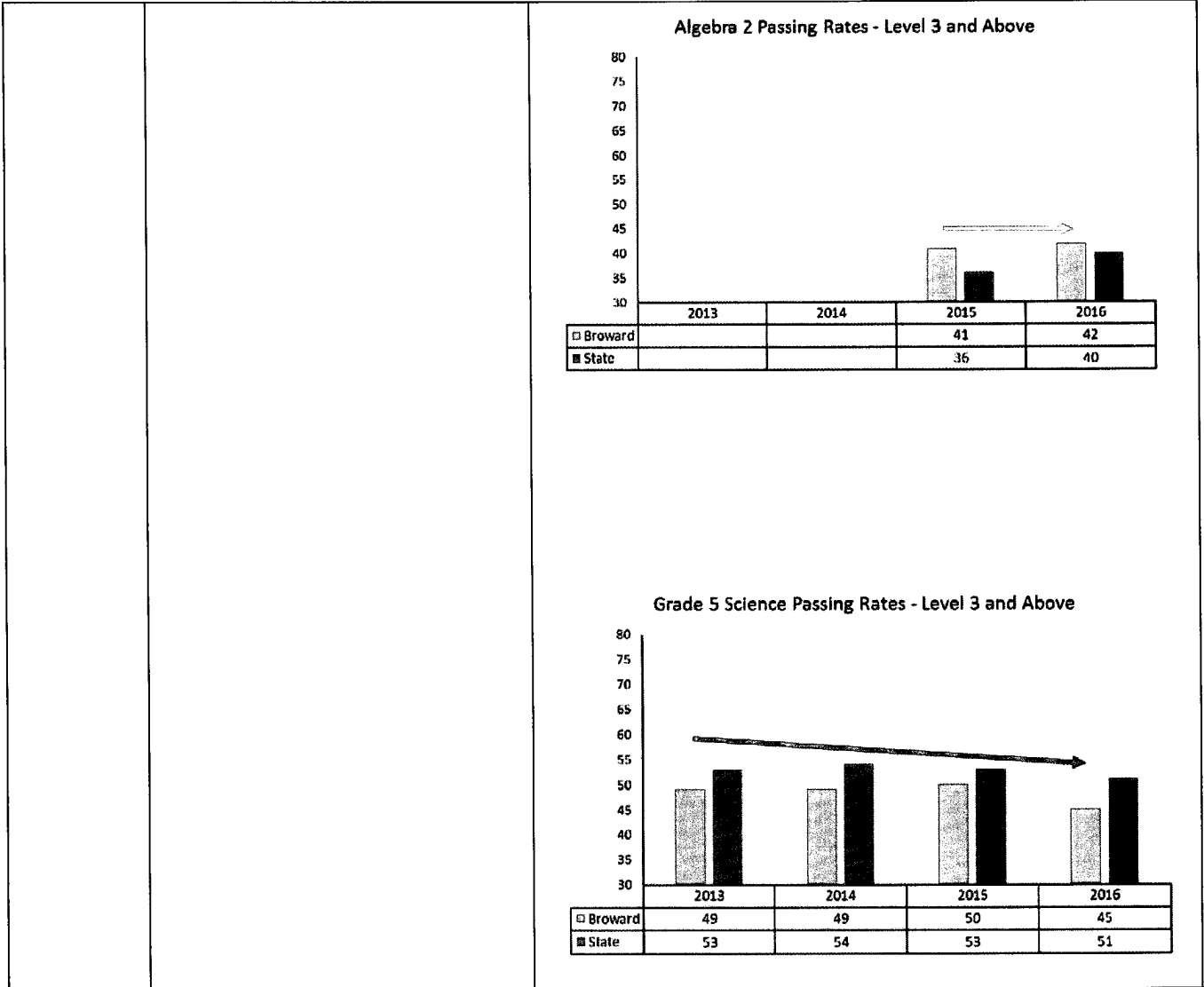
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Strategic Plan Goals
 High Quality Instruction: HQI
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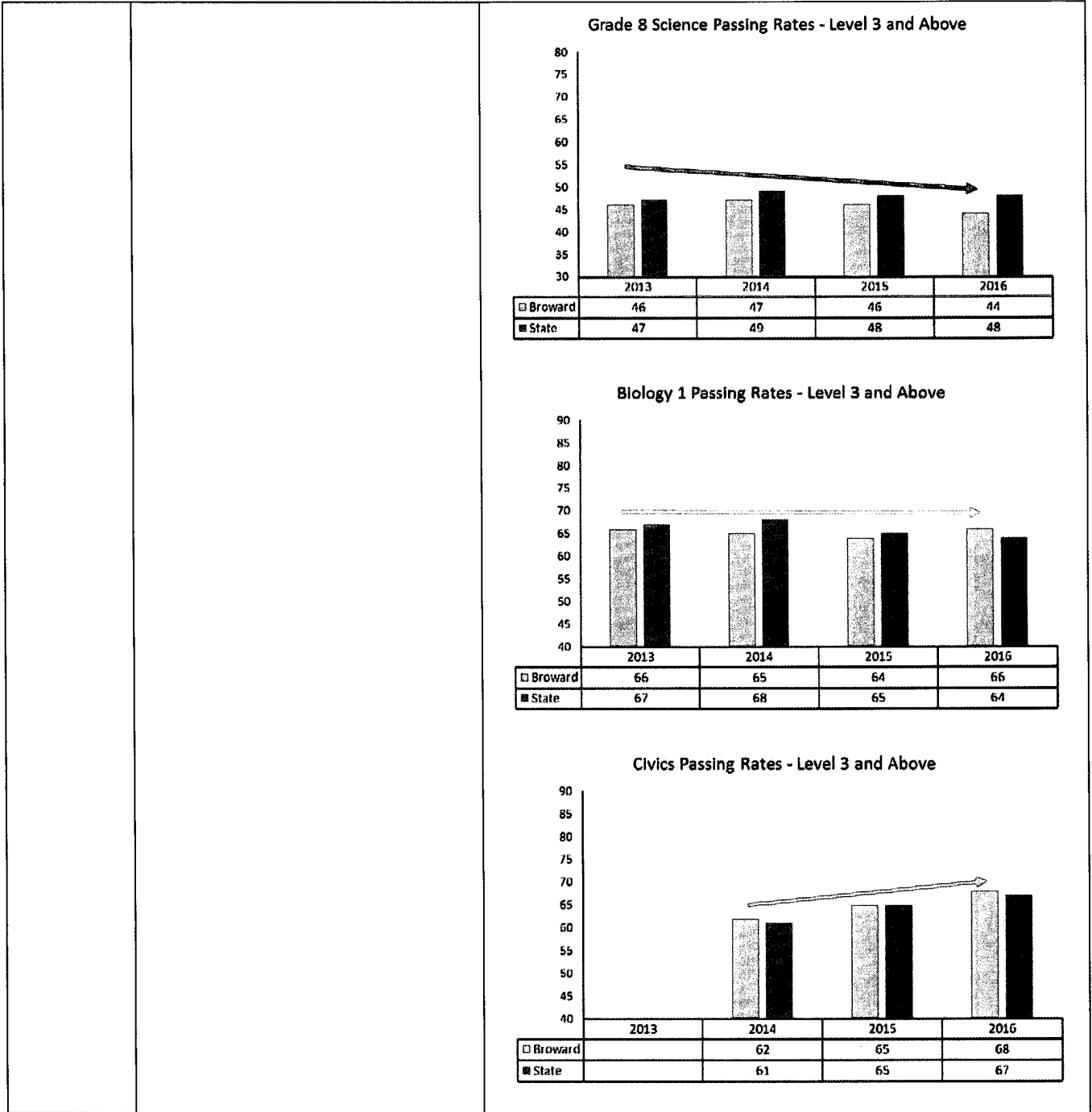
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Strategic Plan Goals
 High Quality Instruction: HQI
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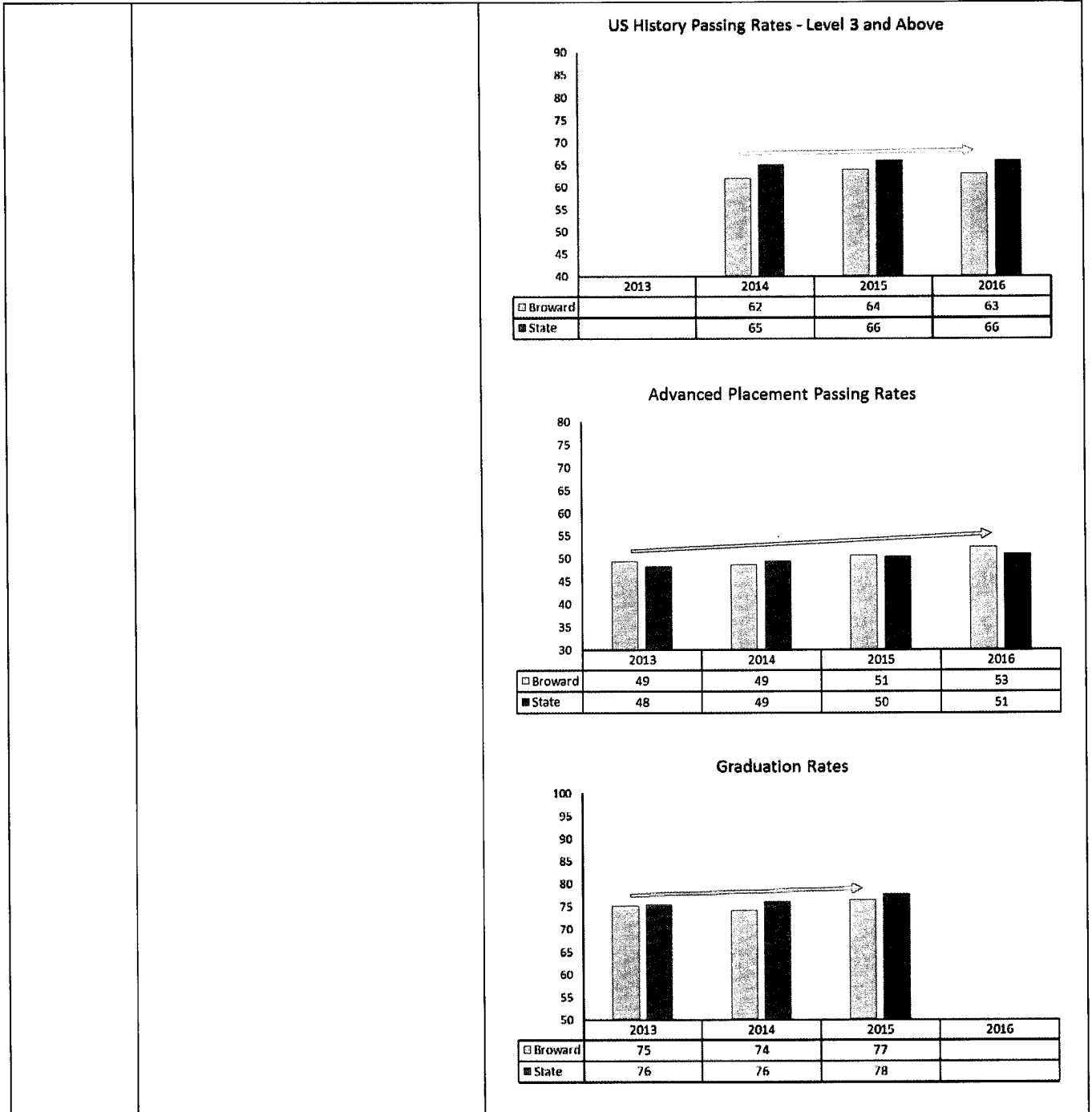
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Strategic Plan Goals
 High Quality Instruction: HQI
 Continuous Improvement: CI
 Effective Communication: EC



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016



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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

HQI.3	Digital 5 and Personalized Learning Initiative	BCPS expanded the personalized learning initiative to an additional 19 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 9,000 students by providing them with learning tools to use at home and school and allows for collaboration between teachers and students.
HQI.4	Implementation of Digital 6: Mathematics and Language Arts	<p>BCPS's middle schools have "infused" digital tools, resources and instructional strategies within the content areas of English/language arts, mathematics, and intensive reading.</p> <p>Using the student laptop carts and teacher laptops, 6th grade English/language arts and mathematics classes and 6th grade intensive reading classes have access to a new digital curriculum aligned to Florida Standards in English/language arts, mathematics, and intensive reading. Three 6th grade mathematics classrooms at each middle school were equipped with interactive projectors to enhance teaching.</p>
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 expanded in 2015-16 to now include over one-half of the secondary schools.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

HQI.6	Broward Codes – CS for All Initiative	<p>Broward Schools #BrowardCodes initiative was recognized by the White House in the #CSforAll announcement for Broward Schools' commitment to providing Computer Science education opportunities for all students K-12. The District expanded our partnership with Code.org to support funding Computer Science professional development and community building as a Code.org Professional Learning Provider through June 2018. The District is a recipient of a \$1.249M National Science Foundation grant to develop a model for the integration of STEM and Computer Science in the elementary day, in order to provide all students in all grades the opportunities in Computer Science. Through our partnership with Code.org, 33 BCPS high schools will be offering college-level Computer Science through the new College Board AP Computer Science Principles course.</p>
HQI.7	JP Morgan Chase Foundation Grant: Enhancements to the LEEO [Linking Education and Employment Outcomes] Program	<p>Secured an additional \$220,000 grant to support the work of Linking Education and Employment Outcomes, (LEEO). The funds are used to sponsor the LEEO Executive Leadership Symposium, summer internship opportunities, technical certification assessments, field experiences directly in the work place, and for continued support of school-site projects.</p>
HQI.8	Black Male Success Initiative	<p>BCPS continued its efforts to close the achievement through implementation of the Black Male Success Initiative. BCPS increased its overall graduation rate as well as the graduation rate for all racial subgroup with black students showing the highest gains closing the achievement gap. The Initiative increased the number of identified school- based mentoring</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>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.</p>
HQI.9	SSOS-Promise Neighborhood	<p>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. 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 2015-16 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.</p>
HQI.10	Middle School and High School Debate Expansion	<p>In this, the fifth 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 provide 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</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		tournaments at the University of Florida, Emory, Harvard, and Berkeley.
HQI.11	Chess Initiative	In 2015-16, BCPS, in partnership with America's Foundation for Chess (AF4C), enhanced the First Move Program that is offered to all 2nd and 3rd grade students, including ESE and Bilingual students, to improve critical and analytical thinking skills. In addition to the comprehensive curriculum and resources, additional teacher training opportunities, on-site assistance, and on-line play have made for a more robust program. Community outreach has strengthened the initiative and provided scholastic chess opportunities for students beyond the curriculum taught in 2 nd and 3 rd grade. Through this initiative, BCPS has the largest implementation of scholastic chess in the nation, and has helped to foster a positive culture throughout the community.
HQI.12	Comprehensive Instructional Coach Credentialing Program to Improve High Quality Instruction	In 2015-16, 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 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.13	BEST Blueprint	In 2015-16, the Offices of School Performance & Accountability, Academics, and Talent Development

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>continued their work to improve student outcomes at every grade level. Support was provided to schools as they deepened their implementation of the BEST Blueprint. Sub-cadre learning was expanded to include a common learning space for school leaders and their teacher teams. This professional learning was intended to support schools with Best Practices 1 (planning and delivering effective Tier 1 instruction through the CARE Cycle) and 4 (scaling up best practices through benchmarking and collaboration with schools within the organization and across the state). Best Practices 2 (ensuring schools have an effective response to intervention process) and 3 (establishing and maintaining optimal internal and external relationships) were supported through the new zone platform for assistance and collaboration.</p>
HQI.14	Broward Reads for the Record	<p>Collaborated with Children's Services Council (CSC) and multiple Broward County partners to coordinate the Broward Reads for the Record Event in October 2015 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.</p>
HQI.15	Network for Teaching Entrepreneurship (NFTE)	<p>Present in 13 schools in 2015-16 and provides students in career and technical programs the opportunity to develop business models for competition and scholarship opportunities. Students</p>

<p>Strategic Plan Goals High Quality Instruction: HQI Continuous Improvement: CI Effective Communication: EC</p>
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Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		in this program develop soft skills, financial literacy, and learn how to run a successful business.
HQI.16	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 that piloted the program were Cypress Bay, Everglades, Flanagan, Hollywood Hills, McArthur and West Broward High Schools. The initiative will be expanded in 2016-17 to include an additional seven high schools and three middle schools offering the LIA course in their schools.
HQI.17	Super Testing Sessions in High Schools	Mandated state assessments at the high school level impact a minimum of 14 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 2015-16, 28 of the District's traditional high schools participated in STS. Through this assessment model, 14-20 instructional days were returned to teachers and students at each of the participating schools.
HQI.18	BCPS Capitol Days	The BCPS Capitol Days event was again held in 2015-16. The event took place during the 2016 Florida Legislative Session and 50 Broward County Public School students became student advocates. Leading up to the trip the students participated in

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>“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 three-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.</p>
<p>HQI.19</p>	<p>Innovative Programs Designs/Support – Turnaround Arts</p>	<p>The President’s Committee for Arts and Humanities selected Broward County Public Schools to be the first school district in Florida to participate in the National Turnaround Arts Program beginning this school year. The three selected schools include: Bethune Elementary, Walker Elementary and Lake Forest Elementary. All three schools participated in a variety of arts education professional development with the goal of increasing instructional quality, while integrating the arts across the curriculum. This included: An Artful Touch, Crayola Arts Integration, and integrating the Arts by a Kennedy Center Master Teacher. Two of the three schools implemented Acting Right strategies to enhance positive student behavior.</p> <p>Three National Artists, Cameron Diaz, Carla Dirlikov and John Lloyd Young supported the schools through personal visits and Skype sessions providing an opportunity for student to listen and learn from these famous partners. The schools also helped record a</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		music video that was presented at the White House on May 25, 2016 to Mrs. Obama.
HQI.20	Recently Arrived Immigrant and Youth Grant	The District implemented the Recently Arrived Immigrant and Youth Grant for the first time in 2015-16 in the amount of \$1,184,688.86 to provide services to immigrant students and families.
HQI.21	Dual Language Program Expansion	The Dual Language Program, an educational approach in which students learn two languages in an instructional setting, has expanded to 35 elementary schools for the 2016-17 school year.
HQI.22	<i>Sobrepasando METAS Exceeding Goals</i>	The District continued to implement the METAS educational opportunities and achievements for Hispanic students, English Language Learners, and their families. These programs are funded to integrate immigrant families to education.
HQI.23	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 continued to impact 57 elementary schools this year.
HQI.24	STEM Competitions	Students achieved success at the national level in several STEM competitions: Mu Alpha Theta, First in

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		Math, SECME STEM Olympiad, robotics, Sea Perch, solar and electric vehicle, and rocketry.
HQI.25	Local Advanced Placement Credentialing Program (LAPC)	In 2015-16 the Office of Academics in collaboration with Talent Development had over 120 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 51% to 53%. The LAPC program will continue to have AP teachers meet and share during the 2016-17 school year.
HQI.26	Confucius Institute	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 cultural exchanges and increasing the number of students exposed to Chinese language.
HQI.27	Fluency Plan within Algebra Blueprint	Nested within the Algebra blueprint, BCPS launched (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.

<p>Strategic Plan Goals High Quality Instruction: HQI Continuous Improvement: CI Effective Communication: EC</p>



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

HQI.28	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 14,000 students have taken advantage of dual enrollment opportunities in the last seven years.
HQI.29	IT Bond	The District has hit all Year 1 targets for the technology deployment. Nearly 50,000 students and teachers have received new devices. Additionally, more than 7,000 access points have been installed enabling wireless access in all classrooms for more than 70 schools. Core technology infrastructure such as servers, switches, firewalls, etc. continue to be upgraded to meet the instructional and business needs of the District.
HQI.30	College Fair	Coordinated a national college fair with over 160 postsecondary institutions to provide information to more than over 5,000 participants. This was a budget neutral initiative due to revenue generation from booth sales to colleges. The fair helped to establish contacts and commitment for continued partnership with postsecondary organizations to support district efforts around college and career readiness.
HQI.31	SAT/ACT Special Administrations	Provided leadership to administer a special, school-day administration of the SAT (for the first time the District instituted an SAT day for all juniors) and ACT to increase college readiness and graduation rates.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

HQI.32	Improved Kindergarten Readiness Outcomes	<p>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 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 2015-16 school year, 30% of Head Start students completed the program already meeting Kindergarten promotion criteria to move to first grade for the third year in a row.</p>
HQI.33	Healthy Food Pantry/ Distribution	<p>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 healthy 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>
HQI.34	Reading Pals Partnership	<p>Supported United Way of Broward County in implementing year three of the Reading Pals mentoring program in 14 elementary schools and six early learning centers reaching more than 300 children.</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

HQI.35	Children's Literacy Initiative	<p>This year, BCPS was selected by the Children's Literacy Initiative as part of a National I3 Scaling Up Grant with Children's Literacy Initiative. Training will start next week and will be in Broward for the next three years as part of this grant.</p>
HQI.36	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 2015-16 school year, the number of students served in quality after school programs has increased by 1,135 as compared to the previous school year. 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 a 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>
HQI.37	Reduced Testing	<p>The BCPS removed the requirement for schools to test all students through CARE packages and the Broward Student Assessments by having schools use</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		existing tools for monitoring student progress. This returned from 3-5 days of instruction to the calendar.
HQI.38	Standardizing Running Records	BCPS undertook a year-long process of collaborating with principals and teachers to identify the need for, and select the tools to implement a standardized reading measurement for students. The 2016-17 school year will have all students using a common tool and reporting scale for developing independent reading by the end of third grade.
HQI.39	Improved Counseling Support	The adoption and implementation of Naviance as a support tool for all secondary students began in February 2016. All school personnel were trained in the Spring of 2016 and student usage has begun. 2016-17 will see all students finalize account creation and system reporting of usage by part of counselor and principal accountability. Additionally, a Performance Management session resulted in elevating Counseling to a Director level Department with additional resources to support local schools.
HQI.40	Learning Management System Adoption	An 18-month process of investigating and selecting a Learning Management System with teacher, principal, and parent input was completed in June 2016. Implementation will commence in August 2016 with pilot schools and a complete roll-out in August 2017 for all teachers and students.
HQI.41	Literacy Field Guide	The BCPS Literacy Field Guide was published in April 2016 at http://www.bcps-literacyguide.com/html/page001.php and is now guiding all Literacy implementation and adaptation.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

HQI.42	ESE Talk Back Sessions	Two community Talk Back sessions were held in Spring 2016 to improve the quality of ESE services, and create positive communication
HQI.43	ESE Transition Manual	The ESE Department published a comprehensive guidance document in February 2016 for all schools to improve the transitions of ESE students between schools and ensure no gaps in service delivery occurs. This system will result in monitoring being in place for the start of the 2016-17 school year.
HQI.44	Performance Tasks	Performance Tasks were developed, disseminated and field tested for grades 3-8 with Language Arts, Mathematics, science and Social Studies. These will be utilized in schools for 2016-17 to embed assessment in meaningful learning activities.
HQI.45	I3 Grant: Literacy	A five year US DOE grant in conjunction with the Children's Literacy Initiative was procured for expanding best practices with \$5 million over five years at eight schools.
HQI.46	Grade 3 Portfolio	The implementation of having every grade 3 student develop a standards mastery portfolio was launched in October 2016 to address the FLDOE requirement for promotion to grade 4. These portfolios are now embedded in the curriculum for complete
HQI.47	Digital Content Standards	BCPS joined the IMS Global Interoperability Standards Consortium to align and digital content with textbook publishers and OER content providers. These standards were implemented in the LMS adoption process.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

HQI.48	Global Scholars	<p>Eight teachers at five schools initiated the Global Schools program. This will expand to 15 middle schools in school year 2016-17.</p>
HQI.49	Innovative Programs Design/Support – Montessori Programs	<p>As suggested by the School Board, the Innovative Programs staff worked with Barry University to develop a first in Florida training program designed specifically for secondary Montessori teachers. This program will provide secondary teachers the opportunity to receive a certificate at the secondary level beginning summer 2016.</p> <p>The team was also successful in integrating the necessary training for any new teacher to the Montessori school environment as required as part of their application process for a position in a Montessori School In Broward County Public Schools.</p>
HQI.50	Innovative Programs Design/Support – Summer Programs	<p>The Innovative Programs Staff collaborated with Nova Southeastern University and three Magnet Schools to provide summer enrichment opportunities in Aviation, Emerging Computer Technology and Marine Science. These successful camps provided students an “on-campus” experience in the latest laboratory enriched setting at Nova Southeastern University.</p>
HQI.51	Innovative Programs Designs/Support – National Magnet Schools of America	<p>Nine Broward County Magnet Schools have been recognized by the National Magnet Schools of America Award program for the 2015-16 school year. The top award of Excellence was awarded to Liberty Elementary for their Sprouting STEM Museum Magnet; New River Middle School for their Marine Science Magnet; Sunrise Middle School for their Montessori Magnet; and William Dandy Middle School for their Pre-Medical Magnet. The</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>national Nine Broward County Magnet Schools have been recognized by the National Magnet Schools of America Award program for the 2015-16 school year. The top award of Excellence was awarded to Liberty Elementary for their Sprouting STEM Museum Magnet; New River Middle School for their Marine Science Magnet; Sunrise Middle School for their Montessori Magnet; and William Dandy Middle School for their Pre-Medical Magnet. The national</p>
HQI.52	<p>Innovative Programs Designs/Support – DEEP Internship (Developing Engineering Explorers Program)</p>	<p>Students from Blanche Ely High and Stranahan’s Engineering Magnet Programs worked with Atkins North America and Heery International to develop real-world skills and knowledge. The students were provided with first-hand knowledge in draft reading, scheduling, estimating, and soft skills as they pertain to working in a professional atmosphere. Ten students from the two schools are participating in the summer internships with both Atkins and Heery.</p>
HQI.53	<p>Innovative Programs Designs/Support- Sprouting STEM Museum Program</p>	<p>The six Sprouting STEM elementary schools successfully completed their third year of the STEM Museum Magnet Program for K-5 students. The successful grant program integrated math, science, technology and engineering into each school and provided “museum” experiences for parents and community to actively engage in exhibit opportunities provided by the students themselves.</p>
HQI.54	<p>Portfolio Services- Realigning Resources to Meet Community Interests and Needs</p>	<p>Through successfully repurposing under-utilized schools, Portfolio Services has been able to provide the opportunity and resources for three schools to add significant magnet programs. Coconut Creek High School will provide the Creek Technical Academy</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		aligned with program and services provided to students at Atlantic Technical College through a shared campus magnet program. Bair Middle School will provide a grades 6-8 middle school Montessori program for students west of State Road 7 and Martin Luther King Elementary Schools will provide K-5 Montessori Program providing additional magnet seats to the over-subscribed program at Virginia Shuman Young and for new families interested in a Montessori Program that reside west of State Road 7.
HQI.55	Athletics and Student Activities - SEAS	The collaborative partnership between the Broward Center for Performing Arts and the School Board of Broward County provided a one-of-a-kind theater experience for 137,000 students in the 2015-16 school year. The Center and the School District celebrated the 3 millionth student crossing the entrance of the Broward Center of Performing Arts for the SEAS Program this school year since the inception of the Nationally recognized program.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

CI.1	SMART Program	<p>Completed assembly of the infrastructure team needed to deliver project management and cost controls. All Group 1 & Group 2 projects are on target to be in design procurement or design stage by the end of Oct. 2016. At least 20% of projects in the bond are underway representing approx. \$223M of work. In addition, 110 School Choice Enhancement projects are underway. A few smaller projects have started delivery/installation/construction work with other work scheduled to ramp-up in the next few months and for the rest of the year, while other larger projects continue with design/permitting efforts.</p>
CI.2	Class Size Compliance (CSR) Improvements	<p>Met class size mandate at all choice school across the District at 100%. Also increased the period-by-period compliance across the District to 90.7%. Second year in a row of no state penalty and received funding back from the State in meeting CSR compliance of \$6,428.</p>
CI.3	ESE Management Review: Implementation of Improvements	<p>The comprehensive District ESE review is being used to implement program improvements. The ESE Community Task Force continues its work to address the Evergreen independent review findings.</p>
CI.4	Business Support Center	<p>The Business Support Center (BSC) provides bookkeeping, facility rental, time keeping and attendance, budget keeping, i-Form processing, and field trip coordination services to schools and District departments. As of July 25, 2016, the BSC now serves 150 schools (including 17 high schools) and 22 departments.</p> <p>In addition to providing on-site credit card implementation and support to 14 District</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>departments, the BSC also maintains the District's on-line payment system. Parents, students and employees use the on-line payment system to pay for school activities such as field trips, yearbooks, fundraiser's, etc. Since inception of this payment option, there has been a steady increase in the number of transactions and the dollar amount of payments processed on-line. In fiscal year 2016, a total of 343,424 transactions totaling \$22M were processed on-line.</p> <p>The BSC continues to communicate and provide internal account training to District personnel. As a result of training and communication, all BSC school audits completed through June 2016 were exception free.</p>
CI.5	Extended Learning Opportunities (ELOP)	<p>Increased the number of Extended Learning Opportunity Programs (ELOP) from 20 schools to 38 schools by providing extended day programs for on-site extra-curricular activities to students at the schools. Programs are selected based on parent and family input that include fee-based classes in areas such as dance, martial arts, yoga, robotics, cooking and many others.</p>
CI.6	Self-Administered Workers' Compensation Program	<p>The Workers' Compensation Unit just completed its third year (second 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"> • Reducing <i>annual claims cash flow</i> by 12% (\$1.3 million) from last year;

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<ul style="list-style-type: none"> • Through staff's loss prevention efforts, the <i>claim volume</i> was reduced by 11% (219 claims) from last year; and • Reducing the number of lost work days by 33% (2,084 days) from last year.
CI.7	Certificates of Participation (COPs) 2016A and 2016B Refinancing	The District successfully completed the refinancing of multiple series of COPs with an accrued savings of more than \$24 million.
CI.8	Integration of prekindergarten data in the district's main database (BASIS)	The Head Start/Early Intervention Department worked successfully with the I/T Department to extract and import developmental and literacy data into BASIS so that principals and kindergarten teachers could begin addressing the needs of the whole child as soon as they are assigned to a classroom/teacher and prior to the first day of school.
CI.9	Labor Relations: Salary Increases	Reached agreements that provide 2.5% salary increases to all Non-Instructional groups including: Food Services, Maintenance, Facilities, Transportation, Security, Education Support Professionals, Investigators, Clerical, Clerical-Confidential, and District Administrators. Additionally, reached agreement to provide a 2.5% salary increase for eligible school-based administrators on the grandfathered salary schedule and 2.5% for school-based administrators on the Pay for Performance Salary Schedule who received an Effective rating on their 2014-15 evaluation. School-based administrators on the Pay for Performance salary schedule who received a Highly Effective rating on their 2014-15 evaluation will receive a 2.51% salary increase.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		The Superintendent's Recommendation for the teachers' 2015-16 salary increases ranged from 2.5% to 3.45% for all teachers on the Grandfathered Salary Schedule, as well as, 3.46% increases for Highly Effective teachers and 1.81% for Effective teachers on Pay for Performance. This was accepted by the teachers' union through collective bargaining negotiations and as of today's date (August 3, 2016) ratification by BTU members is pending.
CI.10	Partnership with City of Parkland to provide funding for school capacity	Work on the three Parkland projects continues to proceed under the current agreements with the City of Parkland.
CI.11	Development of Performance Metrics to Monitor the Quality of Board Meeting Agendas and Staff Preparedness	<p>The Superintendent's Office began monitoring information relating to the agenda items submitted for Board approval last year. 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"> • Duration of Board Meetings; • Time Associated with the Business of the School Board/Special Presentations/ Public Participation; • Number of Consent Items vs. Open Agenda Items; • Operational Breakdown of Agenda Items; • Quantity and Percentage of Agenda Items Voted Down/Deferred/or Approved without Unanimous Support

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		This information is shared with staff through the Agenda Preparation Group (APG) process in an effort to continuously improve the quality of agenda items.
CI.12	Wallace Foundation Principal Supervisor Initiative	Capitalizing on a multi-year, \$3.75 million grant from the Wallace Foundation, an Intern Director Program was developed and implemented in 2015-16 for aspiring principal supervisors (cadre directors). This is the District's first preparation program for central office leadership positions. Through a rigorous selection process, six high-performing principals were selected for a full-release, seven-month internship
CI.13	Grants Administration and Government Programs	<p>The Grants Administration and Government Programs Department has experienced significant improvement in providing support to schools and District departments. Beginning February FY 2013-14 to present:</p> <ul style="list-style-type: none"> ○ Success with increasing competitive grant funding requests ○ Success with leveraging relationship with BEF to secure new foundation grant funding ○ Success with hiring and managing a diverse and productive team ○ Improved communication to schools through workshops and quarterly newsletter ○ Improved stewardship of gifts through support and coordination of donor acknowledgment, press releases, grant announcement events, and donor site visits

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<ul style="list-style-type: none"> ○ Improved collaboration throughout system; positive feedback and support ○ Additional resource for 2015-16 with school based focus to include capacity building workshops for schools and parents ○ Improved grant tracking and reporting ○ Improved reputation of GAGP as a responsive, strategic and collaborative partner in District and school proposal development ○ GAGP is also responsible for: <ul style="list-style-type: none"> * Existing federal and state mandated processes that support entitlement grant eligibility * Charter School Management application support * Legal contract routing requirements * No Child Left Behind Monitoring Liaison (Now ESSA) * Authorized Organization Representative for all federal grant submissions
CI.14	Fresh Fruit & Vegetable Program - Grant	Twelve (12) elementary schools were awarded the United States Department of Agriculture (USDA) Fresh and Vegetable Program grant for FY 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.15	PNC Foundation	In partnership with Broward Education Foundation (BEF), Broward County Public Schools (BCPS) received a grant from PNC Foundation for more than

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>\$56,000. The PNC Grow Up Great grant supports Science, Technology, Engineering, Arts and Math (STEAM) initiatives, which enhance preschool education. BCPS will work with fellow grant recipients Palm Beach State College and the Young at Art Museum (Broward) to improve access to arts and science resources for hundreds of pre-K students, their families and early childhood educators.</p>
CI.16	ELlevation Platform for English Language Learners (ELLs)	<p>Last year, BCPS successfully implemented ELlevation as the web-based platform for meeting the instructional, communication, and reporting needs of the ESOL Program across all schools and charter schools. This year, the District purchased the InClass and Instructional Strategies to provide teachers access to their ELL data and assist in making content comprehensible for English Language Learners.</p>
CI.17	Universal Screening	<p>All 2nd grade students are screened for possible Gifted eligibility using the CogAT in March 2016. 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.</p>
CI.18	Above the Influence	<p><i>More than 5,000 Broward County Public Schools (BCPS) students participated on Friday, March 11, 2016, in the fourth annual Above the Influence March and Rally. This year's event was hosted by Piper High School where students celebrated choosing to</i></p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p><i>remain above negative influences – such as peer pressure, bullying, fighting, alcohol, drugs and racism.</i></p> <p>The festivities included students from elementary, middle and high schools holding banners supporting being above the influence as they marched around the school's community. Cheerleaders, drum line members, drill teams and marching bands were also part of the march.</p> <p>After returning to Piper High, students re-affirmed their decision to make positive choices.</p> <p><i>Highlighting this year's event were student performances and a special battle of the bands.</i></p> <p>More than 80 schools were represented and joined by faculty, staff and other members of the community for the gathering.</p> <p>The event, now in its fourth year, is a collaborative effort between <u>Broward County Public Schools</u> and the <u>United Way of Broward County Commission on Substance Abuse</u>. It's seen as positive reinforcement for those resisting the peer pressure to drink, do drugs or engage in violence.</p> <p><i>The rally and march is a culmination of the programming within middle and high schools. Students receive information and gain insight from educational specialists on the topic throughout the school year.</i></p>
CI.19	Data Security	Created a new Information Security office to implement improved data security practices as well as

<p>Strategic Plan Goals High Quality Instruction: HQI Continuous Improvement: CI Effective Communication: EC</p>
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Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>security awareness training. A safe computing environment is essential for our students and teachers as technology is no longer a value add, but rather an integral part of the teaching and learning process.</p>
CI.20	Mainframe Migration	<p>Migrating the current legacy fixed asset data base from the old mainframe to SAP. This database tracks all of the District's fixed assets such as real estate, computers, furniture, etc. This migration allows for improved reporting and timely access to information.</p> <p>This system will go live during Fall 2016.</p>
CI.21	Rating Upgrades	<p>As a result of prudent budgeting and financial management, the District's cash and reserve positions improved, which resulted in ratings upgrades: Moody's Investors Services upgraded the District to Aa3 Stable (last held in 2010) and Standard and Poor's to A+ Stable (last held in 2008).</p>
CI.22	Charter School Management & Support – Charter Tools	<p>A robust on-line tool for charter management has been established collaboratively between the Charter Schools Management & Support Department and the IT Department. This tool supports both the District and charter schools by eliminating redundancy of document submittal as well as allows the various district departments to monitor the charter schools statutory and contractual compliance. This will decrease the repetitive tasks such as notices to the charters for monthly financials, insurance documents, leases as well as other quality assurance compliance documentation needed for each of the charter schools.</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

CI.23	Charter School Management & Support – Legislative Impact	Collaboratively working with the District Legislative Affairs Team, the Charter Schools Management and Support Team provided language and support to change the state statute regarding the ability for school districts to gather background information on individuals applying for charter school contracts. This shift is essential to providing informed decisions about the capacity of an individual or an organization’s ability to operate a high quality charter school.
CI.24	Facility Planning & Real Estate – City of Coconut Creek RAC – First Amendment to Education Mitigation Agreement	The result of the July 2015 SB approved milestone resolution with the City of Coconut Creek Regional Activity Corridor. The School District stands to gain approximately \$6,250,050.00 in mitigation and taxes over the next few years with the construction of 6,450 residential units in the city of Coconut Creek.
CI.25	Facility Planning & Real Estate – Administrative Site Planning	At the April 2015 SBW, the Edgewood Administrative Complex was surplus. The Edgewood Administrative Complex is currently being marketed with a minimum asking price of \$5,500,000 from which the proceeds have been earmarked to renovate the TSSC Annex. Through this decision, the TSSC Annex Building is now available to provide the District with approximately 50,000 sq. ft. of administrative space to house various departments in one facility and provides the needed resources to create professional administrative spaces in an under-utilized District asset.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

CI.26	<p>Facility Planning & Real Estate – Validation of the School District’s Florida Inventory of School Houses</p>	<p>Each year, the Florida Department of Education (FDOE) requires school districts to complete and submit documents stating that its Florida Inventory of School Houses (FISH) or capacity is correct. The SBBC successfully completed, submitted and was recognized by the state for its 2015-20 District Educational Plant Survey. The Survey was completed in record time and met all standards of quality review by meeting over 95% accuracy in the reporting file.</p>
CI.27	<p>Facility Planning & Real Estate –Parking Partnership with City of Ft. Lauderdale</p>	<p>Through the successful development of a partnership with the City of Ft. Lauderdale Parking Enforcement Department regarding the use of the south surface parking lot, the District has successfully generated \$165,223 towards the fund balance.</p>
CI.28	<p>Innovative Programs Designs/Support- Venture Design Initiative</p>	<p>In the three years that the Venture Design Initiative has been in place, over \$810,000 in revenue has been collected from the charter schools that have opted to partner with the District for premium services for their students.</p> <ul style="list-style-type: none"> • The Venture Design Initiative has developed and marketed a revenue model, effective systems of delivery of services, monitoring, follow-up and data tracking for premium services that reduce or eliminate any impact on District schools or processes. • Developed a communication protocol among the Venture Design team, charter schools and District departments to implement fee-based premium services that follow statutory requirements and meet student needs.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<ul style="list-style-type: none"> • Contracted with 85 charter schools (82% of charter schools) during the 2015-16 academic year to deliver premium services to over 29,000 charter school students. • Collaborated with over 25 District departments to seamlessly deliver more than 400 units of premium services and guarantee 100% revenue collection. <p>Increased charter school access to District premium services through a refined menu-driven online ordering system, which makes it easier and quicker for the charter schools to place their premium services orders electronically.</p>
CI.29	Demographics & Student Assignments	The Demographics & Student Assignment Department implemented an improved school choice process by including an online application for Phase 2; increased hands-on assistance with application processing at off-site locations including kiosks; increased principal involvement and outreach; and increased overall marketing and parent outreach.
CI.30	Demographics & Student Assignments-School Choice	Through effective collaboration with the Public Information Office, as well as further efficiencies in choice processes, the Demographics and Student Assignment team has increased the choice applications from 37,000 to 38,458 applications. For the second year in a row, the District has seen a positive increase in enrollment in District schools as compared with previous years of declining enrollment through loss to charter schools.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

CI.31	Before & After School Child Care	In an effort to assist families dealing with the devastating effects of a hurricane, the Before & After School Child Care (BASCC) Department developed a plan to provide free child care for up to one week, if schools are closed and homes are damaged. The locations are all School Board Operated (SBO) BASCC programs. BASCC will provide funds to pay staff and reimburse the use of materials for each of the sites identified for use.
CI.32	Athletics and Student Activities – Service Learning Hours	Community service continues to grow as the students are provided many opportunities to give back to their school and community. Students served over 5,700,000 hours of time providing over \$46,000,000 of in-kind service to those in need.
CI.33	Athletics and Student Activities - Scholarships	By connecting with colleges and universities through effective communication strategies about the athletic programs and athletic college fairs, the District was able to secure over \$5,000,000 in scholarships to post-secondary institutions for our athletes.
CI.34	National Summit for Principal Supervisors	In 2015-16, the District hosted the nation's first ever conference for principal supervisors. The partnership between the Council of the Great City Schools, the Wallace Foundation and our District brought over 400 school leaders from across the country to engage in professional development opportunities that will improve the outcomes of school principals as a result of increased knowledge and skills of principal supervisors. The success of the conference was evidenced by countless requests for this event to be annually hosted by our District.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

CI.35	Managing Employee Healthcare Costs	The ongoing administration of the District's self-insured employee health benefit program has produced over \$30 million in savings for the past three years. This has resulted in being able to avoid increasing both the employees' and the Board's monthly premium contributions for employee health care for three years in a row.
CI.36	Online Employment Applicant Tracking System – Expanded for all school/non-school based administration applicants	During the 2015-16, the Online Employment Applicant Tracking System was fully implemented for all school/non-school based administration applicants. Previously, a paper process was utilized including hand delivery of applications. In addition, with the expansion of the system for Assistant Principals and Principals, we have been able to automate a major component of the day to day operations. From the 2014-15 to the 2015-16 there was nearly a 60% increase in the number of vacant positions including Capital and General funded positions.
CI.37	Online Employment Applicant Tracking System – Reduced Days to Fill	Full implementation of the employment application for all School and Non-School Based Administration resulting in a reduction in the average number of days to fill Non-Instructional Administrative Vacancies (Reductions: 27% for School Based Administration and 8% for District Based).
CI.38	Achieved earlier teacher hiring and transfers	Eliminated barriers in the budget process, staff forecasting, retiree vacancy notification, etc. that prevented principals from hiring teachers early. By June 30, 2015 - 55% more teachers were hired for the upcoming school year compared to the same date in the previous year.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

CI.39	Comprehensive Property Insurance Program	Reduced the District's property coverage named windstorm deductible from \$100 million to \$75 million without any increase to the annual premium. The negotiated increase in property coverage better positions the District to qualify for FEMA proceeds post loss and lowers the loss threshold to receive insurance proceeds.
CI.40	Emergency Management Program	Realigned the District's Emergency Management Program to ensure adherence to new FEMA guidelines and coordinate a centralized response to emergency events.
CI.41	Loss Prevention	<p>Achieved a reduction in general liability and Workers' Compensation reserves as a result of a reduction in claims attributable to the expansion of the District's loss prevention efforts. This included providing on-site training, inspections, training materials, and loss analysis information in several key areas. This included:</p> <ul style="list-style-type: none"> • Inspections of five PPO shops • Internship Safety Training • ARC Flash training • Automobile accident reviews with the Transportation Department • Distribution of PAWS for use by facility service persons to prevent slip and falls during stripping and waxing activities
CI.42	Transportation Department Communication Tools	BCPS investments in GPS, Routing Technology and internal communication tools have facilitated access to real-time and accumulated data, which has enhanced our ability to make data-driven decisions.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>BCPS continues to enhance the Transportation Department's online intranet portal to improve our customer service and effectiveness in responding to the program enhancements that schools provide our students. Schools are able to use Transportation's Intranet site title PT Web http://ptweb/ for various programs such as:</p> <ul style="list-style-type: none"> - Submit Customer Concerns - Print Bus Passes - Process Empty Seat Applications - Process Transportation Requests (Special Needs, Promise, AES, etc.)
CI.43	Bid / Contract Aging Report – Phase 1	<p>Enhancement of existing manual reporting tools into one downloadable format that will allow leadership as well as PA's and internal customer of visibility to BID's to expire, nearing spend authority and or mitigating any possible risk to the District.</p> <p>This tool pulls information from SAP.</p>
CI.44	PR / PO Aging Report – Phase 1	<p>This is a new tool that is used to capture the queue of Purchase Requisitions made by the internal customer by module or commodity. This allows the PA's to work on them in priority based on needs or SLA's given to the customer. It allows for the manager to measure the workload of the PA as well as assign work to others based on overall priorities.</p> <p>This tools pulls information from SAP.</p>
CI.45	Financial Analysis Worksheet_ revision 2	<p>Enhancement to the FAW based on the level of information is now being pulled from SAP, to include</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		more detailed information to best meet the needs of the internal customer through reliable and verifiable data.
CI.46	Best Practices / Benchmarking	Improved synergy amongst peers, sharing best practices as PWS team members improve on benchmarking with both outside resources as well as internal customers. Considerably improved communication with vendors. Enforced proactivity regarding outreach and benchmarking with sister districts and or other state local piggyback opportunities.
CI.47	M/WBE Outreach efforts	<p>Completed the Disparity Study and formulated the Disparity Study Workgroup to recommend policy changes aimed at redressing under-represented small, women, and minority-owned business enterprises.</p> <p>25% increase of M/WBE vendors certified and increased amount of outreach events that improved the conversion rate from potential vendor to approved vendor.</p> <p>Enhanced tracking report and database to track existing vendors not certified. Increased benchmarking with sister districts on best practices.</p>
CI.48	QSEC & Pre-Qualification improvements	Minor enhancements to the process, including a script that is read by the meeting leader to ensure accuracy and high level of communication to the committee and vendors based on adherence to the Sunshine law. Improved QSEC Scoring and reporting. Enhanced communication and advertisement process.

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

CI.49	Standardization of Procurement templates / documents, etc.	<p>Improvement of RFI/RFP/RFQ/ITB Documents, Standardization of templates, i.e. Executive Summary</p> <p>Ensuring that all PA's are utilizing the same format of documents when releasing and communicating of bids.</p> <p>Standardization of email signature across the department.</p>
CI.50	Purchasing Agent's cross-functional (BIDS & PO's), record time keeping	<p>Defined job duties/tasks, with goals and objectives spelled out in weekly meeting with PWS leadership.</p> <p>Segregation of Duties/Functions from Purchasing Tech's/PA Specialists with PA's</p> <p>Assigning additional projects to higher level PA's, i.e. PA IV</p> <p>Personnel now uses an ID badge to clock in/out of the department for better control of the time in the office, ensuring personnel is working the hours and not manually indicating the hours as done previously.</p>
CI.51	PCARD process for PPO purchases	<p>Change in process flow of requests that come from PPO to PWS for processing of orders with the use of PCARDS. New mentality includes PCARDS as a form of payment, not a form of procurement. Mapping of process and new process flow improves the control of the spend and will limit 75% of PPO's past expenditure of PCARD use through the District, resulting in only sourcing from Bids; where negotiated best pricing will take precedent and only communicated and documented emergencies will be an exception, not common practice.</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

CI.52	Toyota Family Learning Grant	The District was awarded a \$175,000 grant for a new program for families brings parents and kids together in the classroom. Its two-generation model aims to help children succeed in school through strong family support. The program will serve approximately 100 parents and students enrolled at Community School South.
CI.53	Universal Free Breakfast Program	Completed implementation of the Universal Free Breakfast Program in all schools for all students; regardless of eligibilities. Providing healthy nutrition for students to enhance their educational experience. Breakfast participation increased by 15%.
CI.54	Celebrity Chef	Contracted with "Celebrity Chef" Rudy Poindexter to develop new menu items to engage high school students in meal participation. The Chef interacted with students creating positive excitement, and provided training for Food and Nutrition Services staff members.
CI.55	School Meal Administrative Review	United States Department of Agriculture three-year cycle Administrative Review. The review included the operational aspects for the National School Lunch Program; meal benefits, purchasing, production, claiming and financial management. The District and department completed the review successfully, with no findings.
CI.56	GO SLOW WHOA! Eat Smart Broward Campaign	Collaborated with Broward Regional Health Planning Council through the TOUCH program to educate students on food item selection, using the stoplight approach (green-yellow-red). Fruits and vegetables are associated with the green light; a major part of an individual's diet. Meat items are associated with the

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>yellow light. The red light demonstrated food items high in fat and sugar; to be selected in smaller quantities. Posters, decals, and hanging signs were highlighted in all school cafeteria serving lines to educate and provide reinforcement of proper food selection choices.</p>
CI.57	Replacement of Kitchen Equipment	<p>Identified kitchen equipment up to 40 years old for replacement. Implemented a plan for replacing and updating ten walk-in refrigerator/freezers.</p>
CI.58	Performance Management	<p>Designed and launched Performance Management 2.0 – Focused on facilitating the process of departments working together to achieve desired results</p> <p>Supported the selection of a Computerized Maintenance Management Software (CMMS) by developing a vendor-screening tool</p> <p>Created and distributed to district leadership a template library with over 90 templates to help departments communicate messages more effectively</p> <p>Coordinated the strategic plan recalibration initiative and consolidated the work of nine separate task forces based on explicit theories of action around critical issues facing the District</p> <p>Provided administrative support to Partners in Education in the areas of regulatory compliance, risk management, partner recognition, fundraising, partner recruitment, website updates, and event sponsorship</p>

<p>Strategic Plan Goals High Quality Instruction: HQI Continuous Improvement: CI Effective Communication: EC</p>
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Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

EC.1	SMART Program Updates	Continued to provide SMART updates to stakeholders regarding the SMART program via browardschools.com/smartfutures. SMART Updates include information regarding the BCPS facility program and technology upgrades for schools.
EC.2	Enhancements to District Website	Continued focus on ensuring the District's website 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.
EC.3	Friday Focus – BCPS news weekly capsule	Continued to produce 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.
EC.4	Conversations with the District – community engagement public forum	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

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>questions). The 2015-16 Conversations occurred as follows:</p> <p>October 21, 2015, Fort Lauderdale High School</p> <p>November 18, 2015, Cooper City High School</p> <p>January 21, 2016, Deerfield High School</p> <p>January 28, 2016, Hallandale High School</p> <p>February 25, 2016, Everglades High School</p> <p>March 3, 2016, Dillard High School</p> <p>April 14, 2016, M. Stoneman Douglas 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 4rd Annual Ed Talk Event - which was held on Saturday, January 23, 2016, at the Signature Grand in Davie. More than 700 attendees, including students, parents, staff and community members engaged in discussions to develop and update the District's educational strategies, and advance the three core components of the District's Strategic Plan – high-quality instruction, continuous improvement and effective communication.</p>
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 49,000 followers on Twitter and more than 12,000 likes on Facebook. BCPS uses its social media platforms to share news and information, events,</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>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.</p> <p>Continued to leverage Superintendent's Podcast to provide an additional communication stream for internal and external stakeholders, on items of 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>
EC.6	Superintendent's High School Teacher Summit	<p>A High School Schedule option was established to provide high school staffs the opportunity to vote for an alternative option to their current schedules; the 4x4 A/B schedule was introduced to schools and 21 of the high schools adopted this schedule for the 2016-17 school year. This schedule option increases teacher daily planning time, while decreasing student load, as well as provides a personalization period for high school students.</p>
EC.7	Florida Charter School Authorizers Task Force	<p>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 2016 Legislative Session, including how charter schools are funded, establish a criteria for applicants to provide evidence of sufficient start-up funds and sharing best practices.</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

EC.8	Media Outreach	<p>Briefed national and local media, including This Week in South Florida, Facing South Florida, and The New York Times.</p> <p>Coordinated 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), access of school facilities for LGQBT students, computer science courses, District funding challenges, the Florida Standards/Assessment 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>
EC.9	What's On Tap	<p>Transitioned What's On Tap from a weekly to a monthly communications to make it more user-friendly. The goal is 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, marketing campaigns, volunteer activities, and data from the Public Information Office.</p>
EC.10	BCPS Shines	<p>Increased readership of BCPS Shines, which highlights the great things going on in the District – promoted BCPS school pride - all day, every day. http://www.browardschools.com/News-And-Events/BCPS-Shines#.VL7kYkF-So. Continued to</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		cross promote content on social media channels to increase viewership and interest.
EC.11	Superintendent- Social Media	The Superintendent continues to leverage social media such as Twitter and Facebook to provide more personalized communication to students, parents, employees and the community.
EC.12	Mi Gente, Mi Escuela	This was the third 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 continued to be focused on providing Hispanic students with opportunities for academic and career excellence. Committees continued the work focused around our three buckets: Early Childhood education opportunities and family engagement; College and Career Readiness, and Mentoring programs with a focus on over-age students.
EC.13	The Zone	Created a new program on BECON-TV, called The Zone, to highlight the exciting programs and activities at schools across the District. Each episode features elementary, middle, high school and centers in the Innovation Zones. Pilot episodes include the Cooper City, Fort Lauderdale, and Nova zones.
EC.14	Parent Resources and 2016-17 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 2016-17 School Calendar Brochure. The brochure includes a welcome message from our School Board Members and Superintendent; information about the District's free mobile app and upcoming enhancements to make it easier for parents

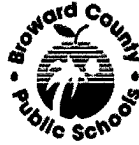
Strategic Plan Goals
 High Quality Instruction: HQI
 Continuous Improvement: CI
 Effective Communication: EC



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		to stay up to date with information about their students and schools. The 2015-16 Parent Brochure includes important information for parents and highlights the District's Centennial Celebration.
EC.15	Legislative Appreciation Breakfast	To conclude the 2015-16 school year and to thank the Broward Legislative Delegation for their support during the 2016 Florida Legislative Session, we held an appreciation breakfast. Delegation members and legislative aids joined the District in recognizing their efforts throughout the year. 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.16	Weekly Legislative Staff Meetings	During the 2015 Florida Legislative Session, staff held "Weekly Legislative Staff Meetings" 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.17	2016 Grad Ad and Saluting Educational Excellence	Partnered for the fourth 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 April 24, 2016. This insert highlighted each of the District's high schools and centers. Additionally, for the third 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

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		achievement. That advertisement ran on June 18, 2016.
EC.18	Centennial Celebration	In 2015-16, the District celebrated 100 years of academic excellence. The celebration included a centennial logo, new templates, student artwork initiative, social media campaigns, a volunteer challenge, a monthly update, and school recognitions.
EC.19	Targeted Marketing Initiatives	Developed and implemented targeted marketing campaigns to Broward families to promote the educational opportunities at BCPS schools, new magnet and innovative programs. Utilized various channels such as social media, personalized direct mailers, the District website, media, and municipalities to market schools and programs.
EC.20	Community Involvement Task Force Middle and High Task Force	Collaborated with the Parent/Community Involvement Task Force in the convening of the annual Parent Engagement Conference at Piper High School. Also participated in Task Force middle and high school forums for parents.
EC.21	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.22	ESOL Parent Ambassadors	Third 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

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		information about the District and school system to families from other countries in transition.
EC.23	Bilingual Parent Outreach Centers	Bilingual Parent Outreach Centers, funded through Title III, provided services to approximately 10,000 parents. Services consisted of, but were not limited to, parent workshops, one-to-one meetings, and intakes regarding individual situations pertinent to their child. The format for the monthly ESOL Leadership Council meetings to learn about various programs across the District and services available to them was changed to now be bi-monthly. This year attendance at these meetings increased by 750 over the attendees last year.
EC.24	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 2015-16 was 909, an increase of 150 students.
EC.25	Broward PIVOT	In 2015-16, the Office of School Performance & Accountability launched Broward's Principal's Information Vital to Operations and Teaching (Broward PIVOT). This web-based portal replaced the former Principal Memo Finder in the Communicating Across Broward (CAB) electronic mail system. The system streamlines communications to school principals in a user-friendly platform that assists them in prioritizing their work as operational managers.
EC.26	Enhanced Communication	The 2016-17 school year will start with parents having access to an upgraded mobile application that can be downloaded from the Apple or Android app store. The enhanced mobile application will provide parents with easy access to their student information such as bus

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

		<p>routes, daily attendance, lunch menus and balances, media center information and the ability to specify whether they would like to receive information from the District via text, email or phone call. This initiative seeks to find new and creative ways to keep our parents and community engaged.</p>
EC.27	Websites	<p>Tremendous progress has been made preparing 176 of our schools to transition to new websites during the fall of 2016. All school websites will be transitioned by Spring 2017. The new websites are fully integrated with the mobile app being deployed and will provide for improved calendaring, search and communication at the school level.</p> <p>District websites will begin transition as soon as all schools have been updated.</p>
EC.28	CEAB Meeting	<p>These meetings, held on Sept. 3, 2015 and Jan. 6, 2016, were to gather all EAB members to connect with BCPS through networking, effective conversation, and brainstorming.</p>
EC.29	City Managers Meeting	<p>A round table meeting was held in June 2016 to provide an opportunity for the City Managers of all 31 municipalities in Broward County to meet with Superintendent Runcie to discuss how to continuously improve the relationships between BCPS and the municipalities of Broward County.</p>
EC.30	Joint Delegation Meeting	<p>The Joint Delegation meeting, held in October 2015, was an opportunity for the Broward County State Legislation to connect with BCPS regarding educational priorities and the 2016 Legislative Program.</p>

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

EC.31	Joint League of Cities Meeting	The Joint League of Cities meeting was held in November 2015 for the League of Cities to connect with BCPS regarding educational priorities and to create a Joint Legislative Program.
EC.32	Mayors Roundtable	The purpose of this meeting (October 2015) was to deliver an update regarding legislative changes that could affect assessments, charter schools, and funding as well as familiarize municipal mayors with our three-year strategic plan.
EC.33	Legislative Accomplishments	<p>At the Federal level, the District was able to attain many of the District's priorities in the Every Student Success Act (ESSA):</p> <ul style="list-style-type: none"> • In terms of policy, Federal Adequate Yearly Progress (AYP) targets were eliminated. • In terms of funding, Title I portability language was successfully blocked and the funding formula remained unchanged. <p>The District was able to attain many successes at the State level:</p> <ul style="list-style-type: none"> • In terms of policy, the District is now able to consider an applicant's past academic and/or financial performance when approving or denying a charter application <p>In terms of funding, FTE funding was increase by 1%, funding for lowest 300 was attained, and \$800,000 for Adults with Disabilities was attained.</p>
EC.34	Time Management, Formal email response enforcement	Working with PWS team on techniques for time management skills and email response time progression. Improved customer service is partly

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

	as well as MS Office products training	because of the formal effective communication now coming from the team.
EC.35	Effective Communication with Suppliers / Vendor, community leaders, committee's, peers and internal customers	<p>Building relationships with the internal customer. Effectively communicating on time, via email and phone with leadership, schools and peers. Responsiveness. Holding team accountable for the outcome of non-responsiveness. Department is now perceived to being more responsive, feedback has been very positive with the change in leadership.</p> <p>Vendors are also sharing with the community about improved working communication coming from PWS.</p> <p>Effective communication from PWS leadership gives both PWS team and internal customers / departments the sense that we are one team, and that early engagement in the procurement process will lead to effective and successful outcome.</p>

<p>Strategic Plan Goals High Quality Instruction: HQI Continuous Improvement: CI Effective Communication: EC</p>



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

Media Interviews

2015-2016

7/27/15	Sun-Sentinel
7/27/15	Trend Magazine
8/12/15	Miami Herald
8/12/15	CBS Channel 4
8/19/15	Channel 4
8/20/15	NBC 6
8/21/15	HOT 105
8/21/15	Channel 7
8/23/15	99 Jamz
8/24/15	News Conference
8/26/15	WLRN
9/2/15	Sun Sentinel
9/21/15	Channel 7
10/2/15	WLRN
10/5/15	City and Shore Magazine
10/23/15	New York Times
11/19/15	CBS Focus on South Florida
12/9/15	HOT 105
1/5/16	NBC 6
1/19/16	Florida Education Matters
2/2/16	CNW Network for Caribbean National Weekly

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

2/12/16	Florida Bulldog.org
2/19/16	1580 AM – Diaspora’s Voice
3/28/16	101.5 Lite FM
4/10/16	This Week in South Florida
4/14/16	Sun-Sentinel Editorial Board
4/17/16	99 Jamz
5/23/16	NBC 6
6/2/16	Sun-Sentinel
6/22/16	Channel 10

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

Superintendent's Presentations/Public Addresses to Internal and External Stakeholders 2015-2016

7/13/15	School is Cool Strategy Session
7/14/15	Confucius Institute Students visit
7/22/15	White House – School Discipline Meeting
7/24/15	BPAA Leadership Retreat
7/28/15	Florida Legislative Leadership Breakfast
7/29/15	Leadership Broward Foundation Gala
7/30/15	National Urban League 2015 Annual Conference
7/30/15	Meet and Greet with Senator Duncan & BCPS Teachers
8/1/15	Whitney M. Young, Jr. Award Gala
8/3/15	Superintendent's State of the District Address
8/10/15	Joint Technical Colleges Professional Development
8/10/15	Nick Vujcic – "Stand Strong Movement" Presentation
8/14/15	Hollywood Chamber of Commerce Breakfast
8/15/15	2015 Jaycee: Back to School Shopping Spree
8/20/15	Address All County Media Specialist
8/22/15	Address Hollywood Hillis Military Academy
8/28/15	Greater Florida Consortium of School Boards

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

9/1/15	BCPS Celebrating 100 Years of Educational Excellence Breakfast/Centennial Program
9/3/15	Weston Hills Rotary Club
9/3/15	BCPS Standards Institute
9/3/15	Broward County Chiefs of Police Association Lunch Meeting
9/3/15	LGBTQ Meeting
9/3/15	Coalition of Education Advisory Board Meeting
9/3/15	Student Government Association – meeting
9/4/15	School Discipline for Administrators – Meeting
9/5/15	Broward County AFL – CIO 2015 Annual Labor Ball
9/15/15	Broward College Emerging Leader’s Group
9/15/15	The Rotary Club of Hollywood
9/17/15	Gifted Symposium
9/18/15	Congressional Black Caucus Foundation’s 45 th Annual Legislative Conference
9/21/15	FCPCS Quality Charter School Authorizer Task Force Meeting
9/21/15	Superintendent’s Art Gallery Reception
9/23/15	FADSS - Fall Leadership Conference
9/28/15	The Principal Supervisor Initiative PLC Convening #3
9/29/15	Innovations for Learning Launch Breakfast
10/1/15	Latino Excellence in Education Dinner Gala
10/7/15	Fall Conference of the Council of the Great City Schools

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

10/14/15	Broward Delegation Meeting
10/16/15	Living in Harmony Awards Dinner – Honoree (Harmony Development Center)
10/19/15	The Broward County Democratic Black Caucus Meeting
10/21/15	Broward Education Foundation Hall of Fame Distinguished Alumni Breakfast
10/21/15	The Just Do it Awards
10/22/15	Read for the Record – Castle Hill Elementary
10/22/15	Alliance 2015 Annual Meeting and Dinner
10/23/15	DOE: National Youth Empowerment and Solutions Summit
10/24/15	Bats Against Breast Cancer – West Broward High School
10/24/15	District Wide Diversity Conference
10/29/15	Florida Implementation Network First Convening – TNTP
10/29/15	City of Pompano – Joint Meeting with School Board and Superintendent
10/30/15	Urban League Board Retreat
11/5/15	HealthCorps check Presentation at Hallandale High School
11/6/15	BABSE Kick-off
11/7/15	The Galleon Foundation Charity Gala & Awards Dinner
11/9/15	The Greater Miami Chamber of Commerce Educational Summit
11/10/15	Kiwanis Club of Central Broward
11/10/15	Fort Lauderdale Council Board Meeting
11/11/15	Friendraising Debate Luncheon

<p>Strategic Plan Goals High Quality Instruction: HQI Continuous Improvement: CI Effective Communication: EC</p>



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

11/12/15	"Meet and Greet" Latinos in Action Students
11/12/15	STEM Ribbon Cutting Ceremony at Pines Lakes Elementary
11/12/15	STEM Ribbon Cutting Ceremony at Royal Palm Elementary
11/12/15	TEDx Talk Event at West Broward High School
11/14/15	ALAS – Association of Latinos Administrators and Superintendents Conference
11/14/15	"Singing in the Rain" performance at South Plantation High School
11/15/15	Jon Greenseid and Anthony Rizzo Family Foundation
11/20/15	Youth Policy Summit – "Rally to the Tally" Program
11/22/15	The Kappa Foundation of Pompano Beach – Thanksgiving Drive
11/26/15	5 th Annual Fort Lauderdale Turkey Trot & Turkey Paddle
11/30/15	National Turnaround Arts Presentation at Lake Forest Elementary
12/3/15	Very Large District Convening 5
12/3/15	Harvard Kennedy School of Government South Florida Alumni Event
12/4/15	Sistrunk Holiday Parade
12/5/15	The Nutcracker Performance at African-American Research Library
12/5/15	Emmy Award Dinner – "This is My Story" Nomination
12/4/15	WOW Program Visit (Work Opportunity form Within)
12/9/15	2015 BCAA All-Star Football and Cheerleaders Banquet
12/10/15	AP Superintendent's Art Exhibit
12/11/15	Flanagan High School Pep Rally – Football Finals

<p>Strategic Plan Goals High Quality Instruction: HQI Continuous Improvement: CI Effective Communication: EC</p>



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

12/12/15	10 th Annual 100 Bike Drive – The 100 Black Men of Greater Fort Lauderdale
12/15/15	Broward County Crime Commission Meeting
12/20/15	South Florida Trelawnian Dinner
12/20/15	Dillard Jazz Band Performance
1/14/16	District 4 Teacher Talks
1/16/16	South FL FTC Robotics Championship
1/18/16	City of Miramar: MLK Parade
1/23/16	2015 Ed Talk
1/27/16	Superintendent's Charter School Summit
1/30/16	Title I Annual Parent Seminar
2/1/16	All County Honors Band Concert Series
2/5/16	Science & Engineering Fair - Judging
2/6/16	BEF 19 th Annual Innovative Teacher Idea Expo
2/11/16	AASA National Conference on Education
2/17/16	Jump Rope for Heart at Chapel Trail E.S. – American Heart Association
2/18/16	Five Star Award Children's Program at History Museum of Fort Lauderdale
2/19/16	Millennium Middle School Annual Career Day
2/19/16	Fairy Tale Fridays at North Fork Elementary
2/25/16	Watkins Elementary Community Reading Day
2/26/16	2016 Community Involvement Awards

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

2/27/16	UNCF 2 nd Annual: Walk for Education
2/27/16	National Debate Qualifier Awards Ceremony
3/2/16	Future Political Leaders Club at Cooper City High School
3/4/16	Hollywood Hills Athletic Field
3/5/16	Parent Engagement Conference
3/7/16	LGBTQ Statewide School District Conference
3/7/16	Art for the Future "Stars on Parade" Event
3/9/16	Environmental Science Magnet Showcase at South Plantation High School
3/11/16	Above the Influence Rally
3/11/16	Promise Celebration
3/12/16	Fort Lauderdale St. Patrick's Day Parade
3/14/16	The Principal Pipeline & Principal Supervisor (PLC Combined Convening #1)
3/16/16	Coral Cove Elementary School 10 th Year Anniversary Celebration
3/17/16	Miramar –Pines Rotary Club Recognizing SRO's
3/17/16	Mi Gente, Me Escuela Convening
3/18/16	BABSE Annual Leadership Award Honoree
3/20/16	Whiterspoon Pastoral Anniversary- Shiloh Missionary Baptist Church
3/30/16	Toyota & the National Center for Families Learning Grant Award Event
3/30/16	ArtsED Forever Awards
3/31/16	Youth Art Month Ceremony

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

4/1/16	2016 Caliber Awards
4/2/16	La Universidad Si Se Puede Convening
4/2/16	The International Dyslexia Association: Florida Branch Spring Conference
4/3/16	Florida Association of Student Councils'
4/6/16	Six Pillars Annual Report to the Community
4/6/16	Mark Her Awards & Hollywood Hills High School
4/6/16	City of Hallandale Beach Proclamation – Broward Schools 100
4/7/16	ESE Talk Back
4/8/16	State of the County Forum – Broward Workshop
4/9/16	Mayor Messam's 3K Walk/Run – City of Miramar Health Fair
4/11/16	Teen Political Forum – city of Coral Springs
4/13/16	African American Men in College Documentary – Finding the Gold
4/15/16	WPLG Channel 10 – Town hall meeting – “My Future, My Choice”
4/16/16	Louder than a Bomb – Team Finals - “Arts of Spoken Word”
4/18/16	Chief Poindexter Presentation – Food & Nutrition Services
4/18/16	BCAA North Scholar – Athletic Banquet
4/20/16	Family Literacy Program Presentation
4/21/16	Cypress Bay High School – Check Presentation to UNICEF
4/21/16	North Area Advisory Council Meeting
4/23/16	Jamaican Charity Gala - Honoree

Strategic Plan Goals

High Quality Instruction: HQI

Continuous Improvement: CI

Effective Communication: EC



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

4/23/16	DIA De Los Ninos Reading at Boulevard Heights Elementary School
4/25/16	BCAA South Scholar – Athlete Banquet
5/1/16	Annual Kappa League End of the Year Scholarship Luncheon
5/2/16	Kids and Staff of Character Awards 2016
5/3/16	Delegation Appreciation Breakfast
5/4/16	SEAS Celebrate the 3 millionth student
5/4/16	City of Hallandale Beach City Commission Meeting – Recognition
5/5/16	ESOL Academic & World Languages Competition
5/6/16	National Summit on Teacher Diversity
5/7/16	Broward EdSurge Teach 360 Ed Tech for School Summit
5/7/16	Black and White Gala - BEF
5/9/16	2 nd Annual Leadership Day at Eagle Point E.S.
5/10/16	Miramar – Pembroke Pines Regional Chamber of Commerce - 18 th Annual Gold Star Awards
5/11/16	Broward Association of Elementary Schools - Principals Luncheon
5/12/16	National Summit for Principal Supervisors Conference/Roundtable
5/12/16	South Florida Office Brokers Association Luncheon
5/13/16	JROTC Cadet of the Year Ceremony
5/13/16	Diversity Honors Ceremony - Honoree
5/14/16	ESOL Academic Competition
5/18/16	Autism in Flight

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

5/19/16	Principal End of the Year Joint Meeting
5/19/16	Alliance Board of Directors Mid-Year Meeting
5/20/16	Surge Fellowship Visit
5/23/16	State Presentation of A+ Flag at Everglades High School
5/23/16	Marti Huizenga Roll up Your Sleeves Awards Luncheon - Honoree
5/23/16	Florida Tax Watch Meeting
5/24/16	BCPS 100 Year Centennial and Beyond Event
6/3/16	ReadingPals End of the Year Breakfast
6/11/16	BABSE Scholarship Brunch
6/12/16	South Florida Chapter Spelman Alumni Association
6/13/16	2016 BCPS Retirement Breakfast
6/23/16	City Managers Meeting
6/24/16	Children's Harbor Graduation Cruise – Honoring Students

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



Major Accomplishments/Stakeholder Engagement/Media Interviews: 2015-2016

2015-2016 SUPERINTENDENT AWARDS

Living in Harmony Second Annual

Recognition Award

Award:

Florida Association of District School
Superintendent (FADSS):

Florida's 2016 Superintendent of the Year

American Association of School Administrators
(AASA):

Florida's 2016 Superintendent of the Year
Award

Leadership Broward Foundation, Inc.:

2015 Profile in Leadership Award –
Excellence in Leadership Honoree

Broward Alliance of Black School Educators
(BABSE):

BABSE Leadership Award

American Friends of Jamaica (AFJ):

AFJ Lignum Vitae Vanguard Award

Junior Achievement of South Florida, Inc.:

Marti Huizenga Roll Up Your Sleeves Award

OIC of South Florida:

All A's Leadership Award Action

2015 All County Honors Music and
Superintendent Advanced Placement
Studio Art Exhibition:

Certificate of Appreciation

Hollywood Education Advisory Committee:

Recognition of being selected as Florida's
2016 Superintendent of the Year by FADSS

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

The School Board of Broward County, Florida

Annual Evaluation
Robert W. Runcie, Superintendent of Schools
Rating Summary

Regular School Board Meeting
Wednesday, October 5, 2016

This summary represents the total number of ratings of each performance goal as reported by each of the nine School Board members. Additional comments can be found on the enclosed Annual Evaluation forms submitted by each School Board member.

	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Goal 1: Leadership/Management Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	2	3	1 (2.75)* 1 (2.5)* 2	
Goal 2: High Quality Instruction Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.	1	1 (3.75)* 4	3 (2.5)*	
Goal 3: Continuous Improvement Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	2	2 (3.5)* 1	1 (2.75)* 1 (2.5)* 2	
Goal 4: Effective Communication Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.	2	1 (3.5)* 2	1 (2.75)* 1 (2.5)* 2	
Overall Annual Performance Rating:	2	4	3	

* Board Member(s) adjusted the rating scale.

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a √ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2015-2016 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	X			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Comments:</p> <p>Mr. Runcie continues to work hard to provide strategic direction. He is a professional and works very well with most stakeholder groups. He also takes advantage of the expertise of various staff members. He continues to build a solid team of leaders.</p> <p>Although Mr. Runcie delegates appropriate authority to staff, I feel that he needs to be more aggressive in monitoring and following up on certain cabinet members who are slow in following through. There are many staff members that follow through well and there are a few key cabinet staff members that are lacking. Perhaps where appropriate, there needs to be some disciplinary measures.</p> <p>Mr. Runcie responds timely and appropriately when faced with unforeseen events. His initiating audits has allowed us to factually identify and address problems. Runcie has made improvements in transportation and facilities construction management. I am anticipating the same type of results in the School Investigative unit.</p>			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
Suggested Evidence and Artifacts:				
<ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.	X			
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	<p>Comments:</p> <p>Mr. Runcie has successfully put a system in place that is closing the achievement gap and moving the District to a higher level of academic achievement. Among the traditional schools, the number of "F" grades decreased from 22 to 8. I must add that several schools in District 5 increased by 2 letter grades. Data also tells us that the number of advance placement students passing with scores of 3 or above exceeds 50% for the first time in many years. The increase in AP achievement is driven by a large increase in the number of minority students participating in AP and the increase in their pass rates.</p> <p>Mr. Runcie continues to work with staff to increase literacy focused academic opportunities for all students across the District. For example, at the start of this school year new academic opportunities were provided at Coconut Creek High and Walker Elementary to name a few.</p>			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.		X		
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	<p>Comments: Mr. Runcie continues to build positive community partnerships. He is working real hard to rebuild relationships with the construction community that was destroyed during the last Grand Jury indictments prior to his arrival at the district.</p> <p>Mr. Runcie has great leadership style and skills. On any given day he manages more people than Google or Facebook. Although, he has constantly gotten results, he needs to work harder on paying outstanding invoices for SROs and paying contractors in a timely manner. I feel that he is trying but has not gotten staff to where I would like us to be. Although Mr. Runcie and his staff struggled in the initial phases of implementing the SMART Bond project, they are back on track and did not misappropriate any funds. Runcie was able to respond to challenges, restructure and launch an aggressive strategy to catch up. I need the end results to quantify effectives.</p>			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

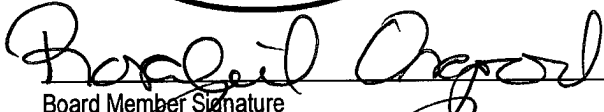
Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.	X			
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	<p>Comments: I feel that Mr. Runcie has made significant improvements in this area. We have increased our efforts to communicate in languages other than English.</p> <p>We have increased our efforts to solicit opinions/feedback from stakeholder groups which has resulted in providing better working environments for our transportation staff and teachers.</p> <p>Mr. Runcie is well respected by community leaders and legislators. He has a strong community presence.</p>			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

COMMENTS:

Overall Performance Evaluation Rating:

Circle One. **Highly Effective** (3.400-4.000) **Effective** (2.450-3.399) **Needs Improvement** (1.450-2.449) **Unsatisfactory** (1.000-1.449)


Board Member Signature

September 19, 2016
Date


Superintendent Signature

9/27/2016
Date

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a √ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2015-2016 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	X			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Comments: As we continue our focus on rationalizing our academic programs and assessments, we experienced some issues with consistency in execution across schools and classrooms. The Superintendent has responded appropriately and timely when school based issues have been raised to his attention. He continues to demonstrate leadership by listening to our teachers and working with stakeholders throughout the county as well as our legislature. The Superintendent is making organization changes to improve the effectiveness of our Office of School Performance & Accountability and cadre directors in supporting and developing school leaders. He continues to make department and school leadership change when necessary. This has led to noticeable changes and improvements in areas such as purchasing as well as struggling schools.</p>			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
Suggested Evidence and Artifacts:	<ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 			

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.		X		
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	<p>Comments: We continue to see improvement in student achievement. Graduation rates are the highest they have been since the Superintendent's arrival in the District and under the new State accountability system. We continue to grow academic programs and opportunities including dual language, computer science, digital classrooms, STEM, and the arts. The Superintendent needs to expand additional academic offerings in District 4 such as Cambridge and IB magnet, Montessori and dual language programs. The updated Strategic Plan provides a good focus and roadmap, but must be executed well and staff and schools must be held accountable for getting the desired results.</p>			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	X			
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	<p>Comments: This area continues to be a strength of the Superintendent because he always is looking to make improvements in the Broward County Schools. There has been significant improvement in transportation and purchasing. The Superintendent has acknowledge problems in other areas and has been completely transparent. This has resulted in changes for which we should see benefits.</p> <p>We continue to see strategies to maximize investment in the classroom and improving our financial bottom line including debt refinancing, reducing overtime expenses, and generating revenue from assets such as excess property and BECON television.</p>			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 4: Effective Communication (15%) Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	X			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 	Comments: The District has made tremendous strides in the use of social media. The superintendent continues to be accessible and maintains a heavy schedule of outreach to stakeholders across Broward County. We must improve our methods of direct communication to our teachers to ensure they are getting the right information on District policies, programs and strategies.			

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

COMMENTS:

Overall Performance Evaluation Rating:

Circle One: **Highly Effective** (3.400-4.000) Effective (2.450-3.399) Needs Improvement (1.450-2.449) Unsatisfactory (1.000-1.449)

Abby M. Freedman
Board Member Signature

9/7/16
Date

[Signature]
Superintendent Signature

9/7/16
Date

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a \checkmark in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2015-2016 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.			2	
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments: See attached comments.			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our commitment to student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

Goal 1: Leadership Management

An effective leader inspires others to be the best that they can be, makes every person in the organization feel important, creates a positive climate and is able to identify weaknesses within the organization, take ownership and responsibility for them, and make the necessary adjustments. The morale of our staff and teachers is at a low point, and it is imperative that Mr. Runcie reflect on his organization and find a way to address this issue.

Upon Mr. Runcie's arrival to the District, there was positive momentum and an optimistic feeling among the community, teachers and staff. He worked hard and regained public trust, and along with the Board, helped garner public support for the \$800M Bond. Unfortunately, since that undertaking, there have been many issues involving procurement, the implementation of policies, and the morale of employees that have eroded the support of our District. As stated in my midterm evaluation and previous evaluations, there is a high staff turnover, positions are not filled in a timely manner, and staff has to complete the duties of multiple positions. Across the board, staff is far too extended and the work environment is stressful.

While Mr. Runcie promotes a climate of open dialog with employees; he has individuals in his leadership team that do not. His leadership team members are a reflection of him and accordingly, their actions should reflect his leadership style. Mr. Runcie has been made aware of various actions of his leadership team; however, he does not investigate them thoroughly, speak to directly affected employees or address the issues until they reach a boiling point. Many staff members give up on bringing items to his attention because of the inaction on his part. I also believe staff is reluctant to offer honest feedback. At the September 7, 2016 Capital Budget Hearing, Board Member Ann Murray reported that principals are told not to speak to Board Members. I have heard similar comments. Employees should feel comfortable giving honest feedback to their leaders; a climate of fear has developed in the District and trickles down to the departments, schools, and to the teacher level. It is ironic that Mr. Runcie is so approachable and yet this climate still exists.

Over the last year, the Board and the public identified numerous issues with procurement, including not following the Sunshine Law, adherence to school district and state policies, and failure to advertise RFPs and RFQs. The J-1 Item on the April 5, 2016 School Board meeting agenda is an example of a failure to advertise. Under Mr. Runcie's leadership, the department continued to have issues and deteriorate. He waited too long to replace leadership in this division and by the time he took action, there were already numerous articles in the newspaper and public trust began to erode. This is a failure to accurately evaluate senior staff performance. The impact of this failure is far reaching. Departments in the District state that it takes over 6 months to get an item approved due to legal and procurement issues. These delays have a direct impact on schools and students. At the September 13, 2016 School Board Workshop, it was disclosed that musical instruments were not ordered for our students. Clearly there was a failure by staff to communicate this issue with Mr. Runcie or effectively act on the issue. Bottom line, this failure impacts our students. Mistakes by staff in this department have led to bid rejections further delaying the delivery of services. Information shared at the school board meetings by procurement staff has not been forthcoming.

Mr. Runcie allows some individuals in his leadership team to deteriorate the morale of staff, and fails to act in a timely manner to improve the situation. An example includes leadership staff holding "standing" meetings, and requiring staff to stand even though some had medical issues. I personally heard from multiple individuals who attended these meetings. He also allows some staff members to treat employees negatively. I personally brought the issues occurring in the Special Investigative Unit to his attention months in advance of the eventual "crisis" in the SIU department. During my discussions with Mr. Runcie, he stated there were issues with employees in the department, not his leadership team. The Chief of SIU reported the budget issue to management, and what was occurring within the department to Mr. Runcie months before it became a crisis. This information was documented in the recent audit. Requests had been made for bills to be paid and these requests were denied. Senior management was aware of the outstanding bills. The former budget keeper knew of the issues and reported it; she eventually resigned due to the way she was treated.

The Police Major had numerous meetings with Mr. Runcie regarding the situation in the department as well. The Budget keeper was so concerned about the budget situation and the morale in SIU that she contacted me, and I referred her to Pat Reilly, our Chief Auditor. Subsequently, the Chief and Police Major both resigned. Failure of senior staff to take responsibility for mistakes and finger pointing at subordinates delayed millions of dollars in payments owed to cities. School safety is one of our most important responsibilities. We need to maintain good working relationships with our cities. The climate created by Mr. Runcie's team in this department was incredibly negative and demoralized staff members. After bringing this to his attention, Mr. Runcie commented to me that the problem was the employees not the people in key leadership roles. The employee groups organized among themselves and met to address the issues that were occurring including the BPAA and PBA. All of the confusion and in fighting was brought to light at the May 3, 2016 School Board meeting where his staff was asked who prepared the coversheet for an agenda item regarding the SRO Agreement with Coral Springs. The item had to be tabled so staff could find the answer. Staff reported that the Police Major prepared it and she vehemently denied this in the paper. The acting Police Chief then resigned and shortly thereafter returned. Once again, Mr. Runcie waited too long to address the issues occurring in this department and only reacted once the situation was reported in the newspapers and reached a boiling point.

Mr. Runcie also allows certain staff members to circumvent policies. An employee was allowed to take computers from a school when the employee changed work locations. When school staff tried to stop this from occurring as per policy the employee stated, "Do I need to call Bob?" Subsequently, Mr. Runcie overturned the decision of the school administrators. This statement was said on multiple occasions in various situations by this employee; however, this is the most well documented one. A parent advocate also did something similar in IEP meetings, threatening administrators and teachers with a "phone call to Mr. Runcie". Eventually, there was such a backlash from staff that Mr. Runcie set the record straight. Even if Mr. Runcie had no knowledge of these situations at the time they were occurring, he should be cognizant of how this impacts the perception of him by his employees and do everything in his power to correct the information.

Mr. Runcie did not interpret and execute the intent of Board Policy through his lack of follow through. For over a year, at least five board members reported issues with the compliance of Policy 4.9 which helps guarantee our employees due process. These issues were reported at meetings and Board Workshops. Mr. Runcie was directed to look into the situation by the Board at public meetings and in writing. Mr. Runcie failed to provide any follow up. After a heated discussion at the School Board Workshop on April 26, 2016, Doug Griffin, the District's Labor Relations Attorney, reported to the Board that Policy 4.9 had not been followed appropriately for over a year. Did Mr. Runcie ignore this information or was he not made aware of it by his staff? Either way, he must find a way to get honest information and/or correct staff when policies are not implemented with fidelity.

Mr. Runcie and the public have complained about the length of the meetings. Some meetings and workshops last longer than necessary because information is not readily available, additionally, mistakes are found in contracts and agenda items. At the September 7, 2016 Capital Budget Hearing, the Board requested that more money be allocated to purchase buses and vehicles for the white fleet. Two weeks prior to the Capital Budget Hearing, transportation staff had individual meetings with Board Members to present the need for more money. They had a formal presentation for me and I committed to supporting their effort. Staff knew they had made their case and apparently, the majority of Board Members supported the new allocation. I am not sure if transportation staff communicated with the Capital Budget staff that this was occurring. The Chief Operations Officer oversees both of these departments. During the meeting, the Board was told that other projects needed to be cut in order to generate the necessary revenue. The meeting was prolonged due to discussion by Board Members trying to find projects to cut. Staff could not respond to the most basic questions including what was the Beacon Project listed in the Capital Program, and whether or not there were open purchase orders. A proactive approach should have been taken to address this situation.

In the future, Mr. Runcie must be proactive and address situations in a timely manner. He must improve staff morale, and ensure that he keeps open lines of communication with his stakeholders and investigate situations thoroughly especially where there are conflicting versions of what is occurring. The lack of implementation of Policy 4.9 serves as an example of why it is important to evaluate information more cautiously. Mr. Runcie should continue to work to rebuild his relationships with employee groups.

On a positive note, Mr. Runcie and his staff are working to ensure that students in our District are given expanded learning opportunities, have access to new programming, and focuses on educating the whole child. The District continues to be a leader in eliminating the school house to jail house pipeline, and we have also implemented social emotional learning standards to better meet the needs of our students. The District has expanded our relationship with Code.org and received a 1.249M National Science Foundation grant to develop a model for the integration of STEM and Computer Science in elementary schools.

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.		3		
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments: See attached comments.			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

Goal 2: High Quality Instruction

Learning gains and student achievement are overshadowed by the constant negative exposure of problems in other departments throughout the District. Student achievement continues to improve. The District improved its overall graduation rate as well as the graduation rate for all racial subgroups with black students showing the highest gains in closing the achievement gap. Overall, Broward earned a District grade of a B for the third year in a row. Students also continue to show developmental gains. I look forward the implementation of Mr. Gohl's vision for academics and applaud the focus on reading at the primary grades. As a District, we must continue to monitor the progress of our level one and two students across grade levels and provide the support needed to ensure academic progress. The District should continue to strengthen its Response to Intervention Teams; there is still a disparity in the quality of work from these teams. I believe we should provide Universal Screening for Dyslexia like other states, and monitor the number of students entering our alternative high schools, including the numbers of students sent by each school and monitor the racial disparity. Mr. Runcie must also closely monitor the Exceptional Student Education Department and ensure that appropriate resources are allocated at the school level. I look forward to staff utilizing the zero-based budget process in this department. We must also ensure that we provide responsible inclusion and provide the necessary supports for students to be educated in the least restrictive environment. Mr. Runcie continues to focus on providing students with high quality instruction.

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.			2	
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	Comments: See attached comments.			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

Goal 3: Continuous Improvement

The School District has a budget over \$3 billion, and even with a budget of this size, the District does not have all of the resources it needs for delivery of services and to pay our employees adequately. Mr. Runcie has worked to redirect resources towards our classrooms through efficiencies in transportation, health insurance and workman's compensation for the last three years. Mr. Runcie must now redirect his attention to other departments to find additional efficiencies. Mr. Runcie must closely monitor the Procurement and Facilities Department as previously stated. The District has made a formal promise to the community regarding the \$800M bond. The District must have transparency and ensure that projects are completed within the given time frame and on budget. Staff has warned us that the project budgets may need to be increased because of the market conditions and cost of services. If this is the case, we must put aside enough money within the Capital Budget to adequately fund all deliverables in the Bond. Heery is making notable improvements to this process. The District must make every effort to restore the public's trust and develop an effective communication plan for disseminating information. Whatever is currently in place is not reaching the masses.

Mr. Runcie must ensure that he has safe guards put in place to prevent situations like what occurred with the SIU Budget from reoccurring. According to the audit, internal controls were not in place, and the situation was not addressed in a timely fashion by senior management. Accountability measures must be put in place across all departments. I am also concerned about the Title One Audit. I have shared the concerns brought to my attention in writing with Mr. Runcie. Mr. Leong has looked into them but did not drill down to the school by school level. Mr. Runcie must monitor the school budget process and ensure that Title I money is not utilized to supplant teaching positions, but will be spent after all of the required positions are funded through the general fund. Title I and the School Performance and Accountability Office must work together to monitor this.

I have additional concerns regarding the general business practices we have in place. At the Sept. 7, 2016, Board meeting, it was stated that we put out an RFI on a software product, and staff stated they "narrowed it down to 2 vendors." RFIs can be followed by a formal RFP to secure the best price and we should not be narrowing down vendors in an RFI process. I also question if we are interpreting state law correctly. Specifically, where it is referring to ALL software including business software like in this case or only educational software. Mr. Runcie should also closely monitor the technology department including purchases for hardware and software.

Another concern I have is the White Fleet. There was a public records request inquiring which employees were assigned cars. Our staff's response was that they are given out across 17 departments and they did not keep that kind of list. I hope that this information is inaccurate; however, the fact that it was given to the press, gives me a reason to pause. I am also looking forward to receiving the audit on the number of employees with secondary positions and how much this costs the District. Mr. Runcie must ensure that items in the Disparity Study and ESE Audit are addressed.

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.			2	
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: See attached comments.			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

Goal 4: Effective Communication

Communication is vital to the foundation and the success of Broward County Schools. From classroom instruction, to community outreach, to staff responses to the School Board, it is imperative that we have the highest level of success in our communications. Staff communications are a primary concern. There is a feeling among members of the public, and some members of the Board that if a question is not phrased in a certain way, the information being requested will not be conveyed correctly. An example of this was illustrated at a September 13, 2016 School Board Meeting. The question was asked if the candidate for Fire Chief had met the minimum qualifications regarding a certification. Ms. Rupert had to ask the question multiple times, including rephrasing the questions over five times and was still unable to get a yes or no answer. This questioning prolonged the meeting and a yes or no response was not given. A response was finally given after the item was tabled so that staff could research the question. It finally came to light that, "no", the candidate did not meet the minimum qualifications. For the first time in my 12 year tenure on the Board, a unanimous vote occurred rejecting the Superintendent's recommendation based on a candidate's qualifications. It was very uncomfortable, as the gentleman was in the audience waiting to be announced as a new hire.

It is imperative that there is a feedback loop for teachers and administrators to give their opinion on our processes, and we must routinely, survey end users of the products and services we purchase including our software and web site. We did not do an adequate job surveying staff regarding the purchase of millions of dollars for Lenovo computers. Staff only received close to 50 responses from teachers and administrators across the District. Many have voiced their concerns regarding the quality of this product. We should also survey our students regularly regarding Pinnacle, our on-line textbooks, and software. It should be noted that students did not like the format of the new pinnacle system; it did not show the percent of the letter grade (i.e. B+). Students brought it to our staff's attention and they corrected it. We must establish a continuous communication cycle with our teachers, administrators, parents and students. Mr. Runcie is visible throughout our District and community. We continue to have improved relationships with the media, county and municipalities.

There is no question that over the last five years we have implemented programs that have positively impacted the lives of our students. It is unfortunate that as of late, our student success is over shadowed by issues in the business side of the District. I believe Mr. Runcie has the capacity to correct the problems outlined. He has the ability to move the District forward and I look forward to future improvements.

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

COMMENTS:

There is no question that over the last five years we have implemented programs that have positively impacted the lives of our students. It is unfortunate that as of late, our student success is over shadowed by issues in the business side of the District. I believe Mr. Runcie has the capacity to correct the problems outlined. He has the ability to move the District forward and I look forward to future improvements.

Overall Performance Evaluation Rating:

Circle One: Highly Effective (3.400-4.000) Effective (2.450-3.399) Needs Improvement (1.450-2.449) Unsatisfactory (1.000-1.449)

John Bault

Board Member Signature

9/16/16

Date

Robert Runcie

Superintendent Signature

9/27/2016

Date

The School Board of Broward County, Florida
 Robert W. Runcie, Superintendent of Schools
 Superintendent Annual Evaluation Scoring Worksheet
 2015-2016

Directions: This scoring worksheet will be used to calculate the overall performance rating. Indicate the rating by placing the number of points in the appropriate column. This worksheet will automatically calculate the points times the weight for each section and provide the total points to determine the overall performance rating. The corresponding overall performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) should be indicated on the evaluation form. For descriptions of each rating, please refer to the scoring rubric on the *Guidelines and Timeline for the 2015-2016 Superintendent's Annual Evaluation*.

	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point		
Goal 1: Leadership/Management (40%)	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century				2	0.80
Goal 2: High Quality Instruction (25%)	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students; and preparing students and staff for global competitiveness				3	0.75
Goal 3: Continuous Improvement (20%)	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes				2	0.40
Goal 4: Effective Communication (15%)	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board				2	0.30
Overall Performance:					2.25	

Board Member Signature: _____



**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a ✓ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2015-2016 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
<p>Goal 1: Leadership/Management (40%)</p> <p>Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.</p>	<p>Highly Effective 4 points</p>	<p>Effective 3 points</p>	<p>Needs Improvement 2 points</p>	<p>Unsatisfactory 1 point</p>
			2.0	
<p>Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.</p> <p>Provide vision and strategic direction to district.</p> <p>Lead in an encouraging, participatory, and team-focused manner.</p> <p>Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.</p> <p>Demonstrate an understanding of organizational and educational leadership.</p> <p>Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.</p> <p>Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.</p> <p>Delegate appropriate authority to staff and monitor their follow-through.</p> <p>Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.</p> <p>Respond timely and appropriately when faced with unforeseen events.</p> <p>Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.</p> <p>Keep Board informed of issues, needs, and operation of the school system in a timely manner.</p> <p>Appropriately interpret and execute the intent of Board policy.</p> <p>Create and maintain professional working relationship with Board.</p> <p>Continue collaboration with union and employee groups.</p>	<p>Comments: PLEASE SEE ATTACHED.</p>			
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

Heather Brinkworth
Annual Evaluation of the Superintendent
2015-2016
GOAL 1:

Mr. Runcie has worked with staff, in collaboration with external and internal stakeholders and with input from the Board, to develop the new Strategic Plan. I was disappointed that the previous three year plan did not culminate in a review of progress toward quantifiable measureable objectives. I understand that the previous Strategic Plan spanned a period of transition by the FLDOE from FCAT to FSA, and comparison of levels of proficiency from year to year was difficult. However, I do believe some form of comparison of Strategic Plan goals to actual outcomes was warranted. I look forward to an annual review of the new Strategic Plan to ensure resources and strategic direction are consistently moving the District in a positive direction, and an annual refocusing can be accomplished.

As some key leadership roles have moved from "in flux" to "in focus", other key roles are still vacant. I continue to encourage Mr. Runcie and his senior leadership team to ensure the Strategic Plan goals, and the outlined path forward, are clearly communicated in each department.

I applaud the Superintendent's effort to bring innovative programs to schools and to students. Broward County Public Schools leads the nation in many initiatives like Debate, First Move Chess, and Code.org; however I encourage the Superintendent to ensure that the programs are implemented with fidelity, and access is afforded to all students. These learning/enrichment opportunities should have clear objectives with a focus on outcomes, and measurable successes of the initiatives should be shared with the Board and all stakeholders.

I commend the Superintendent and the Informational Technology Department on meeting or exceeding the schedules for technology deployment. As the District moves a monumental amount of capital projects into the 2016-2017 budget year, I applaud Mr. Runcie for his efforts to ensure the Legal Department, Procurement, and the Office of Facilities and Construction collaborate to mitigate past issues. I remain concerned that slow progress on the SMART construction projects will amplify issues within the District's procurement and permitting processes, and encourage Mr. Runcie to continue pushing for seamless collaboration between departments. I am disappointed that the District was not better positioned with approved vendors for school choice projects recommended to schools, like new marquees and installation of playgrounds, to allow the work to flow easily. I encourage Mr. Runcie to closely monitor progress of projects to ensure no internally created bottlenecks exist. I also encourage Mr. Runcie to regularly review the progress and capacity of the Facilities Department program manager, District

Heather Brinkworth
Annual Evaluation of the Superintendent
2015-2016
GOAL 1:

staff and vendors to ensure the push to complete projects does not overload the capacity of any group or entity.

Requests for information to the Board, as well as requests for policies to be workshopped over the course of this year, continued to have slow response. I continue to be concerned about the execution of the intent of Board policy with regard to investigations, and compliance with 4.9. I applaud the Superintendent for working collaboratively with stakeholder groups to address past issues with the implementation of Policy 4.9, and expect a continued open line of communication to ensure all concerns have been addressed. The Board is still waiting for the requested review of the procedures that are followed in adherence to Policy 4.9.

Recent issues uncovered regarding budget oversight by individual departments, specifically the Broward County Public Schools Police Department, give me cause for concern. I encourage Mr. Runcie to work diligently to ensure all department leaders are well-versed and comfortable in managing their respective departmental budgets. Issues within the Human Resources Department, with regard to review and submission of job descriptions, and the recent job offer to a candidate without required certifications, are troubling. Mr. Runcie has put the Board in difficult positions with regard to recent hires, and I encourage the Superintendent to ensure that employee placement and hiring is always done with the best interest of the District paramount.

I continue to have concerns with regard to the culture and climate within the organization at all levels. Disrespect for Board members and disregard for Board direction are not acceptable. Additionally, I am concerned that employees feel compelled to remain silent, rather than speak the truth.

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.			2.5	
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments: PLEASE SEE ATTACHED.			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

Heather Brinkworth
Annual Evaluation of the Superintendent
2015-2016
GOAL 2:

I appreciate the District's shift to a uniform reading assessment in primary grades, and look forward to continued updates on the progress of the rollout and implementation. As mentioned in my interim evaluation, I look forward to a full-scale usage of both Naviance and the LEAPS curriculum and technology tool, which at this time have only been minimally utilized.

Recent conversations about the progress of PLCs and teacher understanding of the standards gives me concern about the District's progress in this area. A follow-up conversation with the Board regarding schools' movement among and across the four quadrants to ensure high quality instruction across all SES bands should be forthcoming.

I am still looking forward to a comprehensive review of resources and programs used throughout the District to ensure alignment to the Strategic Plan. This review has been discussed for some time, but it is not apparent to me as a Board member that the review and subsequent reduction has occurred. During several recent budget discussions, the Board has requested clear communication of department and general fund expenditures that are being reduced or eliminated as new requests are granted.

As the new organizational structure has shifted oversight of Talent Development, I have concerns regarding the separation of evaluation and support. I continue to encourage Mr. Runcie to ensure all departments understand the importance of separating the two. It is imperative that both instructional staff and site-based administrators feel empowered to initiate a request for support from District staff and that a request for support is in no way a negative reflection of them or their school.

As mentioned in my interim evaluation, I appreciate the Superintendent's stated focus on reducing teacher workload and assessments for students; while some forward progress has been made on this front, I encourage Mr. Runcie to continue pushing staff to look at ways of further reducing both.

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.			2.5	
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	Comments: PLEASE SEE ATTACHED.			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

Heather Brinkworth
Annual Evaluation of the Superintendent
2015-2016
GOAL 3:

I appreciate the efforts to update the Strategic Plan. I am looking forward to annual conversation with the Board, as mentioned in previous evaluations. I applaud the efforts of the Facilities Department and Procurement Department to work more closely to ensure SMART program projects began. I continue to encourage Mr. Runcie to ensure all departments work together and communicate regularly as the volume of projects increases.

As mentioned in last year's evaluation, the SSOS initiative continues to implement programs to turn around student achievement in struggling schools. I commend the Superintendent for these efforts and continue to be interested in a conversation with the Board to determine ROI. Attendance and student achievement data, as well as stakeholder survey results would provide metrics against which the District could benchmark progress and determine ROI.

I appreciate the efforts of the Superintendent to work with department leaders to further streamline and bring efficiency to the organization. I encourage Mr. Runcie to continue to seek and implement true end-user feedback mechanisms to ensure continuous improvement processes are having desired outcomes with stakeholders: especially with regard to the amount of time and effort spent on Facilities and Construction and Procurement processes to ensure efficient and cost effective implementation of SMART initiative projects. The District continues to make small progress on the Evergreen report recommendations, however there is still much work to be done. I encourage Mr. Runcie to continue a focus in this area. As leadership roles within schools transition, it is imperative that there is a clear understanding of IDEA and strict adherence to IEPs to ensure continued delivery of services to students.

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.		3.0		
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: PLEASE SEE ATTACHED.			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

Heather Brinkworth
Annual Evaluation of the Superintendent
2015-2016
GOAL 4:

I applaud Mr. Runcie's continued efforts to create authentic opportunities for conversation with, and input from, all stakeholders. I am always looking for improved communication with both internal and external stakeholders. I look forward to the District's utilization of the new app to improve stakeholder access to information and increase communication. I applaud the Superintendent as he continues to be a visible presence in the community, and the effort he makes with teacher talks, Conversations with the District, and Ed Talk.

Mr. Runcie and District staff continue to provide updates to stakeholders on facility projects through the SMART initiatives, and I encourage continued transparency and communication with all stakeholders through the process. The new format of the quarterly reports to the Bond Oversight Committee were an attempt to provide more detailed information to the public. I look forward to staff tweaking this report to further clarify project status so all stakeholders have direct access to clear, concise information. I encourage Mr. Runcie to create and keep clear and open lines of communication with new employee group leaders as the District looks to improve working conditions and professional development for employees as well as student achievement.

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

COMMENTS:

No further comments.

Overall Performance Evaluation Rating:

Circle One: Highly Effective
(3.400-4.000)

Effective
(2.450-3.399)

Needs Improvement
(1.450-2.449)

Unsatisfactory
(1.000-1.449)

Walter P. Brinkworth

Board Member Signature

9-14-2016

Date

Robert R. Ruffalo

Superintendent Signature

9/27/2016

Date

The School Board of Broward County, Florida
Robert W. Runcie, Superintendent of Schools
Superintendent Annual Evaluation Scoring Worksheet
2015-2016

Directions: This scoring worksheet will be used to calculate the overall performance rating. Indicate the rating by placing the number of points in the appropriate column. This worksheet will automatically calculate the points times the weight for each section and provide the total points to determine the overall performance rating. The corresponding overall performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) should be indicated on the evaluation form. For descriptions of each rating, please refer to the scoring rubric on the *Guidelines and Timeline for the 2015-2016 Superintendent's Annual Evaluation*.

	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Goal 1: Leadership/Management (40%)	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century			
Goal 2: High Quality Instruction (25%)			2	0.80
Goal 3: Continuous Improvement (20%)			2.5	0.63
Goal 4: Effective Communication (15%)			2.5	0.50
Overall Performance:		3		0.45
	2.38			

Matthew P. Bunk

Board Member Signature:

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a \checkmark in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2015-2016 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
<p>Goal 1: Leadership/Management (40%)</p> <p>Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.</p>		2.75		
<p>Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.</p> <p>Provide vision and strategic direction to district.</p> <p>Lead in an encouraging, participatory, and team-focused manner.</p> <p>Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.</p> <p>Demonstrate an understanding of organizational and educational leadership.</p> <p>Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.</p> <p>Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.</p> <p>Delegate appropriate authority to staff and monitor their follow-through.</p> <p>Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.</p> <p>Respond timely and appropriately when faced with unforeseen events.</p> <p>Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.</p> <p>Keep Board informed of issues, needs, and operation of the school system in a timely manner.</p> <p>Appropriately interpret and execute the intent of Board policy.</p> <p>Create and maintain professional working relationship with Board.</p> <p>Continue collaboration with union and employee groups.</p>	<p>Comments: Superintendent Runcie continues to exhibit educational leadership focusing on the District's core mission of providing quality educational opportunities for all students. His collaborative leadership style has led to a variety of opportunities for students to be exposed to innovative learning and the tools necessary to be college and career ready.</p> <p>In contrast, certain District departmental functions, including the implementation of the SMART Bond Program, have lacked proper monitoring of required duties and appropriate accountability measures. The timely identification of issues and proposed plans of action to handle unforeseen problems have not always been shared. The Superintendent must hold his staff accountable to ensure appropriate District policies and procedures are "consistently" followed throughout the District.</p>			
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.	3.75			
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	<p>Comments: Superintendent Runcie has continued to implement a variety of measures to improve overall student achievement. Strategies to assist students through enhanced learning initiatives have continued to provide enriched educational opportunities. Programs such as LEEO, Debate, Chess, Latinos in Action, Dual Language and Coding have greatly benefited our students. Expansion of innovative programs throughout the District have also afforded families a broader range of educational opportunities. Initiatives and mentoring programs have led to improved outcomes and have assisted in reducing achievement gaps. Additionally, continued efforts in implementing the Evergreen recommendations have continued to improve educational services for our ESE Students.</p>			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

Goal 3. Continuous Improvement (20%) Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
		2.75		
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	<p>Comments: Superintendent Runcie has worked diligently with the Board to update the District's Strategic Plan including measurable goals. Additionally, performance management measures implemented by the Superintendent have led to significant savings that were reinvested in the District. In addition, Reports such as the Disparity Study and the Evergreen Report have provided important recommendations to assist the District in improving overall services.</p> <p>However, it appears that policies/procedures are not always followed in a consistent manner and lack of strong control measures are adversely impacting business practices. Additionally, detailed essential information pertaining to budgets and significant expenditures are not always available in a timely manner for consideration at workshops, public hearings and board meetings.</p>			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.	<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 			

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 4: Effective Communication (15%)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.</p>	4 points	3 points	2 points	1 point
<div style="border: 1px solid black; padding: 5px; display: inline-block;">2.75</div>				
<p>Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.</p>	<p>Comments: Superintendent Runcie is a visible presence in the community throughout the District. He continuously reaches out to a variety of stakeholders (both internal and external) to involve them in the development of District programs and potential policy/procedural changes.</p> <p>The Superintendent should continue to work with his staff (across departments and schools) to strengthen communication efforts that will ensure information shared with the Board, and the public is accurate and transparent. Enhancement of details and the timely sharing of critical information must be improved to ensure vital facts are considered when decisions are being made.</p> <p>Additionally, the Superintendent must take greater measures in communicating to his staff the importance of adhering to policies/procedures in a consistent manner. In addition, enhanced efforts need to be made to ensure all stakeholders (internal and external) are better informed of the status (delays and progress) of the SMART program.</p>			
<p>Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.</p>				
<p>Promote and communicate system priorities using a variety of communication tools.</p>				
<p>Design and implement a comprehensive communications plan.</p>				
<p>Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.</p>				
<p>Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.</p>				
<p>Provide a visible presence throughout the district and the community.</p>				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

COMMENTS:

I am confident the Superintendent will continue to have a strong leadership role in the creation of initiatives that will improve student achievement and move the District forward in a positive manner. The District would benefit from further strengthening of procedures that would assist in improving operational efficiencies and business practices. Measures to improve communications and overall department functions must be addressed.


Overall Performance Evaluation Rating:

Circle One: **Highly Effective**
(3.400-4.000)

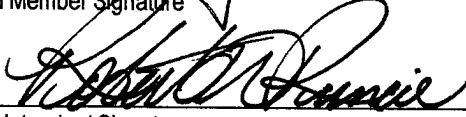
Effective
(2.450-3.399)

Needs Improvement
(1.450-2.449)

Unsatisfactory
(1.000-1.449)


Board Member Signature

9/16/16
Date

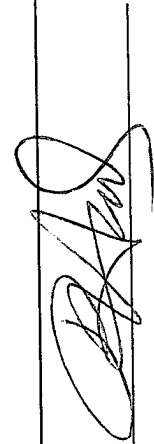

Superintendent Signature

9/27/16
Date

The School Board of Broward County, Florida
Robert W. Runcie, Superintendent of Schools
Superintendent Annual Evaluation Scoring Worksheet
2015-2016

Directions: This scoring worksheet will be used to calculate the overall performance rating. Indicate the rating by placing the number of points in the appropriate column. This worksheet will automatically calculate the points times the weight for each section and provide the total points to determine the overall performance rating. The corresponding overall performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) should be indicated on the evaluation form. For descriptions of each rating, please refer to the scoring rubric on the *Guidelines and Timeline for the 2015-2016 Superintendent's Annual Evaluation*.

	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Goal 1: Leadership/Management (40%) Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century		2.75		
Goal 2: High Quality Instruction (25%) Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness	3.75			
Goal 3: Continuous Improvement (20%) Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes		2.75		
Goal 4: Effective Communication (15%) Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board		2.75		
Overall Performance:				0.4125
				3.0

Board Member Signature: 

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a ✓ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2015-2016 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.		3		
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Comments:</p> <p>Mr. Runcie's leadership promotes open dialog with staff as his approach is problem solving rather than through retribution, yet there have been examples of staff not utilizing his leadership approach and failing to present issues that arise in their departments and require additional District support. Senior staff must understand and be accountable for this and continue to move the District forward with Mr. Runcie's guidance. We need to be more diligent in ensuring that, as the Board continues to approve job descriptions, these jobs are posted and filled so that the necessary staffing is in place to support our schools. Mr. Runcie has created a strong Senior leadership team which is clearly focused on student achievement and best business practices. This staff needs to continue to promote the Board's vision and strategic direction through Mr. Runcie's guidance.</p>			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
Suggested Evidence and Artifacts:				
<ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

Goal 2. High Quality Instruction (25%)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.</p>	4 points	3 points	2 points	1 point
<p>Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.</p>	<p>Comments:</p> <p>Instruction resources and enrichment activities continue to be supported, at the District level, with accountability measures being implemented. We need to ensure that we are constantly self-evaluating programs which are working and those that need to be removed or replaced in order to meet students' current needs and challenges. Mr. Runcie needs to continue to work closely with Senior Staff to ensure that this self-reflection is occurring on a regular basis and that new opportunities are being explored at all levels. Promoting the success of ALL students so that they reach their highest potential is challenging but must be the daily goal of all District Staff as they support school-site efforts and initiatives. Mr. Runcie clearly demonstrates innovative thinking as he emphasizes these ideas with staff.</p>			
<p>Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.</p>				
<p>Promote instructional strategies that include cultural diversity and differences in learning styles.</p>				
<p>Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.</p>				
<p>Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.</p>				
<p>Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.</p>				
<p>Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.</p>				
<p>Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.</p>				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.		3.5		
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	<p>Comments:</p> <p>I appreciate the work that has been done around our updated strategic planning process. This work needs to continue to drive the District's direction and focus. Zero-based budgeting is a best practice that the District needs to support and see grow across multiple departments to ensure that ALL dollars are being spent in the most efficient manner. The Board's priorities are being incorporated through the Budget process even though there are limited resources. Mr. Runcie must continue to look internally for opportunities for additional cost savings, specifically in the area of health-care, so that we can afford our employees additional raises and to free dollars for additional student supports.</p>			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 4: Effective Communication (15%)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.</p>	4 points	3 points	2 points	1 point
<p>Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.</p>	<p>Comments:</p> <p>Communication has dramatically improved over the past 6 months. With the Board's support for new communication software, the District is able to reach parents and constituents in an unprecedented manner. Senior staff has made a strong effort to continue to share the positive stories that are created in our schools every day. Working closely with the media is imperative to ensure that the positive message, about our students' achievements and District programs, continues to reach the public while we continue to be transparent about the issues that we face and are challenged with every day. Mr. Runcie and his staff have made great strides in this area.</p>			
<p>Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.</p>				
<p>Promote and communicate system priorities using a variety of communication tools.</p>				
<p>Design and implement a comprehensive communications plan.</p>				
<p>Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.</p>				
<p>Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.</p>				
<p>Provide a visible presence throughout the district and the community.</p>				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

COMMENTS:

Overall Performance Evaluation Rating:

Circle One: Highly Effective
(3.400-4.000)

Effective
(2.450-3.399)

Needs Improvement
(1.450-2.449)

Unsatisfactory
(1.000-1.449)

Donna Kox

Board Member Signature

9/15/2016

Date

Robert M. Lunsie

Superintendent Signature

9/27/2016

Date

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a √ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2015-2016 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.		3		
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Mr. Runcie continues leading in an encouraging and participatory manner, maintaining an open dialog climate with Board members, administrators, teachers, students, and staff. He possesses a strong understanding of emerging issues and trends affecting education, and needs to continue strengthening the focus on our core mission - student achievement.</p> <p>Mr. Runcie must be more personally aware and involved with managing issues and concerns proactively, closely monitor staff's follow through, and effectively evaluate their performance. In addition, it is critical that Mr. Runcie ensures the SMART Bond Program gets back on schedule.</p>			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
Suggested Evidence and Artifacts:	<ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 			

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.			2.5	
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	<p>Mr. Runcie focuses on preparing students for global competitiveness by supporting a broad range of academic and enrichment opportunities that support the development of well-rounded students. For the most part, he analyzes available instructional resources and assigns them in a cost effective and equitable manner to enhance student outcomes.</p> <p>Due to the fact that student achievement has only improved in 20% of the indicators, Mr. Runcie must continue to focus on early education (3rd grade ELA results have improved) and shift more resources into teacher professional development in all academic areas, while promoting instructional strategies that include cultural diversity and differences in learning styles.</p>			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	3.5			
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	<p>Mr. Runcie continues a quality strategic planning process that forges critical partnerships, and community and District relationships, focusing on comprehensive outcomes and measures. His staff develops, implements, promotes, and monitors continuous improvement business processes. A strong example of this success is the continuous improvement in the Purchasing Department.</p> <p>Mr. Runcie does need to assess current programs throughout the District and work collaboratively with the Board to determine priorities and redirect the allocation of resources effectively to maximize school improvement and student achievement.</p>			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.			2.5	
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	<p>Mr. Runcie provides a visible presence throughout the District and community, promoting stakeholder involvement and effectively conveying District successes. Staff has continued to improve by developing and maintaining meaningful relationships with the media, municipality, county, community, and legislative representatives. They promote system priorities through a variety of communication tools and marketing initiatives.</p> <p>Internal communication is still a great challenge and must be a major focus of the organization.</p>			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

COMMENTS:

Overall Performance Evaluation Rating:

Circle One: Highly Effective Effective Needs Improvement Unsatisfactory
 (3.400-4.000) (2.450-3.399) (1.450-2.449) (1.000-1.449)

Laurie Rich Levinson

Board Member Signature

9/20/16

Date

Robert D. Runie

Superintendent Signature

9/27/16

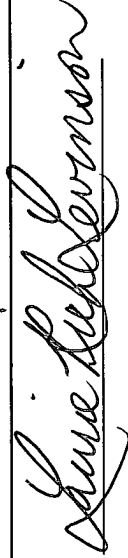
Date

**The School Board of Broward County, Florida
Robert W. Runcie, Superintendent of Schools
Superintendent Annual Evaluation Scoring Worksheet
2015-2016**

Directions: This scoring worksheet will be used to calculate the overall performance rating. Indicate the rating by placing the number of points in the appropriate column. This worksheet will automatically calculate the points times the weight for each section and provide the total points to determine the overall performance rating. The corresponding overall performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) should be indicated on the evaluation form. For descriptions of each rating, please refer to the scoring rubric on the *Guidelines and Timeline for the 2015-2016 Superintendent's Annual Evaluation*.

	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Goal 1: Leadership/Management (40%)	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century			
Goal 2: High Quality Instruction (25%)	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness			
Goal 3: Continuous Improvement (20%)	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes			
Goal 4: Effective Communication (15%)	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board			
Overall Performance:		3	2.5	
				1.20
				0.63
		3.5		0.70
			2.5	0.38
				2.90

Board Member Signature:



**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a ✓ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2015-2016 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.		X		
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Comments:</p> <p>Mr. Runcie has shown effective leadership and management for Broward County Public Schools (BCPS). Many milestones have been reached through his leadership including:</p> <ul style="list-style-type: none"> - salary increases for our employees - securing \$190 million in target grants for instructional resources and teacher development - positive school reform initiatives leading to seven schools increasing by two letter grades and the number of "F" grades decreasing from 22 to 8 <p>Mr. Runcie's efforts illustrate effective leadership and management. However, I would like to see an improvement on learning gains and student achievement with resources that align with the measured assessments. Also for our SSOS schools, I would like to see concrete information that the efforts we've made have been effective.</p>			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 2. High Quality Instruction (25%)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.</p>	4 points	3 points	2 points	1 point
<p>Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.</p>	<p>Comments:</p>			
<p>Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.</p>	<p>There are several instructional programs and support structures initiated at the following schools for the 2016 – 2017 school year.</p>			
<p>Promote instructional strategies that include cultural diversity and differences in learning styles.</p>	<p>Hallandale Elementary School and Gulfstream Middle School have been combined to form the new Gulfstream Academy of Hallandale Beach. The school will serve students in Grades K-8 and move from a year-round calendar to a traditional 180 day calendar.</p>			
<p>Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.</p>	<p>Henry D. Perry Middle School was repurposed into an adult education center. The programs and services offered at Hallandale Adult & Community Center have been transitioned to the Perry Middle facility as the new Henry D. Perry Education Center.</p>			
<p>Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.</p>	<p>However, I would like to see effective resources used that provide student achievement and improve the learning process. I believe resources such as Lexile and Go Math need to be analyzed and compared to other instructional resources that correlate with the FSA standards. Therefore, Mr. Runcie has earned an effective rating.</p>			
<p>Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.</p>				
<p>Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.</p>				
<p>Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.</p>				
<p>Suggested Evidence and Artifacts:</p>				
<ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	X			
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	<p>Comments:</p> <p>Mr. Runcie is highly effective in this area. With Adkins and Heery administering the general obligation bond funding, projects are on target to be in design procurement or the design stage and at least 20% of projects in the bond are underway representing \$223 million of work.</p>			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.		X		
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	<p>Comments:</p> <p>The external communication on the SMART bond program does not adequately tell the story of the progress that has been and is being made, in a balanced way. Enhanced communication activities need to take place for this important initiative.</p> <p>A targeted effort to advertise and promote our schools, especially those under enrolled, needs to be implemented and not negated because of funding concerns.</p> <p>Therefore, Mr. Runcie is effective in this area.</p>			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

COMMENTS:

Overall, Mr. Runcie has earned an effective rating for the 2015 – 2016 annual evaluation.

Overall Performance Evaluation Rating:

Circle One: Highly Effective (3.400-4.000) **Effective (2.450-3.399)** Needs Improvement (1.450-2.449) Unsatisfactory (1.000-1.449)

Alan Murray
Board Member Signature

9/12/16
Date

Robert Runcie
Superintendent Signature

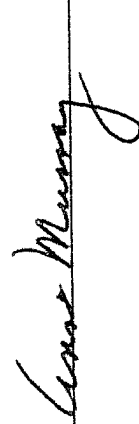
9/12/2016
Date

The School Board of Broward County, Florida
Robert W. Runcie, Superintendent of Schools
Superintendent Annual Evaluation Scoring Worksheet
2015-2016

Directions: This scoring worksheet will be used to calculate the overall performance rating. Indicate the rating by placing the number of points in the appropriate column. This worksheet will automatically calculate the points times the weight for each section and provide the total points to determine the overall performance rating. The corresponding overall performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) should be indicated on the evaluation form. For descriptions of each rating, please refer to the scoring rubric on the *Guidelines and Timeline for the 2015-2016 Superintendent's Annual Evaluation*.

	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point	
Goal 1: Leadership/Management (40%)	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century				1.20
Goal 2: High Quality Instruction (25%)	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness				0.75
Goal 3: Continuous Improvement (20%)	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes				0.80
Goal 4: Effective Communication (15%)	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board				0.45
Overall Performance:					3.20

Board Member Signature: _____



**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a √ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2015-2016 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
<p>Goal 1: Leadership/Management (40%)</p> <p>Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.</p>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
			2.5	
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Comments:</p> <p>See Attachment (1)</p>			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.			2.5	
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments: See Attachment (2)			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.			2.0	
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	Comments: See Attachment (3)			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
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Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.			2.0	
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: See Attachment (4)			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

(Attachment 1)

Leadership/Management

During Mr. Runcie's tenure as Superintendent of the Year for Florida he has provided leadership while collaborating with his fellow Superintendents around the state on key issues and developments. Within our District Mr. Runcie makes himself available to a myriad of community stakeholders, key decision makers, while running the 6th largest district in the country.

The sheer enormity of Mr. Runcie's obligations in the day to day operations of this district are astounding and having key personnel in all areas of the Organizational Chart is paramount.

I have previously mentioned in Mr. Runcie's September 2014 Annual Evaluation, March 2015 Interim Evaluation, September 2015 Annual Evaluation and March 2016 Interim Evaluation key areas that needed to be remediated. I do not have the authority to evaluate Mr. Runcie's staff so my only recourse is to direct Mr. Runcie through his evaluation to make much needed improvements in those key departments.

I continue to note these areas today that have not be addressed sufficiently:

*Delegate appropriate authority to staff and monitor follow-through, accurately evaluate senior staff's performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures, appropriately interpret and execute the intent of Board Policy. Additionally, during Board Meetings key staff, most notably with Strategic Operations, Facilities, Human Resources and Procurement departments continue to be unprepared for questions-even those sent to them or discussed with them prior to meetings. I also have a database that my assistant created for staff unanswered follow-up questions from Workshops, Board Meetings and questions that I need answered before I vote. Full confidence of the Board and the community concerning all information is paramount before any vote or public discussion.

Additionally, I must commend certain departments that not only show up prepared but are also ready to answer follow up questions either immediately or respond back within a very short amount of time. Some of those departments are: OSPA, Academics, Audit, and Finance/Budget to name a few.

I prepare ahead of time so I can discuss with staff my questions, concerns, ideas prior to meetings. The irony is the departments I spend the most time with continue to be the ones who are still having difficulty during meetings with board members, not just me. Mr. Runcie this subpar performance of these departments cannot continue because they are affecting the overall performance of the district as it pertains to timely and effective deployment of the GOB, personnel and procurement matters. I look to you Mr. Runcie to make immediate corrections in these areas so we can move forward effectively.

(Attachment 2)

High Quality Instruction

In our 3rd grade to 10th on grade level reading FSA results we increased in grade levels 3, 5, 6, 8 and 9, decreasing in grade levels 4 and 10. A remarkable increase of 2.9% in 3rd grade is very encouraging as we as a District put a tremendous amount of effort to make sure all children are reading at grade level by 3rd grade.

Looking a little closer into how our at-risk populations are reading at grade level the results are as follows:

Compared to last year our ELL students increased level 3 passing from 17.3% to 19.0%, a gain of 1.7% while their non-ELL peers increased from 56% to 58.5%, a gain of 2.5%. A definite move in the right direction but obviously much needed work must continue to decrease the disparity between all groups.

Our Students with Disabilities (SWD) reading on level 3 or above scored 21.5% last year and this year 21.7%, an increase of 0.2%, compared to their non-disabled peers who scored 56.8% last year and 57.0% this year, a gain of 0.2%. I am looking to the day when the disparity between all groups of our students becomes indistinguishable and all students in all classes, in every school in Broward County are reading on or above grade level.

The graduation rates have not been released by the state as of this date so the current rate is calculated as 2014-2015 at 76%. I will be anxiously reviewing the results as to our overall performance as well as our at-risk populations such as: ELLs, economically disadvantaged, SWD and Blacks. Their last year's graduation rates were as follows: Whites-85.2%, Hispanics-80%, Blacks-67.3 % (their highest was 68.8% in 2011-2012), Disabled students-55%, ELLs-59.7, at-risk-50.3% and economically disadvantaged -70.7%.

I am looking for a positive trajectory of sustained growth for ALL students in every classroom in Broward.

(Attachment 3)

Continuous Improvement

Since the passing of our Smart Bond in November 2014 we have changed Facilities Directors, Procurement Directors, hired our Program Managers and Program Cost Control Managers, changed delivery methods and are still behind on implementing the construction part of the bond. We have had success in putting new computers and musical instruments in our schools early and in some cases under the projected amount. At the meeting discussing our Strategic Plan I asked for a section to be changed when it comes to deploying the Bond in actual percentages of work in Procurement/Design versus actual shovels in the ground construction. The community deserves the actual picture of where we are implementing this BOND in all areas. Yes, we have had successes moving technology and musical instruments forward but we also must admit and correct the trajectory of the actual construction aspect of the GOB.

Additionally, we have had several state and local audits highlighting needed management control corrections in BDSPD, Facilities, as well as other departments like Procurement (not advertising for construction projects, contracts bypassing the Board) that a thorough performance review of all departments is immediately necessary in a more detailed way than the current Performance Management Reviews are occurring.

(Attachment 4)

Effective Communication

While external communication to our stakeholders has improved, there is still a disconnect with actual receiving of feedback and active listening to our stakeholders as our partners. For example, scheduling advisory meetings in a timely matter for valued input in time to report to the Board is key. This needs to be done way before decisions are voted upon and would go a long way to increase our groups' satisfaction and feeling of being valued partners with us.

Social media, press releases and notices about events have improved. Unfortunately, what hasn't improved is internal communications, decision making processes like the new BCSB logo, a new format for Conversation with the District, those decisions were made without Board input. Additionally, the district website is still woefully not user friendly and to have glitches concerning uploaded agendas and back-up documents. I have already mentioned in previous sections the lack of internal, timely communication to the Board from key staff concerning follow-up questions and relevant information needed to be able to do our jobs effectively as good stewards of taxpayer dollars. These communication areas mentioned need to be addressed immediately.

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016

COMMENTS:

Overall Performance Evaluation Rating:

Circle One: **Highly Effective**
(3.400-4.000)

Effective
(2.450-3.399)

Needs Improvement
(1.450-2.449)

Unsatisfactory
(1.000-1.449)

Neal Rupert

Board Member Signature

9/12/16

Date

Robert M. Runnie

Superintendent Signature

9/17/2016

Date

**The School Board of Broward County, Florida
Robert W. Runcie, Superintendent of Schools
Superintendent Annual Evaluation Scoring Worksheet
2015-2016**

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	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point	
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Goal 2: High Quality Instruction (25%)					
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness			2.5		0.63
Goal 3: Continuous Improvement (20%)					
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes			2		0.40
Goal 4: Effective Communication (15%)					
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board			2		0.30
Overall Performance:					2.33

Board Member Signature:

