

BROWARD COUNTY PUBLIC SCHOOLS

STRATEGIC PLAN

2016–17



MOVING FORWARD
ON THE RIGHT PATH

CONTENTS

Broward County Public Schools
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The School Board of Broward County, Florida
Dr. Rosalind Osgood, Chair
Abby M. Freedman, Vice Chair
Robin Bartleman
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Patricia Good
Donna P. Korn
Laurie Rich Levinson
Ann Murray
Nora Rupert

Robert W. Runcie
Superintendent of Schools

- 1 Message from the Superintendent
- 4 Board of Directors
- 10 Our Guiding Tenets
- 12 From Strategy Formulation to Strategic Plan Management
- 17 Our Three Goals
- 20 Goal 1:
High-Quality Instruction
- 30 Goal 2:
Continuous Improvement
- 38 Goal 3:
Effective Communication
- 24 The Path Forward

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MESSAGE FROM THE SUPERINTENDENT

ROBERT W. RUNCIE



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Sincerely,



Robert W. Runcie
Superintendent of Schools

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MESSAGE FROM THE BOARD



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Dr. Rosalind Osgood CHAIR
School Board Member, District 6

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Abby M. Freedman VICE CHAIR
School Board Member, District 4



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Robin Bartleman
School Board Member, At-Large Seat 9

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Heather Pomper Brinkworth
School Board Member, District 3



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Patricia Good
School Board Member, District 2

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





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Laurie Rich Levinson
School Board Member, District 6



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Ann Murray
School Board Member, District 1



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Nora Rupert
School Board Member, District 7

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Note: This content will be revised

“Early childhood—focus on early skills and the love for learning as the ability to perform successfully at this level will prepare the student for later learning.”

BCPS survey respondent on their wishes for the 2016–19 Strategic Plan





OUR MISSION

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

**Broward County Public Schools
is committed to educating
all students to reach
their highest potential.**

OUR VISION

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

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



From Strategy Formulation to Strategic Plan Management

Over the years, the District has implemented effective programs and initiatives aimed at improving student outcomes. Yet, few would argue that Broward's education system still has plenty of room for improvement. Developing a plan to take schools in the right direction is easier said than done.



The District's 2016-19 Strategic Plan is a tool that will enable us to fulfill our mission with maximum efficiency and impact. It focuses on improving the instructional core while leveraging the input of collaborative, cross-functional teams broadly representative of our administrators, teachers, students, and stakeholders. Our strategic plan articulates specific goals and describes the action steps and resources needed to accomplish them. It reflects a proactive approach to managing current performance while maintaining the ability to respond to internal and external changes.



Incorporating elements of our 2012-2015 Strategic Plan, the current Strategic Plan utilizes a shorter planning horizon, with an emphasis on execution, monitoring, and reporting, enabling more frequent reviews and course corrections.

Year 1

Dealing with areas that provide **the greatest performance improvement opportunities** using existing resources.

Year 2

Pursuing opportunities requiring **improved capabilities and investments**.

Year 3

Leveraging outcomes and discoveries from previous years while targeting programs in specific challenge areas.

THE COLLABORATIVE PLANNING PROCESS

A successful planning process **must incorporate the views of all the constituencies that will be affected** by the plan or have a role in its implementation. To achieve inclusiveness, planning was divided among task forces in several key areas, utilizing collaborative theories of action. (A theory of action is the link between cause and effect, connecting actions with consequences.)

Breadth of perspective is essential for avoiding incorrect assumptions or misguided thinking that might otherwise result from a top-down approach to strategic planning. Thus, BCPS implemented a bottom-up approach for recalibrating the District’s strategic plan, reaching deep into the organization and widely across the Broward community to elicit stakeholder contributions.

BCPS created five types of teams composed of individuals with differing perspectives of—and experiences with—the Broward County school system. One team type was composed solely of teachers, another solely of principals. The third type comprised only District-based administrators from various departments at BCPS. School-integrated teams—the fourth type—included students, parents, teachers, and principals. The fifth type, fully integrated teams, mixed community members and business partners with students, parents, teachers, principals, and District-based administrators.

Teams were paired into seven task forces, each organized around a specific issue statement. To achieve greater breadth of perspective, no task force combined two of the same types of team.



The issues were identified following a series of intensive discussions between the Superintendent and his cabinet over a period of months. District leadership presented statements of the issues at the September 2015 launch of the strategic plan recalibration effort. Each statement articulates a key challenge related to the instructional core, defined here as the interrelationships among students, teachers, and content (e.g., curriculum).

A member of each team volunteered to be its facilitator. On average, the facilitators convened their respective teams three times over a period of nine weeks, with each workshop lasting two to three hours. Teams were instructed to develop theories of action around their assigned issue, using a common template provided by BCPS’s Office of Strategy and Continuous Improvement.

The teams’ theories of action were expected to:

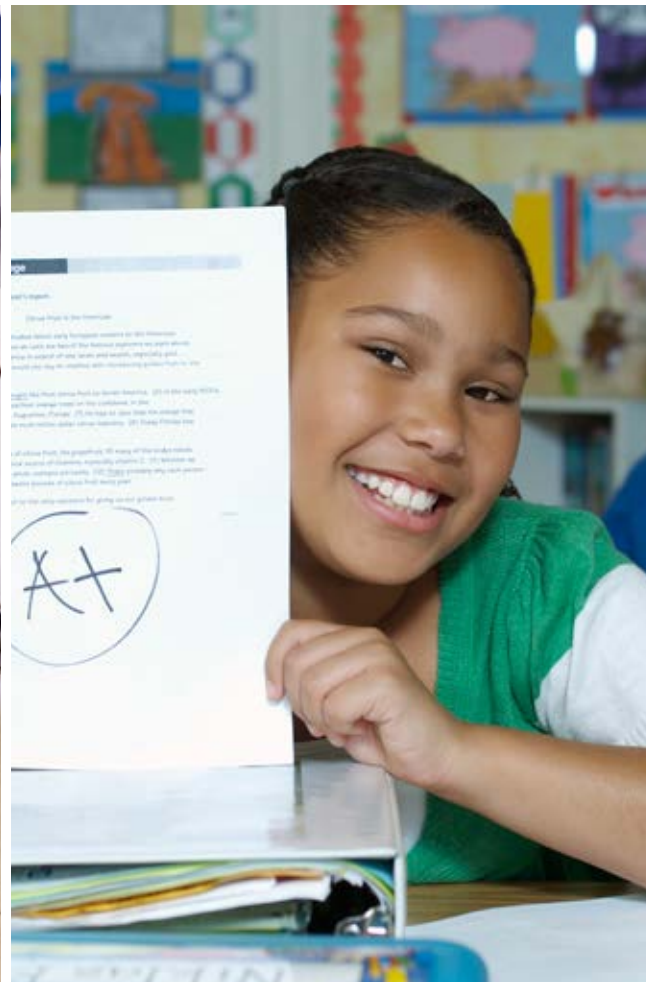
- > align intended outcomes with the realities of work within BCPS;
- > connect strategy to specific activities and relationships critical to good instruction and student learning;
- > identify mutual dependencies required to drive improvements; and
- > be grounded in research or evidence-based practice.



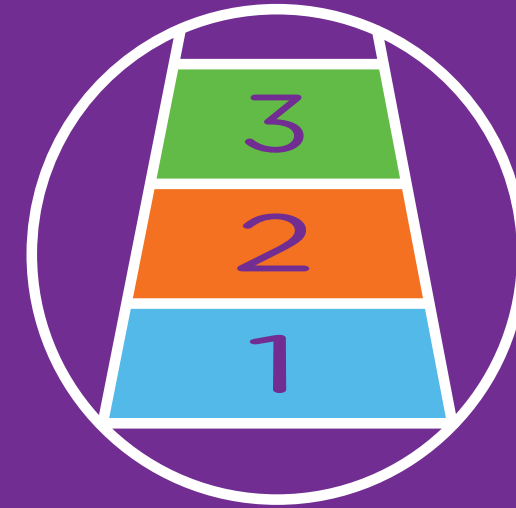
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TEAMS

7
TASK FORCES

0
OVERLAP



THREE GOALS



1

High-Quality Instruction

2

Continuous Improvement

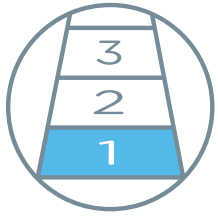
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Effective Communication

“College & Career Readiness ... Preparing students for success from elementary through high school leads to having college- and career-ready students.”

BCPS survey respondent on their wishes for the 2016–19 Strategic Plan





High-Quality Instruction

BCPS must address challenges in the external environment and internal organization to ensure that all students receive instruction that addresses not only their academic success, but also their social and emotional needs, and serves as a catalyst to student achievement beyond current expectations.

This strategic plan recalibration builds on the 2012-2015 efforts that delivered improved services to schools, investment via the SMART bond, and the building of a strong academic foundation. We must now improve our focus and align our resources on students as learners. High-quality instruction requires:

- > standards-driven content;
- > a commitment to teacher development;
- > effective teaching practices;
- > appropriate learning environments and experiences;
- > appropriate monitoring of performance, and
- > ongoing professional learning at all levels.

Learning is our core business. We must ensure that our students are learning every day. Learning includes mastering academic standards, undergoing social-emotional development, and applying knowledge and skills in new situations. We continuously focus on high-quality instruction, beginning in the early years with literacy, continuing in middle school with knowledge application, and concluding in high school with college- and career-readiness. The District's benchmarking of progress and readiness at these three levels will ensure that all



**SAFETY
MUSIC & ART
ATHLETICS
RENOVATION
TECHNOLOGY**
SMART INVESTMENTS
LEAD TO SMART STUDENTS.

students' needs are met along their learning pathways.

We must support the many ways teachers engage students in learning at different ages, in the unique environment of each classroom. By looking at the quality of student work and the usefulness of the feedback students receive, we will be better able to evaluate the quality of instruction. Effective use of data to identify, support, monitor, and measure student needs is critical. Efforts for improvement must be aligned, provided with adequate resources, and clearly communicated to all stakeholders.

We welcome all students at their current stages of development and preparation. For this reason, we must structure learning with the expectation that *every* student will be prepared to be successful after high school without remediation, having exceeded State of Florida standards. Our goal is that *all* students who graduate from BCPS are literate, knowledgeable, and ready to enter the workforce as socially mature and productive members of our community.



Learning is our core business. We must ensure that our students are learning every day.

Literacy and Early Learning



We must support those who have learning challenges, such as vision difficulties, dyslexia, and/or cognitive differences.

The focus of our efforts in the early years of learning, literacy is the ability to read independently, write clearly, and understand and create information in different forms of media.

Student learning begins at birth with parents, extended families, caregivers, and the entire community. BCPS is committed to working with families, social organizations, and communities to improve the quality of learning that students experience before they enter school.

BCPS works with private providers of daycare and early learning to ensure that the environments and instruction are developmentally appropriate, rich in resources, and grounded in purposeful play. We must support high-quality Head Start programs, maximize enrollment in Voluntary Pre-Kindergarten, and educate all parents and service providers about the BCPS standards for Kindergarten readiness.

Students come to Kindergarten with a wide variety of backgrounds and abilities. We must work with students who are developmentally advanced and those who are delayed. We must support those who have learning challenges, such as vision difficulties, dyslexia, and/or cognitive differences. All Broward students must be fluent in English; some are also fluent in one or more additional languages.

Our approach to reading is known as Balanced Literacy. It begins with phonics, continues with guided reading and then uses both content-based and fiction texts for independent reading. We monitor the development of student reading skills with Running Records until the students are independent readers.

We guide students to become independent readers and writers by having them explore the classroom, their community, and the world at large. Our expectation is that all students will be independent readers by the end of third grade, in alignment with the national standard for that grade level. Some students reach this point earlier; others struggle to meet this goal.

Broward needs teachers in the early grades who are specialists in reading and early childhood development.

OBJECTIVES/TARGETS

	ELEMENTARY SCHOOLS*	
	BASELINE	2019 TARGET
READING	51.7	56.7
MATH	57.9	63.9

* Includes all schools (traditional & charter schools). Elementary school targets combine grades K-5.

2016-17 TACTICS

- > Implement Balanced Literacy through development of a Literacy Field Guide.
- > Assign the most highly skilled teachers in literacy acquisition to early grades.
- > Refine the use of Running Records to standardize tools, measures, and implementation.
- > Prioritize literacy acquisition by aligning organizational and instructional materials in the classroom, and supporting resources.
- > Work with private schools and daycare to encourage readiness for early literacy.



Middle Grades Learning

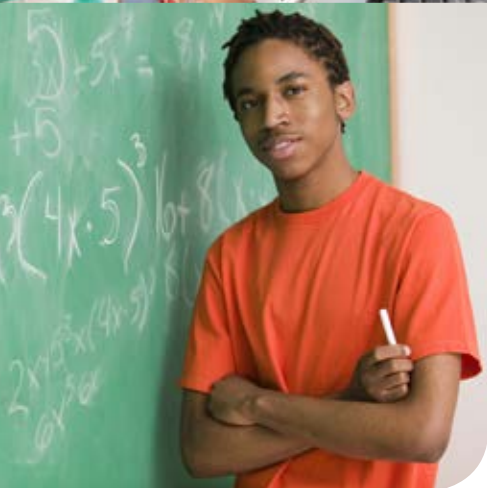


The focus in the middle school years, grades 6–8, is the application of knowledge and skills with projects and problems that integrate prior knowledge and extend understanding through new experiences. These activities are designed to utilize the mix of independence and insecurity characteristic of early adolescence. By engaging students with developmentally appropriate pedagogy, interdisciplinary curriculum, individual challenges, and global perspectives, we will build a solid foundation for college and career success.

The middle grades have been largely neglected during national conversations about school improvement; many considered them an unimportant way station on the path to high school — a chance for students to deal with the challenges of adolescence, but with minimal expectations for achievement. Recently, the critical importance of the middle grades has become more apparent.

For example, researchers have found that a few basic factors from the middle grades (grades, attendance, and behavior) can predict, with 75 percent accuracy, which students will drop out—long before they do. Too often, students who leave 8th grade without the essential skills they need for college and career readiness never catch up. If these students are identified in the middle grades, schools can create targeted and timely interventions that can dramatically improve the chance of high school success.

We will improve our curriculum and instruction to ensure the future success of BCPS students. BCPS must have a systemic, comprehensive approach that focuses on improving outcomes and learning environments for all young adolescents in the district. The combination of acceleration, remediation, and extension that teachers need to orchestrate for students is best accomplished through project- and problem-based learning environments.



In order to improve middle-grades learning, we must provide intensive training for educators and parents in four key areas:

- 1 understanding adolescent development and its implications for instruction, discipline, and the organization of middle-grade schools;
- 2 using data (including, but not limited to, test scores) to design and implement rigorous and customized instruction;
- 3 helping teachers collaborate across grade levels and subjects to create thematic curriculum units that make learning engaging and challenging; and
- 4 establishing college and career awareness and readiness programs to expose students earlier to opportunities available after high school.

OBJECTIVES/TARGETS

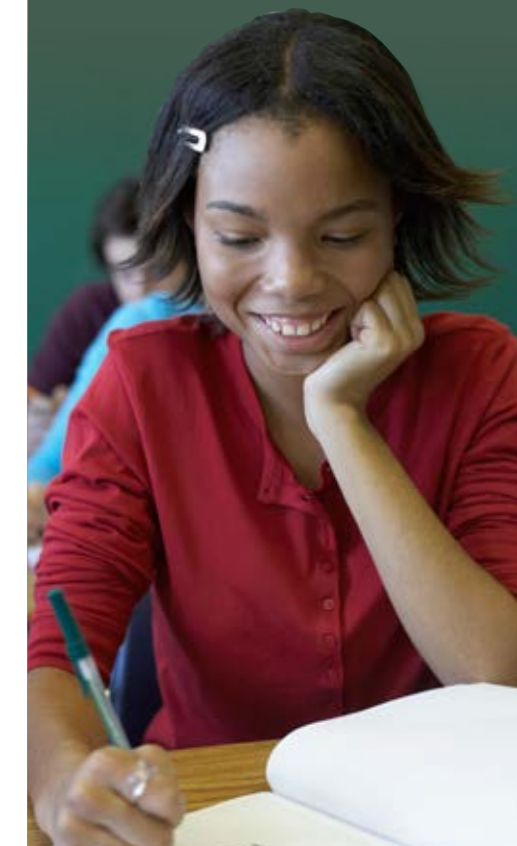
	MIDDLE SCHOOLS*	
	BASELINE	2019 TARGET
READING	53.9	56.9
MATH	50.9	53.9

* Includes all schools (traditional & charter schools). Middle School targets combine grades 6–8.

2016–17 TACTICS

- > Redesign middle-grades experience to be organized around project- and problem-based interdisciplinary learning.
- > Embed Social-Emotional Learning (SEL) standards in core academic classes.
- > Improve academic and social transition between 8th and 9th grade.
- > Extend literacy support to include applied learning as a form of expression in all content areas.

The critical importance of the middle grades has become more apparent.



College and Career Readiness



It is necessary to create multiple pathways to help students succeed

A career-ready and college-bound culture ensures that students are academically prepared, emotionally resilient, and aware of the practical knowledge and skills needed after high school. This includes understanding admissions procedures and financing for higher education, as well as the protocols for successfully applying and interviewing for employment—all of which must be achieved before graduation.

While the goal of college and career readiness is identical for all students, the path varies depending on student interests and learning preferences. It is necessary to create multiple pathways to help students succeed, anchored in schools with small learning communities and in courses that are both rigorous and relevant (aligned with the local economy). This approach is based on our broad portfolio of schools.

A portfolio of schools, and of programs within schools, is more than a mix of schools among which students can choose. It is a strategy for creating an entire system of excellent high schools that uses managed universal choice as a central tool for District change. Like a garden, in which decisions about planting and pruning are based on how well plants are growing, a portfolio of schools is managed on the basis of how well students are learning.

All the partnerships that BCPS undertakes with the higher education community, providers of internships, and college preparatory organizations need to be focused on enabling students to enter adulthood with purpose and passion. BCPS is focused on ensuring that all students take the steps needed for college readiness. We personalize the path to college and career readiness through the leadership of school counselors and the involvement of all adults in a student's life.

Providing all students with career experiences through internships, higher education expectations through dual enrollment, and exposure to college and career environments by means of campus and worksite visits are core activities of our culture. Our core activities also include offering all students the opportunity in their junior year to take a college admissions test and complete a college admissions essay.

Building a culture of college and career readiness in Broward County Public Schools means investing in every student's future. We must align the curriculum, instruction, and professional development of our teachers and administrators to ensure this outcome.



OBJECTIVES/TARGETS

	HIGH SCHOOLS*	
	BASELINE	2019 TARGET
READING	52.9	58.9
ALGEBRA 1	42.9	63.1

* Includes all schools (traditional & charter schools).

2016–17 TACTICS

- > Provide rigorous foundations in algebra, reading, and writing in the 9th grade.
- > Improve counseling services at the secondary level to raise expectations and quality of course-taking trends.
- > Provide access to college entrance exams and financial support processes.





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BCPS survey respondent on their wishes for the 2016–19 Strategic Plan

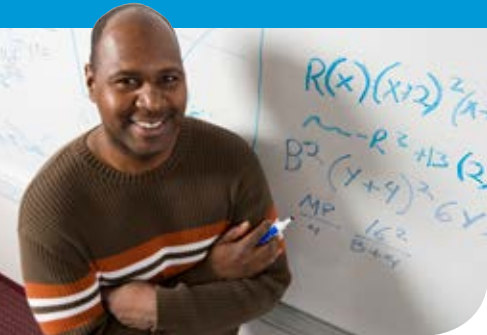


Continuous Improvement

Over the last few years, most districts, including Broward County Public Schools have struggled to make sustainable gains in student achievement (high-quality instruction). External and internal factors have prevented successful implementation of key initiatives. Additionally, management by different business units at different times has suffered from the lack of an integrated, consistent strategy.

In addition to our primary focus on high-quality instruction, continuous improvement requires collaboration and alignment across financial capital (budgets), human capital (people), and operational efficiencies. Below are the objectives and tactics that will enable our District to improve the way we manage, organize, and align our resources.

For Broward Schools, the recruitment of a highly talented workforce is a continuous process.



Management Process BUDGET

Historically, during the third and fourth quarters, the finance department runs the annual budgeting process that authorizes next year's spending on operations, discretionary programs, and capital investments. Due to the timing of these activities, this process is typically uninformed by the strategic plan.

The District acknowledges that managing scarce resources is more important than ever for public sector organizations. Performance-based budgeting aims to improve the efficiency and effectiveness of public expenditures by linking the funding of this strategic plan to the results it delivers, which involves making systematic use of performance information. Projects and programs initiated from this strategic plan will be measured by their outcomes. A three-year performance template will be used to document and monitor the progress of projects and programs toward achieving the goals and priorities of the Strategic Plan.

PEOPLE

In many school districts, teacher recruitment occurs during the end of the school year and summer months. Because this is the most competitive recruitment time of the year, many of the strongest candidates have already made decisions about the jobs they will pursue. Like industries in the business sector, proactive organizations start early in the year to court and recruit the strongest candidates. Before the normal recruitment period, BCPS should already have its strongest potential candidates committed to joining our District.

For Broward Schools, the recruitment of a highly talented workforce is a continuous process that occurs throughout the year. BCPS recruits instructional and school leadership staff throughout the country, with the majority coming from Florida and the Northeast. In the past, the available pool of instructional talent was diminished because schools did not have authority to hire candidates for specific instructional vacancies until May. In addition, approximately 50 percent of vacancies were not declared until after the start of school, because they were on hold until funding allocations were finalized. We need to ensure that all anticipated school leadership vacancies are filled each year before teachers report for the new term. In order for BCPS to have the most competitive edge and hire top talent, we must be able to make firm offers to instructional candidates as early as February and

Recognizing that no school model is right for every child, **the District provides a diverse array of schools.**



ensure that anticipated school leadership vacancies are properly forecasted and filled as soon as possible. Human Resources has been collaborating with other departments to eliminate the barriers preventing early hiring.

OPERATIONAL EFFICIENCIES

To ensure the success of our continuous improvement efforts, BCPS must constantly measure the effectiveness of its business services, operations, and processes, striving for ongoing, incremental improvements that satisfy our customers and stakeholders while shifting resources into our High-Quality Instruction initiatives.

OBJECTIVES/TARGETS	CONTINUOUS IMPROVEMENT*	
	BASELINE	2019 TARGET
Percentage of business/support service KPI's in top-quartile	26%	40%

* Includes key targets across multiple areas of focus.
Source: Council of Great City Schools Benchmarking for K-12 Operations

2016-17 TACTICS

- > Implement a three-year performance template to document and monitor the progress of projects and programs.
- > Train new principals in the management of school budgets.
- > Use data to accurately forecast school staffing level.
- > Implement an Early Notification Incentive Award Program.
- > Periodically track and monitor BCPS across prioritized key performance indicators (KPIs), as compared to other large urban districts.
- > Implement a Disparity Study.
- > Implement a Learning Management System.



Departments

PORTFOLIO SERVICES

Recognizing that no school model is right for every child, the District provides a diverse array of schools. Opportunities to provide enhanced educational programs are created by aligning resources, creating efficiencies in space allocation, and reinvesting in our schools and communities. Our Portfolio Services team links data, needs, expertise, and resources to create new school models offering innovative programs and smaller class sizes. The Portfolio strategy includes:

- > providing good options for all families;
- > developing innovative programs;
- > realigning resources to meet student needs;
- > establishing strategies for seeking talent;
- > differentiating support to individual schools;
- > fully utilizing data systems, including academic, enrollment, community, and school climate indicators; and
- > developing extensive public engagement.



2016-17 TACTICS

- > Use data to accurately reflect current reality.
- > Establish cross-functional accountable work streams.
- > Engage the community, including schools, staff, parents, businesses and elected officials, in the importance of reinvesting in our schools.



FACILITIES AND CONSTRUCTION

The SMART initiative includes funding from the \$800 million General Obligation Bond and existing capital resources for improvements in Safety, Music & Art, Athletics, Renovation and Technology. During the 2015/16 school year, the District continued to move forward with projects at schools across Broward County Public Schools. The District is committed to implementing the SMART Program with fidelity and quality.

The General Obligation Bond provides Broward County Public Schools with \$800 million dollars to invest in critical needs across the District. The District's SMART initiative focuses on Safety, Music & Art, Athletics, Renovations and Technology (SMART).



2016–17 TACTICS

- Align work-order response with an enhanced customer service agreement.
- Optimize/manage limited capital resources in an efficient and cost-effective manner.
- Periodically measure key performance indicators (KPIs) and continuous improvement opportunities against industry standards for large urban school districts and high-achieving organizations (best in class).

STRATEGIC INITIATIVE MANAGEMENT

A new support function is being created to enhance strategic plan implementation. The role of this centralized strategy management department is to enable central guidance, coordination and tracking, and monitoring of prioritized initiatives to improve execution (2016–17 is pilot year). This new department will build capabilities that are better aligned with the 2016–19 strategic plan.

Our Strategic Plan is simply a map, with a starting point (current environmental and internal conditions) and an ending point (BCPS's vision and mission). The area in the middle—evaluation and execution of the strategy—is the hard part. This is where most companies fail.

At BCPS, the middle part will be carried out by our Strategic Performance Management processes. When these processes are effective, they can institutionalize a culture of continuous improvement, effective decision making, and disciplined change.

Evaluation and execution are the tactical elements of our bottom-up strategic planning process. (See The Collaborative Planning Process section, page 14, for our inclusive planning approach.) Implementation plans, tactical goals, timelines, and objectives are derived from this process. Goals and objectives are established on the basis of measurable, meaningful, and balanced input, based on four different perspectives; customer, budget, skills (people) and process.

Our Strategic Performance Management processes help create our measurement system or scorecard. In sports, a score is kept to determine who wins, what records are set, and who is the champion. At BCPS, the scorecard provides a detailed progress report on key initiatives and student achievement.



OBJECTIVES/TARGETS

CONTINUOUS IMPROVEMENT*

	BASELINE	2019 TARGET
Decrease in work order completion time	N/A	10%
Decrease in routine maintenance cost per work order	N/A	6%
Percentage of project leads attending formal training	N/A	90%
Number of strategic initiatives formally tracked	N/A	10
Target number of PM reviews for strategic initiatives	N/A	12

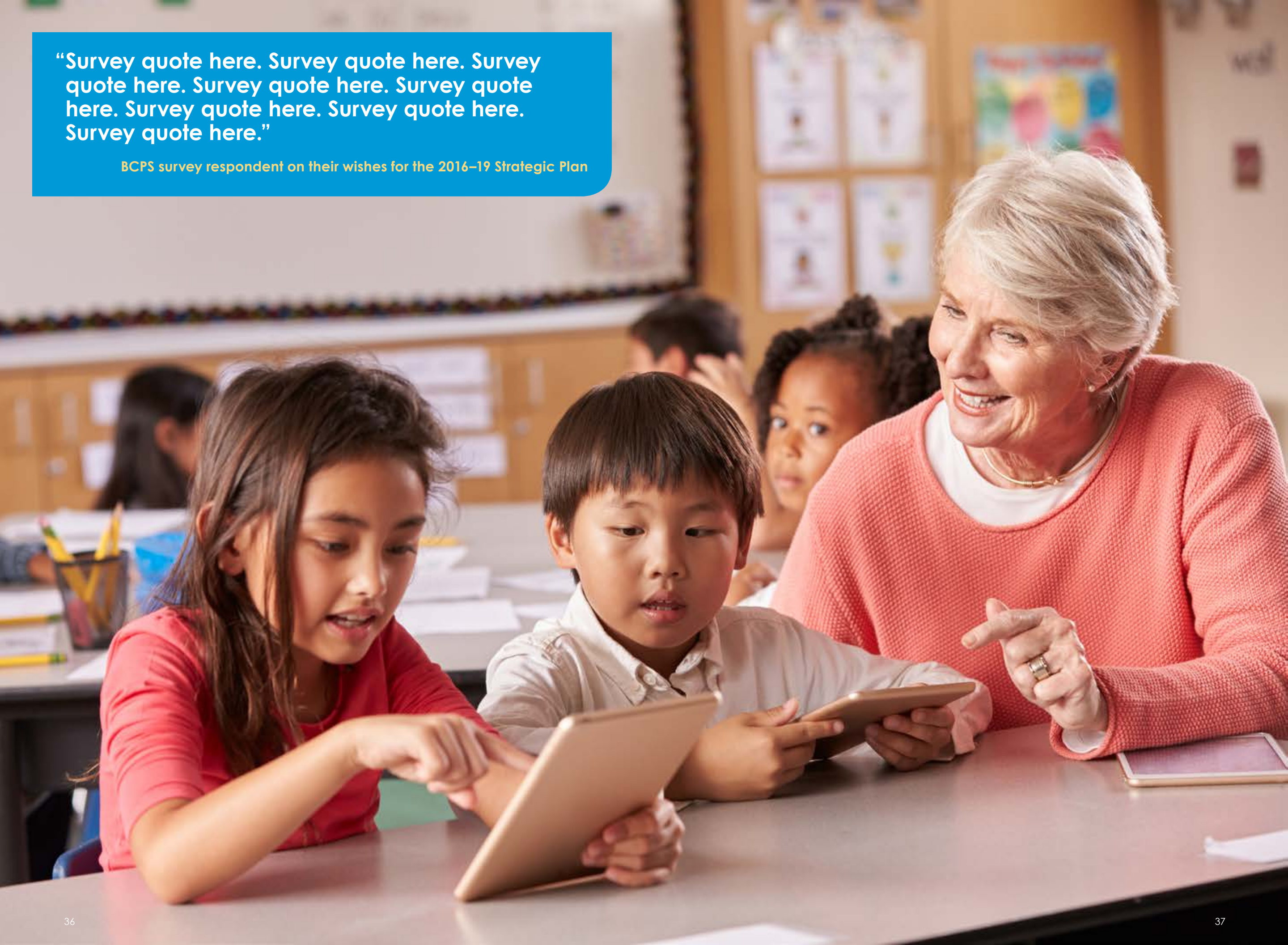
2016–17 TACTICS

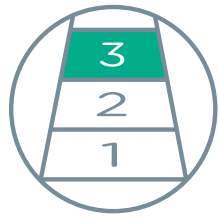
- Utilize Strategic Plan Management tools to improve the alignment of activities and establish clear goals and accountability.
- Design and modify Performance Management and evaluation processes to ensure ongoing guidance and support for strategic initiatives.
- Ensure ongoing guidance and support from the School Board and senior leadership team.

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BCPS survey respondent on their wishes for the 2016–19 Strategic Plan







Effective Communication

Our communication efforts strive to increase the effectiveness of internal and external communication with stakeholders, to convey the District's vision and goals. Additionally, we work diligently to implement marketing strategies to improve public perception of Broward County Public Schools.

Our overarching vision is “to educate today’s students to succeed in tomorrow’s world.” As we move forward, we must do more to ensure that the community is aware of our purpose, our goals, our successes and our challenges. Every student, parent, employee, and community member has a vested interest in the success of Broward County Public Schools, and everyone plays a critical role. We must communicate with our stakeholders in ways that are meaningful to them. We are all ambassadors for the District, with the ability to positively impact public perceptions. It is up to us to share accurate information about the great work taking place across our District.



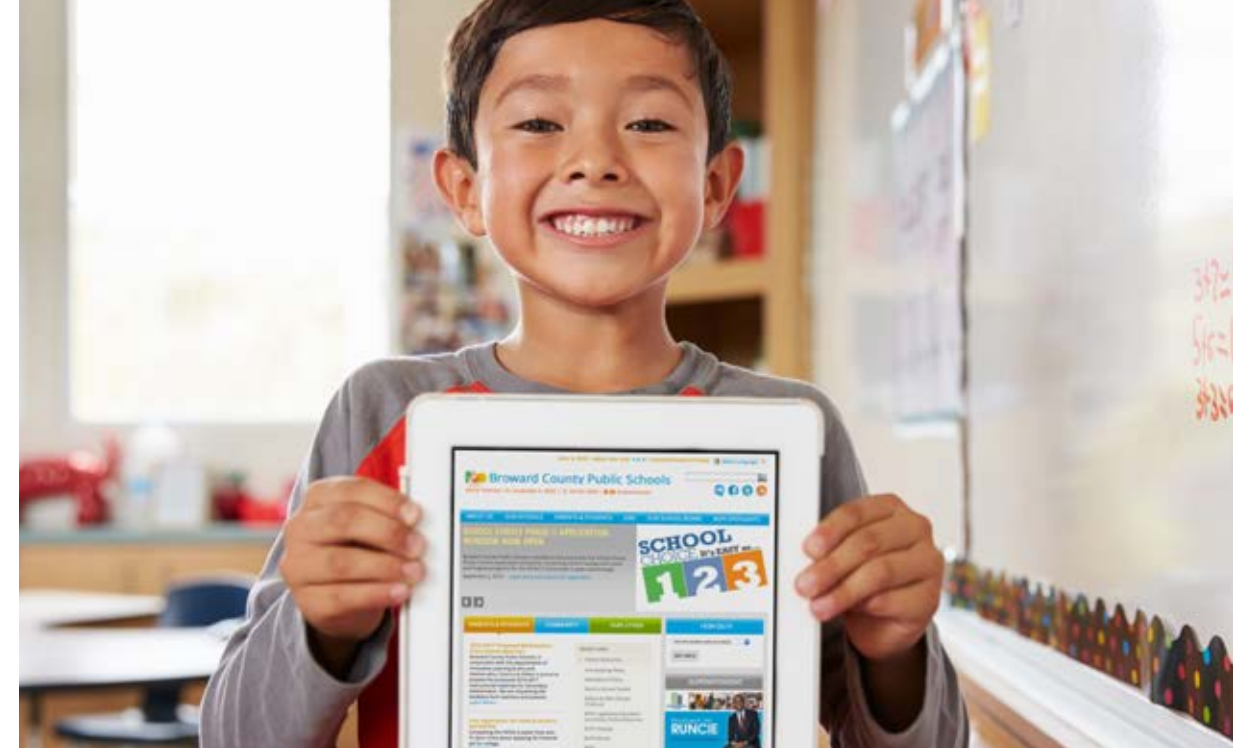
browardschools.com



facebook.com/browardschools



twitter.com/browardschools



We will continue to keep stakeholders informed about where we’ve been, where we are going, and how we plan to educate all students to reach their highest potential. We value input as we work to enable Broward County Public School students to reach for the stars and change the world.

We will collaborate with one another, share information and listen to feedback to improve our practice. We will leverage the enormous talent and energy across the organization. We will utilize technology to enhance the communications loop. We will focus on three main areas: external communications, internal communications and marketing our schools, programs and initiatives.

OBJECTIVES/TARGETS	EXTERNAL COMMUNICATION	
	BASELINE	2019 TARGET
Increase online traffic	1,622,743 unique visitors to browardschools.com	Increase 10%
Social media engagement	36,000 Twitter followers 11,549 Facebook likes	Increase 15%
Positive to negative news ratio	5:1	Increase 5%

- 2016–17 TACTICS**
- > Engage families and community.
 - > Engage students.
 - > Leverage external partnerships.
 - > Provide excellent customer service.
 - > Implement strategic use of technology.

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BCPS survey respondent on their wishes for the 2016–19 Strategic Plan



The BCPS survey asked parents and staff to tell us what they think needs to be addressed in the 2016–19 Strategic Plan

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The Path Forward

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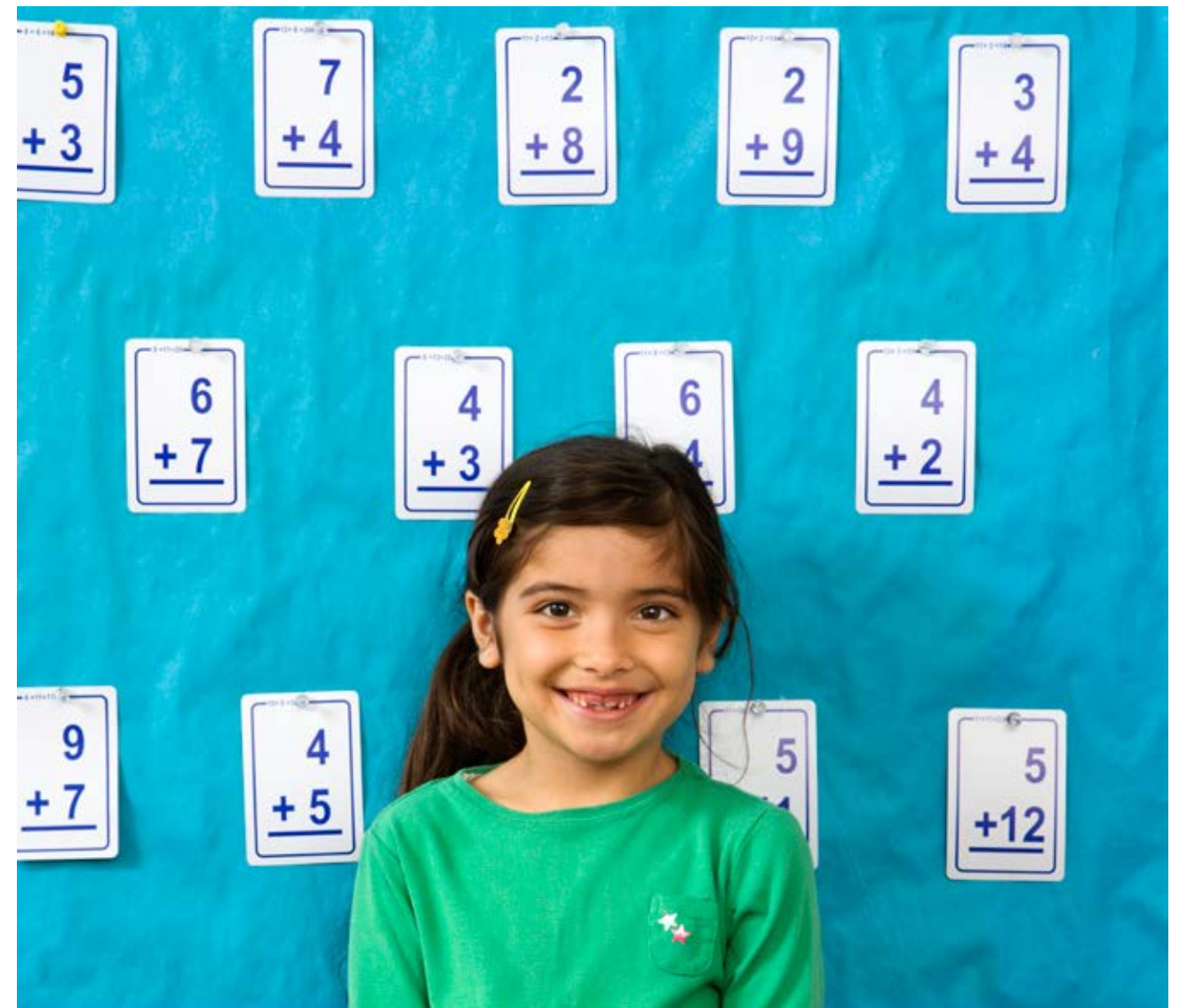
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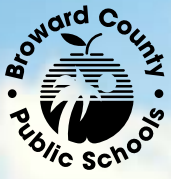
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