

**The School Board of Broward County, Florida
May 31, 2016 School Board Agenda Item 1
Executive Summary
The School Board of Broward County, Florida
2016-2017 Organizational Chart**

Background:

The District is currently in the process of recalibrating its Strategic Plan and Strategic Plan Goals. 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, the Superintendent makes recommended changes to the Organizational Chart, intended to better position the District in executing its priorities and achieving the Strategic Plan Goals. This year, the recommended changes are intended to position the District to deliver on its Year 1 strategic focus. Highlights of the recommended changes include:

Realignment of the Academics Division

The Academics Division is being realigned to improve its focus of 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

This new unit is being created as a support function 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. This new capability will leverage resources currently within the Performance Management and Project Management area and will build capabilities that are better aligned with the 2016-19 strategic plan.

Realignment of Talent Development and Student Assessment & Research Departments

These departments are recommended to be realigned within the Office of School and Performance Accountability and the Academics division, in an effort to improve the execution of the District's BEST Blueprint initiative. This recommendation is to 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.

Financial Impact of the Organizational Chart

The estimated financial impact of the recommended changes to the Organizational Chart is calculated utilizing standard salaries and benefits figures for all positions to estimate a reflective financial impact; recognizing the financial impact associated with the Organizational Chart is a dynamic figure dependent on attrition, position sourcing, and the actual compensation associated with new hires. A comparison of the recommended 2016-2017 Organizational Chart to last year's chart reflects a net increase in salary and benefit

costs of \$820,293. There is no financial impact to the General Fund, as the estimated increase is funded through grant, food service, and capital funds.

Rationale for Proposed Changes:

Page 1 – The School Board of Broward County, Florida- Public Stakeholders

This page is intended to represent the extensive amount of stakeholder involvement through School Board appointed committees and other public stakeholder committees. It is not meant to be an exhaustive list, as there are many additional committees that provide feedback and recommendations to various business processes. The only recommended change to this page is the inclusion of the Bond Oversight Committee. Recognizing the significance in the oversight work this committee will provide during the execution of the SMART Program, it is recommended this committee be added to the representative list of public stakeholders.

Page 2 – Superintendent of Schools and General Counsel

The first recommended change involves a title change and realignment of the Superintendent's Administrative Counsel position. While this position will continue to represent the Superintendent in disciplinary administrative hearings, it will now report to the Assistant General Counsel primarily responsible for labor and employment issues. This realignment will provide additional legal support and oversight to this function. Also within the General Counsel's Office, it is recommended an Assistant General Counsel position be added to provide support on contract review and management.

A title change is represented for the Chief of Broward District Schools Police Department, based on the recommendation to change the name of this department back to Special Investigative Unit. Additionally, it is recommended to realign the current Coordinator, Partners in Education position within Strategy & Operations to report directly to the Superintendent. This position will have its title changed to Strategic Partnerships Development Manager, and its current responsibilities expanded to include the coordination of the District's outreach to current strategic partners in various areas of District operations, while seeking new partners to provide financial resources to support District initiatives.

Finally, the proposed Organizational Chart for the 2016-2017 recommends the elimination of the Chief Talent Development Officer. As indicated, the operational units within the Talent Development division are being realigned within other divisions

New Position(s): 1

Eliminated Position(s): 1

Page 3 – School Performance and Accountability

In 2014, the Board approved a four-year agreement between the District and The Wallace Foundation that focuses on improving the professional practice of our principal supervisors (cadre directors). This multi-year agreement came with approximately \$3.5 million in grant funding. Included in the five components of this initiative is a deliberate attempt to reduce the span of control of our 11 cadre directors from its current average 20:1 ratio closer to the nationally recommended 15:1 ratio. To achieve this outcome, The Wallace Foundation is providing additional grant funding for three new cadre director positions. They are also working with the District to identify other non-general fund sources to sustain these positions

once the grant cycle ends in 2018. Subsequently, the addition of three grant-funded Director, School Performance & Accountability positions is recommended.

Historically, the Director of Strategic Achievement has coordinated support for our lowest performing schools. Over the years, the position reported to either the Office of Academics or the Office of School Performance & Accountability. It is recommended that this position be eliminated and a Director, School Performance & Accountability be created. This recommendation will assist in reducing the span of control for cadre directors while providing greater oversight and support for principals as instructional leaders. Additionally, it will allow for a seamless turnaround model of support for our academically fragile schools.

The final recommendation for the Office of School Performance & Accountability is the realignment of two departments from the Office of Talent Development to the Office of School Performance & Accountability. The Leadership Development Department oversees all of the school-based leadership pipeline programs. This realignment will create a centralized effort to attract, develop and support school leaders. Moreover, it will ensure that our preparation programs provide participants with the knowledge and experiences necessary for successful transition into these respective school leadership positions. The Coaching & Induction Department works with schools to develop, implement and monitor high quality professional orientation and support initiatives for instructional bargaining unit personnel. This realignment will create parallel systems of preparation and support for instructional and administrative employees in all of our schools.

New Position(s): 4 (3 funded through the Wallace Grant)
Eliminated Position(s): 0

Chief Academic Officer

The Office of Academics (OoA) addresses the needs of students and teachers by ensuring that student needs are met to prepare them to learn and educators have a plan to have students learn. The learning plan is the BCPS curriculum and instructional strategies informed by the FL DOE Standards, College & Career Readiness (CCR) needs, and developmentally appropriate Social and Emotional Learning (SEL). There are five divisions within the OoA: 1) Student Support Initiatives (SSI), Early Learning and Language Acquisition (ELLA), Learning (LRNG), Exceptional Student Education (ESE), and Teacher Support and Development (TSD).

Page 4- Early Childhood Education

This page addresses the division of Early Learning and Language Acquisition (ELLA). This division will report to the Executive Director of Early Learning and Language Acquisition that reports to the Chief Academic Officer. The District has identified a primary area of needed improvement to be raising the literacy level of students. This need has been identified by reviewing data on student reading readiness in early years, the reading level of students in primary years, FSA results at grade three, and the English literacy levels of students of students that come to BCPS as non-English language speakers.

Exhibit 1

The BCPS Birth-Grade 3 Initiative is being aligned with the BCPS-Broward County Campaign for Grade Level Reading, the new BCPS Literacy Field Guide roll-out and the desire to have all non-native English speakers fluent in English within three years of being in BCPS. Overseeing this Division will be an Executive Director of Early Learning and Language Acquisition elevated from the position of Director of School Readiness.

The Director of Head Start/Early Interventions is proposed to be retitled as the Director of Pre-Kindergarten Programs. This Department will oversee the Early Head Start, Head Start, and VPK programs. The Director of Literacy position will be moved into this division and will oversee the implementation of the Literacy Field Guide, Running Records, Campaign for Grade Level Reading, secondary literacy remediation and related functions. The Office of Bilingual/ESOL is being combined in this division to ensure coherence in practices of language acquisition. This is intended to address both questions of becoming English proficient and how English speakers become fluent in languages other than English. Thus, Dual Language programs and World Language programs will be present in the Division of Early Learning and Language Acquisition.

New Position(s): 0

Eliminated Position(s): 0

Reclassified Position(s): 1

Page 5 – Exceptional Student Education & Support

This page addresses the Exceptional Student Education (ESE). This division will report to the Executive Director of Exceptional Student Education that reports to the Chief Academic Officer. The Office of Exceptional Student Education is dedicated to ensuring that all students who may have individual needs beyond the range anticipated by the standard Tier 1 instructional model are met. This includes identifying students that may have these needs, determining the how to meet the student needs with collaboration of the parents, delivering the identified services, and monitoring the delivery and impact of services. The staffing of the leadership of the ESE Division was completed in February 2016. This leadership has requested that the team be maintained for the 2016-17 school year in order to complete the recommendations of the Evergreen task force, improve guidance and monitoring of school based delivery, and determine any needed organizational changes.

New Position(s): 0

Eliminated Position(s): 0

Page 6 – Instruction and Interventions

This page addresses the divisions of Learning (LRNG) and Teacher Support and Development (TSD). These divisions will report directly to the Chief Academic Officer. This page contains the most significant changes. These changes are primarily changes in reporting structures motivated by the recommended changes to: 1) align the Learning Division to the lives of students and teachers coherently with the Office of School Performance and Accountability and the Division of Exceptional Student Education, 2) unifying departments that serve to assist teachers in addressing student needs and delivering high quality professional development addressing personal and organizational needs.

Exhibit 1

The Learning Division will consist of Elementary Learning (grades K-5), Secondary Learning (grades 6-12), Innovative Learning, Applied Learning, and CTACE.

The Elementary and Secondary Departments will oversee the development of the whole child, by grade level with a focus on FL DOE standards, and the learning measured by the state standards measured by the mandated FSA/EOC assessments. Existing curriculum Supervisors will report to the respective grade band level Director. This redesign is accomplished through the repurposing of the Director of Science, Mathematics, and Gifted to the Director of Secondary Learning, the creation of a Director of Elementary Learning position, and the movement of the Director of Literacy position into the Division of Early Learning and Language Acquisition.

Innovative Learning, formerly Innovative Learning and Arts, focuses on the instructional approaches, and other pedagogical tools, that teachers have to engage students. The Innovative Learning group will also oversee the new Learning Management System, the MS Office365 as a learning tool, the acquisition and use of instructional materials, and the extension of learning for Gifted Education students and personalization for all students.

Applied Learning, elevated to a Director level position from the former Curriculum Supervisor of Educational Programs, will oversee the growing array of BCPS-wide initiatives prioritizing how students learn, and demonstrate learning, outside of multiple choice or other formal tests. The Office of Applied Learning will oversee initiatives including Debate, Coding, Chess, Global Education, Environmental Stewardship, Journalism, and STEM. This team will also work on the embedding of performance tasks into BCPS classrooms to replace test-prep time with learning time. In addition to the existing Curriculum Supervisors for Music, Arts, and Physical Education, two additional Curriculum Supervisor positions are being recommended to oversee STEM+C and Humanities.

The Director of Strategic Achievement position is being eliminated and the work of that team is being embedded in the practices of the Office of Academics and expanded in the redesign of the Office of School Performance and Accountability described on page three. The elimination of the Executive Director of Instruction and Interventions will enable the funding of position changes describes on pages four to seven.

The Division of Teacher Support and Development brings together departments that provide direct support to teachers in improving their educational practice. This division will combine the Department of Student Assessment and Research, formerly in the Office of Strategy and Operations (SAR), with the Department of Professional Development Systems and Support (PDSS), and the Department of Teacher Professional Learning and Growth (TPLG), both of which were formerly in the Office of Talent Development. The Department of Student Assessment and Research (SAR) works with teachers and principals on conducting mandated assessments, providing guidance on interim and formative assessment, and utilizing assessment data to modify instructional practice to improve student achievement. The Department of Professional Development Systems and Support (PDSS) ensures that all professional development serves the needs of students, informed by SAR and OSPA, and that the professional development meets the needs of adult learners in availability, quality and

substance. The Department of Teacher Professional Learning and Growth (TPLG) works to balance the systemic and individual needs of teachers to customize professional learning in content knowledge, pedagogy, technology, and assessment. This division will work closely with the Learning division.

New Position(s): 3
Eliminated Position(s): 3
Reclassified Position(s): 1

Page 7- Student Support Initiatives

This page addresses the Exceptional Student Education (ESE). This division will report to the Executive Director of Student Support Initiatives that reports to the Chief Academic Officer. The Student Support Initiatives unit supports student achievement by providing necessary supports to have learners be present, healthy and focused to learn. Additionally, educators need to be provided with supports and professional development in understanding student social-emotional development, protocols for assisting students and communities in crisis, and engaging in discerning cultural, individual, and community dialogue. This division also leads the implementation of the Multi-Tier System of Supports (MTSS) which utilizes a broad spectrum of protocols, highlighted by the Response-To-Intervention (RTI) and Positive Behavior Supports (PBS) models, to bring high quality and equitable services to all students.

The changes for the 2016-17 school year are that the role of school counselors will be moved from the former Division of Instruction & Intervention into the Division of Support Services. This change is meant to acknowledge the role of school counseling as a function serving individual students in navigating the pathways in schools to a successful post-secondary life. School counselors provide services at schools in students navigating their grade level, extra-curricular opportunities, and personal circumstances. This change will place the Department of School Counseling in the same division as social workers and other intervention specialists. In alignment with the importance of this work the former position of Supervisor of Guidance, BRACE, and Advisement is recommended to be elevated and renamed to a Director of School Counseling & BRACE Advisement. Additionally, a new position of Supervisor: College & Career Readiness is recommended to meet the work load of providing coherence and guidance to school based personnel in meeting student needs.

Finally, an additional Title I Specialist and Grants Administration Specialist are being recommended to support Title I.

New Position(s): 3
Eliminated Position(s): 0
Reclassified Position(s): 1

Page 8 – Auditor

There are no recommended changes to the Office of the Chief Auditor.

New Position(s): 0
Eliminated Position(s): 0

Page 9- Facilities

There are four recommended changes to the Facilities Division. The first entails closing (2) vacant Project Manager III positions. As project management related work continues to be transitioned to the District's program manager, Heery, these positions will no longer be needed. We are also recommending the reclassification of the Coordinator, Performance Improvement to be the Director, Business Process & Performance Improvement to support the entire division. This role works to lead and implement improvements to process, performance, internal controls, written procedures, data-driven decision making, best practices implementation and compliance matters. In addition, this role acts as a catalyst to identify and recommend improved performance through: capacity planning, resource allocation, work simplification, system utilization, process automation, staff scheduling, service level management, organizational design, performance measurement systems, training, strategic planning, productivity improvement, and expense control/cost avoidance.

A Manager of PPO Finance is also being recommended to support PPO in management of financial information, transactions, funding, cost management, and budgeting. The PPO Finance Manager will align and manage budgets to support the department.

New Position(s): 1
Eliminated Position(s): 2
Reclassified Position(s): 1

Page 10 – Financial Management

There are no recommended changes to the Office of the Chief Financial Officer.

New Position(s): 0
Eliminated Position(s):0

Page 11 – Human Resources

There are three recommended changes to the HR&O division. The first entails returning the Director of Employee Evaluations and her team back to the HR&O department from Talent Development. With the realignment of various departments of Talent Development it was determined best to return this team to report to the Human Resources & Equity function as it had previously a couple of years ago. The second is the realignment of the Coordinator, Non-Instructional Development from Talent Development to report to the Director of Talent Acquisition and Operations within HR&O. This aligns non-instructional staff development activities into the HR team that is focused on non-instructional staff throughout the District. Finally, the two Specialist, Professional Standards positions are being realigned (and their titles changed) to report to the Director, Employee & Labor Relations. This realignment will enhance the coordination of resources intended to support schools with addressing employee issues that do not require formal investigation through the Special Investigative Unit.

New Position(s): 0
Eliminated Position(s):0

Page 12 – Information & Technology

There are three recommended changes for the Information & Technology Division. The first entails the recommendation for a new Director, Information Security. This position is necessary to support the increasing need for overall information system and building security.

The second proposed change is the reclassification of the Manager, IT Finance to Director, IT Finance. This is needed to support increased responsibility and staff that is being added to that department. Specifically, the entire Records Retention Department will now report to this office. Additionally, this office has increased responsibilities for Information Technology audits and SMART bond reporting.

Finally, there is a recommendation to eliminate one of the two Systems Analyst IV positions. This position is vacant and being recommended for elimination to ensure the recommended changes remain cost neutral to the General Fund.

New Position(s): 1

Eliminated Position(s): 1

Reclassified Position(s): 1

Page 13 – Portfolio Services

To support the growing need to monitor new charter schools, existing charter schools in the renewal cycle and those charter schools that fall under a state mandated School Improvement Plan, the change requested is an additional Curriculum Supervisor, Literacy to report to the Director of Charter Schools Management/Support Department. The need for increased accountability of charter school applicants seeking to open a charter school and of those charter schools operating in the State was a large part of the conversation that took place during the 2016 legislative session. As the number of charter schools operating within the district has continued to increase and the mandates placed on the district sponsors to monitor the appropriate implementation of educational programs, it is necessary to increase qualified staff to adjust for the multitude of issues involved in monitoring the implementation of the reading programs at charter schools.

Section 1002.33(5)(b)(1)(a), Florida Statutes., provides as follows:

“The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter”.

Additionally Section 1002.33(7)(a)(2)(a), Florida Statute., provides in part:

“The charter shall ensure that reading is a primary focus of the curriculum...”

As statute changes this year to allow charter schools to receive reading allocation funding without implementing the sponsoring district’s approved reading plan, more and more charter schools are designing reading plans that do not adhere to the district’s K-12 plan. District staff is mandated to review each independent charter school reading plan to determine its sufficiency. In addition to other duties, the additional Curriculum Supervisor, Literacy would be tasked with attending charter school onsite monitoring review visits to determine if the

charter school is implementing the reading plans as approved, whether it be the district's K-12 plan or an independent reading plan approved by the district.

New Position(s): 1

Eliminated Position(s):0

Page 14 – Public Information Officer

There are no recommended changes to the Office of the Public Information Officer.

New Position(s): 0

Eliminated Position(s):0

Page 15 – Chief of Staff

The first recommended change is within the Workers' Compensation Unit. During the 2015-2016 school year a vacant position was repurposed into an eighth Adjuster, Workers' Compensation Claims position. The current recommendation is to eliminate the Manager, Workers' Compensation Operations Support position to create an eighth Case Manager, Workers' Compensation Medical Case. This will finalize the creation of an eighth Adjuster/Nurse Case Manager team to support active Workers' Compensation claims and ensure caseloads are maintained at an appropriate and effective level.

The second change is within the Police Department. As previously indicated this department name is returning to Special Investigative Unit, as it was in previous years. Included within this change is the recommendation to repurpose two vacant Gang Prevention Coordinator position into two additional Detective, SIU positions. This will add to the current count of sworn officers within the unit and the safety & security responsibilities currently assigned to these positions will be distributed among the Detective positions. The remaining Gang Prevention Coordinator position will have its title changed to better reflect its performance responsibilities.

New Position(s): 3

Eliminated Position(s): 3

Chief Strategy & Operations Officer

Page 16- Business Support Center

The recommended change is the addition of one Business Analyst. This position will be funded from revenues collected from existing Business Support Center services.

Page 16- Strategy & Continuous Improvement

The first recommendation is the realignment of the multiple departments under the Office of Strategy & Continuous Improvement. With a heightened focus on student achievement (Academics) and strategy implementation, we have divided the departments to better align with the 2016-19 strategic plan.

It is recommended that the Executive Director, Strategy & Continuous Improvement role be repositioned into a newly created role in a new department reporting to the Chief Strategy & Operations Officer.

Another recommendation is that the Director, Student Assessment and Research and direct reports be realigned to report the Chief Academic Officer. The one exception is that the current Evaluation Administrator will shift to report to a new position under Chief Strategy & Operations Officer.

The final recommendation is that the Director, Performance Management and direct reports be realigned to a new department under the Chief Strategy & Operations Officer. The one exception is the Coordinator, Partners in Education. This position is being recommended for realignment and will report directly to the Superintendent.

The President/Chief Executive Officer, Broward Education Foundation reporting structure is contingent on direction from the Board and Superintendent regarding the findings in a recent Audit General Report.

Page 16- Strategy Implementation & Accountability

The first recommendation is the creation of a new support function 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.

It is recommended that a new position, Executive Director, Strategy Implementation and Accountability, be created. This position is a support function working closely with Cabinet members, overseeing the evaluation and execution processes of strategic initiatives leveraging performance management and project management action plans to facilitate the achievement of desired outcomes. Reporting to this position: The Director, Enterprise Project Management; The Director, Performance Management; Director, Program Evaluation; two (2) Coordinators, Performance Management; and one (1) Evaluation Administrator

The Director, Enterprise Project Management is a realigned role responsible for the centralized management oversight of a portfolio of key initiatives which includes identifying, prioritizing, and providing visibility into status of related work, to achieve specific strategic business objectives. The Director, Performance Management is another realigned position that elevates and expands existing performance management activities to focus on large, cross-departmental, prioritized initiatives.

It is recommended that the Director, Program Evaluation be created as a new position in this department. This new position is being created to provide support in the areas of planning, analysis of data and information, and evaluation of key initiatives related to the Strategic Plan's High Quality Instruction objective.

Finally, it is recommended that the realignment of two (2) Coordinators, Performance Management and one (1) Evaluation Administrator round out the resources of this department.

New Position(s): 3
Eliminated Position(s): 0
Reclassified Position(s): 1

**Page 17 – Strategy and Operations
Food and Nutrition Services**

The first recommendation is for an additional Area Supervisor, Special Programs is a new position. This position provides supervision for the expanding After School Supper and Breakfast Programs. The department is expecting continued growth in these areas for the school year 2016-17 and beyond.

The only other recommendations are to conduct job studies for two (2) roles. A job study request for the Program Manager, Nutrition Education and Training position to accurately reflect the job responsibilities that have expanded to include numerous community outreach projects and support programs. A job study request for the Supervisor, Resource Computer Training position. The scope of this position has expanded with the increased integration of technology within the Food and Nutrition Services operation.

**Page 17 – Strategy and Operations
Procurement & Warehouse Services**

As a result of the District's expanding capital program over the next five years, additional resources are required for successful procurement and monitoring activities associated with the implementation of the capital program.

The first recommendation is to add a Manager, Construction Sourcing is a new position. This position to ensure we have the correct level of expertise and management to oversee all the state and procurement requirements needed for compliance while acting as a liaison between both the Total Program Manager and the Facilities & Construction departments. A realigned Purchasing Agent IV will report to this position.

The Senior Process Analyst position is a new position. As technology, software and applications improvement occurs, this position will be responsible for ensuring that process and systems are aligned. Providing analytical services and monitoring systems enhancements are also key roles of this position.

New Position(s): 3
Eliminated Position(s): 0
Reclassified Position(s): 1