Established 1915

BROWARD
County Public Schools

2024 STRATEGIC PLAN

STARS

Student Focus • Teaching Excellence • Accountability • Respect • Safety

Broward County Public Schools
600 SE Third Avenue
Fort Lauderdale, FL 33301
754-321-0000
browardschools.com

**The School Board of
Broward County, Florida**
Heather P. Brinkworth, Chair
Donna P. Korn, Vice Chair
Lori Alhadeff
Robin Bartleman
Patricia Good
Laurie Rich Levinson
Ann Murray
Dr. Rosalind Osgood
Nora Rupert

Robert W. Runcie
Superintendent of Schools

Table of Contents

Message from our Superintendent

Serving as the Superintendent of Schools for Broward County is a tremendous honor. I am grateful to be supported by a tireless team of teachers, administrators, and support staff. Together we draw great inspiration from, and take enormous pride in, delivering world-class learning opportunities to over 270,000 students.

Every day I think about how we can improve our students' experiences at our schools. That has always been my top priority. At Broward County Public Schools, we aim to produce life-ready graduates who will succeed in whatever they choose to pursue as responsible citizens of our community. To prepare them, we deliver a portfolio of offerings that is unparalleled in breadth, including academic programs, applied learning opportunities, athletic events, after school options, and service and social clubs. We've recently expanded our number of Cambridge programs, and our Debate program is the largest in the nation. We have made improvements in reducing race/ethnicity and socioeconomic achievement gaps in English Language Arts and Mathematics since 2015, our focus on early literacy has yielded strong annual gains year over year, and our middle grades students are engaging more than ever in real-world project- and problem-based learning.

While we always aspire to do more for our students, our intentions are met with stark realities. When I first came to South Florida, the country was in the midst of the Great Recession, with Broward County one of the regions suffering the most. Funding for our schools plummeted, leaving us with difficult decisions around how to allocate already scarce resources. A move to Common Core State Standards in 2012 mandated that we make significant changes to our curriculum, the way we teach, and how we assess student progress. And in 2018, the tragedy at Marjory Stoneman Douglas High School brought us immeasurable loss.

Such realities—and the lessons that we learn as we navigate through them—demand that we reassess our values. Our values inform how we set priorities and guide the decisions that we make on a daily basis. I assert that the new Core Values developed through our Strategic Plan Committee representing staff, teachers, students, and community members, must be reflected through all District activities. These are **S**tudent Focus, **T**eaching Excellence, **A**ccountability, **R**espect, and **S**afety, or **STARS** for short.

Our lens for success must extend beyond academic achievement. If recent events have taught us anything, it's that the mental health and wellness of our students and staff are paramount, with mindfulness a key component for improving our lives. To that end, as evident in our 2024 Strategic Plan, we are committed to preparing students to be emotionally resilient and academically prepared for success in a global community. Together with our dedicated educators and staff, an engaged community, School Board members, and our unwavering resolve towards providing a well-rounded education to our students, I am confident we can achieve the goals set forth in this 2024 Strategic Plan.

Sincerely,

Robert W. Runcie
Superintendent of Schools

Messages from the Board

The District's 2024 Strategic Plan serves as a guide to both benchmark progress and drive decision making. Our plan focuses on achieving a shared vision and mission, while incorporating our Core Values. The goals reflect our commitment to ensure students receive a high-quality education in a safe and supportive environment. This Strategic Plan allows all stakeholders the opportunity to both measure outcomes and identify areas for collaboration, to ensure students reach their highest potential.

Heather P. Brinkworth
School Board Chair, District 3

A successful organization is driven by a clear vision and mission. We have accomplished this with our Strategic Plan, which focuses on ensuring students reach their highest potential. Our dedication begins in early education. We engage our students with a continuum of instruction that prepares them for high school, college and the workforce. The Plan also acknowledges the importance of community involvement, as our public education system is only as strong as its people. Our Strategic Plan is a solid starting point, but it needs to become the driving force behind our educational decisions. It can be considered a "living" document, which can be continually updated.

Donna P. Korn
School Board Vice Chair, Countywide At-Large

As a former educator and parent, I believe we must educate the whole child rather than focus on a test score. Our new plan reflects this philosophy by including goals to ensure high-quality instruction and the social and emotional development of our students. We will continue to work on communicating with stakeholders and will ensure a safe and supportive environment for our students and staff. With the support of our parents, teachers, employees, and community, we will provide our students with the best education based on their individual needs.

Robin Bartleman
School Board Member, Countywide At-Large

As leaders, we want to provide access to a deliberately designed, rigorous, enriched curriculum that challenges and meets the needs of each student. As a District, we work to welcome, engage, and nurture relationships with our families and community. We expect the BEST in Broward, so we recruit, hire and retain a diverse and talented staff. With our accomplishments, the District should publicly celebrate and highlight student and District successes. The Broward County Public Schools Strategic Plan for 2019-2024 is our blueprint for achieving our vision of fostering purposeful learning, use of resources and leadership, and preparing our learners for excellence in all aspects of life.

Ann Murray
School Board Member, District 1

Broward County Public Schools is committed to ensuring all students reach their highest potential. As a school system, it is vital we focus our efforts in ensuring all our students have the tools necessary to remain on a successful path to graduation, college, and career readiness. Our Strategic Plan focuses our efforts on three important goals. As we continue to focus on high-quality instruction, we must strive to work together to ensure the success of all our students in a safe learning environment.

Patricia Good
School Board Member, District 2

Broward County Public Schools is committed to protecting all students from harm. It is imperative that our students and staff are in an atmosphere that sustains and encourages learning. In addition, through layers and layers of protection we can create a culture that if you see something, send something. It is paramount to continue to make sure all children go to school in a safe environment.

Lori Alhadeff
School Board Member, District 4

Our strategic plan is a systemic framework for unleashing the District's potential for academic achievement. It outlines a communal approach to educating, empowering and equipping all children for college, career, and community. The effectiveness of this approach will be measured both qualitatively and quantitatively. Our goals reflect our commitment to CHANGE—an acronym that means Children Have A Need to Grow Every day. We strongly believe that high-quality instruction, a safe and supportive environment, and effective communication will prepare all children to succeed in tomorrow's world.

Dr. Rosalind Osgood
School Board Member, District 5

It is essential that we elevate student outcomes and experience. The District's culture and priorities are reflected through the Strategic Plan; we can truly transform education collaboratively with a persistent focus on the three pillars of high-quality instruction, a safe & supportive environment, and effective communication. The Broward County School Board is committed to ensuring that all students receive a first-rate education through a world-class curriculum and innovative teaching excellence, while becoming well-rounded individuals and productive citizens who achieve their greatest potential.

Laurie Rich Levinson
School Board Member, District 6

The Strategic Plan provides strong vision, along with the commitment needed, to prepare ALL students with the necessary skills to be competitive in the global marketplace. Focusing on the whole child, with a specific target for on-grade level reading by 3rd grade, combined with strengthening community and employee relationships, will provide a synergistic effect on our children's success. Together, we can provide an engaging, safe, and world-class education for all Broward students.

Nora Rupert
School Board Member, District 7

About Broward County Public Schools

American public schools continue to produce the world's most innovative and productive citizens. Broward County Public Schools (BCPS) holds steadfast to the Jeffersonian notion that a nation can function well only if it has an educated citizenry. While we recognize that standardized testing can help inform our understanding of where students are in their academic progress, we assert that a well-rounded education is much more than academic achievement. Children need life skills. Exposure to diverse people, customs, and experiences will help them cultivate their aptitudes and navigate through life's opportunities and difficulties more successfully.

As the nation's sixth largest public school District, BCPS works diligently to leverage its scale and diversity to provide such exposure. In that pursuit, however, we face formidable challenges. How do we ensure that all students – many of whom are learning English or coping with disabilities – receive differentiated, high-quality instruction to meet their unique needs? How do we make certain that all students and employees across hundreds of unique locations and thousands of classrooms feel safe and supported—especially after the horrific incident at Marjory Stoneman Douglas High School in February 2018? And how do we keep students, families, employees, and the community well-informed with communications that respond to and address their needs effectively?

NUMBER OF SCHOOLS

Elementary	136
Middle	37
High	33
Combination	8
Centers	17
TOTAL	**231**

Charters	88

Source: Demographics & Student Assignments, as of 8/12/2018

STUDENT DEMOGRAPHICS

Race

White	51.2% / 138,620
Black	40.4% / 109,186
Asian	3.8% / 10,300
Native American or Native Alaskan	0.7% / 1,767
Native Hawaiian or Pacific Islander	0.2% / 585
Multiracial	3.7% / 10,092

Ethnicity

Hispanic	34.7% / 93,911
Non-Hispanic	65.3% / 176,639

Other Demographic Data

ELL*	11.9% / 32,311
ESE*	13.4% / 36,176

*ELL=English Language Learners
ESE=Exceptional Student Education

Our 2024 Strategic Plan is the culmination of a deliberative process in which we have reflected, assessed, debated, adjusted, and planned for better answers to those questions. Our course of action is described here, as is our framework for monitoring progress and managing change. When carried out with fidelity, and with support from our community, our plan will help us deliver a brighter future to our most cherished asset: our children.

Structure of the Strategic Plan

The District's Strategic Plan is built in layers and cascades from our Vision, Mission, and Core Values. These guiding principles are supported and realized through Strategic Goals, which translate ideas into action.

Our three Strategic Goals are High-Quality Instruction, Safe & Supportive Environment, and Effective Communication. The Goals will be monitored via defined quantitative Metrics, and are supported through the six Campaigns. Each Campaign includes multiple Initiatives bundled beneath it. These Campaigns underscore the collaborative and cross-functional approach required to achieve the District's Strategic Goals.

Progress for each Initiative, and hence the associated Campaign, will be monitored based on the completion of defined Tactics as leading activities. Embedded within the lists of Tactics for each Initative are Continuous Improvement Ideas.

NOTE: The Key Tactics included for each Initative in this document are only a subset of the full list of leading activities and tasks identified, which can be found within the detailed Project Plans housed separately.

The District's Six Campaigns:

1. Student Experience
2. Support Services for All
3. Retain, Develop, & Recruit
4. Refresh, Redesign, & Reduce Risk
5. Let's Connect
6. Our Data, Our Tools
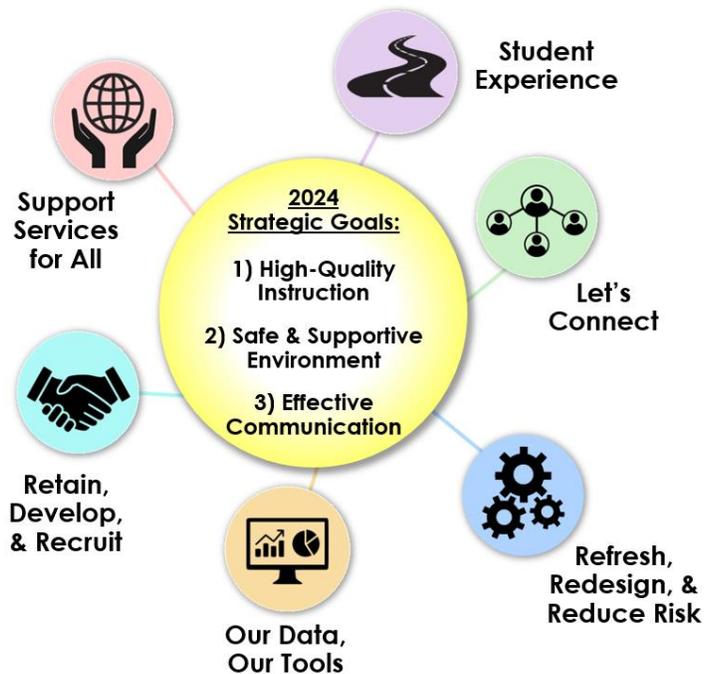
Vision, Mission, & Core Values

Broward County Public Schools continues to be guided by the essential Vision and Mission statements:

OUR VISION:
Educating today's students to succeed in tomorrow's world.

OUR MISSION:
Educating all students to reach their highest potential.

While the above Vision and Mission statements continue to guide our work for the next five years, our Core Values have been critically reviewed, updated, and streamlined by the Strategic Plan Committee with extensive feedback from stakeholders. Streamlining the Core Values from 16 complex statements to five short phrases comprising the "STARS" acronym will help to more effectively guide our current and planned work.

OUR CORE VALUES:

Student Focus

Teaching Excellence

Accountability

Respect

Safety

All District Initiatives and activities should be aligned with and guided by these Core Values.

Strategic Goals

The District is focused on three Strategic Goals of High-Quality Instruction, Safe & Supportive Environment, and Effective Communication. This plan articulates these specific Goals and describes the Key Tactics and opportunities for continuous improvement identified to accomplish them.

This plan will serve as both a guiding document for the District, as well as a platform for communicating performance and change management to our stakeholders. It should be considered a dynamic, living document, which will be reviewed and revised as needed annually so that as an organization, we remain flexible and responsive to the evolving needs of our community.

High-Quality Instruction

Teaching and learning is our core business.
Learning includes mastering academic standards, undergoing social-emotional development, and applying knowledge and skills in new situations. We continuously focus on providing high-quality instruction from pre-kindergarten through adult.
Our benchmarking of progress, achievement, and growth will ensure all students' needs are met along their personalized educational pathways toward college, career, and life readiness.

Safe & Supportive Environment

We recognize that students and staff need to feel safe and supported in order to perform and achieve at their maximum potential. Therefore, we strive to develop approaches which foster safer schools and buildings, adequate social and emotional supports for students and staff, innovative and efficient systems and processes, and quality professional learning opportunities for all.

Effective Communication

We strive to increase the effectiveness of both our internal and external communications with stakeholders, to convey and accomplish our District's Vision, Mission, Core Values, and Goals, as well as to leverage feedback to continually improve our services. Additionally, we work diligently to implement effective marketing strategies to enhance public perception of BCPS and the value we provide to our community.

Metrics & Targets

The Strategic Plan Initiatives are each designed so that when fully implemented in concert, they will move the District forward towards meeting the three Strategic Goals. **Key Performance Indicators** (KPIs) have been operationalized as Metrics to align with the Strategic Goals, as outlined on the following page. Baseline information as of the 2018-19 school year or three-year averages where appropriate are provided, as well as Targets for future year(s).

The District has adopted the **SMARTER goal-setting and budget-alignment framework** prescribed by the Government Finance Officers Association (GFOA), as illustrated below. Targets are set based on a methodology including historical trend analysis; peer District comparisons; statistical analysis; best practices identified at the national, state, and local levels; relevant compliance standards; projections based on both external and internal factors influencing future direction; resource availability; and stakeholder input as consideration toward refinement. Progress will be carefully monitored and regularly reviewed. Targets will be recalibrated annually as needed based on those reviews.

We also ensure alignment of our Metrics and Targets to the Council of the Great City Schools (CGCS) for **national benchmarking of KPIs across both Academics and Operations areas** where appropriate; AdvancEd for **meeting standards of accreditation**; the Florida Department of Education (FLDOE) for **compliance with State statutory requirements**; and the US Department of Education for compliance with such requirements as the **Every Student Succeeds Act (ESSA)**.

Government Finance Officers Association

S M A R T E R Goals

Specific — Measurable — Attainable — Relevant — Time-bound — Engaging — Resourced

Council *of the* **Great City Schools**

AdvancED®

2024 Strategic Plan Metrics

Strategic Goal: High-Quality Instruction

- School Academic Performance
- Student Academic Performance
- Graduation Rate
- Connection to School
- College and Career Exploration
- Personalized Educational Pathways

Strategic Goal: Safe & Supportive Environment

- Safety Preparedness
- Perceptions of Safety and Supports
- Student Attendance
- Teacher Retention
- Professional Learning
- Student Behavior Supports
- Social-Emotional Learning
- Operational Efficiency

Strategic Goal: Effective Communication

- Perceptions of Communication
- Community Partnerships
- Communications Ambassadors
- Family Connection
- Positive Media Coverage
- Social Media Usage

NOTES:

1. *In some cases, data needs to be gathered to establish baselines and Targets.* ⚠️
2. *Targets will be based on the Ghosh statistical model where appropriate, using three-year averages for baselines when available, and a 90% or 95% confidence interval applied as indicated.*
3. *Specific Targets and progress on the Primary Metrics as outlined on the following pages will be available through the Strategic Plan Dashboards and Annual Outcomes Reports published by the Office of Strategic Initiative Management.*
4. *See separate Metrics Appendix for complete data definitions.*

2024 Strategic Plan Primary Metrics

The tables below detail the 2024 Strategic Plan Primary Metrics that will be used for reporting on progress and outcomes of our three Strategic Goals. More detailed data definitions, plus additional Secondary Metrics intended to be tracked by the District, may be found in the separate 2024 Strategic Plan Metrics Appendix.

Details on Targets, status, and progress for specific Metrics will be provided on the Strategic Plan Dashboards and the Annual Outcomes Report published by the Office of Strategic Initiative Management. In some cases, data may not currently be available for some Metrics. Some Metrics may require data systems or processes to be developed. In those cases, the collection of data, establishing baselines, and setting of Targets will be performed in future years. Additional data will be reflected in the Dashboards as they become available.

High-Quality Instruction			
Definition	**Level**	**Baseline***	**2024 Target****
Percent of Schools in the Enrichment Zone of the Mastery vs. Growth Matrix for English Language Arts	District Total	17	34
Percent of Students Who Attended District-Run PreK Programs Entering Ready for Kindergarten	Pre-Kindergarten	43	53
Percent of Students Reading on Grade Level at End of Year	Grade 1	60	92
	Grade 2	73	97
Percent of Students at Level 3 or Higher on the Florida Standards Assessment in English Language Arts (ELA)	Grade 3	58	81
	Grade 10	53	65
Percent of Students at Level 3 or Higher on the Florida Standards Assessment in Mathematics	Elementary	63	79
Percent of Students at Level 3 or Higher on the Algebra 1 End of Course (EOC) Exam	District Total	52	64
Percent of Students Enrolled in Higher Education Opportunities Who Are Successful	High School	79	86
Four-Year Graduation Rate	High School	88	93

* Baselines are as of the 2018 school year as per availability at the time of this document preparation. Data are restricted to District-operated non-charter schools.

** Targets are based on the Ghosh statistical model where appropriate, using three-year averages for baselines when available; 95% confidence for Grades 1 and 2 Reading on Grade Level at End of Year, and Grade 3 students scoring at Level 1 on the ELA; 90% confidence interval applied for all other Metrics.

Safe & Supportive Environment			
Definition	**Level**	**Baseline***	**2024 Target****
District's Progress on Top-Ranked Most Impactful, Accepted Safety and Security External-Source Recommendations ⚠	District Total	TBD	TBD
Percent of Positive Survey Responses Related to Safety and Supports	Students	59	72
	Families	84	96
	School Staff	82	99
	District Staff ⚠	TBD	TBD
	Community ⚠	TBD	TBD
Percent of Students with Attendance Above 90%	District Total	82	91
Percent of Teachers Retained in Employment with BCPS 5 Years After Hire Date	District Total	56	66
Percent of Content Area Specific Professional Learning Opportunities with Positive Impact ⚠	District Total	TBD	TBD
Percent of Students Exhibiting Improved Behavior (decrease in behavior incidents) After Intervention ⚠	District Total	TBD	TBD
Social-Emotional Learning Instrument Scores ⚠	District Total	TBD	TBD
Percent of Operational Efficiency Key Performance Indicators (KPIs) Showing Improvement	District Total	TBD	TBD

* Baselines are as of the 2018 school year as per availability at the time of this document preparation. Data are restricted to District-operated non-charter schools.

** Targets are based on the Ghosh statistical model where appropriate, using three-year averages for baselines when available, and a 90% confidence interval.

TBD = To Be Determined

⚠ *Data not available or systems to be developed.*

Effective Communication			
Definition	**Level**	**Baseline***	**2024 Target****
Percent of Positive Survey Responses Related to Communication Effectiveness	Students	60	73
	Families	83	96
	School Staff	82	99
	District Staff ⚠	TBD	TBD
	Community ⚠	TBD	TBD
Number of Partnerships with Businesses, Community Organizations, and Law Enforcement Agencies ⚠	District Total	TBD	TBD
Number of Departments and Schools with Communications Ambassadors Trained on Branding, Social Media Use, and Community Relations ⚠	District Total	TBD	TBD
Percent of Enrolled Students' Families Who Allow for District Outreach Efforts ⚠	District Total	TBD	TBD
Number of Positive News Media Reports (Print, Broadcast, Online, and Social Media) ⚠	District Total	TBD	TBD

* Baselines are as of the 2018 school year as per availability at the time of this document preparation. Data are restricted to District-operated non-charter schools.

** Targets are based on the Ghosh statistical model where appropriate, using three-year averages for baselines when available, and a 90% confidence interval.

TBD = To Be Determined

⚠ *Data not available or systems to be developed.*

Performance Measuring System

Framework for Execution & Accountability

The successful execution of District-wide strategic Goals requires rigorous discipline and the use of best practice frameworks for both execution and accountability. Accordingly, the Office of Strategic Initiative Management (SIM) has incorporated *The Four Disciplines of Execution (4DX)* framework, which has informed the development of this plan and will be instrumental in ensuring its success. This framework consists of the following Four Disciplines:
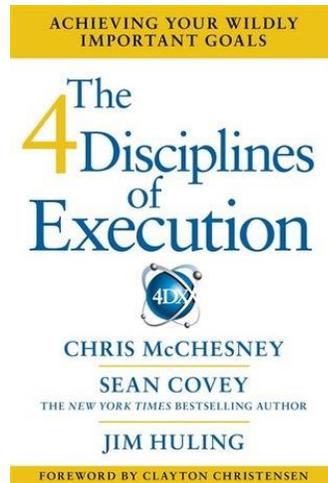
1. **Focus on the Wildly Important** – Achieving exceptional execution requires a narrowing of focus and clear identification of what matters most and must be done.

2. **Act on the Lead Measures** – Identify, codify, and track the individual actions which are the best predictors of Goal achievement, yet are under the control of the responsible individual or group. Understanding that often 80% of results come from 20% of activities, these actions must be the right 80/20 actions to achieve the Goal. These are separate from the Key Performance Indicators referenced previously.

3. **Keep a Compelling Scoreboard** – Since both individuals and groups perform differently when they are keeping score, and the right kind of scoreboards create the motivation to win.

4. **Create a Cadence of Accountability** – Groups should engage in a simple, regular accountability process which is frequent, positive, and self-directed. Successes should be highlighted, failures analyzed, and course corrections made as needed to create a vibrant, performance-management culture.

Additional best practice frameworks and tools will be utilized to measure and track the execution of the Strategic Plan over time. These include development of **Theories of Action** and **Logic Models**, detailed **Project Plans**, robust data analyses, and the use of data visualizations and **Dashboards** for tracking key performance indicators (KPIs). Through the application of these frameworks and tools, SIM will work with stakeholders across the District to ensure the fidelity of the Strategic Plan implementation.

> The Theory of Action identifies the specific problem to be addressed, objective to be attained, as well as the cause and effect relationship of how the actions of the program will result in the desired end state (e.g., If we do this, then that will result). An associated Logic Model provides a translation of the Theory of Action to specific processes and their associated outputs as well as the desired outcomes.

> The Logic Model specifies the inputs (resources such as materials, personnel, technology, etc.), processes (e.g., curriculum, data analytics, professional learning, etc.) that use those resources, and resulting outputs or deliverables (e.g., documentation of implementation, number of percent completed). Rationale, contingencies, and interdependencies of processes are identified. Measurable data are derived from each of the process outputs in the form of leading indicators, and from the short- and long-term outcomes which provide lagging measures of impact. Well-defined logic models yield operationally-defined processes and measures examined in subsequent evaluation, analysis, and reporting.

Examples of Logic Models, Project Plans, & Dashboards
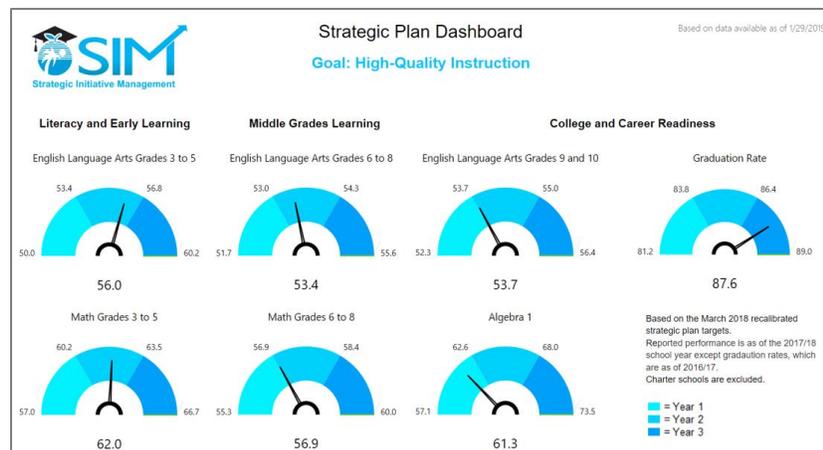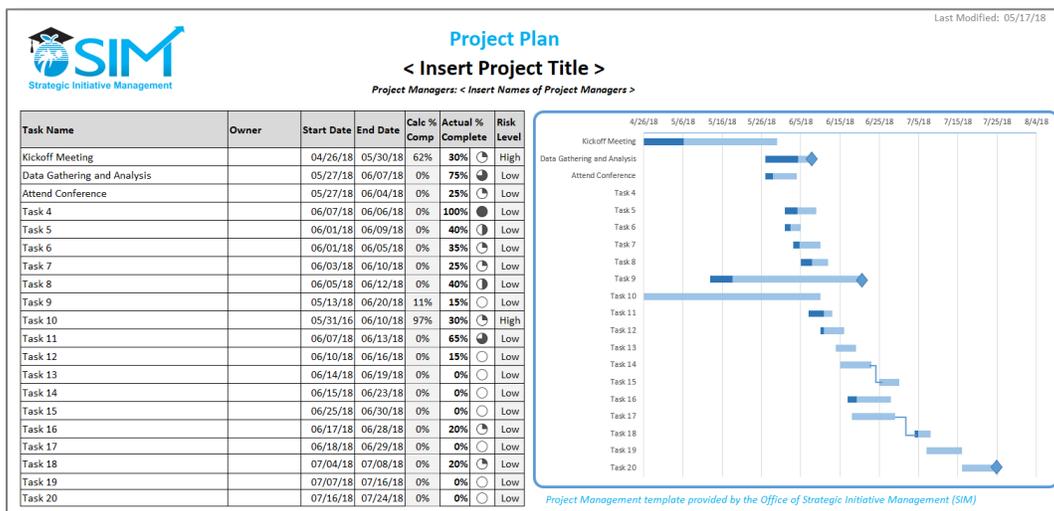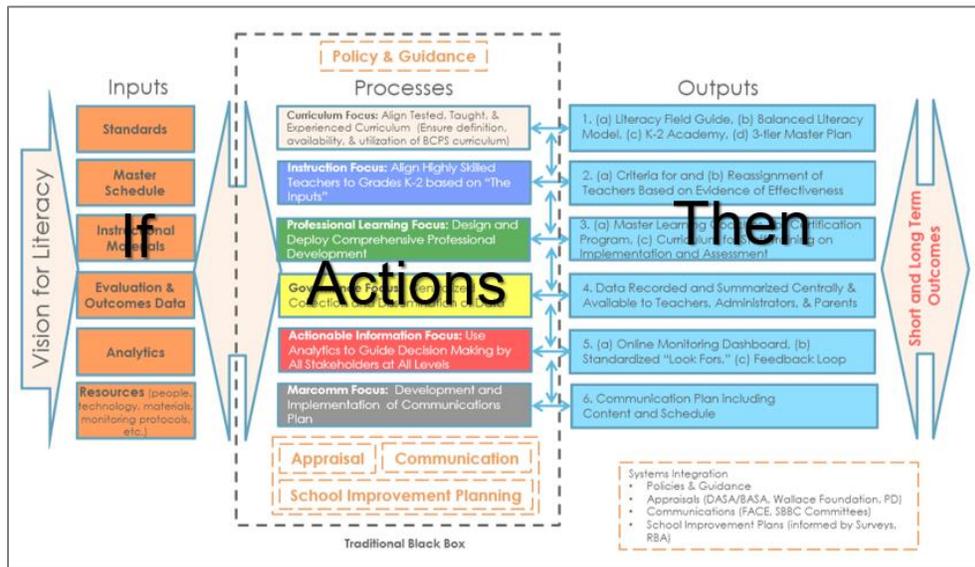
District-Wide Goal Alignment

The above figure demonstrates the intentional aligment of goals across all levels of the organization. Individual employees should have objectives aligned to those of their supervisors. Those leaders in turn are held accountable to objectives aligned to their department, division, or school's goals and improvement plans. Those accordingly align to the District's Strategic Plan Goals, Campaigns, and Initiatives. The Strategic Plan serves as our overarching roadmap for achieving our top level organizational Vision, Mission, and Core Values.

Implementation Timeline

The below timeline for the 2024 Strategic Plan represents a high-level overview of major phases of the implementation cycle from a project management perspective, with components being iterative throughout.

| 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |

- ✓ Build Team Capacity
- ✓ Align District-Wide Goals
- ✓ Begin Execution

- ✓ Improve Processes
- ✓ Manage Change
- ✓ Establish New Baselines

- ✓ Operationalize Innovations
- ✓ Measure Success
- ✓ Recalibrate Targets

- ✓ Scale Best Practices
- ✓ Strengthen Systems
- ✓ Transform Culture

- ✓ Sustain Momentum
- ✓ Evaluate Outcomes
- ✓ Refocus and Plan

Campaigns

The Campaigns represent six major themes of the Strategic Plan, and illustrate the collaborative and cross-functional approach required to achieve all three of the District's Strategic Goals: High-Quality Instruction, Safe & Supportive Environment, and Effective Communication. Our Initiatives are bundled underneath each of the Campaigns.

Campaign	Focus	Initiatives
Student Experience	To ensure that students are engaged in school, motivated to attend every day, and prepared for future challenges, it is critical that we set up all stakeholders for success. This includes consistently providing service which is both personalized and high-quality in order to meet individual needs.	1. Achievement & Equity, p. 17 2. College, Career, & Life Readiness (PreK-Adult), p. 18 3. Personalized Pathways, p. 19 4. Enrollment Optimization, p. 20
Support Services for All	It is vital that students, families, and staff all have equitable access to supports they need in order to be healthy, valued, and productive, and resilient.	1. Student, Employee, & Supplier Diversity, p. 21 2. Prevention, Intervention, & Assistance. p. 22 3. Social-Emotional Learning, p. 23
Retain, Develop, & Recruit	A stable, skilled workforce is key to the development and outcomes of our students. We strive to ensure that we recruit the highest-qualified staff, and provide adequate resources for development and opportunities for professional learning, to ensure their long-term success.	1. Employee Retention & Recruitment, p. 24 2. Professional Learning for All, p. 25 3. Organizational Structure & Aligned Funding, p. 26
Our Data, Our Tools	Sound decisions are based on sound data. Ensuring that data are collected and reported accurately, completely, securely, and with common definitions, provides the essential foundation for future decision-making.	1. Data Governance & Use, p. 27 2. Tool Development, Implementation, & Use, p. 28
Refresh, Redesign, & Reduce Risk	As new challenges arise, we need to have the flexibility and responsiveness to review and identify opportunities for continual process improvement. This helps facilitate optimal operational efficiency, the reduction of risk throughout the organization, and the ideal environment to support success for all.	1. Operational & Process Improvement, p. 29 2. Facilities & Asset Management, p. 30 3. Safety, Security, & Risk Mitigation, p. 31
Let's Connect	Relationships, built on sound communications, are essential to ensuring the success of the District and the students we serve. To this end, we build trust through open, transparent, and effective communication to engage both our internal and external stakeholders.	1. Public Relations, Partnerships, & Legislation, p. 32 2. Internal Communication, p. 33 3. Marketing, p. 34 4. Customer Service, p. 35

Initiatives & Key Tactics

Campaign: Student Experience

To ensure that students are engaged in school, motivated to attend every day, and prepared for future challenges, it is critical that we set up all stakeholders for success. This includes consistently providing service which is both personalized and high-quality in order to meet individual needs.

Initiative 1: Achievement & Equity

Close disparities in absolute levels of achievement, learning gains, and opportunities across the PreK-12 spectrum to ensure the highest and most equitable outcomes for all students.

Divisions: Academics*; Portfolio Services; School Performance & Accountability

Key Tactics:

- Provide District-wide professional learning for teachers and instructional facilitators aligned with defined best practices for facilitating achievement equity.

- Optimize usage of curriculum, Universal Design for Learning (UDL), access points, and the learning management system.

- Identify schools successfully reducing achievement disparity to scale best practices, such as among Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), and other populations with special needs.

- Increase use of longitudinal dashboards and analysis for effective monitoring.

- Provide increased extracurricular and advanced academic activities, and develop a process to monitor participation and link to student outcomes where appropriate for assessing impact.

- Partner with families and the community by providing education on how to help support the closing of achievement disparities.

△ *Utilize School Improvement Plans to address gaps within and across schools.*

△ *Analyze use of instructional support and supplemental funding (e.g., Title I) to ensure optimization.*

△ *Better leverage data to anticipate where the most supports will be needed, to shift from a reactive to a more proactive culture.*

△ *Review practices around retaining students in the K-5 spectrum, with opportunity to ensure more continued progression through increased supports.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Student Experience

Initiative 2: College, Career, & Life Readiness (PreK-Adult)

Establish a cadence of experiences implemented across PreK-Adult that meet our expectations for all students to have the academic as well as interpersonal skills to be prepared for higher education, early employability, and civic engagement.

Divisions: Academics*; Portfolio Services; School Performance & Accountability

Key Tactics:

- Ensure longitudinal alignment of ongoing work streams around Early Literacy; Reimagining Middle Grades; and College, Career, and Life Readiness.

- Promote early college and career exploration, pathways of choice for every student, as well as development of a Life Plan for every graduate.

- Collaborate with families, the external community, businesses, and college partners to prepare students for high-demand and high-wage careers, as well as to ensure overall life readiness for all students.

- Develop a Social, Emotional, and Academic Development (SEAD) framework for each grade level, grade band, and the District.

△ *Streamline Response to Intervention (RTI) processes by reducing required paperwork.*

△ *Better define school-level autonomy within appropriate parameters, vs. centralized best practices.*

△ *Eliminate redundancies in data capture for greater efficiency and streamlined processes in the classroom for teachers.*

△ *Ensure that teacher facilitation of supplemental activities is well-supported and resourced.*

△ *Be mindful of introducing too many new Initiatives, and focus on implementing current ones with fidelity over time.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Student Experience

Initiative 3: Personalized Pathways

Enhance and expand personalized educational pathways, inclusive of college and career pathways, and ensure equitable access to innovative programs.

Divisions: Academics*; Portfolio Services; School Performance & Accountability

Key Tactics:

- Ensure all students have the opportunity for investigation and exploration of pathway options for postsecondary success while in middle school, and pathway enrollment in high school.

- Build intentional student-centered schedules across the PreK-Adult spectrum, as well as within schools, to support personalized pathways.

- Increasingly leverage business and community partnerships to facilitate college and career exploration, internships, industry certifications, job placement, etc.

- Provide focused interventions and case management to students for the selection, development, and monitoring of personalized educational pathways.

- Expand use of contextualized curriculum and competency-based standards to facilitate learning opportunities for both students and staff aligned with educational pathways.

△ *Reduce program offerings outside of a pathway or with inefficiently small class sizes.*

△ *Improve use of personalization periods.*

△ *Streamline personalized educational offerings to ensure alignment with the needs of surrounding community and local workforce.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Student Experience

Initiative 4: Enrollment Optimization

Analyze enrollment trends, and the capacity of existing school programs and facilities to determine how to maximize those resources to most effectively meet the needs of the community.

Divisions: Academics; Facilities; Portfolio Services*; School Performance & Accountability

Key Tactics:

- Analyze enrollment trends and projections and determine alignment with available facilities on an annual basis.

- Develop criteria and guiding values for program offering/facility evaluation based on student opportunities, equity, and need.

- Explore the opportunity to conduct an entrance and/or exit survey to identify relevant background leading to families choosing or departing a particular school in the District.

- Utilize guiding values to ensure consistent and equitable alignment of program offerings across levels.

△ *Perform school grade reconfigurations for the more efficient use of school facilities, such that more positive student experiences and outcomes will be created.*

△ *Streamline the school boundary and reassignment application processes.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Support Services for All

It is vital that students, families, and staff all have equitable access to supports they need in order to be healthy, valued, productive, and resilient.

Initiative 1: Student, Employee, & Supplier Diversity

Cultivate an equitable, inclusive, and diverse environment for all stakeholders through a variety of best practices.

Divisions: Academics; Human Resources & Equity*; School Performance & Accountability; Strategy & Operations*; Student Support Initiatives & Recovery

Key Tactics:

- Foster a culture of equal access and opportunity through educating students and enhanced awareness and training.

- Conduct an annual orientation of best practices in equity and diversity.

- Perform an annual 360-degree review of diversity practices and policies to ensure relevancy and effectiveness.

- Rebrand and re-position the District as welcoming to all businesses and the community at large. Communicate our commitment to cultural diversity and inclusion through technology, media, policies, procedures, outreach, and training.

- Improve how technology is leveraged to enhance reach to diverse audiences in the classroom, across the District, and throughout the community.

△ *Conduct more webinars as a forum for enhanced reach. Capture and post in-person outreach sessions online.*

△ *Increase user-friendliness of the Supplier Diversity Program webpage to remove barriers to initiating business with the District.*

△ *Empower individual departments with more direct, two-way communication with external stakeholders.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Support Services for All

Initiative 2: Prevention, Intervention, & Assistance

Develop enhanced academic, physical, mental, and behavioral supports for all stakeholders which serve to improve academic achievement, student attendance, discipline and behavior, and District-wide recovery efforts.

Divisions: Academics; Human Resources & Equity; Safety, Security, & Emergency Preparedness; Strategy & Operations; Student Support Initiatives & Recovery*

Key Tactics:

- Increase awareness of mental and physical health and wellness for all to remove stigmas or other barriers to access.

- Increase awareness, education, and support around nutrition, mindfulness, mental health, bullying, suicide prevention, and substance abuse prevention for both students and employees.

- Provide increased access to Tier 1 supports for ensuring proactive mental and physical health and wellness efforts, for both students and employees.

- Increasingly develop and leverage partnerships with local non-profit organizations to enhance short –term response and long-term recovery efforts where needed.

- Leverage Collaborative Problem-Solving Teams (CPST) to conduct data reviews of early warning signs around discipline, behavior, or mental and physical health and wellness, to determine appropriate interventions and referrals.

- Select and implement a dyslexia screener with corresponding tracking system to assess effectiveness of interventions.

- Review and refresh the list of early indicators for at-risk student identification.

△ *Decrease process steps and time to deliver widespread messaging to stakeholders.*

△ *Improve information sharing and coordination for ensuring continuity of care between agencies.*

△ *Evaluate existing support programs and re-align based on site-specific needs at individual schools.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Support Services for All

Initiative 3: Social-Emotional Learning

Establish a unifying, District-wide framework for social-emotional learning (SEL), including best practices for program implementation, use of tools, and communication protocols.

Divisions: Academics; Portfolio Services; School Performance & Accountability; Student Support Initiatives & Recovery*

Key Tactics:

- Establish a unifying definition for SEL engagement and activities, a system to establish a baseline and monitor SEL at all levels of the organization, and a common framework for communication and service delivery.

- Develop a common program for SEL support and core components, and provide a managed menu of options for content based on identified best practices.

- Integrate Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) within the SEL framework.

- Scale education and supports on SEL to include District-wide staff as well as families.

- Establish mindfulness as a District priority with consistently embedded time and expectation across courses, meetings, events, etc.

△ *Eliminate separate, divergent forms of curriculum for SEL.*

△ *Streamline and centralize reporting structure for School Counselors to receive direction.*

△ *Align District organizational structure and resources to support the new SEL framework.*

△ *Scale best practices in peer mentoring programs, student leadership opportunities, and other extracurricular activities which support SEL.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Retain, Develop, & Recruit

A stable, skilled workforce is key to the development and outcomes of our students. We strive to ensure that we recruit the highest-qualified staff, and provide adequate resources for development and opportunities for professional learning, to ensure their long-term success.

Initiative 1: Employee Retention & Recruitment

Evaluate and update job descriptions District-wide to reflect the current and future environmental needs of the community. Ensure the retention, development, engagement, and recruitment of a quality workforce.

Divisions: Finance; Human Resources & Equity*; School Performance & Accountability

Key Tactics:

- Re-assess the portfolio of job descriptions to reduce and align them to the strategic Goals of the organization in a more effective way.

- Develop and implement career development cycles and succession planning protocols for all employee groups.

- Embrace an individual's experiences through their employment cycle with the organization (recruitment, onboarding, development, support, and offboarding).

△ *Streamline number of separate job descriptions under same job title.*

△ *Streamline recruitment process for non-instructional positions.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Retain, Develop, & Recruit

Initiative 2: Professional Learning for All

Provide a cohesive and deliberate plan of action to ensure that professional learning is intentional, monitored, supported, valued, and sustained to ensure positive impact on teaching, learning, job performance, and career growth and development.

Divisions: Academics; Finance; Human Resources & Equity; School Performance & Accountability*

Key Tactics:

- Establish and regularly update professional learning (PL) playlists to streamline and support professional learning across the career continuum for all employees.

- Connect the process and system for employee individual goal-setting and annual evaluations to include student growth, with the professional learning management system for both instructional and non-instructional employees.

- Centralize data collected from needs assessments to identify themes and patterns to drive new professional learning offerings, including for non-instructional employees.

- Establish a centralized and integrated vetting process for vendors approved to provide professional learning opportunities aligned with District standards and needs.

- Expand access to career and leadership pathways for instructional staff, school leaders, and emerging programs for central administration.

- Closely monitor professional learning progression at schools with greatest challenges, and ensure appropriate level of site-based resources to support teachers through implementation.

△ *Streamline existing professional learning offerings and support provided across District, based on return on investment and needs analyses.*

△ *Establish appropriate single point of oversight and approvals for District-wide professional learning communications.*

△ *Ensure alignment of professional learning from the individual goal-setting level, all the way to the District's Strategic Plan.*

△ *Minimize pulling teachers and staff out of schools for professional learning, during the school day.*

△ *Establish and expand Professional Learning Facilitator Academy to build capacity for professional learning and support to schools.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Retain, Develop, & Recruit

Initiative 3: Organizational Structure & Aligned Funding

Ensure proper alignment of organizational structure and funding to best support employee retention, development, and recruitment.

Divisions: Finance*; Human Resources & Equity; School Performance & Accountability

Key Tactics:

- Adopt the methodology of the Government Finance Officers Association (GFOA) to restructure and align resources to best meet the Goals of the Strategic Plan.

- Establish an equity formula for department structural needs associated with fiscal and human capital.

△ *Analyze trend data to forecast organizational needs and proactively align structures as needed.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Our Data, Our Tools

Sound decisions are based on sound data. Ensuring that data are collected and reported accurately, completely, securely, and with common definitions, provides the essential foundation for future decision-making.

Initiative 1: Data Governance & Use

Establish and enforce a data governance network which facilitates optimal data quality, ownership, access, security, and confidentiality.

Divisions: Academics; Auditor; Chief of Staff; Communications Office; Facilities; Finance; General Counsel; Human Resources & Equity; Information & Technology*; Legislative Affairs; Portfolio Services; Safety, Security, & Emergency Preparedness; School Performance & Accountability; Strategy & Operations; Student Support Initiatives & Recovery

Key Tactics:

- Work toward convening a standing data governing body to define data governance for BCPS, develop and oversee processes to carry out the above tasks, and ensure ongoing data integrity.

- Establish audit and role-based security access best practices around both internal and external information sharing.

- Identify types of data owned locally by schools and each District department.

- Identify and house all key District data within a central data repository (data warehouse), and identify all relevant data elements within a comprehensive data dictionary that includes common, standard definitions and coding schemes.

- Establish appropriate policies, procedures, documentation, and training to support the data governance framework.

- Ensure an appropriate data governance component is contained within contract language with vendors.

△ *Establish processes for the ongoing monitoring and validation of data quality and usage.*

△ *Stop allowing independently-maintained databases for long-term storage of data.*

△ *Review student master data system (contact info, etc.) to further streamline and improve ease of access.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Our Data, Our Tools

Initiative 2: Tool Development, Implementation, & Use

Enhance interoperability and accessibility of systems, for increased process efficiencies and effective use of data for decision-making.

Divisions: Academics; Finance; Information & Technology*; Safety, Security, & Emergency Preparedness

Key Tactics:

- Develop a system for measuring and evaluating impact of programs in place.

- Increase use of geo-visualization capabilities for generating robust analytics.

- Develop and adopt process for reviewing, leveraging, and customizing existing tools and resources to adequately meet user needs over time.

- Provide professional learning to support major processes and tools.

- Develop a sustainable plan for technology refresh.

- Provide a new student information system (SIS) built on the latest technologies that will support State reporting requirements and facilitate District decision-making and student progress monitoring.

△ *Reduce system redundancies and silos.*

△ *Increase digital automation to reduce number of manual, paper processes.*

△ *Optimize dependencies on external resources (including vendors) to ensure ongoing support of existing tools.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

	Campaign: Refresh, Redesign, & Reduce Risk
	As new challenges arise, we need to have the flexibility and responsiveness to review and identify opportunities for continual process improvement. This helps facilitate optimal operational efficiency, the reduction of risk throughout the organization, and the ideal environment to support success for all.

Initiative 1: Operational & Process Improvement

Facilitate a culture of continuous improvement by performing periodic reviews and improvements of processes at all District and school levels, for optimizing operational efficiencies, reducing waste, and saving costs.

Divisions: Auditor; Chief of Staff; Facilities; Finance; Human Resources & Equity; Information & Technology; Portfolio Services; Safety, Security, & Emergency Preparedness; Strategy & Operations*

Key Tactics:

- Facilitate Performance Management Reviews to analyze progress on operational key performance indicators (KPIs), identify any barriers to improvement, and recommend appropriate action steps.

- Facilitate Process Improvement Projects using the Lean Six Sigma framework to identify, analyze, and streamline processes.

- Provide training in process improvement, project management, execution, and accountability, to facilitate implementation of Strategic Plan activities with fidelity.

- Inventory District-wide capabilities and capacity for implementing process improvements.

- Update procedures, professional learning, and implementation guides to support updated practices/policies.

- Determine steps for organizational change management to sustain process improvements, and ensure adequate communication and monitoring of changes put into practice for ongoing quality assurance.

- Establish a recognition program for departments or schools best exemplifying performance excellence and demonstrated savings through process improvements.

△ *Eliminate paper-based and redundant processes as much as possible.*

△ *Reduce waste in the form of time, number of process steps, costs, etc.*

△ *Redesign District-wide processes such as payroll, inventory management, field trips, travel, etc.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Refresh, Redesign, & Reduce Risk

Initiative 2: Facilities & Asset Management

Ensure that BCPS's portfolio is aligned with its mission and with demand for services. Where demand exceeds District resources, institute unbiased, data-driven approaches for setting priorities and evaluating alternatives.

Divisions: Academics; Auditor; Facilities*; Information & Technology; Portfolio Services; Safety, Security, & Emergency Preparedness; School Performance & Accountability; Strategy & Operations

Key Tactics:

- Develop core principles that guide how resources are allocated, and regularly validate alignment of investment priorities with those core principles.

- Implement a life cycle approach toward facilities and asset management, and map assets to where they currently are in their respective life cycle (e.g., procurement, active use, retirement, or inventory).

- Perform life cycle analyses and create a District-wide aggregate view to anticipate where and when investments will be needed.

- Introduce decision support tools for trade-off analyses around competing investment alternatives; track measures that can be used to evaluate the impact of different actions (e.g., "maintain" vs. "replace").

- Identify and leverage all relevant data sources to support benchmarking, space utilization analyses, and costing activities.

△ *Ensure that BCPS service standards are current and aligned to customer expectations.*

△ *Revise policy to reflect above tactics as appropriate.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Refresh, Redesign, & Reduce Risk

Initiative 3: Safety, Security, & Risk Mitigation

Establish a resilient and responsive organization prepared to address all risks, threats, and potential vulnerabilities.

Divisions: Academics; Auditor; Chief of Staff; Communications Office; Facilities; Finance; General Counsel; Human Resources & Equity; Information & Technology; Legislative Affairs; Portfolio Services; Safety, Security, & Emergency Preparedness*; School Performance & Accountability; Strategy & Operations; Student Support Initiatives & Recovery

Key Tactics:

- Build a set of processes and the culture necessary to identify, codify, and mitigate risks in a continuous cycle.

- Build a professional safety, security, and emergency preparedness division.

- Work toward establishing an enterprise risk management (ERM) committee, and provide training, tools, data, and support across the District to facilitate effective risk management and decision-making.

- Align resources to perform threat assessments, address risks, and support the development and success of the new division and its processes.

△ *Ensure seamless coordination of preparation and response between agencies.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

	Campaign: Let's Connect
	Relationships, built on sound communications, are essential to ensuring the success of the District and the students we serve. To this end, we will build trust through open, transparent, and effective communication to engage both our internal and external stakeholders.

Initiative 1: Public Relations, Partnerships, & Legislation

Develop effective external communication processes (timely, complete, high quality) to meet the needs of families and community members, including business, higher education, legislative, non-profit organizations, and other community partners.

Divisions: Chief of Staff; Communications Office*; General Counsel; Legislative Affairs

Key Tactics:

- Create a centralized database and corresponding front-end online forms, to best connect the community with available resources and process requests accordingly (e.g., for data, research, speakers, consultants, or subject matter experts).

- Identify all available external communication channels and create a process to ensure consistent image, branding, and voice of the District across multiple communication channels.

- Partner with media and community groups, including those that provide messaging accessible to individuals with diverse needs and abilities.

- Ensure consistent senior leadership participation in the District's various advisory councils and committees.

- Conduct surveys and/or focus groups to determine which communication formats, channels, content type, and frequencies are most preferred by various stakeholder groups; increasingly leverage those approaches which are most preferred and relevant to intended audience.

- Establish and enforce consistent procedures and standards around social media usage across the District, including formalizing with new policy as needed.

- Engage with teachers and students to create social media content, such as videos, etc.

- Provide training, preparation, and regular drills to School Board Members, senior leadership team, and school-based administrators on crisis communication, in addition to training on best practices in branding, social media use, and community relations.

△ *Reduce redundant communications.*

△ *Reduce the verbiage in external communications.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Let's Connect

Initiative 2: Internal Communication

Develop effective internal communication processes (timely, complete, high quality) to meet the needs of all schools and District offices.

Divisions: Academics; Auditor; Chief of Staff*; Communications Office; Facilities; Finance; General Counsel; Human Resources & Equity; Information & Technology; Legislative Affairs; Portfolio Services; Safety, Security, & Emergency Preparedness; School Performance & Accountability; Strategy & Operations; Student Support Initiatives & Recovery

Tactics:

- Streamline communication processes to reduce turnaround time (i.e., Board meeting document preparation, public records requests, school memos, bulletin boards, information and presentations for school principals, etc.).

- Create a campaign to educate employees on what collaborative tools are available, their value, and how to use them most effectively to reach target audiences.

- Inventory, evaluate, and streamline a list of District committees (purpose, meeting cadence, members, deliverables). Maintain list in a centralized, easily-accessible repository.

△ *Reduce amount of paper-based and redundant communications.*

△ *Analyze and consider streamlining number of meetings required for attendance, particularly by school-based personnel.*

△ *Define process to help ensure memos and other mass-delivered messages are not only sent, but also received, read, and understood by the appropriate and intended recipients.*

△ *Reduce mileage expenses for in-person meetings through increased use of conference calls and video-conferencing tools.*

△ *Reduce school staff time spent fielding attendance calls and tracking student absences.*

△ *Support schools through developing communication plans aligned to District-wide best practices and priorities.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Let's Connect

Initiative 3: Marketing

Develop a marketing strategy that promotes the importance of Broward County Public Schools (BCPS) and value to the community.

Divisions: Chief of Staff; Communications Office; Portfolio Services; School Performance & Accountability

Key Tactics:

- Strengthen brand (both visual graphic and brand statement), and ensure consistent brand image alignment and design standards across the District.

- Increase use of social media for stakeholder engagement, and establish a team of social media content managers and communications ambassadors at departments and schools across the District, with a certification process to ensure required competencies.

- Use strategic marketing tools to drive traffic to the District website and social media channels.

- Engage with teachers and students as brand ambassadors to assist with communications development and delivery.

△ *Streamline website navigation, and ensure ease of access to information with website content and language that are aligned to the needs of the audience.*

△ *Better leverage website and social media communications to promote magnet school programs and help drive enrollment.*

△ *Better leverage the platforms and networks of local municipalities to amplify District messages.*

△ *Reduce amount of printed materials such as through increased use of Quick Response (QR) codes for easy mobile access to online digital content.*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Campaign: Let's Connect

Initiative 4: Customer Service

Provide a positive, engaging, and caring experience to all stakeholders by maintaining and enhancing communications and interactions through quality service delivered in a professional manner.

Divisions: Academics; Auditor; Chief of Staff; Communications Office; Facilities; Finance; General Counsel; Human Resources & Equity; Information & Technology; Legislative Affairs; Portfolio Services; Safety, Security, & Emergency Preparedness; School Performance & Accountability*; Strategy & Operations; Student Support Initiatives & Recovery

Key Tactics:

- Establish common definitions for stakeholder, customer, and engagement.

- Develop and adopt a clear set of customer service standards. Provide District-wide training based on common customer service standards.

- Educate internal and external customers about our customer service standards to ensure clear and consistent expectations.

- Establish a common criterion-based tool for measuring customer service quality and gathering feedback, both from internal and external customers.

- Explore the development of a customer service incentive and recognition program.

△ *Eliminate multiple, diverging sets of customer service standards and tools across the District.*

△ *Eliminate separate trainings on customer service based on department or role, to ensure consistent messaging and adoption of standards.*

△ *Realign BCPS School Improvement Plans (SIP's) to BCPS Strategic Plan (in addition to accreditation standards).*

NOTES: * = Chief Executive Sponsor, △ = Continuous Improvement Idea

Change Management & Reporting

Strategic Plan Amendment Process

Below are the steps which proposed amendments to this Strategic Plan will have to undergo before formal approval and adoption.

| Strategic Plan Revised and Published |
| School Board |
| Superintendent's Cabinet |
| Office of Strategic Initiative Management |

This process applies to any requests for updates to Initiatives, Metrics, or Targets of the Strategic Plan. First, such change suggestions should be submitted through the designated online form at www.browardschools.com/sim. Any stakeholder (e.g., students, teachers, staff, families, business and community partners, School Board Members, etc.) may submit their change suggestions through the form. The suggestions will be vetted and subsequently reviewed by the Strategic Plan Committee, and the Superintendent's Cabinet who serves as the ongoing Steering Committee for the Strategic Plan. Once approved by Cabinet, the change suggestions will be presented before the School Board as part of the annual Strategic Plan review and revision process. Only after School Board approval has been received will the Strategic Plan be revised and republished by SIM with an updated publication date on the front and back covers.

NOTE: Updates to Tactics may take place as needed at the more detailed Project Plan level under direction of the Executive Sponsors, and do not require this formal approvals process.

Cadence for Quarterly Board Reporting

Every quarter starting July 1, 2019 and ending June 30, 2024, the Office of Strategic Initiative Management will report to the School Board on the progress of the Strategic Plan, including Initiatives, Metrics, and Targets. Project Plans for implementation may be updated based on Board feedback received.

Cadence for Annual Strategic Plan Review

For every fiscal year starting July 1, 2019 and ending June 30, 2024, the Office of Strategic Initiative Management (SIM) will report to the School Board on the performance of the Strategic Plan over the prior fiscal year, and projected performance for the remainder of the plan period. The Strategic Plan Dashboards tracking progress of Metrics, as well as the detailed Project Plans for each Initiative, will be reviewed. Initiatives, Metrics, and Targets may then be revised and updated based on evolving needs of our stakeholders and School Board feedback, and District employees will be held accountable for Strategic Plan progress to date. SIM also publishes the comprehensive Annual Outcomes Report which is available publicly to all stakeholders at www.browardschools.com/sim.

Strategic Planning Process

The Office of Strategic Initiative Management, or SIM, was tasked with leading the effort to create the District's 2024 Strategic Plan. The planning process began with the development of a 1-year Strategic Planning timeline (see below) that identified key components of a comprehensive process that examined District needs and included input from stakeholders across Broward County. The formation of the Strategic Plan Committee was followed by an in-depth analysis of environmental factors potentially impacting the District over the next five years and an internal organizational assessment of BCPS on a number of key academic and operational factors. Throughout the process, feedback and input from internal and external stakeholders were collected at multiple venues and through triangulated methods, which contributed to the development of District Goals and Campaigns with cascading Initiatives, Metrics as key performance indicators (KPIs), and Targets.

Jun 2018		Data Analyses				Goal & Initiative Development				Focus Groups & Forums		Jun 2019
	Jul	Aug	Sep	Oct	Nov	Dec	Jan 2019	Feb	Mar	Apr	May	
Committee Kickoff				Focus Groups & Surveys				Metric & Target Development			Final Draft Adopted & Published	
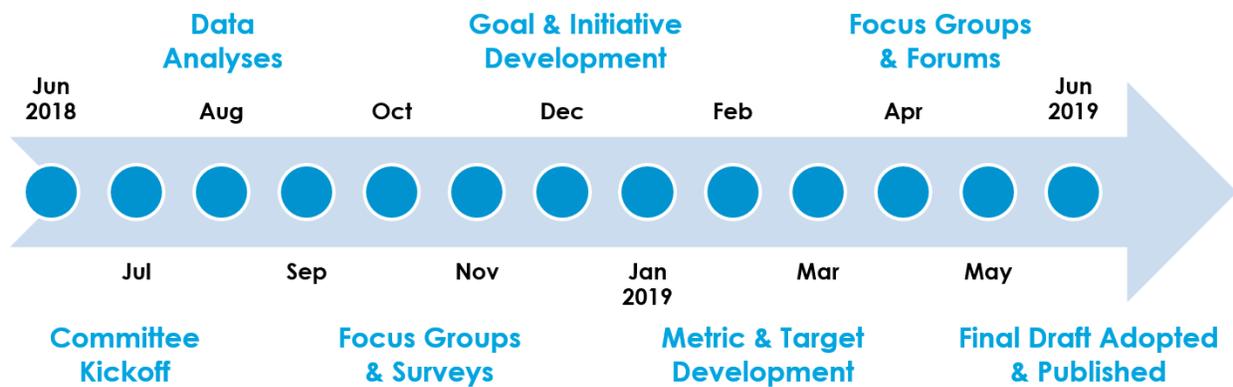
SIM Structure & Purpose

SIM's mission is: *"Driving organizational excellence through strategic plan execution"*. The SIM Office is structured to be responsive to the organization while at the same time empowering employees to align, plan, and execute their work in coordination with the priorities of the BCPS Strategic Plan. SIM services are utilized most comprehensively in connection with BCPS's Strategic Initiatives. However, SIM resources are also deployed to support critical needs addressing accountability and execution, project management, process improvement, performance management, program evaluation, logic model development, data analysis and interpretation, benchmarking, and quality assurance.

Support for Change

Conducting an Environmental Scan was an important first step in developing the District's Strategic Plan by providing a structured approach to identify and examine internal and external factors and trends that could potentially impact BCPS over the next five years. External considerations included economic, demographic, political, social, legislative, peer districts, and the Council of the Great City Schools (CGCS) benchmarking at the national, state, and local level. An Organizational Assessment identified the District's internal strengths and weaknesses through data analysis and extensive stakeholder feedback.

Development of Goals/Campaigns/Initiatives/Metrics

Preliminary findings showed strong support for the continuation of the District Goals from the 2016-2019 Strategic Plan of High-Quality Instruction and Effective Communication. A new goal of Safe & Supportive Environment was established, and the former Continuous Improvement Goal was instead integrated within all Initiatives throughout the plan. 'Continuous Improvement Ideas' can be found embedded within every list of Key Tactics, as opportunities to streamline our existing processes to in turn resource activities which are new, innovative, and necessary. Stakeholder and focus group input drove the development of six Campaigns that wrap around the District's Strategic Goals. In a bottom-up, iterative process including various key stakeholder groups, Initiatives were developed to define the essential activities for each Campaign. The Tactics for each Initiative, as well as the Metrics for each Goal, were also determined by stakeholders at multiple levels to ensure that effective buy-in and accountability was established.

Lean Six Sigma Framework for Continuous Improvement

Lean Six Sigma combines business leadership plus quality and process improvement tools and techniques. Lean Six Sigma is a globally recognized framework for achieving operational efficiency, as well as an enterprise-wide business strategy with direct bottom line impact.

The Office of Strategic Initiative Management (SIM) facilitates Performance Management (PM) Reviews and Process Improvement Projects across the District. Process Improvement Projects involve mobilizing cross-functional teams to address specific problems identified with high priority alignment to the organization's Strategic Goals. SIM follows the DMAIC methodology (Define, Measure, Analyze, Improve, Control), to perform process mapping, root cause analysis, and development of solutions. Successful Process Improvement Projects will result in streamlining of processes, elimination of waste, enhanced customer service, increased quality assurance, and significant cost savings.

SIM has also launched an optional program to train employees across all levels of the organization as Lean Six Sigma White and Yellow Belts. In turn, these employees are eligible to serve as 'SIM Ambassadors', or informal extensions of SIM, to implement process improvements in their respective areas – both academic and non-academic. The opportunities for improvement identified through these projects can also help to inform new Initiatives as part of the Strategic Planning process which SIM also facilitates.

Environmental Scan

To examine external factors that could influence and impact the District's ability to meet our short- and long-term Goals, we identified potential opportunities, threats, and trends along five broad categories: demographic, economic, legislative, community, and market/industry.

Overall, the demand for post-graduate education in Broward County is growing. Currently, 27% of residents have not pursued higher education after earning a high school diploma and 11% never graduated high school. By 2025, it is estimated that 60% of jobs in Florida will require a post-graduate education compared to the 53% of the population that are projected to have the education needed to succeed in those jobs.

By 2020, 2/3 of all U.S. jobs will require postsecondary education or career training beyond high school.[43]

Source: XQ Institute: Retrieved 9/26/18

Median Earnings by Educational Attainment #10
Among population 25 years old and over with earnings.
Scope: population of Florida and Broward County

Broward County   Florida

	$0k	$20k	$40k	$60k	Count	%
Graduate Degree[1]				$60.6k	145k	11.1%
Bachelor's Degree			$45.9k		260k	19.9%
Some College		$32.3k			391k	30.0%
H.S. Diploma[2]	$26.3k				356k	27.3%
No H.S. Diploma[2]	$19.3k				152k	11.7%
Total		$33.8k			1.30M	100%

Count: number of people with given highest level of educational attainment
%: percentage of people with given highest level of educational attainment
[1] or professional degree   [2] H.S. = High School

Source: US Census Bureau: Retrieved 9/13/18

Floridians currently outpace the nation in earning post-graduate degrees, and BCPS is focused on producing graduates better prepared for future demand. Opportunities exist to prepare students for careers in retail, healthcare, hospitality, as well as in manufacturing, energy, and aviation sectors. The Florida Legislature has identified critical areas of need in education, and BCPS has strong community ties to help promote equity, diversity and academic support for vulnerable student populations.

Economically, higher home prices provide a stronger tax base for educational revenue. However, the lack of affordable housing and higher consumer costs in Florida will challenge Broward County residents in the future. A 25% drop in state and local education funding since 2008 combined with potential negative impacts of state and federal legislation will continue to challenge Florida school districts. Literacy gaps among kindergarten students entering the District, lower school enrollment and the support of failing charter schools provide additional financial burdens to school Districts.

Combined State and Local School Funding Per Student Below 2008 Levels in Most States
Percent change, inflation adjusted, fiscal years 2008-2015

Percent	State
-25.0%	Florida
-24.6%	Arizona
-19.6%	North Carolina
-18.6%	Nevada
-17.8%	Georgia
-16.8%	Idaho
-16.4%	Alabama
-11.8%	Oklahoma
-9.9%	Michigan
-8.6%	Utah
-8.3%	New Mexico
-8.1%	Virginia
-7.7%	Kansas
-5.8%	California
-5.7%	Mississippi
-5.3%	South Carolina
-4.8%	Texas
-4.6%	Maryland
-4.5%	Louisiana
-4.1%	Wisconsin
-4.0%	Colorado
-3.3%	Hawaii
-2.6%	Delaware
-2.4%	Kentucky
-2.1%	South Dakota
-1.6%	Oregon
-1.5%	Indiana
-0.9%	New Jersey
-0.2%	Tennessee

Source: *Center on Budget and Policy Priorities: Retrieved 9/5/18*

Organizational Assessment

The Organizational Assessment included a review of the District's academic and operational strengths and weaknesses as well as an analysis of stakeholder feedback.

The District has made strides towards our academic goals. In 2018, we continued to outperform the State at all levels on the Florida Standards Assessment (FSA) in English Language Arts and Mathematics, in addition to making improvements in the narrowing of achievement disparities in both subjects

4-Year Change in Achievement Gap from 2015 to 2018

County	English Language Arts			Mathematics		
	White-Black	White-Hispanic	FRL-NonFRL	White-Black	White-Hispanic	FRL-NonFRL
Broward	-4	-1	-2	-3	0	-2
Miami-Dade	-4	-1	-4	-2	-2	-3
Hillsborough	-1	0	-1	1	2	1
Palm Beach	-2	0	1	-1	0	1
Orange	-1	1	-3	1	1	-2

Note. Improvements in % of students scoring 3 or higher on FSA are highlighted in green.

(see table at right). We have successfully sustained *Early Literacy* progress with positive student outcomes for our young readers, while at the middle school level, the District was awarded a multi-year grant to fund new educational models for the *Reimagining Middle Grades* Initiative. Overall, there is strong collaboration around the three 2016-19 Initiatives under Strategic Goal of High-Quality Instruction — *Early Literacy*, *Reimaging Middle Grades* (RMG), and *College, Career, and Life Readiness* (CCLR). Performance improvements across BCPS operations include increased meal participation rates, increased efficiency and savings in procurement, and improved transportation customer satisfaction.

Positive steps have been made to address the tragedy that occurred at Marjory Stoneman Douglas High School in 2018. A District referendum to increase millage rates was secured to fund security staff and mental health services. Additional progress includes school upgrades to video/audio security systems, school staff training, new policies addressing safety and security, and the creation of the Office of Safety, Security, and Emergency Preparedness to align and augment the District's safety and security resources and risk mitigation framework.

Despite the progress we have made towards our Strategic Goals, academic challenges still remain. The persistence of an achievement disparity between student groups, alignment of professional learning with Strategic Goals to better impact student achievement, and five-year teacher retention rates must be addressed. Safety and security, with a heightened focus on social-emotional learning (SEL), will be a long-term emphasis for BCPS staff, students, and families. Operationally, obsolete job descriptions must be updated and aligned to current District needs, data validity and governance must be improved to ensure sound strategic decision-making, and inadequate funding to meet existing and growing needs related to infrastructure and technology must be addressed.

The major findings of the Environmental Scan and Organizational Assessment are summarized in the SWOT (Strengths, Weaknesses, Opportunities, and Threats) table below.

	Helpful	Harmful
INTERNAL	**Strengths** • Improvements in reducing achievement disparities. • Early Literacy progress and student outcomes. • New funding for Middle Grades. • Collaboration and alignment of current academic Initiatives. • Teacher retention after one year. • Improved meal participation. • Increased efficiency and savings in Procurement. • Improved Transportation customer satisfaction. • Funding for security staff, mental health services, and school salaries.	**Weaknesses** • Persistence of achievement disparities. • Grade 4 to 5 not addressed within current Strategic Initiatives. • Teacher retention after five years. • Improve alignment of professional learning with District strategy. • Job descriptions obsolete or not aligned to current needs. • Data accuracy, validity, and use. • Funding insufficient for needs.
EXTERNAL	**Opportunities** • Large population based with potential need for educational services. • Floridians with credentials beyond high school are outpacing the U.S. • Employment percentage rises with a high school degree and continuing education. • Several Florida bills will address safety/ security, mental health services, academic programs, funding, and operations. • BCPS has strong community partnerships. • Support for targeted economic opportunities. • Median home price increases provide a stronger tax base for public education.	**Threats** • Cost of living increases with large proportion of population below poverty level. • State and local funding fell 25% for public education in Florida, which leads the U.S. • Title II federal funding may be in jeopardy. • Expansion of voucher programs and funding of Schools of Hope would reduce public education funds. • Insufficiently funded legislative mandates. • Some cities have sponsored the opening of their own charter schools. • Enrollment decreases. • Charter school related financial impact. • Gaps in pre-enrollment participation.

Stakeholder Engagement

Stakeholder feedback was received from students, teachers, parent/guardians, District and school-based staff members and administrators, community members, partnering organizations, and elected officials. Stakeholders had the opportunity to share their perspectives during an extensive Listening Tour at various venues and through multiple methods.

Listening Tour: Forums	
✓ Principals Meetings	✓ Strategic Plan Committee Meetings
✓ School & Community Events	✓ Strategic Plan Focus Groups
✓ Classroom Observations	✓ Past District-wide Surveys
✓ District Advisory Groups	✓ Departmental Planning Retreats
✓ Local Non-Profit Meetings	✓ Facilities Leadership Conference
✓ Strategic Plan Surveys	✓ Continuous Improvement Conference

Over 175,000 responses were received from all groups on the 2024 Strategic Plan Survey, during Ed Talk 2018, and on the 2017/18 AdvancEd Survey. Major themes from across the various forums were then identified.

The Strategic Plan Committee met multiple times during the planning cycle, and consists of students, teachers, school- and District-level administrators and staff, local business, non-profits, partnering organizations, and community members. The Superintendent's Cabinet served as the Steering Committee for the process.

Stakeholder Input:

Geographical Regions Represented
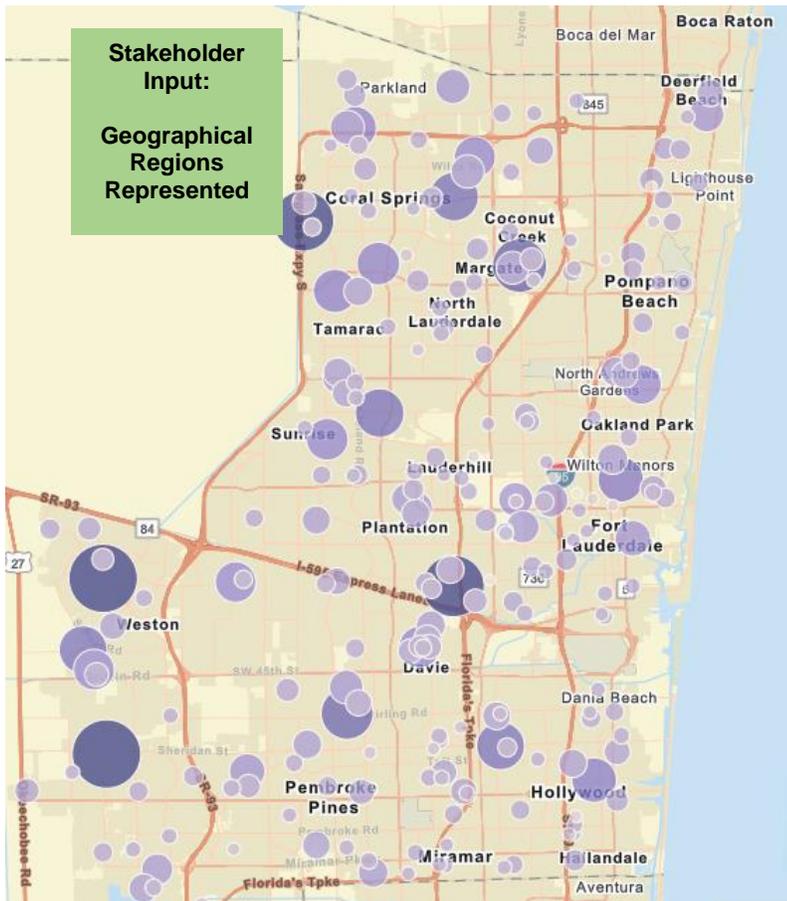
The 2024 Strategic Plan Survey elicited broad geographical feedback from school-based respondents as shown on the left; the size of the markers corresponds to the number of responses across the county. Findings for all Strategic Plan Survey respondents revealed the top 10 strengths and weaknesses below.

Strengths	Weaknesses
Diversity	Salary & Benefits
Communication	Funding Levels
Teaching Quality	Standardized Tests
Curriculum	School Safety
Positive Environment	Student Discipline
Student Achievement	Supplies & Equipment
Technology	District Leadership
School Choice	Communication
Training & Resources	Technology
Extracurricular Activities	Physical Environment

Students at all levels provided input in the creation of this Strategic Plan through surveys, focus groups, school and community forums, and classroom visits. Below are some sample artifacts of Strategic Plan input from our very youngest stakeholders: elementary school students. All input received was analyzed for major themes and integrated in the plan development process.

What I Like Best About My School:

It has everything that students need. (Water Fountain, Breakfast)
They have a clinic for when kids don't feel well.
They have a T.A.B (Think About Behavior) room for the disrespectful.
They have Performing Arts Team. (Dance, Art, Band, Drama, Chorus)
They have different activities for us to do.
They have different shows for the Performing Arts to perform.

One Way to Make My School Better:

I want a Bigger classroom.
I want a bigger play ground.
I want better Technoligy on the nova news,
touch screen computers for every grade.

One Way to Make My School Better:

I want my school to be safe.
I want for us to have rewards when
we have no code reds. I want us to
have fun fridays and get better
food. Better acotmint for the play
ground. Cold water when you go outside.
A scanner so incase sobody comes that
has a wepanon. Nova News can have better
acotmint. Paper towel. Over filled outside
for water. Touch screen.

What I Like Best About My School:

I like the food in the cafeteria
I like my teacher.
I like the garden.
I like the playground.
I like my friends in this school
I like the computers.
I like the library.
I like the painting in the Art room.

What I Like Best About My School:

I like many things about my school but there is one thing that really stands out too me and that one thing is the clubs that they have a impacts on helping us learn more outside of school time. Also, the teacher have a huge impact on the club.

One Way to Make My School Better:

One way to make my school better is I have to stay positive and let some one feed it off of me and send on to the next person.

Glossary

Assessing Comprehensive and Communication in English State-to-State (ACCESS) – Suite of assessments administered to K-12 English Language Learners (ELL) to monitor student progress.

Advanced International Certificate of Education (AICE) – An international diploma that students can earn via an advanced academic curriculum from the University of Cambridge in England.

Advanced Placement (AP) – Coursework and examinations created by the College Board to allow students to complete college-level course credits while still in high school.

At-Risk – Students who are identified as being at risk for school failure.

Campaigns – The six major themes that reflect key areas of focus for the District, and address the interrelatedness and cross-functionality of the District's three Strategic Goals. The six Campaigns are: Student Experience; Support Services for All; Retain, Develop, & Recruit; Refresh, Redesign, & Reduce Risk; Let's Connect, and; Our Data, Our Tools. Each Campaign supports the Strategic Goals through the implementation of multiple Initiatives.

Chief Executive Sponsor – Cabinet-level BCPS staff members who are ultimately accountable for implementation of Strategic Initiatives.

Collaborative Problem-Solving Teams (CPST) – A team of school-based staff who review data regarding a student's response to intervention to determine future needs. The team includes an administrator, teachers, psychologist, guidance counselor, social worker, and reading specialist.

Confidence Interval – The estimated range of values that have a high probability of representing the true population. The higher the confidence interval, the more certain that the true value is captured, and that observed change is the result of non-random fluctuation. This establishes a level of certainty that

outcomes are due to a systematic influence or intervention (e.g., the impact of implementing a Strategic Initiative).

Dashboard – Web-based portal that provides high-level data visualizations summarizing progress on Metrics. Dashboards provide ability to interact with the data to explore progress of specific groups or deeper layers.

DMAIC – A Lean Six Sigma problem-solving method that consists of five phases: Define, Measure, Analyze, Improve, and Control.

Dual Enrollment – Accelerated course and/or program that allows eligible students to enroll in postsecondary coursework and simultaneously earn both high school and postsecondary credit.

Environmental Scan – A structured strategic management approach for identifying and examining internal and external factors and trends that could potentially affect an organization's current and future performance.

Every Student Succeeds Act (ESSA) – Federal legislation signed into law in December 2015 that amended the Elementary and Secondary Education Act of 1965 (ESEA).

Extracurricular Activity – Any school-authorized or education-related activity occurring during or outside the regular instructional school day which carries no academic credit, for example, sports, clubs, and competitive teams.

Ghosh Model – A statistical model that approximates confidence interval ranges for binominal outcomes (e.g., the proportion of students who are successful). The Ghosh model takes into account prior student performance (e.g., percent of students scoring at level 3 or higher), the student population (e.g., number of students in a school), and the confidence interval criterion (e.g., 90%, 95%).

Industry Certifications – Credentials that secondary students have an opportunity to earn through advanced training and exams in a particular industry or technical trade.

Initiatives – The operational work streams that define the essential work for each Campaign. The tactics, timeline, and progress of leading indicators for each Initiative are monitored through detailed Project Plans.

International Baccalaureate (IB) – An advanced international academic program based on standards and curriculum created by the International Baccalaureate Organization based in Geneva, Switzerland.

Key Performance Indicator (KPI) – Data points used to gauge effectiveness in achieving essential business operations objectives.

Lag Measure – An outcome Metric that measures success of a Strategic Goal.

Lead Measure – Process steps or activities identified as predictive indicators of progress expected to influence the lag measure.

Lean Six Sigma (LSS) – A universal framework of tools and techniques for maximizing efficiency, quality, and customer service through the elimination of waste in business processes. It is based on the Japanese philosophy of continuous improvement. Certification in LSS may be earned at the White, Yellow, Green, or Black Belt levels.

Learning Gains – A measure of academic growth from one year to the next in English Language Arts or Mathematics demonstrated on the Florida Standards Assessment or the Florida Standards Alternative Assessment; specific criteria for demonstrating Learning Gains are set forth in the Florida Department of Education's "Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index.".

Life Plan – A plan for life after high school that is developed by the student through exploration of interests, strengths, and weaknesses leading to identification of concrete steps for successfully pursuing a career, college, and/or other opportunities.

Logic Model – The translation of a Theory of Action into a cause and effect chain of operationally-defined resources, processes, and outputs leading to desired outcomes.

Mastery vs. Growth Matrix – A data visualization consisting of schools plotted on a two-dimensional chart denoting average mastery vs. student growth, based on FSA Achievement. The quadrants of the matrix are: Enrichment Zone, Learning Zone, Complacency Zone, and Remediation Zone. Based on the model by Reeves (2006).

Metrics – Quantifiable indicators or data points used to measure or evaluate performance.

Mindfulness – The intentional cultivation of moment-to-moment attention and awareness in order to enhance behavioral, academic, and social-emotional learning for life readiness.

Multi-Tiered System of Supports (MTSS) – An evidence-based educational model with the fundamental goal of helping students succeed by differentiating instruction and providing successively more intensive assistance based on student need.

Partnership – Any relationship between the District and another organization which furthers the District's Strategic Goals.

Project Plan – Gantt Chart-based tool which includes a detailed lists of tasks, responsible personnel, start and end dates, milestones, and corresponding visual indicators and timelines showing progress toward the accomplishment of a given Initiative.

Quick Response (QR) Codes – Two-dimensional barcode which may be easily scanned by a mobile device to connect to online digital content.

Response to Intervention (RtI) – A three-tiered model for early identification and provision of support to students with academic or behavioral needs.

School Improvement Plans (SIP) – A school-based strategic plan that identifies school needs and methods for meeting those needs.

SMARTER Goal – Part of the Government Finance Officers Association (GFOA) framework for strategic plan to budget alignment, and is defined as a goal which is Specific, Measurable, Attainable, Relevant, Time-bound, Engaging, and Resourced.

Social-Emotional Learning (SEL) – A process in which students and adults are able to recognize and manage emotions, solve problems effectively and establish healthy relationships with others. SEL provides direct instruction in skills that enable students to succeed in college, career, and life by being responsible citizens and decision-makers.

Stakeholders – A person, group or organization that has a concern or interest in the success of a project, program, or organization.

STARS – The District's defined Core Values that include Student Focus, Teaching Excellence, Accountability, Respect, and Safety.

Strategic Goals – Institutional level objectives that the District strives to meet over a five-year period. Goals include High-Quality Instruction (HQI), Safe & Supportive Environment (SSE), and Effective Communication (EC). Each Goal is supported by Campaigns and Initiatives.

SWOT Analysis – A strategic planning technique used to identify Strengths, Weaknesses, Opportunities, and Threats to a business or organization.

Targets – The actual numerical representation defining success for a given Metric.

Theory of Action – A statement that specifies the actions and expected outcomes based on previous research-based evidence of program effectiveness.

Universal Design for Learning (UDL) – A research-based educational framework that gives all learners equal opportunities to learn.

Additional Acronyms

BCPS:	Broward County Public Schools	**FLDOE:**	Florida Department of Education
CGCS:	Council of the Great City Schools	**FRL:**	Free or Reduced-price Lunch
ELA:	English Language Arts	**FSA:**	Florida Standards Assessment
ELL:	English Language Learners	**FSAA:**	Florida Standards Alternative Assessment
EOC:	End of Course	**GFOA:**	Government Finance Officers Association
ESE:	Exceptional Student Education	**KPI:**	Key Performance Indicator
ESOL:	English for Speakers of Other Languages	**TBD:**	To Be Determined

References

AdvancEd. Retrieved from https://www.advanc-ed.org

Broward County Public Schools: Office of Strategic Initiative Management. Retrieved from https://www.browardschools.com/sim

Collaborative for Academic, Social, and Emotional Learning (CASEL): Framework for Systemic Social and Emotional Learning (SEL). Retrieved from https://casel.org/what-is-sel

Council of the Great City Schools (CGCS). Retrieved from https://www.cgcs.org

Florida Department of Education (FLDOE). Retrieved from http://www.fldoe.org

Ghosh, B.K. (1979). A Comparison of Some Approximate Confidence Intervals for the Binominal Parameter. *Journal of the American Statistical Association*, *74* (386), 894-900.

Government Finance Officers Association (GFOA): Best Practices in School Budgeting. Retrieved from http://www.gfoa.org/sites/default/files/PK12_BPdocPCR_2A_Developgoals.pdf

McChesney, Chris, et al. *The 4 Disciplines of Execution: Achieving Your Wildly Important Goals*. Free Press, 2016.

Reeves, D. B. (2006). *The Learning Leader: How to Focus School Improvement for Better Results.* Alexandria, VA: Association for Supervision and Curriculum Development.

Tague, N. R. (2005). *The Quality Toolbox (2nd ed.)*. Milwaukee, WI: ASQ Quality Press.

The Aspen Institute: Social, Emotional, & Academic Development (SEAD) Framework. Retrieved from https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/social-emotional-academic-development

BROWARD County Public Schools
Established 1915

2024 Strategic Plan

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

OUR MISSION: *Educating all students to reach their highest potential.*

OUR CORE VALUES:
Student Focus
Teaching Excellence
Accountability
Respect
Safety

STARS

OUR GOALS:

High-Quality Instruction | Safe & Supportive Environment | Effective Communication

OUR CAMPAIGNS & INITIATIVES:

Support Services for All
- Student, Employee, & Supplier Diversity
- Prevention, Intervention, & Assistance
- Social-Emotional Learning

Student Experience
- Achievement & Equity
- College, Career, & Life Readiness (PreK-Adult)
- Personalized Pathways
- Enrollment Optimization

Retain, Develop, & Recruit
- Employee Retention & Recruitment
- Professional Learning for All
- Organizational Structure & Aligned Funding

Let's Connect
- Public Relations, Partnerships, & Legislation
- Internal Communication
- Marketing
- Customer Service

Our Data, Our Tools
- Data Governance & Use
- Tool Development, Implementation, & Use

Refresh, Redesign, & Reduce Risk
- Operational & Process Improvement
- Facilities & Asset Management
- Safety, Security, & Risk Mitigation

SIM

Published by the Office of Strategic Initiative Management (SIM).
For the complete 2024 Strategic Plan, visit www.browardschools.com/sim.

Established 1915

BROWARD
County Public Schools

2024 STRATEGIC PLAN

Published on 06.24.19 by:
The Office of Strategic Initiative Management

SIM

www.browardschools.com/sim