

HIGH SCHOOL STRATEGIC PLAN IMPLEMENTATION

College, Career, & Life Ready

School Board Workshop

February 12, 2019

Presented by:

Michael Ramirez, Cadre Director

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BROWARD COUNTY PUBLIC SCHOOLS

Goals for Today's Discussion

- Project Plans
- Stakeholder Survey Results
- Next Steps
- Board Feedback





Prioritized Initiative: College, Career and Life Readiness

(Portfolio Manager: Michael Ramirez)

Tactics	Theory of Action driving Logic Model	Project Manager	Desired Outcomes
<p><u>PROGRAM SPONSOR: Daniel Gohl</u> Provide rigorous foundations in algebra, reading and writing in the ninth grade.</p> <p>Improve counseling services at the secondary level to raise expectations and quality of course-taking trends.</p> <p>Support and monitor post-secondary transition through college selection counseling and access to college entrance exams and financial support processes.</p> <p>Using the MTSS/RtI process to support graduation and post-secondary transitions.</p> <p><u>PROJECT SPONSOR: Valerie Wanza</u> Ensure Quality Assurance for school-based implementation</p>	<p>IF we ensure that students have strong foundations in literacy and numeracy, that their unique learning needs are met through personalized pathways, have engaged in rigorous curriculum aligned to post-secondary opportunities, have developed social & emotional skills and have support when exploring careers and applying to college,</p> <p>THEN students will have the knowledge and skills required to successfully pursue a post-secondary pathway of their choice and be productive members of society.</p>	<p>Susan Cantrick & Todd LaPace (Life Skills)</p> <p>Enid Valdez & Jon Marlow (Personalized Pathways)</p> <p>Guy Barmoha & Scott Fiske (Post-Secondary Preparedness)</p> <p>Ralph Aiello & Brad Fatout (Social & Emotional Awareness)</p>	<p>Incremental:</p> <ul style="list-style-type: none"> • Students develop soft skills necessary to be successful in college, the workplace and life. • Students chart and conduct their high school career in alignment with their post-secondary goals. <p>Cumulative:</p> <ul style="list-style-type: none"> • Increased Level 3 and Above in ELA and Mathematics • Closed Achievement Gaps • Increased graduation rates • Increased college admission rates and scholarships • Increased employment

Post-Secondary Preparedness

- Staff professional development
- Naviance (relaunch)
- Create local course requirement combining financial literacy with the 4 E's: Employment, Education, Enlistment, Exploration
- Develop consortium of stakeholders revisiting post-secondary preparedness on a regular basis to account for changing conditions at the macro level
- Create interactive experiences and experiential learning for students outside of current curriculum delivery models

Social and Emotional Awareness

- Establish a common definition of SEL in relation to CCLR
- Create an asset map of internal and external SEL resources, staff, and programs
- Identify SEL best practices, a scope & sequence, and a menu of options
- Provide SEL training, continuous support, and appropriate resources
- Utilize a common instrument for meaningful measurement of SEL
- Provide proactive intervention and advisement for SEL issues

Life Ready
Portfolio
Proposed
Deliverables

Personalized Pathways

- Cohort Scheduling Support
- Optimization of resources--Return on Investment for Advanced Placement and Industry Certification participation/completion results in teacher bonus.
- Leveraging of NAF academies/student mentoring
- Emphasis on CTE for everyone
- Identification of opportunities to scale-up Career and Technical Student Organizations
- Promote inter-disciplinary/complimentary pathways (e.g., an aligned industry certification in conjunction with a related AP capstone course of study)
- Promote Magnet and Innovative Programs along with AICE, AP, IB, IC to ensure full-scope opportunity access

Employability Skills

- Define and standardize soft skills, including soft skill levels and metrics
- Incorporate soft skills within curriculum of CTACE, core classes, and proposed Post-Secondary Preparedness local course requirement
- Develop testing standards for soft skills
- Identify and promote opportunities for students to develop soft skills outside the classroom
- Research successful models of soft skill development in high schools
- Develop and implement plan for replicating successful models across high schools

Alignment of CCLR Initiative with New Strategic Plan

2016-19 Strategic Plan

Goal: High-Quality Instruction

Initiatives:

- Early Literacy
- Reimagining Middle Grades
- College, Career, and Life Readiness



2019-24 Strategic Plan

Goal: High-Quality Instruction

Campaign: Improve Student Experience

Initiative: Life Readiness (PreK-12)



Communicating with Stakeholders: Students & Teachers

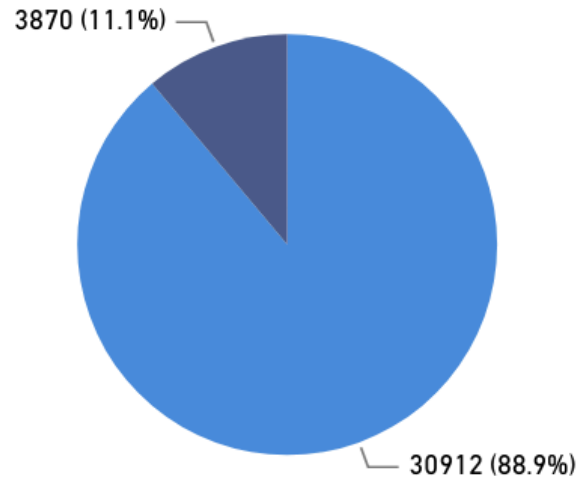
- **CCLR Ambassadors:** 1 teacher selected per school, periodic meetings scheduled to discuss implementation of CCLR strategies, initial meeting Nov. 19, 2018
- **Student Survey:** 34,788 students responded
- **Teacher Survey:** 2,314 teachers responded
- **ED Talk 2018:** Student panel discussion and stakeholder survey
- **Future communications:** Parents, BTU, Business Partners, Higher Education Partners



Student Survey Data

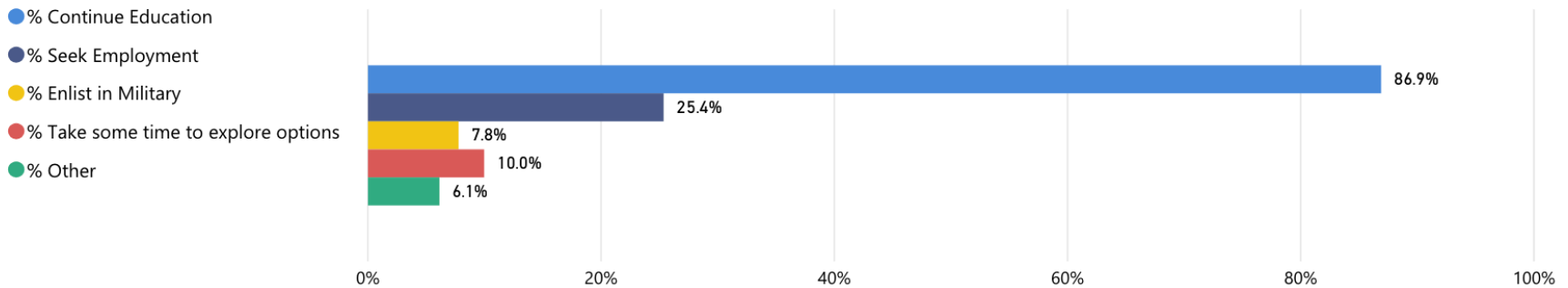
1. Do you have a plan for your next steps after high school?

● Yes ● Not yet



Student Survey Data

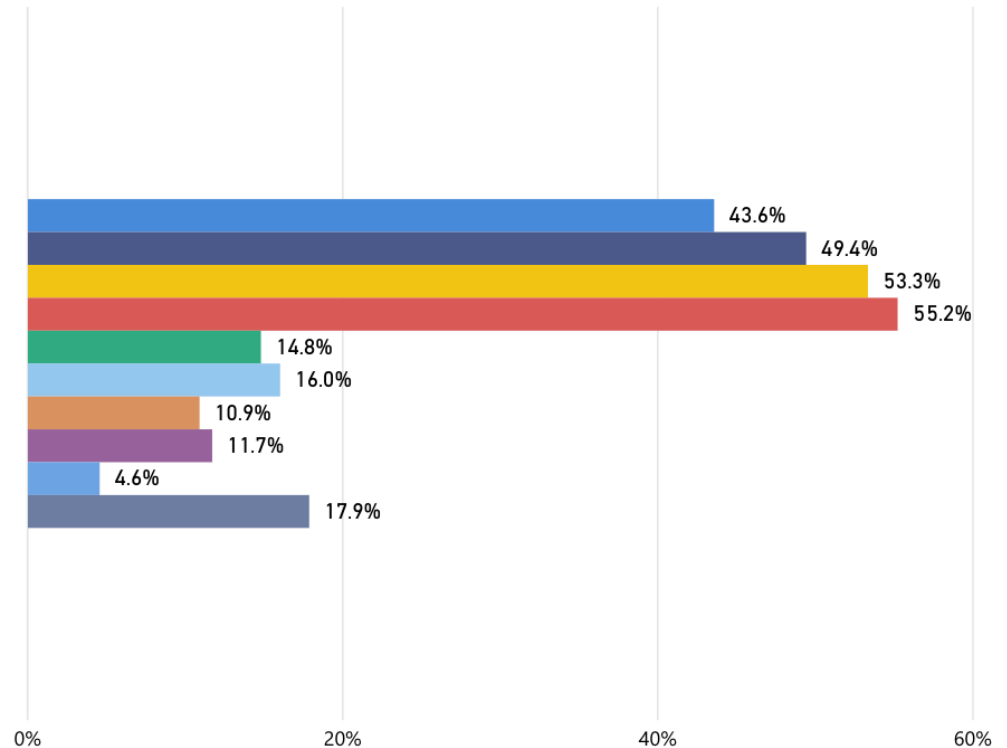
2. If you answered "yes" to question 1, what is your plan for after high school? (Select all that apply).



Student Survey Data

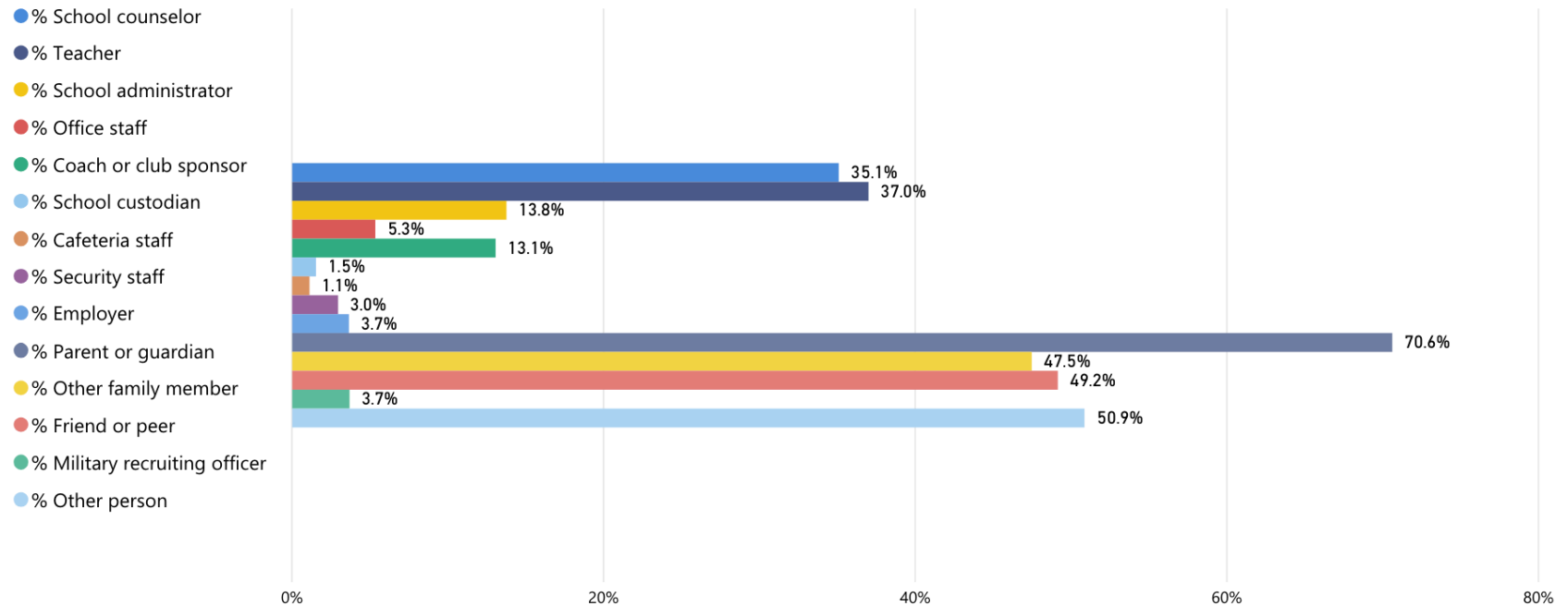
4. What support do you need to reach your goal? (Select all that apply)

- % Financial aid information
- % Help in understanding my options
- % Guidance on What to Expect from my next step
- % More information on specific requirements I need to meet
- % More support from my family
- % Support with personal concerns
- % Transportation assistance
- % Access to technology
- % Assistance with Medical Needs
- % Don't know



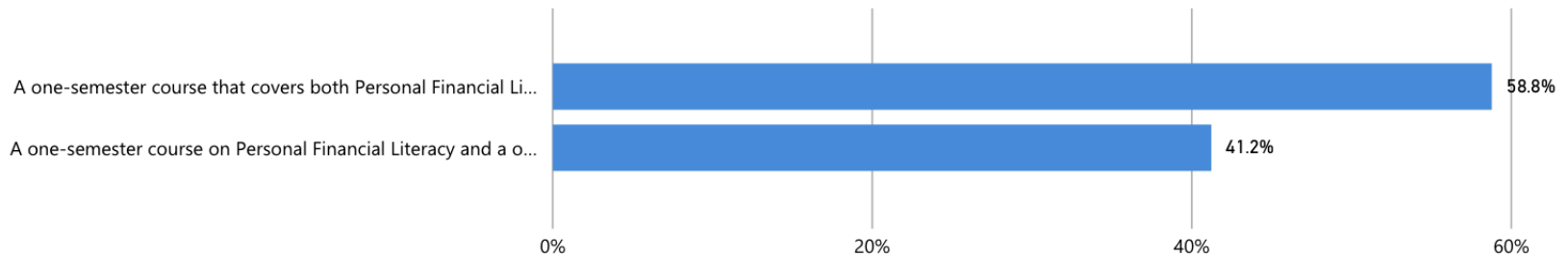
Student Survey Data

9. Which of the following people support you in planning your next steps after high school? (Select all that apply)



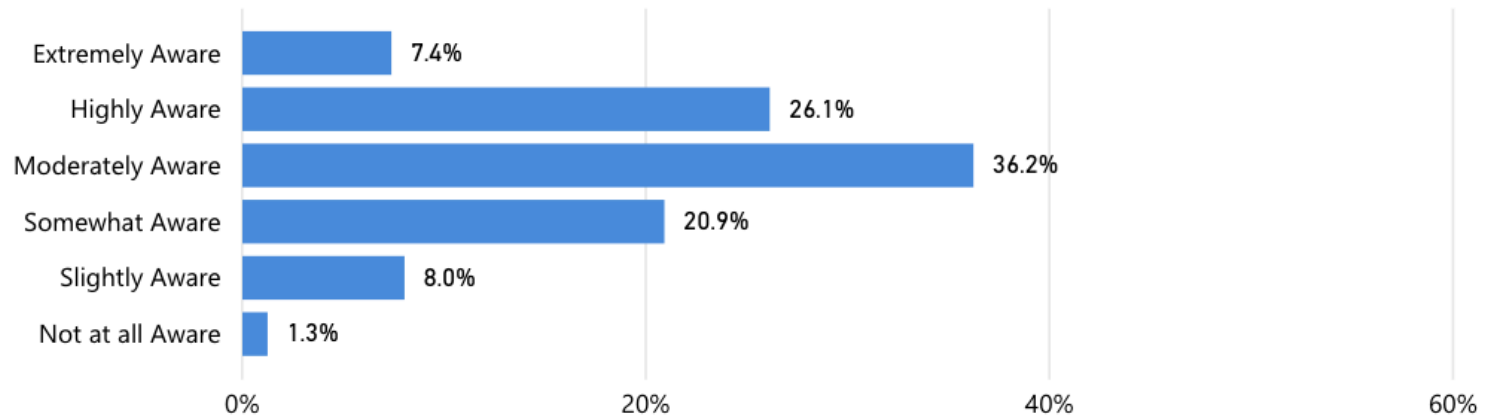
Student Survey Data

11. From which of the following options for Financial Literacy (banking, debt, credit, loans, budgeting) instruction would you most benefit?



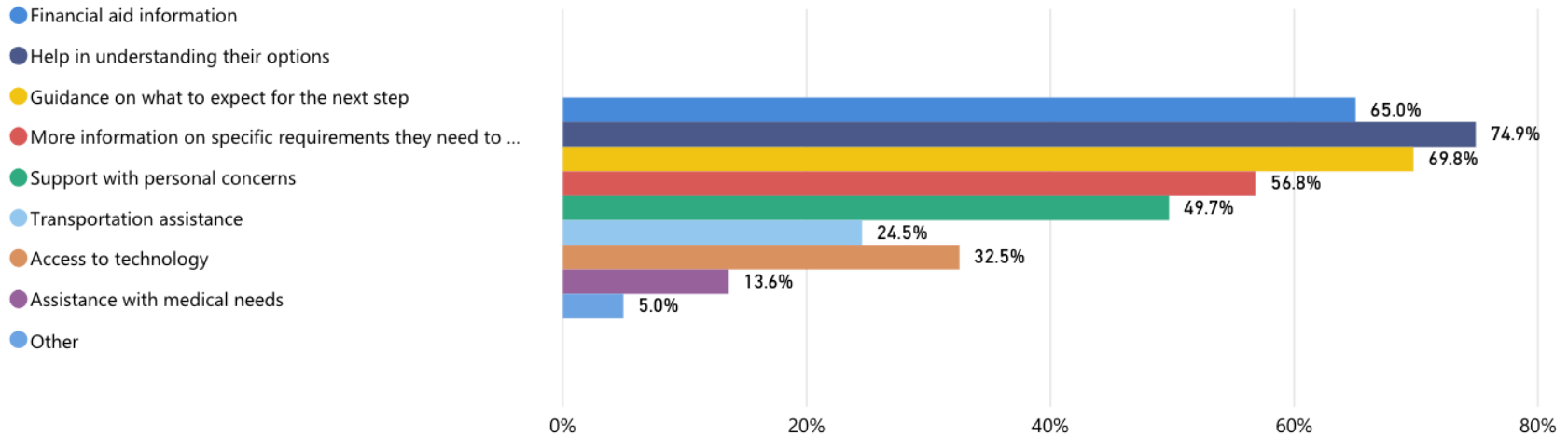
Teacher Survey Data

3. How aware are you about your students' plans after high school?



Teacher Survey Data

6. What additional support do you feel your students need to reach their goals?

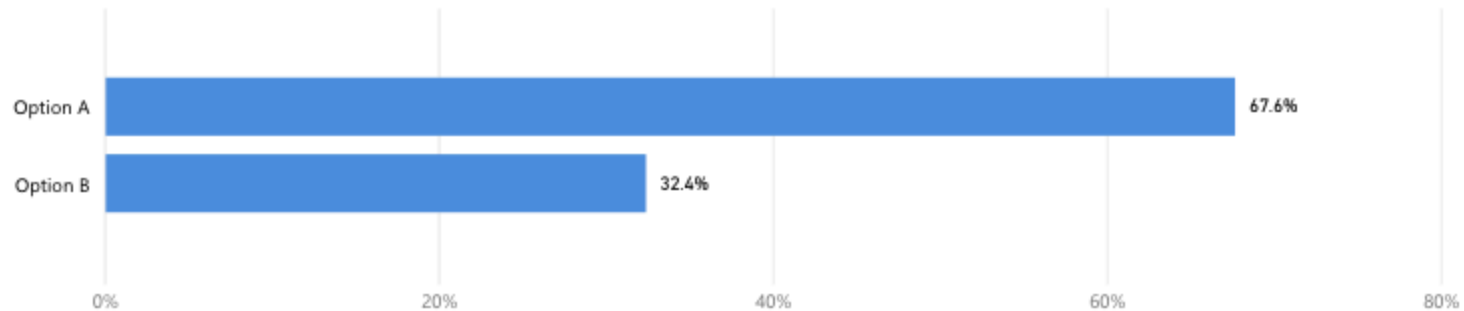


Teacher Survey Data

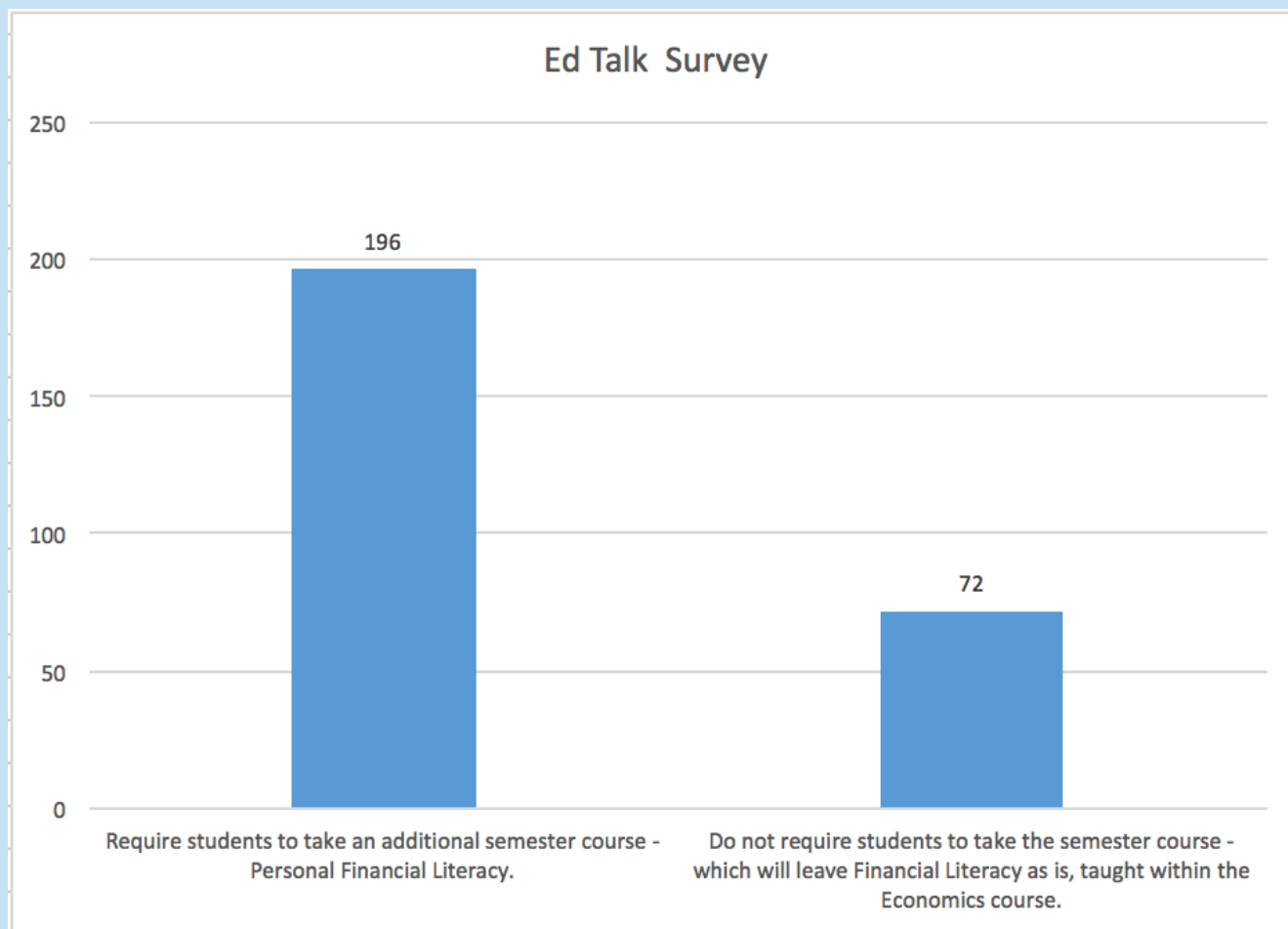
12. In 2012, the State of Florida added 56 Financial Literacy Benchmarks to the required semester course: Economics which then became the current course, Economics with Financial Literacy. As a result of the concern over the amount of content that was added to the course, an additional elective semester course: Personal Financial Literacy was added to the State Course Code Directory. In Broward, which of the following do you feel is the best option to meet the Florida Financial Literacy requirement?

Option A: Require students to take an additional semester course – exclusively addressing Personal Financial Literacy - in addition to the state required course Economics with Financial Literacy or the AP, IB, AICE equivalent courses, which would address the original economics content.

Option B: Do not require students to take the additional semester course - Personal Financial Literacy. However, the 56 Financial Literacy benchmarks will continue to be taught in Economics with Financial Literacy (including the equivalent AP, IB, AICE courses).



Ed Talk Survey Data



Generalizations from the surveys

- Most students plan on continuing their education
- Students need the most support with graduation requirements as well as their options and expectations after high school
- Most students look to their family members or peers for advice after high school
- Schools have an opportunity to be more deliberate in understanding their students' post-graduation plans
- A majority of respondents indicate that financial literacy should be taught in a stand alone course



Post-Secondary Preparedness

- Create experiential learning for students outside of current curriculum delivery models and the corresponding Professional Learning needed
- Create local course paired w/ Personal Financial Literacy. **(See course in Life Skills)**
- Develop consortium of stakeholders revisiting post-secondary preparedness on a regular basis to account for changing conditions at the macro level **(Bridge to Life)**
- **Peer counseling in the form of BRACE Cadets, MTL, LIA, 5000 Role Models, etc...**
- **Require every student to create a post-secondary plan via CCLR program (Naviance)**
- **Stakeholder education (parents, ALL faculty, etc...)**

Social and Emotional Awareness

- Establish a common definition of SEL in relation to CCLR
- Create an asset map of internal and external SEL resources, staff, and programs
- Identify SEL best practices, a scope & sequence, and a menu of options
- Provide SEL training, continuous support, and appropriate resources
- Utilize a common instrument for meaningful measurement of SEL
- Provide proactive intervention and advisement for SEL issues

Personalized Pathways

- **Market awareness of Career Pathways**
- **Educate and Train** in student cohort scheduling
- Leverage NAF academies and student mentoring
- **Emphasis CTE as education to change perceptions**
- Promote inter-disciplinary curriculum within career pathways (e.g., an aligned industry certification in conjunction with a related AP capstone/AICE course of study)
- Promote Magnet and Innovative Programs along with AICE, AP, IB, IC, CTE to ensure full-scope opportunity access
- **CTE Interns as mentors**

Life Ready
Portfolio
Revised
Deliverables

Life Skills

- Clearly define and standardize life skills, including levels and metrics
- **Create Life Skills/Fin Lit (include FAFSA and Scholarship education) year-long course and propose as a Post-Secondary Preparedness local course requirement; simultaneously developing natural reinforcement of skills in CTACE and core classes**
- Develop self assessment standards for life skills through **Naviance**
- Identify and promote opportunities for students to develop soft skills outside the classroom
- Develop and implement plan for replicating successful models across high schools

Sample – Project Plan

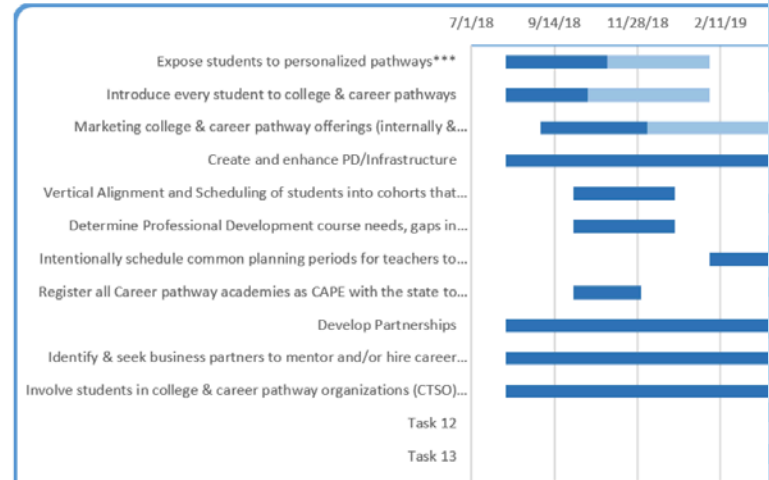


Project Plan

College, Career, and Life Readiness: Personalized Pathways

Project Manager: Enid Valdez | Co-Manager: Jon Marlow

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
Expose students to personalized pathways***	School Leadership	8/1/2018	2/1/2019	100%	50%	High
Introduce every student to college & career pathways	School Leadership	8/1/2018	2/1/2019	100%	40%	High
Marketing college & career pathway offerings (internally & ex	CTACE	9/1/2018	5/1/2019	66%	40%	Med
Create and enhance PD/Infrastructure	CTACE	8/1/2018	7/1/2019	57%	100%	Low
Vertical Alignment and Scheduling of students into cohorts th	School Leadership	10/1/2018	1/1/2019	100%	100%	Low
Determine Professional Development course needs, gaps in p	CTACE	10/1/2018	1/1/2019	100%	100%	Low
Intentionally schedule common planning periods for teachers	School Leadership	2/1/2019	8/1/2019	4%	100%	Low
Register all Career pathway academies as CAPE with the state	CTACE	10/1/2018	12/1/2018	100%	100%	Low
Develop Partnerships	CTACE	8/1/2018	8/1/2019	52%	100%	Low
Identify & seek business partners to mentor and/or hire caree	CTACE/School L	8/1/2018	8/1/2019	52%	100%	Low
Involve students in college & career pathway organizations (CTS	School Leadership	8/1/2018	5/1/2019	70%	100%	Low
Task 12				0%	0%	



Board Feedback



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