



February 11, 2020

2024 Strategic Plan Quarterly Report

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Mr. Alan Strauss, Chief Human Resources & Equity Officer

Mr. Maurice Woods, Chief Strategy & Operations Officer

Dr. Deborah Posner, Executive Director, Strategic Initiative Management

**Ms. Susan Rockelman, Director, Talent Acquisition & Operations (Instructional);
Lead for Retain, Develop, & Recruit Initiative**

**Mr. Wladimir Alvarez, Director, EEO/ADA Compliance;
Co-Lead for Student, Employee, & Supplier Diversity Initiative**

Mr. Robert Ballou, Director, Office of Economic Development & Diversity Compliance

**Mr. David Watkins, Director, Equity & Diversity;
Co-Lead for Student, Employee, & Supplier Diversity Initiative**



Agenda

- **Strategic Plan Overview**

- Vision, Mission, Values, & Goals
- Campaigns & Initiatives
- District-Wide Alignment
- Strategic Plan Communication, Execution, & Accountability Framework
- Maturity Model & Change Management Process

- **Campaign Overview: Retain, Develop, & Recruit**

- Initiative Deep Dive: Employee Retention & Recruitment

- **Campaign Overview: Support Services for All**

- Initiative Deep Dive: Student, Employee, & Supplier Diversity

- **Board Conversation**



2024 Strategic Plan: Vision, Mission, Values, & Goals



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:

- S**tudent Focus
- T**eaching Excellence
- A**ccountability
- R**espect
- S**afety



OUR GOALS:

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



2024 Strategic Plan: Campaigns & Initiatives

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



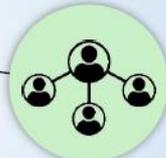
Retain, Develop, & Recruit

- 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



2024 Strategic Plan: District-Wide Alignment



2024 Strategic Plan: Communications Framework

- SIM Website & SharePoint site
- Monthly Newsletters
- Poster & QR Code
- Monthly Newsletters
- Annual Outcomes Reports
- Planning Retreats
- Social Media
- Other Marketing Materials



BCPS Mission: Educating all students to reach their highest potential.

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

Office of Strategic Initiative Management (SIM)
Broward County Public Schools

2024 Strategic Plan

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 - Data Governance & Use
 - Tool Development, Implementation, & Use
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 - Facilities & Asset Management
 - Safety, Security, & Risk Mitigation

Published by the Office of Strategic Initiative Management (SIM).
Access the full 2024 Strategic Plan at www.browardschools.com/strategicplan.

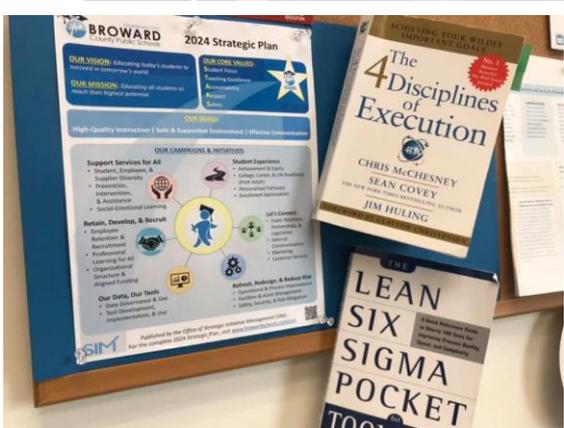
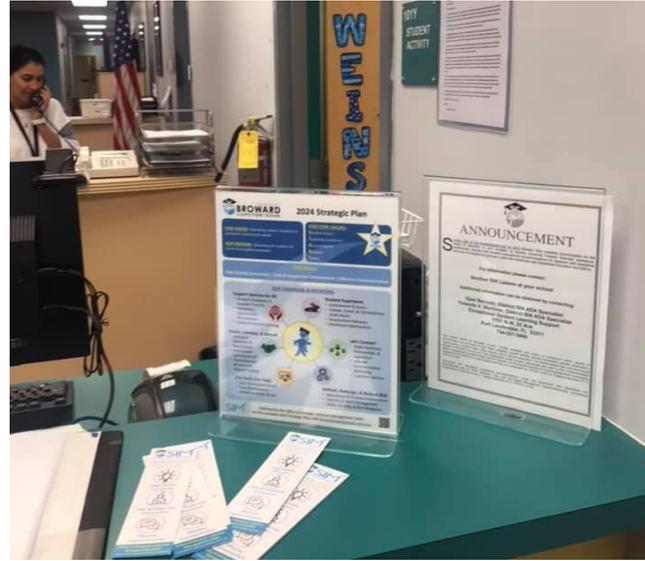


www.facebook.com/bcpssim

www.twitter.com/bcpssim



2024 Strategic Plan: Communications Framework



2024 Strategic Plan: Execution Framework & Tools



SIM Ambassadors

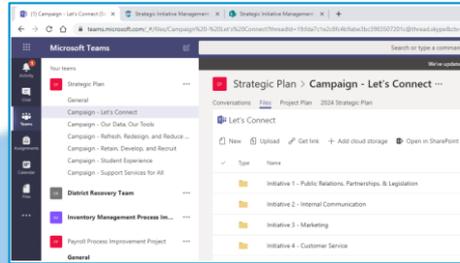
- New model for expanding capacity
- 150+ Trained (staff & students)

Individual Consultations

- Thought Partnership
- Quarterly Reporting Guidance
- Data Analysis

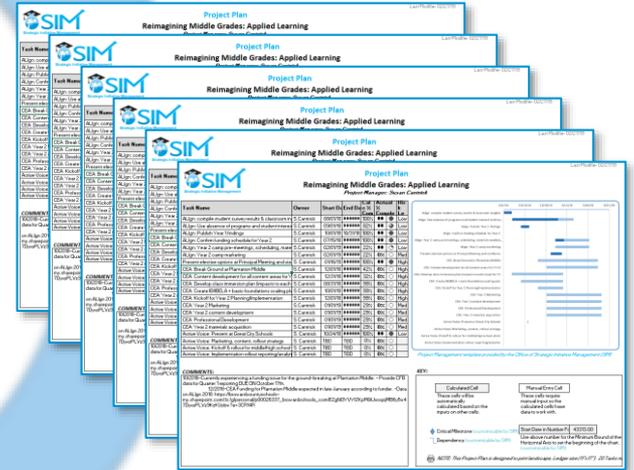


Leveraging Tools, Technology, & Personalized Approaches to Foster Collaboration



Microsoft Teams Sites

- Unified Communications & Information Sharing of all Initiative-related work

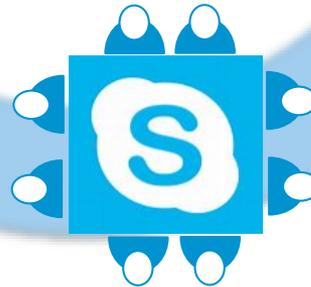


Project Plans

- Timelines, Resources, Risks

Monthly Campaign Meetings

- With Executive Sponsors & Initiative Leads via Skype

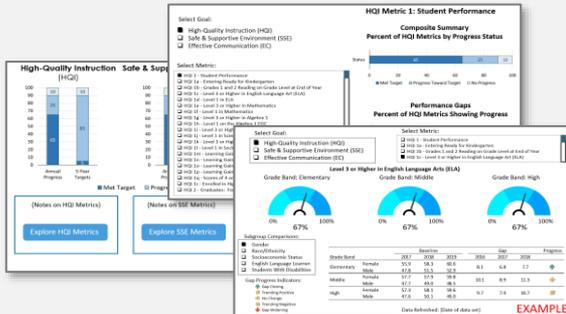


2024 Strategic Plan: Cadence of Accountability

Quarterly Reporting with Initiative Deep Dives

Quarter	Month	Campaigns	Initiatives
1	October 2019	<ul style="list-style-type: none"> Student Experience Our Data, Our Tools 	<ul style="list-style-type: none"> Achievement & Equity Tool Development, Implementation, & Use
2	February 2020	<ul style="list-style-type: none"> Retain, Develop, & Recruit Support Services for All 	<ul style="list-style-type: none"> Employee Retention & Recruitment Student, Employee, & Supplier Diversity
3	April 2020	<ul style="list-style-type: none"> Refresh, Redesign, & Reduce Risk Let's Connect 	<ul style="list-style-type: none"> Operational & Process Improvement Customer Service
4	August 2020	All	All

Dashboards



Monthly SIM Newsletters



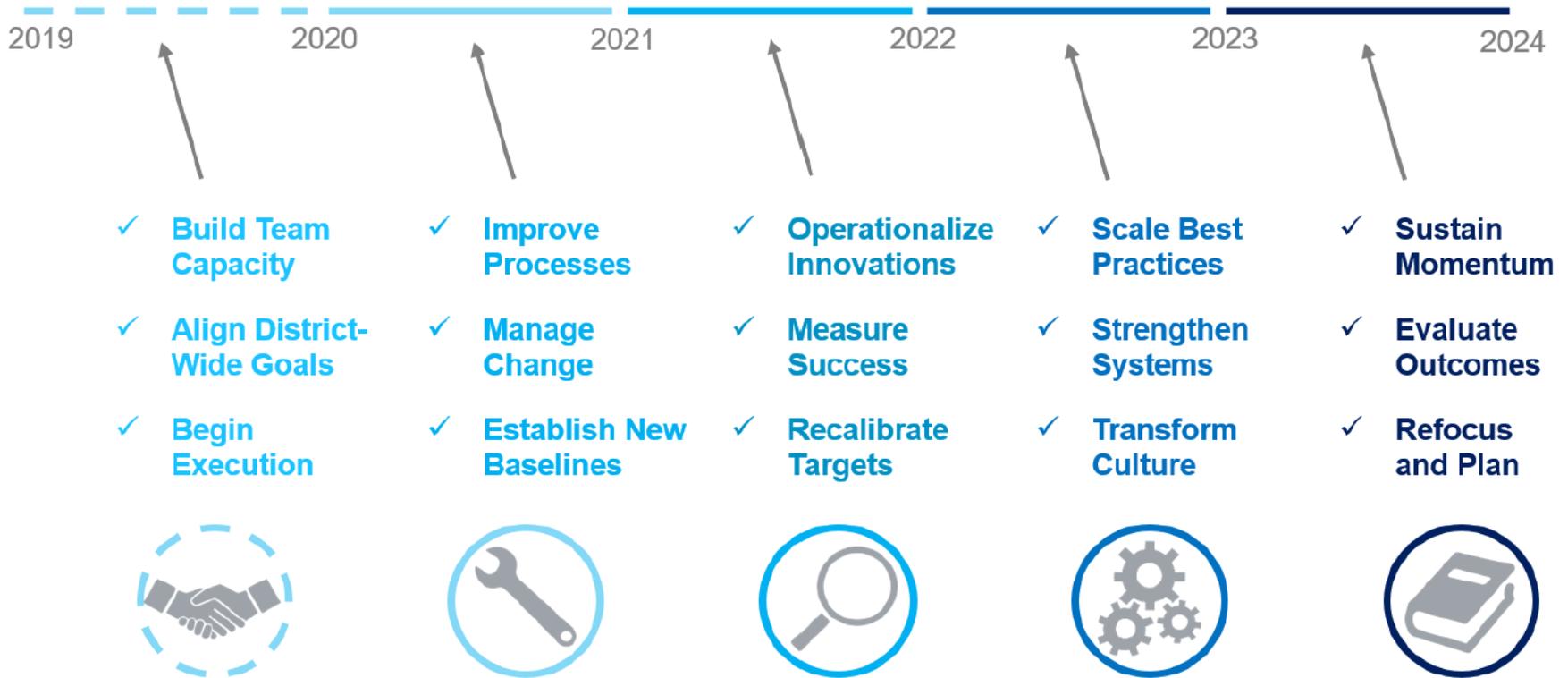
Annual Outcomes Report



Annual Strategic Plan Refresh



Maturity Model



Change Management Process

Strategic Plan Revised and Published

School Board



Superintendent's Cabinet



Office of Strategic Initiative Management



[2024 Strategic Plan - Change Request Form](#)



www.browardschools.com/strategicplan



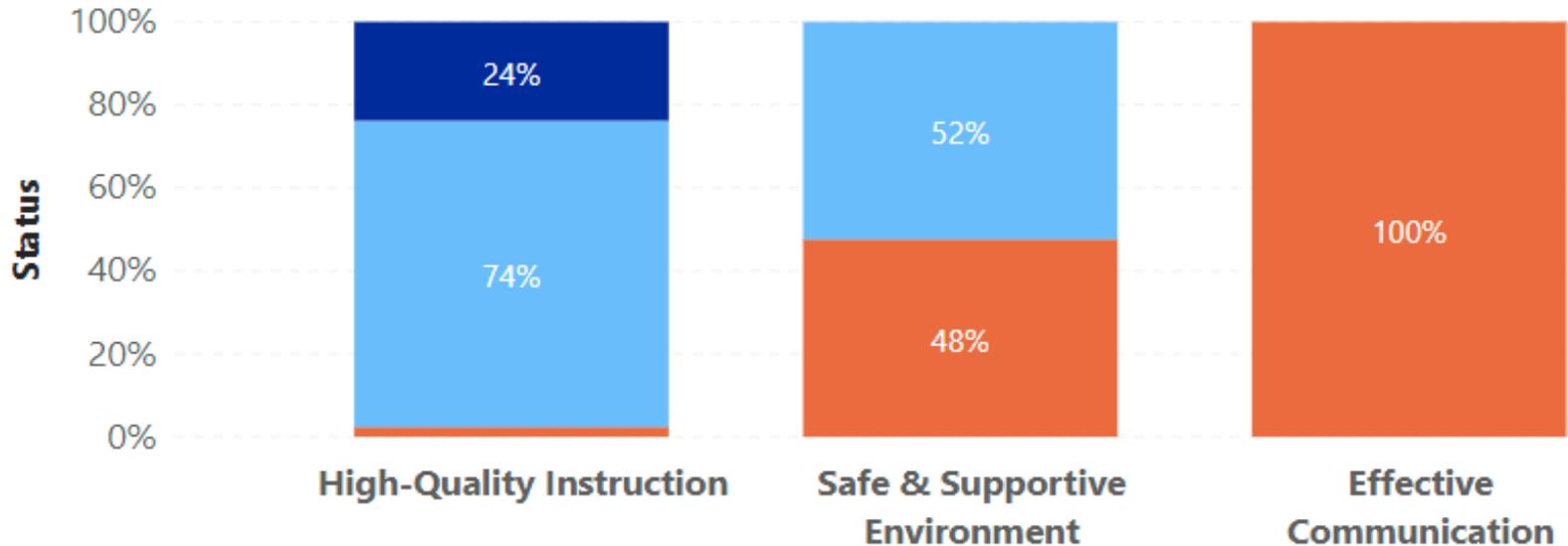
Your voice matters!



2024 Strategic Plan Dashboard

2024 Strategic Plan Dashboard

Status ● In Development ● Approaching Target ● Met Target



Combined:

11% Met Target – 2020 Target has been met

56% Approaching Target – Metrics Defined, Data Available, and Work in Progress

34% In Development – Defining Metric, Establishing Processes, or Data Unavailable

See Appendix for detailed status updates by Metric



2024 Strategic Plan Dashboard

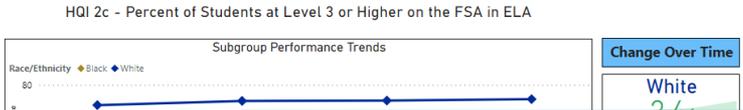


2024 Strategic Plan
High-Quality Instruction Metrics
Subgroup Trends by Race/Ethnicity

[Return to Front Page](#)
[Explore Primary HQI Metrics](#)
[Explore All HQI Metrics](#)

Select Metric

- HQI 2b - Percent of Students in Grades 1 and 2 Reading on Grade Level at End of Year
- HQI 2c - Percent of Students at Level 3 or Higher on the FSA in ELA
- HQI 2d - Percent of Students at Level 3 or Higher on the FSA in Math
- HQI 2e - Percent of Students at Level 3 or Higher on the Algebra 1 EO Exam
- HQI 2f - Percent of Students with Scores of 4 or Higher on ACCESS for ELLS 2.0
- HQI 2g - Percent of Students with Scores of 3 or Higher on the FSAA in ELA for Students with
- HQI 2h - Percent of Students with Scores of 3 or Higher on the FSAA in Math for Students with
- HQI 2i - Percent of Students with Scores of 3 or Higher on the FSA in Science and Biology EO Exam
- HQI 2k - Percent of Students with Scores of 3 or Higher on the Civics and US History EO Exam



Select Level

Select all
 Elementary
 Middle
 High

Select Subgroups

Gender
 Race/Ethnicity
 Socioeconomic Status
 English Language Learner
 Students With Disabilities

Select Race/Ethnicity

American Indian
 Asian
 Black
 Hispanic
 Multi
 Pacific Islander



2024 Strategic Plan
High-Quality Instruction Primary and Secondary Metrics

[Return to Front Page](#)
[Explore Primary HQI Metrics](#)
[Explore HQI Subgroups](#)

Select Metric

- HQI 1a - Percent of Schools in the Enrichment Zone of the Mastery vs. Growth Matrix for ELA
- HQI 1ai - Percent of Schools in the Enrichment Zone of the Mastery vs. Growth Matrix for Math
- HQI 1b - Percent of Schools Exceeding the 41% Federal Cut Score in All Subgroups for ESSA
- HQI 2a - Percent of Students Who Attended District-Run Pre-KG Programs Entering Ready for Kindergarten
- HQI 2b - Percent of Students in Grades 1 and 2 Reading on Grade Level at End of Year
- HQI 2c - Percent of Students at Level 3 or Higher on the FSA in ELA
- HQI 2d - Percent of Students at Level 3 or Higher on the FSA in Math
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- HQI 2g - Percent of Students with Scores of 3 or Higher on the FSAA in ELA for Students with
- HQI 2h - Percent of Students with Scores of 3 or Higher on the FSAA in Math for Students with
- HQI 2i - Percent of Students Enrolled in Higher Education Opportunities Who Are Successful
- HQI 2j - Percent of Students with Scores of 3 or Higher on the FSA in Science and Biology EO Exam
- HQI 2k - Percent of Students with Scores of 3 or Higher on the Civics and US History EO Exam

HQI 2c - Percent of Students at Level 3 or Higher on the FSA in ELA

Metric Tier	Level	Prior Years Average	2019 Baseline	Target Year 1	Target Year 5
Primary	Grade 3	57%	59%	64%	90%
Primary	Grade 10	53%	53%	56%	69%
Secondary	Grades 4 & 5	55%	60%	59%	77%
Secondary	Middle	54%	55%	56%	65%
Secondary	High	54%	55%	55%	65%

Primary Metrics

Secondary Metrics

Acronyms

The 2024 Strategic Plan Dashboard is maintained by the Office of Strategic Initiative Management.

Select Metric

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The 2024 Strategic Plan Dashboard is maintained by the Office of Strategic Initiative Management.



2024 Strategic Plan
High-Quality Instruction Overview of Primary Metrics

[Return to Front Page](#)
[Explore All HQI Metrics](#)
[Explore HQI Subgroups](#)

Select Metric

- HQI 1a - Percent of Schools in the Enrichment Zone of the Mastery vs. Growth Matrix for ELA
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- HQI 2k - Percent of Students with Scores of 3 or Higher on the Civics and US History EO Exam

HQI 1a: Percent of Schools in the Enrichment Zone of the Mastery vs. Growth Matrix for English Language Arts - District Total

Prior Years Average: 18%
2019 Baseline: 22%
Target Year 1: 21%
Target Year 5: 34%

HQI 1b: Pct of Schools Exceeding the 41% Federal Cut Score in All Subgroups for ESSA criteria for Comprehensive or Targeted Support and Imp. D.

Prior Years Average: 38%
2019 Baseline: 42%
Target Year 1: 43%
Target Year 5: 65%

HQI 2a: Percent of Students Who Attended District-Run Pre-KG Programs Entering Ready for Kindergarten

Prior Years Average: 44%
2019 Baseline: DATA NOT AVAILABLE
Target Year 1: 45%
Target Year 5: 52%

HQI 2b: Percent of Students in Grades 1 and 2 Reading on Grade Level at End of Year, Grade 1

Prior Years Average: 49%
2019 Baseline: 58%
Target Year 1: 69%
Target Year 5: 93%

HQI 2b: Percent of Students in Grades 1 and 2 Reading on Grade Level at End of Year, Grade 2

Prior Years Average: 73%
2019 Baseline: 72%
Target Year 1: 80%
Target Year 5: 93%

HQI 2c: Percent of Students at Level 3 or Higher on the Florida Standards Assessment in English Language Arts (ELA), Grade 3

Prior Years Average: 57%
2019 Baseline: 59%
Target Year 1: 64%
Target Year 5: 90%

HQI 2c: Percent of Students at Level 3 or Higher on the Florida Standards Assessment in English Language Arts (ELA), Grade 10

Prior Years Average: 53%
2019 Baseline: 53%
Target Year 1: 56%
Target Year 5: 69%

HQI 2d: Percent of Students at Level 3 or Higher on the Florida Standards Assessment in Mathematics, Elementary

Prior Years Average: 62%
2019 Baseline: 66%
Target Year 1: 65%
Target Year 5: 80%

HQI 2e: Percent of Students at Level 3 or Higher on the Algebra 1 End of Course (EOC) Exam

Prior Years Average: 50%
2019 Baseline: 49%
Target Year 1: 54%
Target Year 5: 64%

HQI 2i: Percent of Students Enrolled in Higher Education Opportunities Who Are Successful

Prior Years Average: 76%
2019 Baseline: DATA NOT AVAILABLE
Target Year 1: 78%
Target Year 5: 84%

HQI 3: Four-Year Graduation Rate

Prior Years Average: 85.9%
2019 Baseline: 88.2%
Target Year 1: 89.0%
Target Year 5: 92.0%

The 2024 Strategic Plan Dashboard is maintained by the Office of Strategic Initiative Management. Updated as of 1/10/2020



Retain, Develop, & Recruit Campaign Highlight

Mission, Vision, Values

Strategic Goals (HQI, SSE, EC)

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.



Focus of Today's Deep Dive

Employee Retention & Recruitment

Work Streams

Professional Learning for All

Work Streams

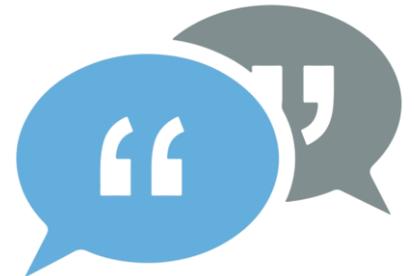
Organizational Structure & Aligned Funding

Work Streams



Employee Retention & Recruitment: Questions for the Board

1. Have you observed retention and recruiting practices at **other districts or organizations** that we should consider adopting at BCPS?
2. How can we sustain and strengthen our **District culture** to support teacher retention?
3. How do you **rank the importance** of potentially investing money in expanding current BCPS programs that support new teachers to Broward?
 1. Grow Our Own Intern Program
 2. Induction Program
 3. Alternative Certification for Educators (ACE)



Employee Retention & Recruitment Initiative: Theory of Action



Theory

Year 1 Action Plan: Instructional

Lead Measures

If we execute this strategy:

Attracting and retaining a diverse workforce is one of the most important drivers to improving success in our schools.

1. Assessment of district-wide staffing needs will allow for building a targeted roadmap to improve recruitment and retention efforts.
2. Develop targeted strategies to attract, recruit, develop, and retain employees.
3. Improve communication with employees so they feel connected and engaged in district operations.
4. Develop best-practices to be adopted district-wide for recruitment and retention efforts.
5. Develop practical strategies for continued reevaluations of successes and strategies for improvements.

Lag Measures

Then we will realize this goal:

Attracting quality candidates, increasing retention rates, and obtaining greater continuity in employment will increase student achievement.





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.

- 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 off-boarding).
- Δ Streamline number of separate job descriptions under same job title.
- Δ Streamline recruitment process for non-instructional positions.



Employee Retention & Recruitment: Team Profile

Teachers	M	E	E	T	Teacher Professional Learning & Growth
Talent Acquisition & Operations	School-Based Leadership	T	H	E	Coaching & Induction
Equity & Diversity	ESLS	T	E	A	M

OSPA = Office of School Performance & Accountability; SSIR = Student Support Initiatives & Recovery;
 ESLS = Exceptional Student Learning & Support



Employee Retention & Recruitment: Context

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.

- It is crucial that Broward maintains a competitive edge to attract, recruit, and hire top-talent.
- Attrition disrupts the stability of the school operations and impacts student achievement.



Employee Retention & Recruitment Initiative: Year 1 Phases

What We're Doing

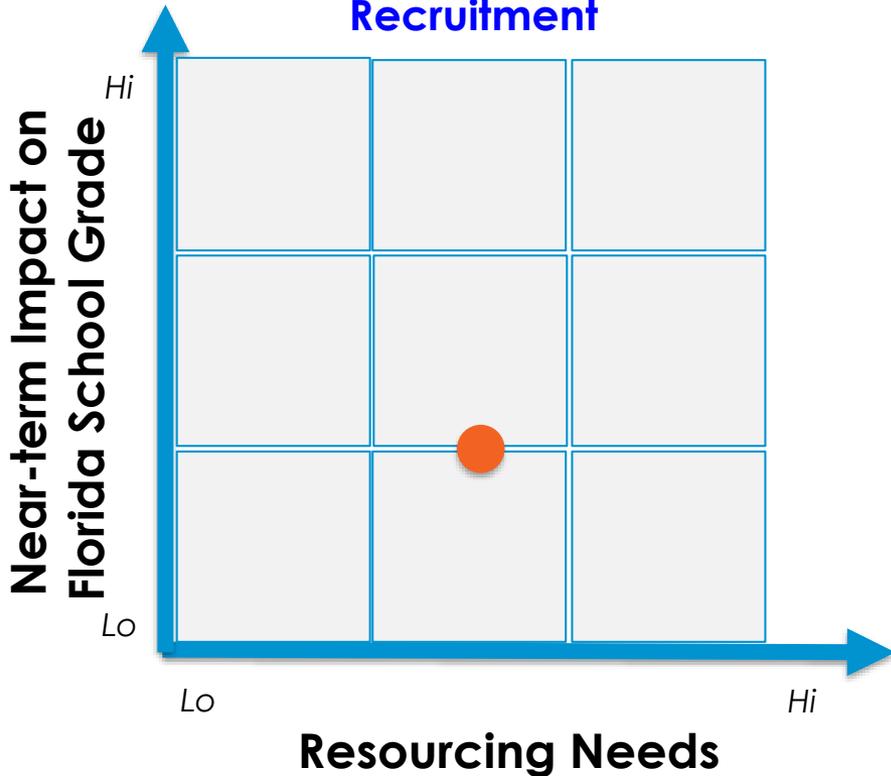
What to Look For

	INITIATE	PLAN	IMPLEMENT	CONTROL
What We're Doing	<ul style="list-style-type: none"> ▪ Build Team ▪ Schedule Meetings ▪ Research ▪ Communicate through Team Site ▪ Review current data measures to identify best practices and barriers to be addressed 	<ul style="list-style-type: none"> ▪ Analyzing data ▪ Meeting with Stakeholders ▪ Further Analyze Data ▪ Developing Concept ▪ Conduct Best Practices and School-Based Induction Reviews 	<ul style="list-style-type: none"> ▪ Launched Work Groups with Specific Focus Areas ▪ Align Work and Support ▪ Develop strategic initiatives and goals ▪ Provide overview of District Recruitment and Retention data ▪ Launching Committees 	<ul style="list-style-type: none"> ▪ Expand project plan to include tactic connections and details ▪ Sharing resources and collecting data for further analysis
What to Look For	<ul style="list-style-type: none"> ▪ Vision ▪ Theory of Action ▪ Project Kick-Off 	<ul style="list-style-type: none"> ▪ Project Plan ▪ Logic Model ▪ Meetings with Stakeholders ▪ Data Analyses – Enhanced Dashboards 	<ul style="list-style-type: none"> ▪ Work Groups and schedule of meetings ▪ Resources and Data Alignment 	<ul style="list-style-type: none"> ▪ Project Plan ▪ Dashboards ▪ Data Analysis ▪ Team Site ▪ Ongoing Meetings with SIM Team



Employee Retention & Recruitment Initiative: Resourcing & Florida School Grade Impact

Employee Retention & Recruitment



See Appendix for additional information on estimating impact on Florida School Grade and Resourcing Effects

What's Driving Resourcing Needs

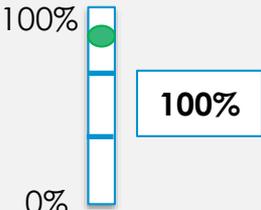
- Recruitment initiatives and the expansion of the Grow Your Own program.
- Providing school and district-based induction support, coaching, and mentoring.

What We're Doing to Satisfy Resource Requirements:

- Extending roles, re-prioritizing activity with existing roles, etc.
- Leveraging grant funds and district departments.



Employee Retention & Recruitment Initiative: Plan Status

Milestones / Deliverables	Achievements
<ul style="list-style-type: none"> ▪ Build Team  ▪ Hold Kick-Off Meeting  ▪ Develop Meeting Schedule  ▪ Identity and Review current Data Measures related to recruitment and retention  ▪ Define and Breakdown Initiative into Work Groups and Focus Areas as sub-components  ▪ Research State and National Initiatives  ▪ Identify Retention and Recruitment Barriers  ▪ Interview schools with high attrition rates and school-based induction programs  	<ul style="list-style-type: none"> ▪ Kick-Off Meeting Held on 11-14 with Representation from multiple District Departments, Schools, and Instructional Employees ▪ Identification of District Work Focused on Recruitment and Retention ▪ Creation of Strategic Plan Dashboards ▪ Created Workgroups with Focus Areas <ul style="list-style-type: none"> ▪ Recruitment: Attracting Teachers, Streamline Processes, Grow Your Own ▪ Retention: Certification; Why Teachers, Leave; Induction Programs
	Issues, Barriers, or Risks
<h3 data-bbox="42 896 407 932">Indicators & Legend</h3> <p data-bbox="34 962 517 998">Percent of Tasks On-Target</p>  <p data-bbox="446 1053 761 1215"> Legend Complete =  In Progress =  Not Started =  </p>	<ul style="list-style-type: none"> ▪ Creating a Culture of Urgency and ▪ Completing Programs and Priorities ▪ Need for Expansion of Resources ▪ Aligning Schedules
	Next Steps (90 Days)
	<ul style="list-style-type: none"> ▪ Hold Meeting to develop expanded project plan and formulate detailed tactics ▪ Identify schools with high retentions and schools with school-based induction programs to gather information from them on best practices ▪ Bring Resource Allocation Request to the Board



Employee Retention & Recruitment Initiative: Year 1 Project Plan

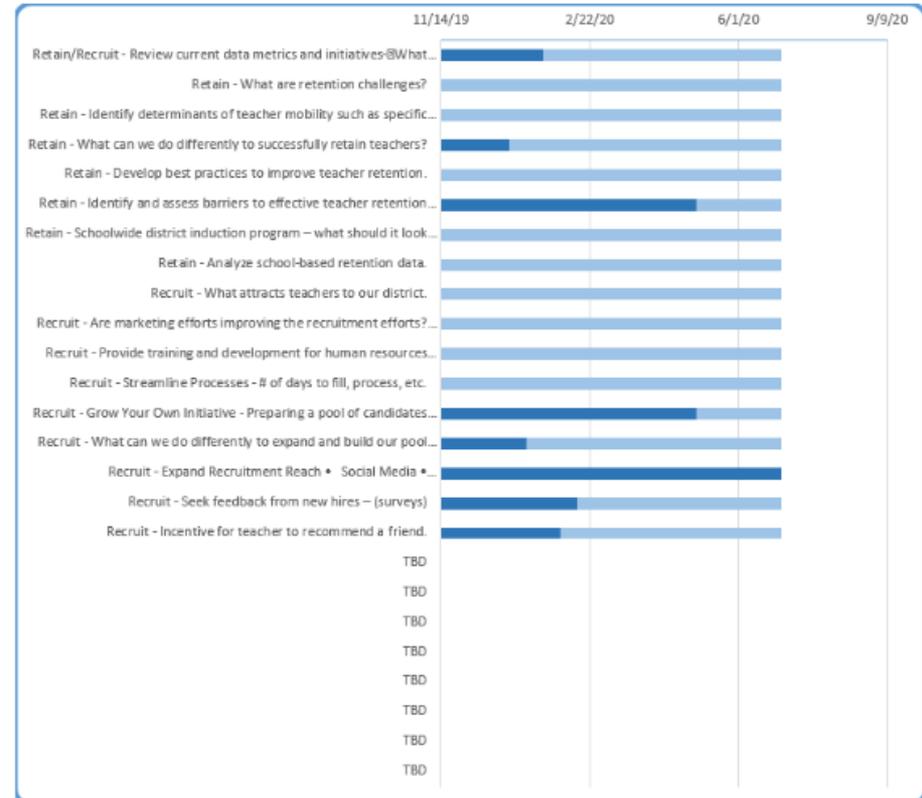


Project Plan

Initiative: Employee Retention & Recruitment

Initiative Lead: Susan Rockelman

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Retain/Recruit - Review current data metrics and initiatives	S. Rockelman	11/14/2019	6/30/2020	30%	30%		Low
Retain - What are retention challenges?	S. Rockelman	11/14/2019	6/30/2020	30%	0%		Med
Retain - Identify determinants of teacher mobility such as specific...	S. Rockelman	11/14/2019	6/30/2020	30%	0%		Med
Retain - What can we do differently to successfully retain teachers?	S. Rockelman	11/14/2019	6/30/2020	30%	20%		Low
Retain - Develop best practices to improve teacher retention.	S. Rockelman	11/14/2019	6/30/2020	30%	0%		Med
Retain - Identify and assess barriers to effective teacher retention.	S. Rockelman	11/14/2019	6/30/2020	30%	75%		Low
Retain - Schoolwide district induction program – what should it look...	S. Rockelman	11/14/2019	6/30/2020	30%	0%		Med
Retain - Analyze school-based retention data.	S. Rockelman	11/14/2019	6/30/2020	30%	0%		Med
Recruit - What attracts teachers to our district.	S. Rockelman	11/14/2019	6/30/2020	30%	0%		Med
Recruit - Are marketing efforts improving the recruitment efforts?	S. Rockelman	11/14/2019	6/30/2020	30%	0%		Med
Recruit - Provide training and development for human resources.	S. Rockelman	11/14/2019	6/30/2020	30%	0%		Med
Recruit - Streamline Processes - # of days to fill, process, etc.	S. Rockelman	11/14/2019	6/30/2020	30%	0%		Med
Recruit - Grow Your Own Initiative - Preparing a pool of candidates...	S. Rockelman	11/14/2019	6/30/2020	30%	75%		Low
Recruit - What can we do differently to expand and build our pool...	S. Rockelman	11/14/2019	6/30/2020	30%	25%		Low
Recruit - Expand Recruitment Reach • Social Media •	S. Rockelman	11/14/2019	6/30/2020	30%	100%		Low
Recruit - Seek feedback from new hires – (surveys)	S. Rockelman	11/14/2019	6/30/2020	30%	40%		Low
Recruit - Incentive for teacher to recommend a friend.	S. Rockelman	11/14/2019	6/30/2020	30%	35%		Low
TBD				0%	0%		
TBD				0%	0%		
TBD				0%	0%		
TBD				0%	0%		
TBD				0%	0%		
TBD				0%	0%		
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TBD				0%	0%		



Project management tool provided by the Office of Strategic Initiative Management (SIM)



Employee Retention & Recruitment Initiative: Project Artifacts



BCPSTeach



Broward County Public Schools – Talent Acquisition



Employee Retention & Recruitment: Questions for the Board

1. Have you observed retention and recruiting practices at **other districts or organizations** that we should consider adopting at BCPS?
2. How can we sustain and strengthen our **District culture** to support teacher retention?
3. How do you **rank the importance** of potentially investing money in expanding current BCPS programs that support new teachers to Broward?
 1. Grow Our Own Intern Program
 2. Induction Program
 3. Alternative Certification for Educators (ACE)



Campaign Highlight

Mission, Vision, Values

Strategic Goals (HQR, SSE, EC)

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.

Student, Employee, & Supplier Diversity

Prevention, Intervention, & Assistance

Social-Emotional Learning

Work Streams

Work Streams

Work Streams



Focus of Today's Deep Dive



Student, Employee, & Supplier Diversity: Questions for the Board



1. How do we ensure all schools **embed** the four **diversity mandates** in their school curriculum and student experiences?
2. Have you observed employee diversity **programs or practices** at other districts or organizations that you would like to see at Broward?
3. Given where we started and where we are now, what is your **vision** of the future for the **Economic Development & Diversity Compliance Department**?



Student, Employee, & Supplier Diversity: Theory of Action



Lead Measures

- Student interventions
- Talent sourcing platforms
- Supplier report cards

Lag Measures

- Counts and percentages by diversity characteristics:
 - Students
 - Employees
 - Suppliers

Theory

If we execute this strategy:

Foster a culture of equal access and opportunity for students, promote and support a diverse employee population, rebrand and re-position the District as welcoming to all businesses and the community at large, and communicate our commitment to cultural diversity and inclusion.

Then we will realize this goal:

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

Action Plan

1. Foster a culture of equal access and opportunity through educating students and enhanced awareness and training.
2. Promote and support a diverse employee population by implementing affirmative outreach Talent Acquisition strategies for (Non-Instructional & Instructional Employees).
3. Rebrand and re-position the District as welcoming to all businesses and the community at large.
4. Communicate our commitment to cultural diversity and inclusion through technology, media, policies, procedures, outreach, and training.



Student, Employee, & Supplier Diversity Initiative: Overview



Student, Employee, & Supplier Diversity

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

- 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.
- Δ Conduct more webinars as a forum for enhanced reach. Capture and post in-person outreach sessions online.
- Δ Increase user-friendliness of the Supplier Diversity Program webpage to remove barriers to initiating business with the District.
- Δ Empower individual departments with more direct, two-way communication with external stakeholders.

Δ = Continuous Improvement Idea



Student, Employee, & Supplier Diversity Initiative: Team Profile

EEO/ADA Compliance	M	E	E	T	Secondary Learning
Department of Equity & Diversity	Office of Academics	T	H	E	School Principals
Talent Acquisition & Operations	Office of Economic Development & Diversity Compliance	T	E	A	M



Student, Employee, & Supplier Diversity Initiative: Context

Students

Total Student Population: 267,970

Black / Non-Hispanic: 40.2% / 107,683

Hispanic: 35.6% / 95,464

White / Non-Hispanic: 15.8% / 42,422

Asian / Non-Hispanic: 3.9% / 10,326

Multi-racial / Non-Hispanic: 3.7% / 10,002

Native American or Native Alaskan: 0.6% / 1,481

Native Hawaiian or Pacific Islander: 0.2% / 592

English Language Learners: 11.9% / 31,766

Exceptional Student Education : 13.9% / 37,250

Free/Reduced Lunch Eligible: 65.9% / 176,629

- 10% difference in Black/White Graduation rates (2018/19)
- In 2013/14, the difference was 20%

Employees

White: 54.7% / 15,408

Black or African American: 41.4% / 11,654

Asian: 2.3% / 652

Native American or Native Alaskan: 1.1% / 319

Native Hawaiian or Pacific Islander: 0.5% / 134

Hispanic: 20.2% / 5,697

Non-Hispanic: 79.8% / 22,470

Female: 75.6% / 21,291

Male: 24.4% / 6,876

- Highly diverse workforce in total
- Opportunity to look at diversity across departments/schools /sites

Suppliers

E/S/M/WBE* Certified Firms		
	2014/2015	2018/2019
African-American	32%	39%
Asian-American	8%	6%
Hispanic American	36%	38%
Native American	<1%	<1%
Caucasian American	24%	17%
Total Firms	204	706
Female	58%	48%
Male	42%	52%

- Opportunity to expand opportunity across all commodities

By ensuring that opportunities and gains are shared equitably across all students, employees, and suppliers, we will build a stronger community, drive ongoing economic growth, and help our students reach their full potential.



*E/S/M/WBE = Emerging, Small, Minority, & Women Business Enterprises

Student, Employee, & Supplier Diversity Initiative: Year 1 Phases

What We're Doing

What to Look For

	INITIATE	PLAN	IMPLEMENT	CONTROL
What We're Doing	<ul style="list-style-type: none"> Resource identification Formation of teams Data collection & analysis Department realignment (EDDC¹) Policy 3330 revisions Survey of Emerging/Small/Minority/Women Business Enterprises (E/S/M/WBE) 	<ul style="list-style-type: none"> Review of State reporting requirements Content development (Professional Learning, Guidelines, Curriculum) & practice reviews Diversity Event planning Development of EDDC Organizational Paradigm & Action Plan 	<ul style="list-style-type: none"> Finalization of content for conferences, events, training Launch B2GNow vendor management Launch EDDC Website & social media campaign Introduce Inclusion to procurement training Department outreach on hiring practices 	<ul style="list-style-type: none"> Capacity building Cross-department collaboration EDDC¹: launch of business intelligence & process mgt. group Review/refine E/S/M/WBE ARIBA database Update Disparity Study
What to Look For	<ul style="list-style-type: none"> Initiative Kick-Off Team Action Planning sessions Project Plan, scope & timeline PWS² & EDDC cross-training sessions 	<ul style="list-style-type: none"> Announcements of Student & Employee Diversity conferences Grant deliverables Scheduled recruitment fairs & events EDDC robust marketing elements (Digital) EDDC meetings with District leaders, business partners, & other stakeholders 	<ul style="list-style-type: none"> Implementation of Pro-Social⁴ Clubs & Diversity Mandates Conferences, Summits Recruitment fairs #ShopBroward program to grow economic base Expanded outreach & utilization-all commodities Improved supplier data integrity/governance for compliance/reporting 	<ul style="list-style-type: none"> State reporting Discipline, Attendance, Retention & Graduation Rate Reports Board Reports (E-1) BOC-SMART reports Engaged communities EDDC¹ workflow aligned to Organizational Paradigm

¹EDDC = Office of Economic Development & Diversity Compliance

³BOC- Bond Oversight Committee for SMART Bond

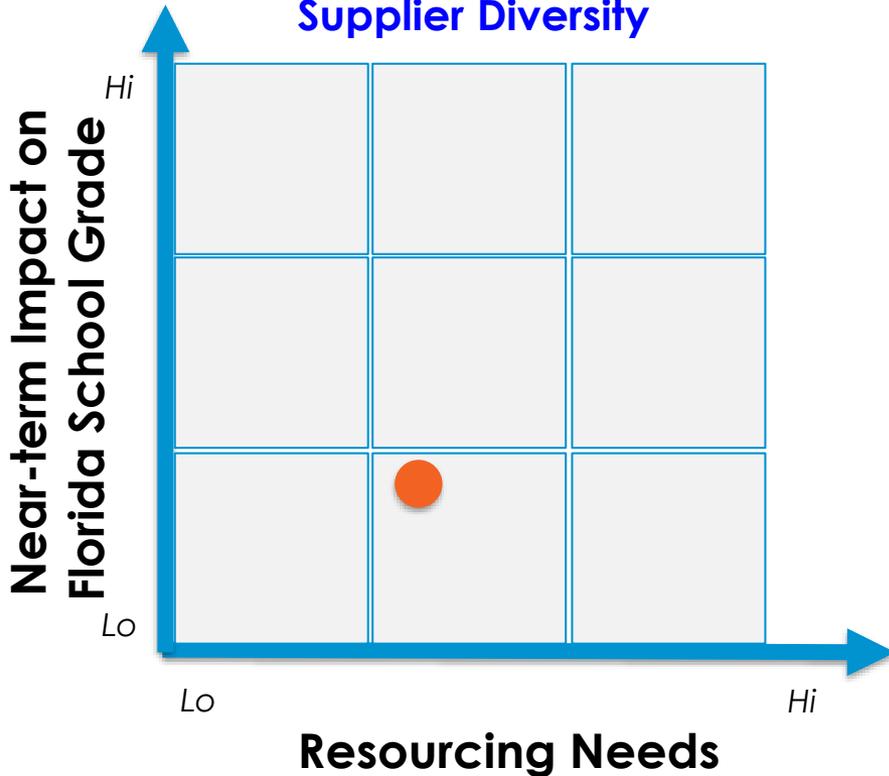
²PWS = Procurement & Warehousing Services

⁴Pro-Social Clubs includes Human Relations Council and Gay/Straight Alliance



Student, Employee, & Supplier Diversity Initiative: Resourcing & School Grades

Student, Employee, & Supplier Diversity



See Appendix for additional information on estimating impact on Florida School Grade and Resourcing Effects

What's Driving Resourcing Needs

- Increase in demand for Professional Learning from Schools on complex topics
- State reporting requirements (eg., Florida Educational Equity Act, DOE requirements for reporting on mandate implementation)
- Broadening of employee sourcing
- Requirement to update Disparity Study
- Time/effort associated with cleanse of vendor certification database

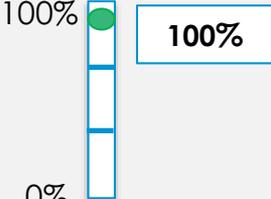
What We're Doing to Satisfy Resource Requirements:

- Capacity building through cross-training Subject Matter Experts on all content areas
- Dedicated Project Management for B2GNow implementation
- Partnering with external organizations (eg., cities, colleges, Hispanic Unity, etc.)



Student, Employee, & Supplier Diversity Initiative: Plan Status

Milestones / Deliverables	Achievements
<ul style="list-style-type: none"> ▪ Expansion of Student Engagement Initiatives & Peer Mentoring Programs  ▪ Policy 3330 Update  ▪ EDDC¹ office realignment  ▪ Update of vendor database  ▪ Launch of Social Media strategy for suppliers  ▪ New EDDC¹ website  ▪ Pilot of supplier Quarterly Business Reviews  	<ul style="list-style-type: none"> ▪ Increased student participation in Pro-Social Clubs² & Groups ▪ Survey of Minority/Women Business Enterprise (M/WBE) Suppliers ▪ Policy 3330 (as of 1/28)
	Issues, Barriers, or Risks
	<ul style="list-style-type: none"> ▪ Scaling efforts to reach all students in the District ▪ Prioritization by school administration ▪ Funding

Indicators & Legend	Next Steps (90 Days)
<p><u>Percent of Tasks On-Target</u></p>  <p>Legend</p> <ul style="list-style-type: none"> Complete =  In Progress =  Not Started =  	<ul style="list-style-type: none"> ▪ Planning for Equity, Diversity, & Inclusion Conference for teachers & students ▪ Student Induction Programs & Ceremonies ▪ Spring Youth Summit & Conferences

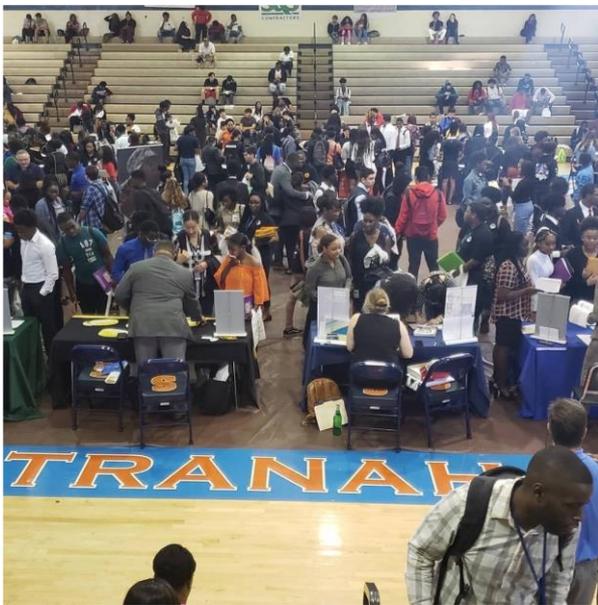


¹EDDC = Office of Economic Development & Diversity Compliance

²Pro-Social Clubs includes Human Relations Council and Gay/Straight Alliance

Student, Employee, & Supplier Diversity Initiative: Project Artifacts

Mentoring Programs



Scholarship Fairs



Summits/Forums



Student, Employee, & Supplier Diversity: Questions for the Board



1. How do we ensure all schools **embed** the four **diversity mandates** in their school curriculum and student experiences?
2. Have you observed employee diversity **programs or practices** at other districts or organizations that you would like to see at Broward?
3. Given where we started and where we are now, what is your **vision** of the future for the **Economic Development & Diversity Compliance Department**?



APPENDIX



Impact on Florida School Grade

Impact on Florida School Grade

Initiatives

Levers

High
8 Tactics

- Achievement & Equity
- College, Career, & Life Readiness (PreK-Adult)
- Personalized Pathways
- Prevention, Intervention & Assistance
- Professional Learning for All

Medium
45 Tactics

- Enrollment Optimization
- Student, Employee, & Supplier Diversity
- Social Emotional Learning
- Employee Retention & Recruitment
- Tool Development, Implementation, & Use
- Internal Communications
- Customer Service

Low
101 Tactics

- Organizational Structure & Aligned Funding
- Data Governance & Use
- Operational & Process Improvement
- Facilities & Asset Management
- Safety, Security, & Risk Mitigation
- Public Relations, Partnerships, & Legislation
- Marketing

- **Direct** relationship to school grade calculation
- **Proximity** to Instructional Core (student, teachers, content)
- **Immediacy** (likely to have impact in the short-term)

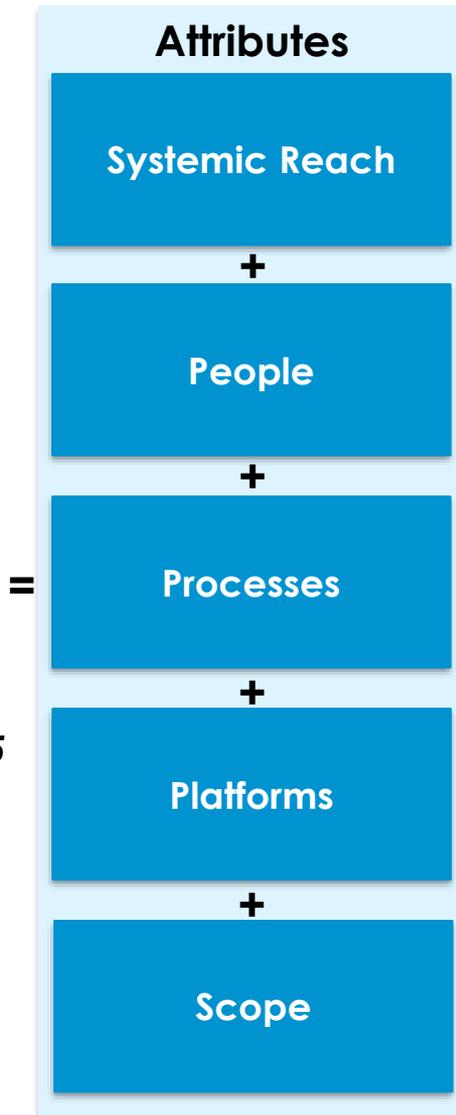


Resourcing Considerations

- **Each attribute has a maximum score of 3**

Total Resourcing Impact

- **Minimum score = 0**
- **Maximum score = 15**



- Considers which & how many divisions are estimated to be Responsible or Accountable for each tactic.
- Wider reach drives greater need for coordination & collaboration, and is represented by a higher score.
- Estimates whether existing staff, new roles, or new staffing are needed for implementation.
- A higher score indicates a potential need for investments in training, changes to role(s), or increases in headcount.
- Assesses whether existing processes are sufficient or new ones need to be introduced. *Note: some tactics explicitly call for new processes.*
- A high score indicates that existing processes are not adequate: resources are needed to create new ones.
- Assesses whether current technology platforms can support the tactic. *Note: some tactics explicitly call for new platforms.*
- A high score indicates that investments may be needed to modify platforms or introduce new technology.
- Considers the types of deliverables attached to the tactic.
- Deliverables include Policy Changes, PL Content/Delivery, Partner/Community Engagements, New Curriculum/Content, Communications Solutions.
- A larger scope is represented by a higher score.



Rubric for Estimating Resourcing Needs

Resourcing Needs

Systemic Reach		People		Processes		Platforms		Scope	
Description	Score	Description	Score	Description	Score	Description	Score	Description	Score
Reaches 3 Divisions or Less	0	Existing Staff, Current Roles	0	Current Processes Sufficient	0	Existing Technology Suffices	0	Impacts no more than 2 Domains*	0
Reaches 4 to 6 Divisions	1	Existing Staff, Extension of Roles	1	Requires Incremental Change to Current Process	1	May Require Existing Technology to be used in New Ways	1	Impacts 3 Domains*	1
Reaches 7 to 9 Divisions	2	Significant Extension of Roles; Trade-offs needed	2	Requires Significant Change to Current Process	2	Requires Extension to Existing Technology	2	Impacts 4 Domains*	2
Reaches 10 Divisions or More	3	Investment in New Staff / Skill-Sets Required	3	New Process / Process Re-design Required	3	Requires Introduction of New Technology	3	Impacts more than 4 Domains*	3

*Domains: Policy, Professional Learning, Curriculum/Content, Community/Partnerships, Procurement, Communications



2024 Strategic Plan: High Quality Instruction Metrics

HQI Metric	Status
School Academic Performance: Mastery vs. Growth: ELA Elementary	Met Target
School Academic Performance: Mastery vs. Growth: ELA Middle	Approaching Target
School Academic Performance: Mastery vs. Growth: ELA High	Approaching Target
School Academic Performance: Mastery vs. Growth: ELA Combo	Approaching Target
School Academic Performance: Mastery vs. Growth: ELA District Total	Met Target
School Academic Performance: Mastery vs. Growth: Math Elementary	Met Target
School Academic Performance: Mastery vs. Growth: Math Middle	Approaching Target
School Academic Performance: Mastery vs. Growth: Math High	Approaching Target
School Academic Performance: Mastery vs. Growth: Math Combo	Approaching Target
School Academic Performance: Mastery vs. Growth: Math District Total	Met Target
School Academic Performance: ESSA Elementary	Met Target
School Academic Performance: ESSA Middle	Approaching Target
School Academic Performance: ESSA High	Approaching Target
School Academic Performance: ESSA Combo	Approaching Target
School Academic Performance: ESSA District Total	Approaching Target
Student Academic Performance: KG Readiness	Approaching Target
Student Academic Performance: Primary Reading, Grade 1	Approaching Target
Student Academic Performance: Primary Reading, Grade 2	Approaching Target
Student Academic Performance: ELA, Grade 3	Approaching Target
Student Academic Performance: ELA, Grade 10	Approaching Target
Student Academic Performance: ELA, Grades 4 & 5	Met Target

HQI Metric	Status
Student Academic Performance: ELA, Middle	Approaching Target
Student Academic Performance: ELA, High	Met Target
Student Academic Performance: Math, Elementary	Met Target
Student Academic Performance: Math, Middle	Approaching Target
Student Academic Performance: Algebra 1, Middle	Approaching Target
Student Academic Performance: Algebra 1, High	Approaching Target
Student Academic Performance: Algebra 1, Combined	Approaching Target
Student Academic Performance: ELLs, Elementary	Approaching Target
Student Academic Performance: ELLs, Middle	Approaching Target
Student Academic Performance: ELLs, High	Approaching Target
Student Academic Performance: Disabilities-ELA, Elementary	Met Target
Student Academic Performance: Disabilities-ELA, Middle	Approaching Target
Student Academic Performance: Disabilities-ELA, High	Approaching Target
Student Academic Performance: Disabilities-Math, Elementary	Met Target
Student Academic Performance: Disabilities-Math, Middle	Approaching Target
Student Academic Performance: Higher Education Opps.	Approaching Target
Graduation Rate	Approaching Target
Connection to School, Middle	Approaching Target
Connection to School, High	Approaching Target
College and Career Exploration, Middle/High	Approaching Target
Personalized Educational Pathways	In Development

24% Met Target – 2020 Target has been met

74% Approaching Target – Metrics Defined, Data Available, and Work in Progress

2% In Development – Defining Metric, Establishing Processes, or Data Unavailable



2024 Strategic Plan: Safe & Supportive Environment Metrics

SSE Metric	Status
Safety Preparedness: External-Sourced Recommendations	In Development
Safety Preparedness: Priority 1 and 2 Work Orders	Approaching Target
Safety Preparedness: Priority 1 and 2 Completion Time	Approaching Target
Safety Preparedness: Training Program	In Development
Safety Preparedness: Communications - Alerts Sent	In Development
Safety Preparedness: Communications - Tips Received	In Development
Perceptions of Safety and Supports, Elementary Students	In Development
Perceptions of Safety and Supports, Secondary Students	In Development
Perceptions of Safety and Supports, Parents	In Development
Perceptions of Safety and Supports, School Staff	In Development
Perceptions of Safety and Supports, District Staff	In Development
Perceptions of Safety and Supports, Community	In Development
Student Attendance, Elementary	Approaching Target
Student Attendance, Middle	Approaching Target
Student Attendance, High	Approaching Target
Teacher Retention: New Hire Retention, 5 Years	Approaching Target
Teacher Retention: New Hire Retention, 4 Years	Approaching Target
Teacher Retention: New Hire Retention, 3 Years	Approaching Target
Teacher Retention: New Hire Retention, 2 Years	Approaching Target
Teacher Retention: New Hire Retention, 1 Year	Approaching Target
Teacher Retention: Mobility, Elementary	In Development

SSE Metric	Status
Teacher Retention: Mobility, Middle	In Development
Teacher Retention: Mobility, High	In Development
Professional Learning	In Development
Student Behavior Supports, Elementary	In Development
Student Behavior Supports, Middle	In Development
Student Behavior Supports, High	In Development
Operational Efficiency: Finance	Approaching Target
Operational Efficiency: Finance	Approaching Target
Operational Efficiency: Food Services	Approaching Target
Operational Efficiency: Food Services	Approaching Target
Operational Efficiency: Information & Technology	Approaching Target
Operational Efficiency: Information & Technology	Approaching Target
Operational Efficiency: Maintenance	Approaching Target
Operational Efficiency: Maintenance	Approaching Target
Operational Efficiency: Procurement	Approaching Target
Operational Efficiency: Procurement	Approaching Target
Operational Efficiency: Transportation	Approaching Target
Operational Efficiency: Transportation	Approaching Target
Social-Emotional Learning, Elementary	In Development
Social-Emotional Learning, Middle	In Development
Social-Emotional Learning, High	In Development

Bold indicates Primary Metrics

52% Approaching Target – Metrics Defined, Data Available, and Work in Progress

48% In Development – Defining Metric, Establishing Processes, or Data Unavailable



2024 Strategic Plan: Effective Communication Metrics

EC Metric	Status
Perceptions of Communication, Elementary Students	In Development
Perceptions of Communication, Secondary Students	In Development
Perceptions of Communication, Parents	In Development
Perceptions of Communication, School Staff	In Development
Perceptions of Communication, District Staff	In Development
Perceptions of Communication, Community	In Development
Community Partnerships	In Development
Communications Ambassadors	In Development
Family Connection	In Development
Positive Media Coverage	In Development
Social Media Usage	In Development

Bold indicates Primary Metrics

100% In Development – Defining Metric, Establishing Processes, or Data Unavailable



Employee Retention & Recruitment Initiative: Phase 1 Overview: Teacher Retention & Recruitment

Retention

What influences teachers to leave?
What are retention challenges?
Identify barriers.

Ways we can retain teachers:

- Induction
- Support for new teachers
- New teacher academy

Identify and assess barriers to effective teacher retention (surveys to gauge employees concerns).

Controllable retention (certification) – what we offer to teachers:

- Certification school visits
- Coaching and Induction
- Teaching Professional Learning & Growth
- School resources

Examine the determinants of teacher mobility, such as specific characteristics of schools and the reasons teachers leave.

Recruitment

Examining business processes to find efficiencies.
Identify barriers.
Streamline processes (i.e. number of days to fill, process, etc.)

Expand Recruitment Reach:

- Social media
- Universities
- Induction program

Taking the initiative to seek feedback from new hires (surveys).

Developing human resources managers and providing them with the tools and resources they need to effectively recruit candidates.

Grow Your Own program – Preparing our own candidates to advance into teacher positions.



Employee Retention & Recruitment Initiative: Phase 1: Teacher Retention: Theory of Action



Theory

Action Plan

Lead
Measures

If we execute this strategy:

Identify and adopt best practices and District-wide induction programs to engage, enhance, and support the differentiating needs of teachers and schools.

1. Analyze data, review best practices, and explore barriers to teacher retention across the district to promote a better understanding of what is needed to build sustainable retention efforts.
2. Identify schools with high teacher retention and schools with school-based induction programs to understand their strategies.
3. Design best-practices and school-based induction programs and opportunities which focus on the differentiated needs of teachers and schools, understanding that “one size does not fit all”.
4. Review and revise current practices and systems as they impact teacher retention.
5. Disseminate best practices from internal and external sources to continuously deliver tangible improvements to, and integration of, operational functions.

Lag Measures

Then we will realize this goal:

Close attrition gaps and retain a high-performing and agile teacher workforce that, through continuous learning and investment will ensure teacher continuity and reduce teacher mobility and disruption of the learning environment.



Employee Retention & Recruitment Initiative: Phase 1: Teacher Retention: Summary

	Key Areas of Focus	Data Metrics & Collection
Certification	<ul style="list-style-type: none"> • Communication • Certification visits • Collaboration with Coaching & Induction and Teacher Professional Learning and Growth 	<ul style="list-style-type: none"> • Teachers terminated due to certification Issue • Attendance at zone visits • Number of completed requirements (renewals, upgrade to prof) • Number of participants in BEC, ACE, TIF)
How do we get teachers to stay?	<ul style="list-style-type: none"> • Survey Teachers that have left • Focus Group/Survey Teachers that stay • Teacher Mobility (Transfers, Leaves, Promotions) 	<ul style="list-style-type: none"> • Retention data • Surveys • Individual school turnover, high and low • Cost to hire a SBBC teacher: \$12,000 - \$15,000 (FAU 2010)
Induction and support that newly hired teachers receive (new, experienced, and transfers)	<ul style="list-style-type: none"> • New Teacher Academy • District Induction Program • School induction and support system • Expanding school-based induction programs 	<ul style="list-style-type: none"> • New hires: trained and not trained • TIF induction data

BEC = Broward Educator Certification program; ACE = Alternative Certification for Educators;
TIF = Teacher Incentive Fund; FAU = Florida Atlantic University



Employee Retention & Recruitment Initiative: Phase 1: Teacher Retention: Certification

– Findings

- Teachers do not complete certification requirements timely which result in their termination.

– Tactics

- Record specific requirements teacher must complete & analyze data.
- Use data to determine offerings (college courses, test prep, etc.)
- Establish clear communication to teachers and method for receiving.
- Review all programs that are assisting teachers with requirements and determine cost effectiveness.
- Determine cost to replace a teacher vs. expanding program(s) to assist teacher with completing requirements (i.e. reimbursement, ACE, test prep., etc.)
- Principals take into consideration other duties teachers are assigned.

– Actions

- Enhance partnership with Teacher Professional Learning & Growth and Coaching & Induction Departments to share data and forecast programs needed.
- Teachers complete District training prior to school year beginning.

ACE = Alternative Certification for Educators



Employee Retention & Recruitment Initiative: Phase 1: Teacher Retention: Certification

– Spotlight on Certification

- Every new teacher attends an Onboarding Session.
- Each teacher receives an individualized certification prescription with recommended completion timelines.
- Site-based certification visits (24 per year) to take place for individualized reviews.
- Scheduled visits to focus on certification per principal request.
- Ongoing communication sent (emails, flyers, letters – minimum of 6 per year).
- Support through induction/TIER coach, ACE, TIF, etc.
- Financial assistance and test preparation.

At the end of the School Year:	Terminated Due to Certification
2016-17	531
2017-18	270
2018-19	116

TIER = Teacher Induction for Effectiveness & Retention; ACE = Alternative Certification for Educators;
TIF = Teacher Incentive Fund



Employee Retention & Recruitment Initiative: Phase 1: Teacher Retention: Challenges

Competitive
Compensation
Packages

Certification
Requirements

Professional
Development

Culture

Leadership

Opportunities for
Growth

Teacher
Empowerment

Teacher
Workloads

School/Teacher
Fit

Cost of Living

Lack of Tenure



Employee Retention & Recruitment Initiative: Phase 1: Teacher Retention: Programs

- The Departments of **Teacher Professional Learning & Growth (TPLG)**, and **Coaching & Induction (CI)** provides support to teachers with no or limited teacher training. These teachers have a 3-year temporary certificate and must complete a variety of requirements to receive their 5-year professional certificate.
- **Alternative Certification for Educators (ACE):** ACE is the district's FDOE approved Professional Development Certification Program (PDCP). This competency-based certification program provides a pathway for teachers to satisfy the mastery of professional preparation and the Florida Educator Accomplished Practices (FEAPs) competence requirements of their State Issued Temporary Certification:
 - This is a two year program.
 - It supports 150 teachers yearly.
- **Broward Educator Certification (BEC) & Teacher Incentive Fund (TIF):** Provides teachers the opportunity to participate in the college education courses needed to fulfill the course requirements listed on their statement of eligibility towards earning a professional certificate (all college courses are online):
 - It supports 140 teachers yearly.
- **Test Preparation:** material and review sessions (face-to-face & web).

NOTE: Teachers not enrolled in one of the above programs must complete the requirements on their own.



Employee Retention & Recruitment Initiative: Phase 1: Teacher Recruitment: Theory of Action



Theory

Action Plan

Lead Measures

If we execute this strategy:

Through targeted efforts and partnerships, we will integrate different action strategies and activities, review trends, best practices, and data to develop targeted recruitment strategies to hire the best teachers who believe in educating Broward's students.

1. Invest continuously in recruitment efforts (year-long), initiatives, and events to hire a qualified and diverse teacher workforce.
2. Develop targeted recruitment strategies by utilizing extensive data analyses and processes to create a strategic recruitment calendar.
3. Enhance partnerships and outreach to expand the District's Grow Your Own program.
4. Critically examine and revise recruitment and hiring processes to streamline efforts.
5. Remain focused on operational functions related to recruitment and hiring processes to identify and remove barriers to employment.

Lag Measures

Then we will realize this goal:

We will build an applicant pool of highly-qualified teacher candidates who will work hard to ensure our students achieve their highest potential.



Employee Retention & Recruitment Initiative: Phase 1: Teacher Recruitment: Summary

	Key Areas of Focus	Data Metrics & Collection
Attracting Teachers	<ul style="list-style-type: none"> Marketing (social media, print, job boards, etc.) Partnership and collaboration with universities Scheduling events in and out of state based on targeted strategies Monthly Teacher Interview Days Teacher job fairs Cultural Exchange Program: Spain, Teacher Council Targeted initiative to hire School Counselors, Family Therapists, and School Psychologists Leverage substitute teacher pool and ESPs 	<ul style="list-style-type: none"> Applicant numbers Vacancy rates Where teachers are coming from Education program graduates Social Media (ROI, CTR) How they heard New Teacher Survey Recruitment Results
Grow Your Own	<ul style="list-style-type: none"> Interest in teaching but not yet trained Substitute teachers and ESPs 	<ul style="list-style-type: none"> Number in teacher applicant pool Education program graduates Number untrained as teachers
Streamlining Processes	<ul style="list-style-type: none"> Interest form and application Process to recruit and select a candidate Process to get a personnel number and entry into SAP Early Hiring Success Factors 	<ul style="list-style-type: none"> Number of days to fill positions Number of days to process applications



ESP = Education Support Professional; ROI = Return on Investment; CTR = Click Through Rate

Employee Retention & Recruitment Initiative: Phase 1: Teacher Recruitment: Detail

– Findings

- Number of candidates completing a teacher prep program have decreased significantly over the last several years (32%):
 - Number of teacher graduates do not meet the demands to fill teacher vacancies.
- Broward hires an average of 1,200 new teachers each year:
 - 52% of new hires to Broward have limited to no experience/training as a teacher.
- Challenging subject areas to find candidates: ESE (Autism Spectrum Disorder/PreK, disabilities), Math, Sciences, Counselors, Speech/Language Pathologists.
- Broward's programs to support teachers are limited (i.e. ACE, TIF).
- Time to fill a position.

– Tactics

- Analyze current process for filling vacancy (time it takes), recruitment plan, and strategies.
- Review TIF initiatives.

– Actions

- Build pool of candidates (marketing – “I need You!”).
- The District needs to develop/expand program to “Grow Our Own”.
- Schools need a blue print of an Induction Program.
- Restructure Broward's Induction Coach program.
- Expand Alternative Certification Program.

ESE = Exceptional Student Education; ACE = Alternative Certification for Educators; TIF = Teacher Incentive Fund



Employee Retention & Recruitment Initiative: Phase 1: Teacher Recruitment: Measure

– Importance of How the Measure Could be Used

- Review and update mentor and induction programs.
- Review selection process.
- Engage local universities regarding coursework – determine if they are preparing graduates to work in our schools.
- Manage the cost of bringing in new teachers.
- Determine management effectiveness.
- Work force satisfaction.
- Influential factors – Culture, Communication, School leadership, Professional development, Selection and hiring process, Support employee receives, Compensation, Benefits, Recognition, Rewards.

ATTRITION FOR ALL SCHOOLS								
School Year	Total Teacher Count (Oct)	Voluntary Separation	Attrition Rate	Involuntary Separation	Attrition Rate	Retirements	Attrition Rate	Total Attrition
2018-19	15,029	751	5.00%	575	3.83%	354	2.36%	11.18%
2017-18	14,951	766	5.12%	374	2.50%	339	2.27%	9.89%
2016-17	14,956	779	5.21%	639	4.27%	313	2.09%	11.57%
2015-16	14,709	575	3.91%	445	3.03%	485	3.30%	10.23%
2014-15	14,511	550	3.79%	398	2.74%	507	3.49%	10.03%
2013-14	14,454	590	4.08%	296	2.05%	408	2.82%	8.95%



Employee Retention & Recruitment Initiative: Phase 1: Teacher Recruitment: Spotlight

– Spotlight on Grow Your Own

- The “Grow Your Own” initiative was implemented (2019) to cultivate our own teachers in **high need subject areas and at critical schools**. We need to determine how we can improve our pool of teacher candidates.
 - Recruit candidates not teacher trained who are interested in becoming full-time teachers.
 - Provide paid, on-the-job experience, support, mentoring, and professional development.
 - Select schools participate: Elementary, Middle, High, and Centers.
 - Funding is from Title II grant.
 - Cost: Approximately \$160,000 for 25 candidates.

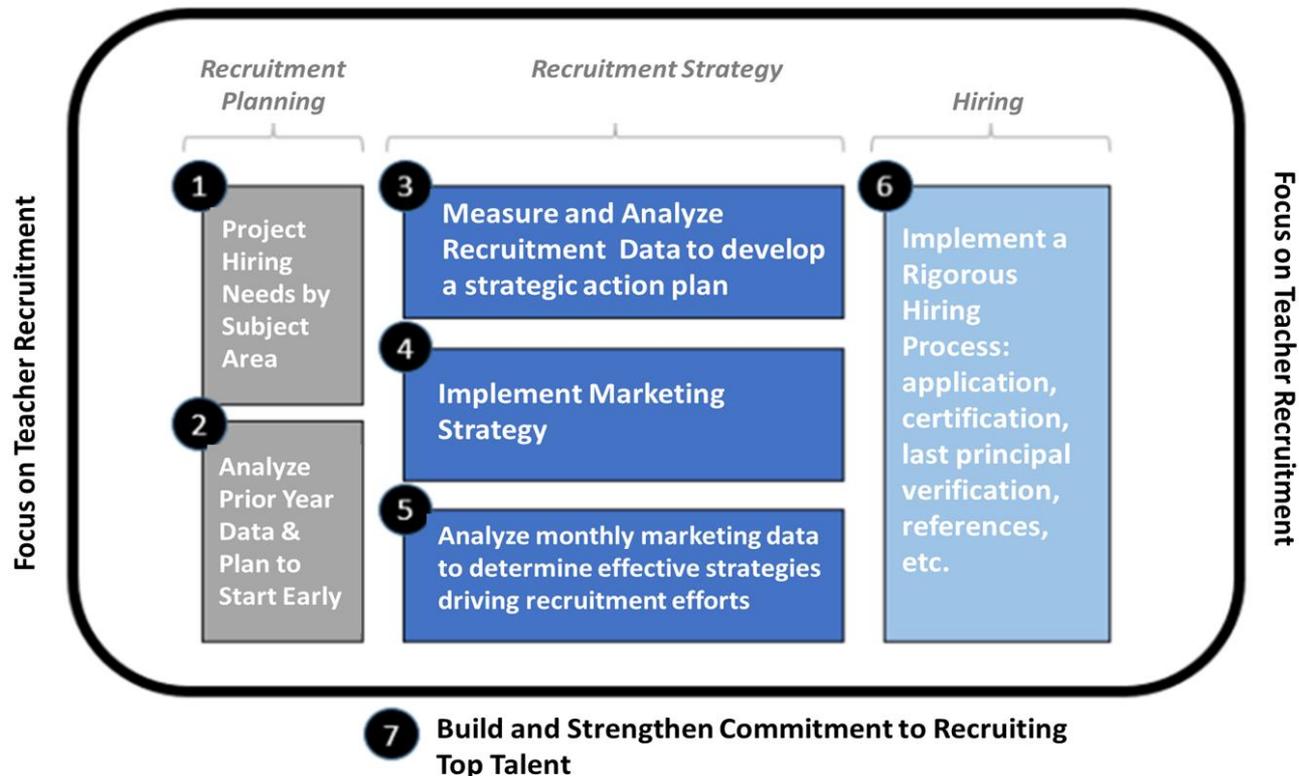
Cohort 1	Cohort 2
16 candidates selected 13 completers	20 candidates selected 16 completers



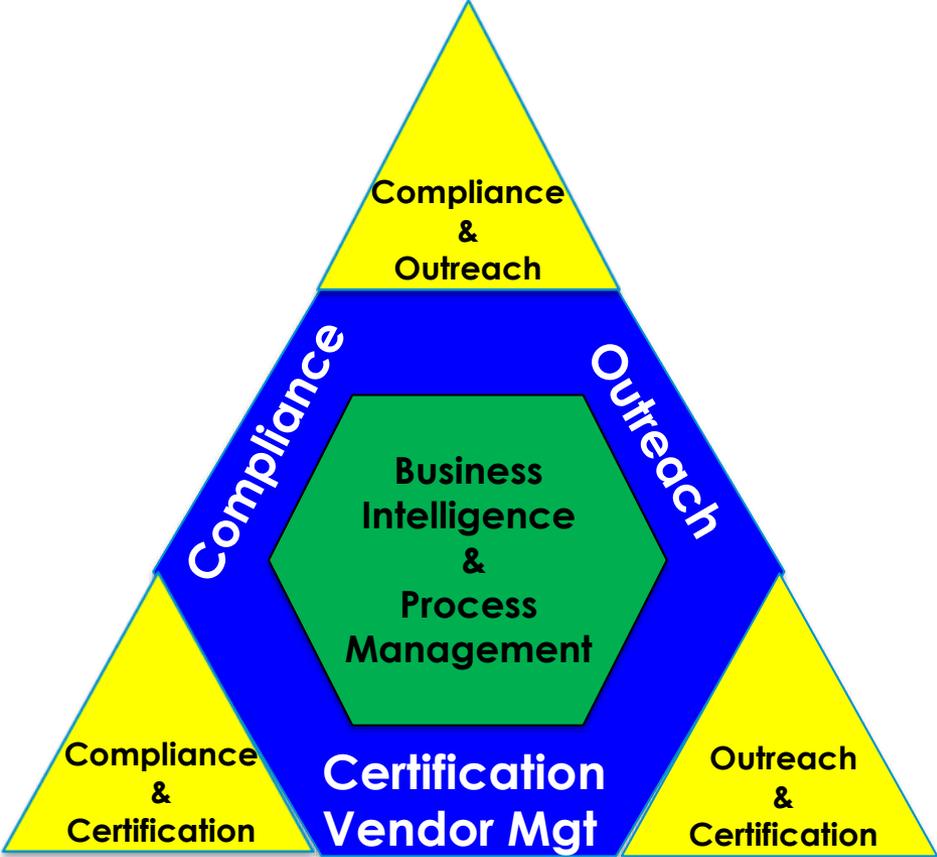
Employee Retention & Recruitment Initiative: Phase 1: Teacher Recruitment: Spotlight

– Spotlight on Attracting Teachers

- Influential factors: Time to recruit, Marketing, Where we visit, Building an active social media presence, Modifying tactics to expand reach.



Supplier Diversity: Organizational Paradigm



Professional Learning for All Initiative: Theory of Action



Theory

Action Plan

Lead Measures

- Survey results,
- Listening Tour results,
- Collaborative School visit data

If we execute this strategy:

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.

- 1) Review current practices & trends. Compare to research-based recommendations & national best practices.
- 2) Conduct multiple stakeholder focus groups to identify professional development needs.
- 3) Collaborate with Finance to identify all available funding sources.
- 4) Collaborate with Academics and Student Support Initiatives Divisions to develop the "what".
- 5) Collaborate with Academics & Student Support Initiatives to develop playlists for professional development based on teacher assignments and the associated deliverers of professional learning.
- 6) Coordinate all professional learning through one central hub.
- 7) Establish & expand Professional Learning Facilitator Academy to build capacity for professional learning and supports to schools
- 8) Establish a centralized and integrated vetting process for vendors approved to provide professional learning opportunities aligned with district standards and needs.

Lag Measures

- PD:
 - Participation
 - Satisfaction
 - Completion
- PLC survey results
- Student achievement data

Then we will realize this goal:

Then we will ensure that all personnel are highly skilled and trained in their respective areas of responsibilities & practice.



Professional Learning for All: Year 1 Project Plan

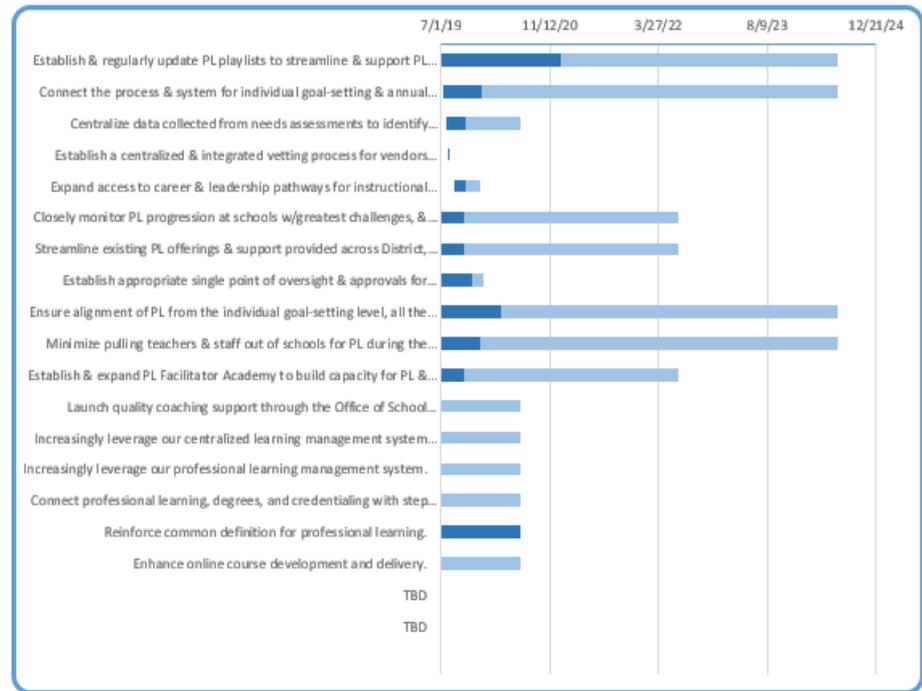


Project Plan

Initiative: Professional Learning for All

Initiative Lead: Susan Leon

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
Establish & regularly update PL playlists to s	Susan Leon	7/1/2019	6/30/2024	11%	30%	Low
Connect the process & system for individual	Susan Leon	7/10/2019	6/30/2024	10%	10%	Low
Centralize data collected from needs assess	Susan Leon	7/27/2019	6/30/2020	50%	25%	Med
Establish a centralized & integrated vetting	Susan Leon	8/3/2019	8/10/2019	100%	100%	Low
Expand access to career & leadership pathw	Ted Toomer	9/1/2019	1/1/2020	100%	40%	High
Closely monitor PL progression at schools w/	Support Direct	7/1/2019	6/30/2022	18%	10%	Low
Streamline existing PL offerings & support pr	Governance Te	7/1/2019	6/30/2022	18%	10%	Low
Establish appropriate single point of oversig	Susan Leon	7/1/2019	1/12/2020	100%	75%	High
Ensure alignment of PL from the individual g	Susan Leon	7/1/2019	6/30/2024	11%	15%	Low
Minimize pulling teachers & staff out of sch	Susan Leon	7/1/2019	6/30/2024	11%	10%	Low
Establish & expand PL Facilitator Academy to	Susan Leon	7/1/2019	6/30/2022	18%	10%	Low
Launch quality coaching support through the	Angela Brown	7/1/2019	6/30/2020	54%	0%	High
Increasingly Leverage our centralized learnin		7/1/2019	6/30/2020	54%	0%	High
Increasingly Leverage our professional learn		7/1/2019	6/30/2020	54%	0%	High
Connect professional learning, degrees, and		7/1/2019	6/30/2020	54%	0%	High
Reinforce common definition for professiona	[Completed]	7/1/2019	6/30/2020	54%	100%	Low
Enhance online course development and de		7/1/2019	6/30/2020	54%	0%	High
TBD				0%	0%	
TBD				0%	0%	
TBD				0%	0%	



Project management tool provided by the Office of Strategic Initiative Management (SIM)



Organizational Structure & Aligned Funding: Theory of Action



Theory

Action Plan

Lead Measures

- Funds available by defined category
- Project completion

If we execute this strategy:

Maximize resource utilization for all funds while ensuring alignment to the District's Strategic Plan, and review and realign Exceptional Student Education (ESE) school-based funding and staffing allocations.

1. Maximize resource utilization for all funds and ensure alignment to the District's Strategic Plan.
2. Review Exceptional Student Education (ESE) school-based funding and staffing allocations, and recommend realignments as necessary to better meet the needs of our ESE students.

Lag Measures

- Fund resource utilization by defined category

Then we will realize this goal:

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



Prevention, Intervention, & Assistance: Theory of Action



Theory

Action Plan

Lead Measures

- Behavior Incidents
- Attendance
- Progress Monitoring Plans
- Tiered Interventions
- Service utilization data
- Trainings / PL completions

If we execute this strategy:

Develop, implement & support **evidence-based practices and recovery coordination & resources**; **Engage partners** to fill capability gaps; Create a **central communications website/portal** for all recovery-related resources; **Sustain/reinforce specialized supports to the MSD¹ zone**, including commemorations; and regularly provide **data & analysis** on the utilization of prevention, intervention, & assistance services to drive programmatic changes.

- 1) Review existing Recovery documentation. Update/augment to align with best practices, & embed in Safety & Security documentation & training.
- 2) Identify service gaps. Develop an engagement model for working with Partners to fill gaps as needed. Create an asset map documenting available services & service providers.
- 3) Design & launch a communications portal that provides 'one-stop' access to recovery resources.

Lag Measures

- FSA results
- Course Grades
- EOC Exams
- Satisfaction data

Then we will realize this goal:

Improve the intellectual, mental & physical health of students, families, & staff and become more resilient in the face of adversity.

- 4) Regularly collect & analyze data to drive programmatic modifications & improvements in services provided to MSD, the MSD zone, & District-wide.

¹MSD = Marjory Stoneman Douglas; ²BCPS = Broward County Resiliency Services



Prevention, Intervention, & Assistance: Year 1 Project Plan (Page 1 of 2)

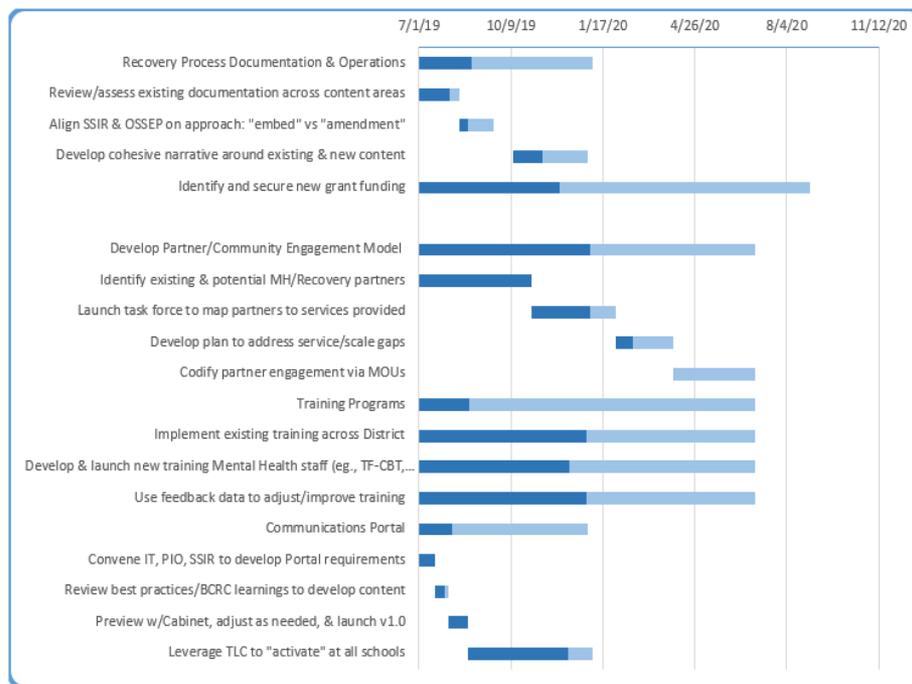


Project Plan

Initiative: Prevention, Intervention, & Assistance

Initiative Lead: Dr. Philip Harris

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Recovery Process Documentation & Operations	P. Harris	7/1/2019	1/6/2020	100%	30%	🕒	High
Review/assess existing documentation across content areas	L. Thompson	7/1/2019	8/14/2019	100%	75%	🕒	High
Align SSIR & OSSEP on approach: "embed" vs "amendment"	A. Hickman	8/14/2019	9/20/2019	100%	25%	🕒	High
Develop cohesive narrative around existing & new content		10/11/2019	12/31/2019	100%	40%	🕒	High
Identify and secure new grant funding	P. Harris	6/1/2019	8/30/2020	50%	40%	🕒	Low
				100%		🕒	High
Develop Partner/Community Engagement Model	P. Harris	7/1/2019	6/30/2020	54%	51%	🕒	Low
Identify existing & potential MH/Recovery partners	L. Thompson	7/1/2019	11/1/2019	100%	100%	🕒	Low
Launch task force to map partners to services provided	P. Harris	11/1/2019	1/31/2020	81%	70%	🕒	Low
Develop plan to address service/scale gaps	L. Thompson	1/31/2020	4/3/2020	0%	30%	🕒	Low
Codify partner engagement via MOUs	P. Harris	4/3/2020	6/30/2020	0%	0%	🕒	Low
Training Programs	P. Harris	7/1/2019	6/30/2020	54%	15%	🕒	High
Implement existing training across District	D. Watkins	7/1/2019	6/30/2020	54%	50%	🕒	Low
Develop & launch new training Mental Health staff	M. Rodriguez	7/1/2019	6/30/2020	54%	45%	🕒	Low
Use feedback data to adjust/improve training	D. Watkins	7/1/2019	6/30/2020	54%	50%	🕒	Low
Communications Portal	P. Harris	7/1/2019	12/31/2019	100%	20%	🕒	High
Convene IT, PIO, SSIR to develop Portal requirements	P. Harris	7/1/2019	7/19/2019	100%	100%	🕒	Low
Review best practices/BCRC learnings to develop content	P. Harris	7/19/2019	8/2/2019	100%	75%	🕒	High
Preview w/Cabinet, adjust as needed, & launch v1.0	P. Harris	8/2/2019	8/23/2019	100%	100%	🕒	Low
Leverage TLC to "activate" at all schools	P. Harris	8/23/2019	1/6/2020	100%	80%	🕒	High



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Prevention, Intervention, & Assistance: Year 1 Project Plan (Page 2 of 2)

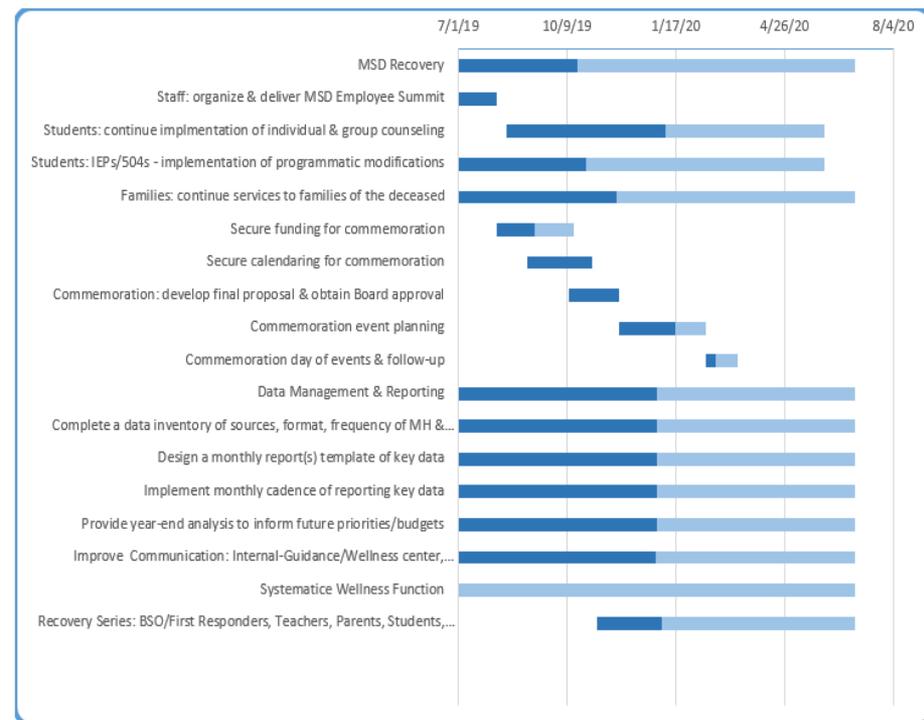


Project Plan

Initiative: Prevention, Intervention, & Assistance

Initiative Lead: Dr. Philip Harris

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
MSD Recovery	M. Rodriguez	7/1/2019	6/30/2020	54%	30%	Med
Staff: organize & deliver MSD Employee Summit	P. Harris	7/1/2019	8/6/2019	100%	100%	Low
Students: continue implementation of individual & g	S. Vialpando	8/14/2019	6/2/2020	52%	50%	Low
Students: IEPs/504s - implementation of program	S. Hollingsworth	7/1/2019	6/2/2020	58%	35%	Med
Families: continue services to families of the deceas	M. Rodriguez	7/1/2019	6/30/2020	54%	40%	Low
Secure funding for commemoration	P. Harris	8/5/2019	10/15/2019	100%	50%	High
Secure calendaring for commemoration	P. Harris	9/3/2019	11/1/2019	100%	100%	Low
Commemoration: develop final proposal & obtain B	P. Harris	10/11/2019	11/26/2019	100%	100%	Low
Commemoration event planning	P. Harris	11/26/2019	2/14/2020	61%	65%	Low
Commemoration day of events & follow-up	P. Harris	2/14/2020	3/14/2020	0%	30%	Low
Data Management & Reporting	L. Thompson	7/1/2019	6/30/2020	54%	50%	Low
Complete a data inventory of sources, format, frequ	L. Thompson	7/1/2019	6/30/2020	54%	50%	Low
Design a monthly report(s) template of key data	L. Thompson	7/1/2019	6/30/2020	54%	50%	Low
Implement monthly cadence of reporting key data	L. Thompson	7/1/2019	6/30/2020	54%	50%	Low
Provide year-end analysis to inform future priorities	L. Thompson	7/1/2019	6/30/2020	54%	50%	Low
Improve Communication: Internal-Guidance/Wellne	M. Rodriguez	6/30/2019	6/30/2020	54%	50%	Low
Systematic Wellness Function	M. Rodriguez		6/30/2020	100%	0%	High
Recovery Series: BSO/First Responders, Teachers, Pa	M. Rodriguez	11/6/2019	6/30/2020	29%	25%	Low
				0%	0%	
				0%	0%	



Project management tool provided by the Office of Strategic Initiative Management (SIM)



Social-Emotional Learning (SEL): Theory of Action



Lead Measures

- Attendance
- Extracurricular participation
- Professional Learning completions
- Behavior incidents

Lag Measures

- SEL survey results
- FSA, PSAT, SAT, AP results
- Graduation rates
- Youth Risk Behavior Survey results

Theory

If we execute this strategy:

Cultivate wellness through the acquisition & implementation of evidence-based SEL programs, instruction, PL & supports based on a unified District SEL framework.

Regularly monitor wellness through observation, outreach, & the collection & analysis of data to inform District actions. **Simplify school planning & service delivery requirements** around SEL. **Ensure wide availability** of SEL resources.

Then we will realize this goal:

Improvements across critical dimensions of student wellness: Emotional, Intellectual, Personal, Physical, Social, Environmental, and Occupational

Action Plan

- 1) Define & institutionalize BCPS's SEL¹ framework
- 2) Screen programs to develop & launch a managed menu of SEL Offerings
- 3) Select, procure, & implement SEL programs & an SEL measurement tool
- 4) Rationalize/adapt Professional Learning content & delivery to align with District's SEL¹ framework, programs, service delivery channels & existing processes (eg, MTSS-RtI)
- 5) Complete a School Counselor Job Study. Revise job description, hiring processes, & evaluation instrument to align with ASCA¹ best practices
- 6) Eliminate redundancies & synchronize timelines across school planning requirements (SIP, PBIS⁴, SEL, Counseling, etc.), combining plans where feasible.
- 7) Develop/launch Mindfulness program with associated professional learning, an asset map of resources, & a managed menu of programs
- 8) Engage youth through mentoring & leadership programs, and a Youth Summit.
- 9) Embed SEL resources, content & links across existing communications platforms & CANVAS



¹ASCA = American School Counselors Association; ²SIP = School Improvement Plan; ³PBIS = Positive Behavior Intervention Plan

Social-Emotional Learning: Year 1 Project Plan

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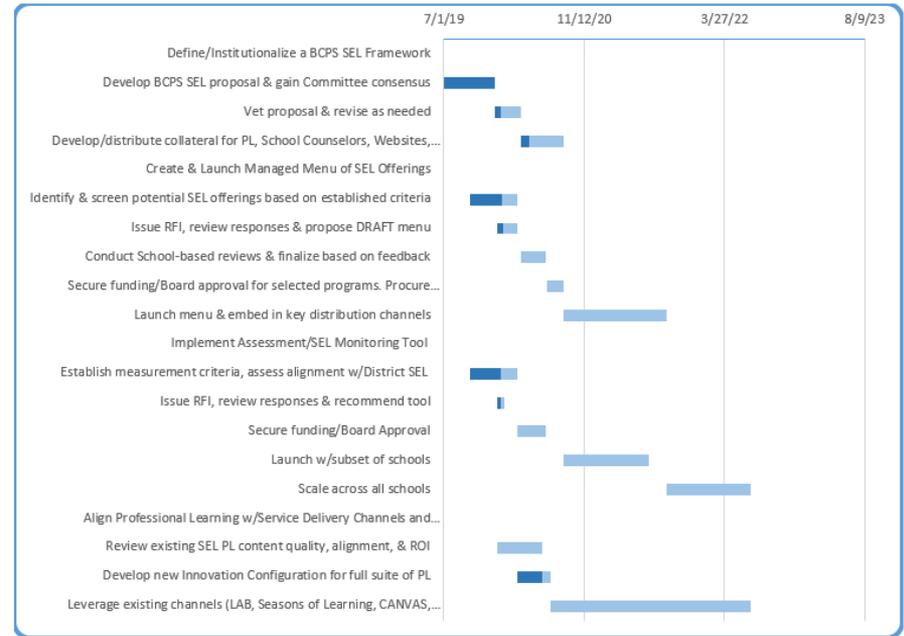


Project Plan

Initiative: Social-Emotional Learning

Initiative Lead: Ralph Aiello

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete		Risk Level
Define/Institutionalize a BCPS SEL Framework	Yarlie Nicolas	7/1/2019	9/1/2020				
Develop BCPS SEL proposal & gain Committee consensus	Yarlie Nicolas	7/1/2019	12/31/2019	100%	100%	●	Low
Vet proposal & revise as needed	Yarlie Nicolas	1/1/2020	3/31/2020	18%	20%	◐	Low
Develop/distribute collateral for PL, School Counselors	Yarlie Nicolas	3/31/2020	9/1/2020	0%	20%	◐	Low
Create & Launch Managed Menu of SEL Offerings	Adam Iarussi	10/1/2019	9/1/2021				
Identify & screen potential SEL offerings based on established criteria	Adam Iarussi	10/1/2019	3/20/2020	63%	67%	◐	Low
Issue RFI, review responses & propose DRAFT menu	Adam Iarussi	1/6/2020	3/20/2020	15%	33%	◐	Low
Conduct School-based reviews & finalize based on feedback	Adam Iarussi	4/1/2020	6/30/2020	0%	0%	○	Low
Secure funding/Board approval for selected programs. Procure...	Antoine Hickman	7/1/2020	9/1/2020	0%	0%	○	Low
Launch menu & embed in key distribution channels	Adam Iarussi	9/1/2020	9/1/2021	0%	0%	○	Low
Implement Assessment/SEL Monitoring Tool	Adam Iarussi	10/1/2019	6/30/2022				
Establish measurement criteria, assess alignment w/District SEL	Adam Iarussi	10/1/2019	3/20/2020	63%	65%	◐	Low
Issue RFI, review responses & recommend tool	Adam Iarussi	1/6/2020	1/31/2020	44%	60%	◐	Low
Secure funding/Board Approval	Antoine Hickman	3/20/2020	6/30/2020	0%	0%	○	Low
Launch w/subset of schools	Adam Iarussi	9/1/2020	6/30/2021	0%	0%	○	Low
Scale across all schools	Adam Iarussi	9/1/2021	6/30/2022	0%	0%	○	Low
Align Professional Learning w/Service Delivery Channels and...	SEL Supervisor	1/6/2020	6/30/2022				
Review existing SEL PL content quality, alignment, & ROI	SEL Supervisor	1/6/2020	6/14/2020	7%	0%	○	Low
Develop new Innovation Configuration for full suite of PL	Danny Shapiro	3/20/2020	7/15/2020	0%	75%	◐	Low
Leverage existing channels (LAB, Seasons of Learning, CANVAS,...	SEL Supervisor	7/15/2020	6/30/2022	0%	0%	○	Low



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Social-Emotional Learning: Year 1 Project Plan

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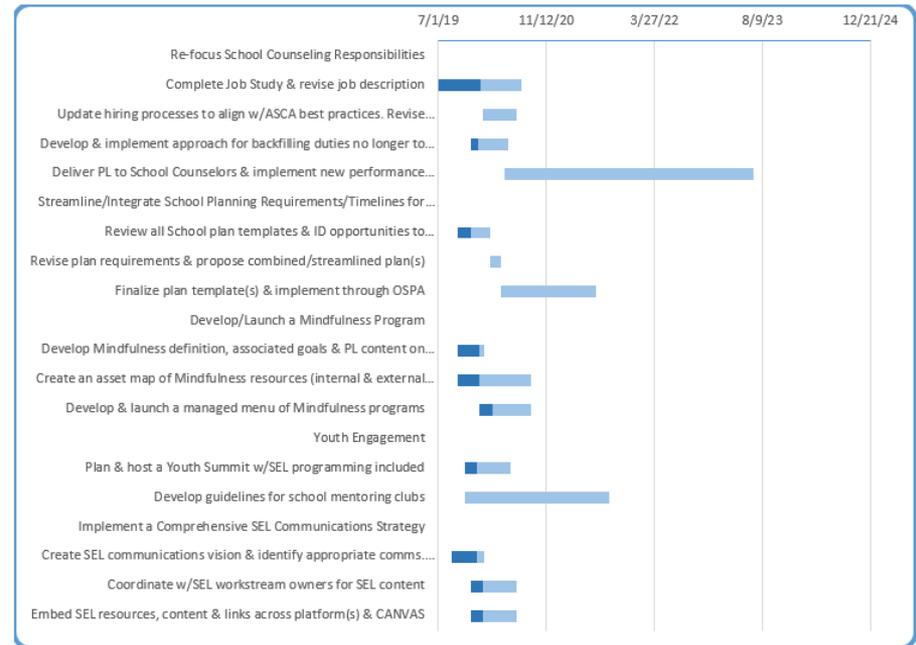


Project Plan

Initiative: Social-Emotional Learning

Initiative Lead: Ralph Aiello

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
Re-focus School Counseling Responsibilities	Ralph Aiello	7/1/2019	6/30/2023			
Complete Job Study & revise job description	Ralph Aiello	7/1/2019	7/21/2020	52%	50%	Low
Update hiring processes to align w/ASCA best practices	Ralph Aiello	1/22/2020	6/30/2020	0%	0%	Low
Develop & implement approach for backfilling duties	Ralph Aiello	12/1/2019	5/20/2020	27%	20%	Low
Deliver PL to School Counselors & implement new	Ralph Aiello	5/1/2020	6/30/2023	0%	0%	Low
Streamline/Integrate School Planning Requirements	Nancy Whitaker	10/1/2019	6/30/2021			
Review all School plan templates & ID opportunities	Nancy Whitaker	10/1/2019	2/29/2020	72%	40%	High
Revise plan requirements & propose combined/stre	Nancy Whitaker	2/29/2020	4/15/2020	0%	0%	Low
Finalize plan template(s) & implement through OSP	Nancy Whitaker	4/15/2020	6/30/2021	0%	0%	Low
Develop/Launch a Mindfulness Program	Danny Shapiro	10/1/2019	9/1/2020			
Develop Mindfulness definition, associated goals &	Danny Shapiro	10/1/2019	1/31/2020	89%	80%	Low
Create an asset map of Mindfulness resources (inte	Danny Shapiro	10/1/2019	9/1/2020	32%	30%	Low
Develop & launch a managed menu of Mindfulness	Danny Shapiro	1/6/2020	9/1/2020	5%	25%	Low
Youth Engagement	Wanda Robinson	11/1/2019	9/1/2021			
Plan & host a Youth Summit w/SEL programming in	Wanda Robinson	11/1/2019	6/1/2020	36%	25%	Low
Develop guidelines for school mentoring clubs	Wanda Robinson	11/1/2019	9/1/2021	11%	0%	Low
Implement a Comprehensive SEL Communications S	Sarah Decotis	9/1/2019	6/30/2020			
Create SEL communications vision & identify appro	Sarah Decotis	9/1/2019	2/1/2020	90%	75%	Low
Coordinate w/SEL workstream owners for SEL cont	Sarah Decotis	12/1/2019	6/30/2020	22%	25%	Low
Embed SEL resources, content & links across platfor	Sarah Decotis	12/1/2019	6/30/2020	22%	25%	Low



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