



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

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**ROBERT W. RUNCIE**  
*Superintendent of Schools*

**The School Board of  
Broward County, Florida**

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July 31, 2019

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*“If you have an important point to make, don’t try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. Then hit it a third time – a tremendous whack.”*  
- Winston Churchill

Dear School Board Members,

If there is one word that summarizes our last year, it is communication.

As our District continues to move from response to recovery and from reactive to proactive following the Marjory Stoneman Douglas High School (MSD) tragedy, continuous and seamless communication to all stakeholders has remained essential.

Our community and communities across the country have been watching to see how our District navigates the heartbreak of MSD. We have shared our progress, strategies, goals and successes as transparently as possible.

Among the highlights, each of which provided opportunities for the District to educate and inform the community through a variety of communications:

We have continued to provide increased access to mental health and social and emotional learning in our schools, recognizing its importance to our students, families, staff and the community. We directed funding from the Secure the Next Generation referendum to provide increased resources. We also forged partnerships with an expanded group of local and national organizations to assist with our ongoing recovery efforts and communicated the benefits of the new and allied resources to our stakeholders and the entire community.

Our unwavering commitment to the safety and security of our schools rose to an even higher level with the creation of the District’s first-ever Office of School Safety, Security & Emergency Preparedness, which we launched with a press conference. Our District has also taken the necessary actions to ensure compliance with SB7026(2018) and SB7030(2019), which were enacted after the MSD tragedy. Additional press conferences, press releases and media interviews updated the community regarding completion of single point of entry at all schools, upgrades and additional surveillance cameras, agreements with law enforcement for real-time

access, completion of hard corners and, with the School Board's support, adoption of an emergency codes policy.

In addition, the Preventing Recidivism through Opportunities, Monitoring, Interventions, Support & Education (PROMISE) program was reviewed and updated to reflect thoughtful changes with increased collaboration with law enforcement. The investigation of the Marjory Stoneman Douglas High School Public Safety Commission provided opportunities for us to bring to light every facet of our investigation – from actions preceding the tragedy, steps taken afterwards, and corrective actions to safeguard all our schools as we move forward. Every step was communicated to the public through press conferences and news releases, with follow-up interviews by our experts with news media.

Our responsibility to the community to fulfill our promise on the SMART Bond program met some challenges this year, requiring a thorough examination of where initial assumptions may have been unrealistic and the length of time necessary to research needs, design, competitively bid, and then complete the renovation or new construction. This process included the economic impact of current market conditions. The reset made public through Bond Oversight Committee meetings and reported through Florida TaxWatch, along with increased and consistent communication to our School Board members, raised community confidence.

Throughout this past year, we also remained steadfast in our primary goal of providing a high-quality education for our students to prepare them for success in tomorrow's world. Evidence of this dedication includes improvement of school grades at all levels. Education has and will always be our first priority. If we create in our students a culture of curiosity and a thirst for knowledge and provide them with the critical tool – an education – they will be successful after graduation.

One of my personal commitments to increase communication resulted in my delivering more than 120 presentations to local and national organizations, and speaking at media events. All presentations illustrated what Broward County Public Schools and the School Board of Broward County are doing in the areas of innovative learning, safety and security, mental health and wellness, and strategic partnerships.

Everything you will read in this report has been made possible through the personal commitment of more than 30,000 individuals who have chosen to be part of our District. Every day, and sometimes on evenings and weekends, they arrive to do their jobs because they are passionate about education and they care about our children.

I thank each of you for your support in all our efforts.

## **STUDENT EXPERIENCE**



- Overall results for Broward County Public Schools (BCPS) showed continued progress on the state's school grades ratings. BCPS earned a District grade of "B," narrowly

missing an "A" by one percentage point. For the first time since the state adopted the new school grade model in 2014/15, BCPS has no traditional schools that received an "F" grade. Among the 2019 highlights:

- Sixty-nine (33%) of BCPS traditional schools earned an "A" grade in 2018/19.
  - Fifty-one schools (24%) improved their grade from 2017/18.
  - Nine out of ten BCPS traditional schools that received a "D" or "F" in 2017/18, improved to a "C" grade in 2018/19.
  - Four schools increased by two or more letter grades: North Side Elementary School from an "F" to a "C", Nova Blanche Forman Elementary School from a "C" to an "A", Silver Shores Elementary School from a "C" to an "A", and Wilton Manors Elementary School from a "C" to an "A."
  - Among the largest five districts in the state, BCPS made the greatest percentage increase in "A" and "B" schools.
  - For the third consecutive year, the District improved its overall percentage of total points possible. As determined by the State, 62 points is an "A." BCPS has increased from 56 to 61 (five points) since 2015/16.
- The third grade results from the Florida Standards Assessment (FSA) for English Language Arts (ELA), released in May 2019, showed BCPS third grade students continue to improve on the annual assessment. Overall, the percentage of BCPS third grade students meeting or exceeding satisfactory performance was above the state average and tied for the highest among the state's five largest school districts. Additional highlights include:
    - In 2018/19, 60 percent of third grade students met or exceeded grade level satisfactory performance, scoring at Level 3 or higher on the ELA assessment, up one percentage point from 59 percent in 2017/18. The state average is 58 percent.
    - Over the last four years, BCPS had the largest increase in the percentage of third grade students scoring at Level 3 or higher on the ELA assessment among the five largest Florida school districts, up eight percentage points since 2014/15.
    - In 2018/19, 18 percent of third grade students scored at Level 1, down one percentage point from 19 percent in 2017/18. The state average is 20 percent.
    - Over the last four years, BCPS had the largest decrease in the percentage of third grade students scoring at Level 1 on the ELA assessment among the five largest Florida school districts, down six percentage points since 2014/15.
    - Twelve traditional schools had an increase of 10 percentage points or greater for third grade students scoring at Level 3 or higher on the ELA assessment: Pasadena Lakes (16 points), Westwood Heights (15 points), Oakland Park (14 points), Croissant Park (13 points), North Andrews Gardens (13 points), Coral Park (12 points), Sawgrass (12 points), Griffin (11 points), Charles Drew (10 points), Atlantic West (10 points), Bennett (10 points), and Liberty (10 points)
  - The results for the spring 2019 Florida Standards Assessments (FSA) for English Language Arts (ELA) (grades 4 through 10), Mathematics (grades 3 through 8) and

Science (grades 5 and 8) were released in June 2019. In addition, the state results for End of Course (EOC) exams in Algebra I, Geometry, Biology, U.S. History and Civics, released in June 2019, show BCPS either maintained or increased the percentage of students scoring Level 3 or higher on 15 of the 21 tested areas (subjects and grade levels) as compared to the prior year. Districtwide highlights for 2019 results compared to 2018 reveal:

- ELA results for grades 4, 5, 6 and 9 increased two or more percentage points for students scoring at Level 3 or higher.
  - Mathematics results for grades 3, 4, 5 and 6 increased two or more percentage points for students scoring at Level 3 or higher.
  - Geometry and Biology EOC results increased four or more percentage points for students scoring at Level 3 or higher.
  - These results showed that the percentage of BCPS students scoring at or above achievement Level 3 met or exceeded the state average in 15 out of the 21 tested areas.
  - Among the five largest school districts in Florida, BCPS earned the highest percentage or tied for the highest percentage of students scoring at level 3 or higher on the ELA portion of the FSA in grades 3 and 9.
- The high school and center cadre directors led a collaborative effort among traditional high school principals, non-traditional school principals and central office support departments to address the graduation rate. When the federal graduation rates were published, the District realized a 3.3 percentage increase from 81% to 84.3%.
  - Through training and commitment by school district staff, the charter school graduation rate increased by 6 percentage points from 2016/17 to 2017/18 as reported in October of 2018. This increase shows the efforts of district charter support staff in training charter school principals how to understand cohort monitoring and support structures towards graduation requirements.
  - Through a matching \$1 million grant from the Community Foundation of Broward, the Reimagining Middle Grades initiative identified in the Strategic Plan was fully implemented with a focus on problem and project-based learning, social-emotional learning and summer enrichment camps.
  - Personalization for Academic and Social Learning (PASL) represents a systemic, school-wide approach to meeting the vast academic and social needs of high school students. It has been fully integrated into all 30 traditional high schools and one of our non-traditional high schools.
  - The Middle School Athletic Association (MSAA) provided eight special events throughout 2018/19 including invitational tournaments in cross country and golf; championship events in soccer, basketball, volleyball, flag football and track & field; along with a Scholar Athlete Awards Assembly. Furthermore, the MSAA partnered with

the Florida Panthers while conducting extensive planning with eight pilot schools to introduce floorball, a new sport for 2019/20.

- The 28th Annual South Florida Leadership Training Camp served 173 students from 43 schools located in 11 different Florida counties. District staff was composed of 61 educators and college students. The camp was held at Nova Southeastern University. Campers were able to experience college dorm life, as well as college lecture halls and business/computer classrooms. South Plantation High School hosted District team building events in their gym on two evenings. Local businesses sponsored \$6,500 in scholarships. In addition, the District revised the curriculum to include topics of importance to student leaders such as emotional intelligence and diversity. Lastly, the camp was rebranded with a new logo and a social media committee was created to promote the camp, its campers and their successes.
- JROTC continues to be the largest in the nation with a program in every District high school. The graduation rate of seniors remains at 99%, with 61% entering college or universities, and 21 % entering the military. In addition to those entering the military, 28 cadets entered military service academies and Senior ROTC programs. This summer, over 370 cadets participated in the STEM camp with 21% earning college credit and 100% earning First Aid and CPR Certifications. Cadets performed over 110,000 service hours covering all the cities in Broward County. In addition to supporting local communities, 40% of the cadets participated in four Broward County level events throughout the school year while accomplishing their mission of "motivating young people to be better citizens."
- Student Enrichment through the Arts (SEAS) serves as a national model for arts-in-education. By integrating music, dance and drama, our program provides all students the opportunity to acquire a strong appreciation for the arts through a visual style of learning. This year, SEAS launched an online seat request and reservation process using Eventbrite. This system makes it easier for teachers to take advantage of the many theatrical experiences available for their students. Teachers can also register for one of several "in school" performances offered as "SEAS on Tour." The SEAS Program also offered a sensory friendly opportunity for students of all ages and abilities. During this sensory friendly performance (Madagascar), modifications were made to both lighting and sound to accommodate students with potential sensory challenges. At the completion of its 29th year, SEAS has proudly provided educational performances produced by professional companies to over 3.3 million students.
- Through the initiation of the Extended Learning Opportunity Program (ELOP), after school time was creatively used to provide on campus specialized classes such as dance, cooking, karate and many other parent requested student opportunities. ELOP grossed over \$1,603,191 in revenue for the schools.
- The Before and After School Child Care (BASCC) programs at schools increased enrollment and programs including summer camps to serve over 35,000 students.

- Through the BASCC scholarship committee, school programs were provided funding for over 1,200 scholarships for aftercare totaling \$710,260. Additional scholarships were provided for special circumstances of \$36,127. In addition, families impacted by the Furloughed Federal Employee groups were provided 39 scholarships worth \$15,132 so that families could continue to provide an opportunity for their children to remain in the program. This committee was also able to fund nurses for aftercare programs to meet 504 compliance totaling \$246,550. Students with special needs require special support in aftercare programs. A total of \$666,750 was provided to assist schools and families meet these specialized staff needs. The total amount that was provided to assist families was \$1,674,819.
- Facilitated and expanded the opportunity for the school choice application process. Over 48,000 applications were submitted to the District, which attracted more than 3,000 new students to the District.
- Coordinated the induction of an Entrepreneurship Program at Stranahan High School, a Gifted Academy at Plantation High School, and a Welcome Center at Pines Lakes Elementary School.
- The District was recognized by CAMBRIDGE International as the “Cambridge International District of the Year.” Several of our students also earned top awards, with one of our students ranking highest in the world.
  - Best Across 4 Examinations Award was presented to Javier Pratdesa from Everglades High School
  - High Achievement Award went to Matthew Zhang from Cypress Bay High School
  - Top of the Country Awards went to Leonora Vincent and Angela Li, from Cypress Bay High School
  - Top in the World Awards went to Zonshen Yu from Cypress Bay High School and Watson Lubin from Fort Lauderdale High School.

The District continues to increase access with a 25% increase in the number of students enrolled in Cambridge AICE courses for 2018/19. There was also a 64% increase in the number of schools that will offer Cambridge in 2019/20. The Cambridge Program is now available in two additional elementary schools (Bayview and Bennett) and four additional high schools (Cooper City, McArthur, Piper and South Plantation). We continue to provide support to students by increasing the number of Cambridge courses included in the Saturday test review session offered in 2018/19.

- Two schools were awarded an Innovative Program for implementation in 2019/20. Innovative Programs are intended to provide home bound students with unique theme-based and advanced academic opportunities.

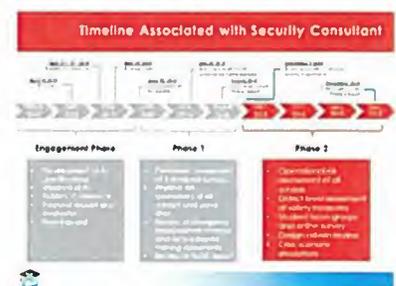
- Coral Cove Elementary School will implement the "PATH to Success" program and Sheridan Hills Elementary will begin a new "Science, Technology, Engineering, Arts, and Mathematics (STEAM)" program.
- The District was the recipient of the \$14 million Magnet Schools Assistance Program (MSAP) grant to implement Integrated Career and Academic Network (iCAN) magnet programs in three middle and three high schools for school years 2019-2023. The iCAN Magnet Program places special emphasis on enhancing and engaging the middle-high feeder pattern. This new program involves the launch of one new magnet school, Olsen Middle. The iCAN Magnet Program is being implemented in Stranahan High, South Broward High, Blanche Ely High, New River Middle, Olsen Middle and Pompano Beach Middle Schools. The iCAN Program provides students with career related experiences and opportunities with a direct connection to industry standards. Through this program, BCPS has expanded its District partnership with Florida International University (FIU) and instituted the first FIU-Aquarius Teacher Summer Academy for iCAN schools; and with the Junior Achievement of South Florida (JA World) by instituting the first iCAN-JA Summer Student Leadership Program and the iCAN-JA Youth Leadership Conference. In support of the Reimagining Middle Grades initiative through the iCAN program, the current work with Buck Institute- Project Based Learning Works is being extended to iCAN magnet schools to engage teachers and students in project and problem-based learning.
- The District received an award in the amount of \$367,257 from the Frederick A. Deluca Foundation, to continue the Turnaround Arts (TAA) program in three elementary schools and expand arts integration to four additional elementary schools in the Broward Arts Integration Program for school years 2019-2022. The Broward Arts Integration Program involves the three original TAA schools, Walker, Bethune and Lake Forest Elementary, along with Atlantic West, Deerfield Park, Colbert and North Andrews Gardens Elementary. In 2019, the District launched the first annual Arts Integration Summer Institute with the Broward Center for the Performing Arts. Schools were visited by a number of nationally and internationally renowned teaching artists: American hip-hop classically trained strings duo Black Violin; Michelle Obama's White House photographer, Amanda Lucidon; and opera singer Carla Canales. Teachers from the Arts Integration Schools work collaboratively on a monthly basis with local teaching artists to infuse arts integration strategy in classroom instruction. This program has also provided an opportunity for the District to expand its partnership with arts-based organizations such as the Broward Center for the Performing Arts, South Florida Symphony and the Broward Cultural Division. Arts integration programs have been shown to improve school climate, increase student engagement, attendance and student achievement.
- Twelve District schools earned National Magnet School of America Merit Awards in 2019.

- Four schools earned National Magnet Schools of Excellence awards: Attucks Middle (Cambridge Global Communications Academy); Fort Lauderdale High (Cambridge); Liberty Elementary (STEM); and McNicol Middle (STEM).
- Eight schools earned National Magnet Schools of Distinction awards: Apollo Middle (STEM); Atlantic West Elementary (STEAM); Colbert (STEAM); Margate Middle (STEM); New River Middle (Marine Science); Northeast High (Biotechnology); Plantation Middle (International Baccalaureate Middle Years Program); and Pompano Beach High (International Affairs with Information Technology).
- Developed partnership with Jersey College School of Nursing and Blanche Ely High School's Medical Science Magnet Program to provide an innovative Nurse Life Exploration Summer Camp. This camp provides exciting learning opportunities in healthcare for students to expand their knowledge and interest in nursing as a career.
- During 2018/19 the District again held BCPS Rally to Tally. The event took place during the 2019 Florida Legislative Session and forty-five BCPS students became student advocates. During the three-day event, students attended floor votes, committee meetings and had one-on-one meetings with members of the Florida Legislature. The District continues to provide our students with the opportunity to engage with legislators and learn about state government outside the classroom.

## REFRESH, REDESIGN, & REDUCE RISK

The District continued to strengthen and enhance its safety and security strategies, procedures, and protocols during 2018/19. Highlights of these efforts are identified below.

- The second phase of the independent risk assessment for all school and administrative sites was completed by Safe Havens. Their final report issued in December 2018 identified 121 improvement opportunities regarding campus physical security, staffing, policy and procedures, equipment and training. These recommendations were combined with those provided from other sources (MSD Commission, Broward League of Cities, and the Federal Commission on School Safety). The highest priorities were identified for funding and implementation in 2018/19. These priorities included Phase II of the video surveillance project, the radio system migration project, the initiation of the intercom upgrade project, and the launch of a new enterprise risk management framework.



1. **Expansion of Video Surveillance** – On July 24, 2018, the School Board authorized the expansion of the District's video surveillance system. In July 2018, the District completed Phase I of the video surveillance project. All school video surveillance systems were upgraded to a standard digital platform, which now

provides the ability to centrally monitor the District's complete inventory of approximately 10,000 cameras.

The video surveillance expansion project provided \$6.2 million to install approximately 2,500 new analytic and digital cameras throughout all schools in priority areas on campuses identified by Safe Havens.

2. **Radio System Migration and Enhancement** – This project included two distinct work streams. The first phase migrated the District's bus and other non-emergency radio traffic off of Broward County's existing public safety radio system and on to the newly developed local government radio system. This reduced the capacity load on the existing public safety system, as the County continues its work to replace the existing system by the end of 2019 and dedicate its usage to public safety workers and first responders. The migration of the District's bus radios was fully completed in late July, weeks ahead of the promised completion date (prior to the start of 2019/20).

Phase II of this project was the purchase and distribution of additional radios and repeaters to enhance the existing local radio networks at all schools. In total, \$4.5 million was allocated for this critical project.

3. **Upgrade of Intercom Systems** – \$17 million was allocated to upgrade the intercom systems at all high schools, technical colleges, centers, and secondary combination schools. This project will improve the emergency communications within schools. It will upgrade the intercom system to a digital platform, allowing school administration to pre-record emergency messages and initiate them remotely; and incorporate additional speakers throughout the campuses, particularly in common areas outside of buildings. The District identified a business partner to accomplish this work in April 2019, and initial roll-out of the upgrades has begun.
  4. **Implementation of New Enterprise Risk Management Framework** – The District developed a new Office of Safety, Security & Emergency Preparedness Office to implement a new Enterprise Risk Management framework. This new office aligns all of the District's existing safety and security resources and an additional \$3.2 million in new resources under the Chief Safety, Security & Emergency Preparedness Officer, who was appointed on February 12, 2019. Subsequently, new positions, as well as the corresponding job descriptions, and the realignment of the existing departments and staffing was approved by the School Board on June 11, 2019.
- The District entered into a formal agreement with the Broward Sheriff's Office on January 15, 2019, to provide live, real-time access of all the District's cameras. This agreement was authorized to improve law enforcement and fire safety personnel response to emergencies at District schools or facilities when active circumstances present an

immediate need for law enforcement or fire safety personnel to respond. The District has worked with the Broward County Chiefs of Police Association to develop a standard agreement for other law enforcement agencies within Broward to provide them with similar access.

- The Chief, Safety, Security & Emergency Preparedness (SSEP) Officer centralized all school-based security positions under the SSEP Division. This includes the development of a matrixed security organization with career progression, and District oversight and management of school-based security personnel. Additional highlights of this transition include:
  - Revision of job descriptions for Security Specialists, Guardians and Campus Monitors to provide additional qualifications and calendar days for the purpose of providing ongoing professional development opportunities and allow for re-certification of Guardians through training delivered by the Broward Sheriff's Office.
  - Allocating over \$20 million in security resources across District schools to include creating over 500 new school-based security staff positions, increasing District contribution to the SRO program and working to increase the ratios of armed personnel in schools to 1:1,000 ratio.
- The District adopted School Board policies on a variety of safety and security issues. Some served to codify existing procedures, while others enhanced safety and security practices. Outlined below are three such noteworthy policies.
  - **Policy 2120- Emergency Codes Prevention & Preparedness** – This policy formalized existing procedures associated with the District's emergency code protocols. It serves to document the presence of such protocols, mandate all staff participate in applicable trainings, and clarify that any staff member must take appropriate action(s), including placing the school on lockdown, when becoming aware of a safety or security threat impacting the campus. The School Board formally adopted this policy on February 20, 2019.
  - **Policy 2130- Threat Assessment** – This new policy serves to document and enhance existing procedures in the District regarding threat assessments. Each school is required to maintain an active threat assessment team, which shall include persons with expertise in counseling, instruction, school administration, a principal, when available, and law enforcement. Persons with expertise in counseling include school counselors, school psychologists, school social workers, and family counselors. Additional personnel with knowledge of the child or circumstances may also serve as members of the team. Each threat assessment team must respond, within 24 hours when school is in session to any report of a threat or any patterns of behavior that may pose a threat to self or others. If school is not in session, the school principal must immediately refer the matter to law enforcement for evaluation, and the threat assessment team must meet no later than the end of the first day school is back in session to consider the matter and ensure it is resolved. The new policy also includes annual training requirements, mandates the principal to

sign/acknowledge the threat assessment documentation is complete, provide all such documentation to the principal's immediate supervisor for review, and initiate an annual audit process through the Chief Auditor's Office. On February 20, 2019, the School Board also authorized an investment of \$606,000 to implement an electronic threat assessment module. The EdPlan Student Threat Assessment (STA) module is based on guidelines recommended by the Virginia Department of Criminal Justice Services and adheres to the process recommended by the United States Secret Service and the United States Department of Education's study for identifying, assessing and managing students who may pose a threat. The STA module will be implemented for the start of 2019/20 and allow the District to document a student threat incident and follow immediate and critical protocol for imminent risks, gather, share and consider data from various data sources to make informed decisions, and review key questions for assigning risk level and determining next steps for intervention. The School Board formally adopted this policy on March 5, 2019.

- **Policy 2150- Safer Spaces** - A Safer Space is a designated general location where students and staff can more effectively position themselves in a manner where they are not visible from a hallway or outside door or window, in an effort to reduce the risk associated with an active shooter. The policy outlines the manner with which Safer Spaces will be identified. Spaces will be marked with a visual designator, mandates the designated spaces will remain free from objects interfering with their use in emergencies, and requires periodic inspections of the spaces to ensure compliance with the policy. The School Board formally adopted this policy on February 20, 2019.
  
  - The District entered into an agreement with SaferWatch, LLC on February 5, 2019. The SaferWatch App gives students, parents, teachers or anyone in Broward County the ability to send nonemergency text, photo, video, and audio "tips" from a smartphone. This agreement provided another opportunity, in addition to FortifyFL and the District Silence Hurts anonymous tip line, to report suspicious activities. On May 28, 2019, the District held a joint press conference with SaferWatch to announce the SaferWatch app had been enhanced to communicate "tips" directly to the District's Special Investigative Unit in addition to law enforcement agencies and receive real-time safety alerts directly from Broward County Public Schools and local law enforcement.
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- The image shows the SaferWatch logo on the left, which consists of a blue square with a white Wi-Fi symbol and the text "SAFERWATCH" in white. Below the logo is the tagline "Communicate with law enforcement seamlessly and report potential threats and suspicious activity." To the right of the logo is a photograph of a hand holding a smartphone displaying the SaferWatch app interface, which features a blue background with a white circular button and a camera icon.

- The updated SMART Milestone Baseline Schedule was implemented on November 31, 2018 and presented to the SBBC on December 11, 2018. Between September 1, 2018 and June 30, 2019, the program has accounted for:
    - 87 Letters of Recommendation (LOR);
    - 39 Invitations to Bid (ITB); and
    - 44 Notices to Proceed (NTP)
  - The new 2024 Strategic Plan was published after a year-long development process facilitated by the Office of Strategic Initiative Management (SIM). This involved extensive collaboration with stakeholders across the District, including students, teachers, school-based and District staff and administrators, families, community members, and local business and non-profit partnering organizations. The new 2024 Strategic Plan includes a streamlined and modernized set of 5 Core Values, 3 Strategic Goals, 6 Campaigns, and 19 Initiatives.
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- Successfully refinanced and converted variable rate debt (SWAPS) to fixed rate debt and achieved a positive Net Present Value. Now all long term debt for the District is fixed.
  - The Office of Finance continued the phased approach to realigning the school allocation plan to follow guidelines, which are equity based and formula driven.
  - Reduced Central Administrative expenses by over \$4M and continue to have one of the lowest Administrative Overheads in the state.
  - Involved all departments, including school staff in a plan to improve the Payroll and On-Boarding Process; obtained Board approval for funding the improvements and successfully contracted with SAP to begin to implement changes.
  - Provided the School Board and the Public a transparent, detailed budget document that clearly aligns district resources to priorities in the Strategic Plan using the Government Finance Officers Association requirements for SMARTER school spending.
  - Physical Plant Operations worked with schools to provide affordable security upgrades, most of which were funded by the schools. To date, Physical Plant Operations completed 125 such projects with another 109 in progress.
  - The Student Transportation and Fleet Services Department delivered new and enhanced student safety training to all bus operators; including professional development modules on *Safe Haven*, *Intruder Training*, and *Be on the Lookout*.

- During 2018/19, SMART Athletics successfully managed and completed 16 high school weight room projects (Cooper City, Coral Glades, Coral Springs, Deerfield Beach, Fort Lauderdale, Hallandale, J.P. Taravella, McArthur, Miramar, Monarch, Plantation, Pompano Beach, South Plantation, Stoneman Douglas, Western, and West Broward.)
- Conducted several forums on School Safety. During the forums, School Board Members, Superintendent Robert W. Runcie and District leadership provided information and updates regarding school safety measures, state funding, mental health services and programs, counseling and support services for students and employees, and the SMART initiative as it pertains to school safety. Additionally, the forums provided an opportunity for the public to provide feedback to the District.
- The Grants Administration Department supported user departments to secure high-dollar value grants for: Head Start/Early Head Start Program – Designation Renewal (\$16,163,323); Magnet Schools Assistance Program grant of (\$14,000,000); Immediate Aid to Restart School Operations (\$7,967,597); supported interdepartmental coordination and budget development for several School Safety and Recovery grants to include Project SERV 2.0 and Antiterrorism and Emergency Assistance Program— requests pending and potential financial impact is approximately \$7.5M; Safety and Security of School Buildings (\$9,587,129); STOP School Violence Act grants (\$1.3M); and supported project management, writing support, project team meeting facilitation, on time submission, tracking, contract routing, non-public school outreach, Board items preparation, grant writing workshops, newsletter distribution, technical support, and other services for more than 284 grants submitted at the District and school level (\$274,501,223). Successfully facilitated the first new charter application boot camp; collaborating with more than fifteen (15) departments over a three-day period to evaluate nine (9) new charter applications. As a result, we were able to conclude the departmental collaborative phase of the review process within a timely manner.
- Streamlined the contract template revision process to capture legislative changes that impacted other departments' scope of work for successful monitoring/oversight of charter schools' responsibilities.
- For the fifth consecutive year, the District has remained 100% in compliance with Class Size Reduction requirements, with no financial penalties from the state. From meeting Class Size Reduction requirements, the District received an additional \$17,704 from the state.
- The Demographics & Student Assignment Department implemented a new call center system managing call load and providing more time for staff to work hands on with applicants as well as processing at off-site locations including kiosks; increased principal involvement and outreach; increased overall marketing and parent outreach, and the ability for after-hours customer follow up providing better communication.

- The recorded sale of one School Board of Broward County, Florida surplus land for \$1,350,000; with another two properties currently under contract for a grand total of \$31,876,954 with a projected closing date prior to the end 2019/20. The District was able to shift assets into resources by successfully contracting for the sale of 172nd Street property for \$21,025,000.
- The Business Support Center increased their centralized business services to 165 schools and more than 20 departments in 2018/19. The Business Support Center also had exception free audits for each of its schools that received bookkeeping services.
- In August 2018, the District implemented an innovative online payment system that resulted in a significant increase of online sales from the prior fiscal year.
- The Innovative Programs Designs/Support-Venture Design Department delivered premium services to 93% of all charter schools in the District impacting over 42,000 students. The number of available premium services increased from 14 in year one to 59 going into 2019/20. This includes working closely with sixteen BCPS departments to design efficient and effective systems for the delivery of premium services.
- The Procurement & Warehousing Services Excellence Program implemented strategic sourcing opportunities which yielded economies of scales impacting Academics and Information & Technology (Savings/Cost avoidance: \$11M+).
- Facilitated a series of Execution and Accountability Sessions for in-depth review and acceleration of the progress of high-priority initiatives identified by the Superintendent, including Professional Learning, Reimagining Middle Grades, Safety and Security, and Recovery.
- SIM published the Broward Benchmarking Report, which provides a comprehensive seven-year view of key performance indicators (KPIs) across District operations based on data provided to the Council of Great City Schools. This year, the report scope expanded to include academic KPIs as well. SIM continues to benchmark Broward's performance against other large districts in the state and nationally in an effort to drive greater accountability and transparency.
- The 34-year old Computerized Maintenance Management System, COMPASS, was replaced in 2018/19 with the Best-in-Breed Enterprise Asset Management System - Maximo. The first phase of this change went "live" on February 20, 2019. This program is expected to increase productivity in an amount equal to 20 additional professional mechanics.
- Physical Plant Operations participated in a thorough Operational Assessment conducted by the Council of the Great City Schools. It is expected this assessment, and the reference library which resulted from it, will be used to assist the District improve operations and expenditure outcomes within the department.

- Physical Plant Operations partnered with Career, Technical, Adult and Community Education (CTACE) to provide 20 high school seniors with paid internships to work within the department alongside professional journeymen to gain exposure to the construction trades.
- Physical Plant Operations continues to perform numerous capital projects to save SMART Project funds when it can provide the work more economically than the private sector. Two current examples include:
  - Physical Plant Operations is remodeling the Media Center at Annabel C. Perry (K-8);
  - Physical Plant Operations is moving eight portable classrooms at Cypress Bay High.
- In addition to the 70,000 routine work orders completed during the year, Physical Plant Operations also completed dozens of capital projects, replacing or rebuilding major pieces of equipment, often in support of the SMART program where the equipment fails before the GOB project can replace it.
- The State of Florida Auditor General Financial and Federal Single Audit report yielded:
  - No findings, which represented an improvement from the prior 2016 Financial and Federal Single Audit report, which disclosed two findings;
  - Financial statements were presented fairly, in all material respects, and in accordance with prescribed financial reporting standards;
  - The District materially complied with the requirements that could have a direct and material effect on each of its major federal programs with respect to federal awards, the Auditor General audited Title I, the Student Financial Assistance Cluster, Twenty-First Century, and Teacher Fund Programs.
- State of Florida Auditor General Operational Audit report yielded:
  - Eight findings, which represented an improvement from the prior 2016 Operational Audit which disclosed twelve findings:
    - Two of the eight findings are closed;
    - One of the eight findings is substantially closed;
    - Remaining five findings are in progress and have management action plans to address them; and
    - All findings are tracked by the Office of the Chief Auditor.

## SUPPORT SERVICES FOR ALL



- The District continued its focus on recovery from the Marjory Stoneman Douglas (MSD) tragedy by appointing a recovery project manager and recovery service manager (located at MSD). The District also organized a high level District recovery team.

- Provided MTSS-Early Warning Systems (EWS) compliance support via On-Site Programmatic Review (OSPR) Informational Sessions. Consequently, Early Warning Systems compliance improved 13 percentage points, from 48% in the first semester to 61% in the second semester.
- Significant changes were made to the PROMISE program resulting from discussions held by the School Board of Broward County on February 26, 2019, and on June 11, 2019, regarding Policies 5006, Suspension and Expulsion and 5.8, Code of Student Conduct. These changes are in response to Florida statute, including the Marjory Stoneman Douglas High School Public Safety Act, the Policy of Zero Tolerance for Crime and Victimization, and the recommendations from the Marjory Stoneman Douglas High School Public Safety Commission.
  - The PROMISE eligible incidents have been revised to align with incidents that are classified as misdemeanors.
  - The PROMISE program is now only eligible to students of at least 11 years of age and/or enrolled in a District 6-12 school program. Students in grades K-5 will receive age appropriate disciplinary consequences as outlined in the District's primary Discipline Matrix.
  - PROMISE incidents for students shall accrue through 12th grade with a maximum of three referral assignments to the program.
  - Pursuant to F.S. 1006.13, Zero Tolerance for Crime and Victimization, any student committing more than one misdemeanor is now referred to the Threat Assessment Team, which includes law enforcement, to determine if the act should be reported to law enforcement for further action.
  - A student who has accrued three cumulative PROMISE eligible incidents shall be referred to a community youth support diversion program, and to the District's Behavior Intervention Committee, as appropriate.
  - All PROMISE incidents are recorded in the District's Discipline Management System.
  - The PROMISE program does not limit the discretion of law enforcement as outlined in the Collaborative Agreement on School Discipline. For eligible incidents/violations: if the parent/student refuses the PROMISE program assignment as outlined in the Discipline Matrix, then the student shall be referred to the Juvenile Justice System of Care. Should the parent/student still refuse to participate in the PROMISE program assignment as outlined in the Discipline Matrix, the child shall be referred to the State Attorney's Office.
  - Through the Chief of Safety, Security & Emergency Preparedness, the District is collaborating with law enforcement and the Department of Juvenile Justice to develop a dually shared information system. The District is committed to continuous improvement of youth serving programs, and ensuring fidelity of implementation and compliance with reporting requirements. It is for this reason that we have engaged in auditing school and District disciplinary processes and reporting, which include the PROMISE program.

- The District was awarded a Social and Emotional Learning Innovation Fund by the NoVo Foundation, in partnership with Education First and supported by Rockefeller Philanthropy Advisors. BCPS was selected from nearly 400 districts across the nation.
- The District met the state goal of 95% for completion of health screenings (vision and hearing) for 67,000 students in the required grades; while also implementing the Healthy Schools Flu Vaccine Program.
- The Food and Wellness Center at Lauderdale Manors Early Learning and Resource Center distributed food, supplies, clothing and performed health screenings and education to approximately 6,300 individuals to assist families in underserved neighborhoods.
- The Lean Six Sigma framework was introduced District-wide, with over 400 employees trained and certified in this proven methodology for process improvement, increased operational efficiency, and improved customer service. In addition, SIM has begun facilitating process improvement projects by applying the Lean approach to solve problems and save costs for the District.
- The Food & Nutrition Services Department increased the number of schools providing Supper Meals to After Care Students by eleven, from 106 to 117 sites, and increased Summer Feeding Sites by seven, from 111 to 118 sites. Additionally, the District successfully passed the United States Department of Agriculture School Meal Administrative Review with no financial exceptions.
- Health fairs were conducted at the following schools for 2018/19: Dillard 6-12; Westwood Heights Elementary; Larkdale Elementary; Lauderdale Lakes Middle; Oriole Elementary; Castle Hill Elementary; Martin Luther King Montessori; and Sunland Park.
- During 2018/19, therapy dog supports were provided 180 days to MSD during the student lunch periods. A minimum of three volunteers and dogs were provided daily.
- During 2018/19, 100% of District schools completed the Self-Assessment of Multi-Tiered System of Supports (SAM); SAM data indicates Leadership as the highest level of implementation with a domain average of 2.4 (Scale 0 – 3).
- During 2018/19, over 107,000 MTSS (Rtl and PBIS) responses and supports were provided to students. (Strategies, referrals, and plans) Additionally, District MTSS Instructional Facilitators provided over 1,300 technical assistance and support site visits to schools.
- The SMART Team developed strategies for increased engagement and optimized participation within local business communities and SMWBE firms. Working with the District, the Team has assisted with policies and standard operating procedures utilized by project managers to bolster diversity within the program, leads the Outreach &

Certification for SMWBE firms, and developed strategies to focus on program-wide SMWBE utilization.

- Completed the first year of the Bill & Melinda Gates Foundation "To and Through Challenge" Grant, leading to personalized advisement for students to access their best match and fit postsecondary opportunities.
- Launched the inaugural cohort of the Broward Advisors for Continuing Education (BRACE) Cadets, a college, career and life readiness ambassador program, focused on helping their peers to identify postsecondary plans using Naviance, apply to any type of college, employment, financial aid (FAFSA) and scholarships.
- Led the inception of District support counselors to provide recovery services to students, staff and families in the MSD Zone. Support counselors reached thousands of stakeholders through individual, small group and classroom counseling sessions, school and community events, professional development, and indirect services, such as accessing academic accommodations.

## RETAIN, DEVELOP, & RECRUIT



- On August 28, 2018, Broward County residents voted to approve the Secure the Next Generation referendum on the primary ballot. The Secure the Next Generation initiative provides a ½ mill that is being used to secure school resource officers, recruit and retain high-quality teachers and staff, secure important programs in District schools, and expand educational opportunities for our students. This referendum supports our continued commitment to secure a high-quality education and safe learning environment for our students, teachers and staff. The additional funding is being allocated as follows:
  - 72 percent or more of all available funds for compensation of teachers and school related staff (including all education professionals, educational support professionals, bus drivers, assistants, and food service workers).
  - Up to 20 percent for security (school resource officers and security staff). This will allow for a 1:1,000 ratio of Safe School Officers to students.
  - Up to 8 percent for essential programs in our schools, such as additional guidance counselors, social workers, and behavioral staff.
- Successfully negotiated seven Collective Bargaining Agreements with the Unions and Salary Agreements for three Meet and Confer groups.
- Created a Professional Learning Academy for Administrators with courses on working effectively with the union, coaching/counseling/corrective action, and conducting work-site investigations.



- The Principal Rapid Orientation Program in Educational Leadership (PROPEL) admitted its eighth and ninth cohorts of aspiring school leaders into the program. The program continues to be our leading partner program in Educational Leadership with Florida Atlantic University.
- Expanded the District's social media/digital marketing strategy, targeting groups of candidates that showed an interest in education, teaching or working with kids. This resulted in an increase of applicants applying for jobs and resulted in less than 1% of vacant teaching positions on the first day of school.
- During 2018/19, staff successfully ensured ongoing collaboration with Human Resources (Non-Instructional), Physical Plant Operations (PPO) and Federation of Public Employees (FOPE) to maintain the integrity of the Facilities Service Program (FSP). Further improvements included the incorporation of quarterly meetings to monitor the enhancements of the program inclusive of consulting with PPO, supervisors and program facilitators. As a result:
  - The successful completion rate increased during 2018/19 by .5%. Over the past four years, enhancements have yielded an overall 16.5% increase in the 'Successful Completion Rate' (2015/16: 66.7% to 2018/19: 83.2%).
- There was a 4% reduction in the average number of days to fill positions for school based Administration (e.g., principals/assistant principals). Some key factors in managing overall management for recruiting and hiring for all District and school-based positions include:
  - Goal setting for schools and department with defined milestones;
  - Partnering and managing hiring managers expectations;
  - Enhanced advertisement preferences and screening objectives facilitating optimal recruitment; and
  - Optimized utilization of tools with the District's Employment Application System.
- The District partnered with the Uncommon School Initiative to provide professional development and support to 22 schools with persistent academic challenges. They received target coaching in leadership development, faculty development, school culture and climate, rigorous instruction in teaching the academic standards in literacy and mathematics.
- The District extended its partnership with Florida International University's Center for Leadership, which provided a rigorous summer institute for school principals and cadre director leadership specifically developed for the needs of our organization.

- The District's Leadership Pipeline was extended to include the Central Office Leadership Program. This professional development initiative provides career pathways and succession planning opportunities for central office leadership positions.
- For the fourth consecutive year, the District hosted the National Principal Supervisor's Conference with over 400 attendees from across the nation. This year was the second year that a portion of the proceeds were designated to provide seven \$500 scholarships to deserving seniors.
- The New Teacher Academy Program has been completely revised to include a new teacher playlist for teachers who are new to the district, first year teachers and teachers pursuing an alternative pathway to teacher certification.
- The New Teacher Support Hub was launched and provides wrap-around support to new and veteran educators.
- The District has fully sustained the training program for instructional coaches provided by the New Teacher Center (NTC). Although we have been using the NTC framework for the District's Coach Credentialing Program, which cost the District an average of \$400,000 a year, we have developed our own Districtwide Coach Credentialing Program resulting in a substantial cost savings.
- The District's partnership with Broward College provides the vehicle to address the educational needs of education support professionals and non-instructional staff in the 32 Teacher Incentive Fund (TIF) Grant 5 schools who are interested in pursuing a Bachelor's degree in education. Currently, there are 20 participants in the program on their way to receiving their bachelor's degree. Upon graduation, these individuals will make a five-year commitment to working in one of Broward County's high-need schools.
- The District experienced a 31% increase of the highest effective teachers transferring into the TIF Grant 5 schools during 2018/19. In addition, there was an 86% retention rate of experienced teachers, as well as a 95% retention rate of beginning teachers with zero years of teaching experience in the 32 TIF Grant 5 schools.
- As a result of the District's attendance incentive program for "Effective" or "Highly Effective" teachers, there was a 63% increase of teachers with perfect attendance among the 32 TIF Grant 5 schools.
- Through the District's partnership with St. Thomas University, 48% of teachers in the 32 TIF Grant 5 schools on a temporary certificate have fulfilled requirements to obtain a professional teaching certificate.
- The United States Federal Department of Education acknowledged BCPS as an "EXPERT" in developing unique and innovative approaches to address a wide range of topics related to the design, implementation, and sustainability of their TIF Grant 5.

- The District developed a District Equity Initiative that included providing professional development for more than 800 teachers and staff to become Equity Liaisons. The District also hosted its 2nd Annual Equity Conference. More than 1,000 participants attended the 3-day conference.
- The District was recognized by the Sun-Sentinel, Education Dive, eSchool News and other education outlets for having more than 800 teachers and staff complete the Courageous Conversations about Race online course.

## OUR DATA, OUR TOOLS



- The Professional Development Standards and Support Department successfully launched a new robust professional development management system, Learning Across Broward (LAB) which serves as the District's information hub for professional learning and training for all employees.
- Developed and provided a CANVAS course for middle school students in financial management skills and entrepreneurship. Twenty-four of the middle school aftercare programs participated, with 928 students using the course.
- Developed and provided a CANVAS course to assist aftercare program staff and parents with reading and literacy skills. "Supporting Young Learners" was developed specifically to help students and families with the "Read at Home" requirement through aftercare time. This canvas course provided tools to aftercare staff as well as additional materials.
- Effectively transferred the submission and evaluation process of the program review for charter renewals to an electronic platform using Charter Tools.
- Expanded the utilization of Building Information Modeling (BIM) software and laser scanner to create 3D models of all District facilities. A unique component of this venture, is the Department's establishment of an internship program in the Facility Planning & Real Estate (FP&RE) Department, whereby students from District technical high school/colleges, and surrounding universities, were presented the opportunity to obtain practical experience in the use of the BIM software and laser scanner to convert District school and administrative facilities, from 2D to 3D BIM format.

## LET'S CONNECT



- Enabled the successful adoption of the third amended and restated interlocal agreement for public school facility planning (TRILA), which allowed for a new Level of Service (LOS) standard. This LOS will enable schools to maximize the classroom capacity on

campus to accommodate students resulting from residential developments. The benefit of this effort is that students now have the opportunity to remain and attend school in their neighborhood school.

- The SMART Team introduced simplified reporting metrics for better transparency and accuracy. It expanded communication delivery methods with the quarterly At-A-Glance pamphlets (Countywide and District specific), increased social media posts, photo and video documentation, site visits, and more.
- Amendment of Tri-Party Educational Mitigation Agreement – City of Miramar Regional Activity Center, which would result in additional revenue to the District from the development of proposed residential units; and amendment of Tri-Party Educational Mitigation Agreement – City of Pembroke Pines Local Activity Center, which would result in an estimated \$567,171 above the school impact fees due regarding the development of proposed residential units. Also, in both cases, the District stands to gain additional revenue in the form of recurring property tax over the coming years upon completion of the proposed residential units.
- Collaboration/partnership with municipalities that enabled award of funds for safe route to schools to construct bike lanes and sidewalk improvements in proximity to BCPS schools for use by students.
- During 2018/19, the Superintendent presented the District's legislative priorities to the delegation and met one on one with key legislators. Additionally, the District maintained a presence in Tallahassee and D.C., to ensure the delegation knew BCPS priorities and potential impact of legislation.
  - An increase of \$75 in the Base Student Allocation vs. the 47 cents in the 2018 Legislative Session;
  - No sharing of Local Capital Millage with Charters;
  - \$800,000 of dedicated funding for our Adults with Disability
- Seventy-six District schools earned the 2018/19 Golden and Silver School Awards. The awards are presented annually by the Florida Department of Education to recognize exemplary volunteer programs at schools which promote parent and community engagement in education.

### **EFFECTIVE COMMUNICATION**

The Office of Communications is responsible for the integrity, implementation and management of BCPS' brand. Our office supports BCPS' mission and strategic goals and is committed to creatively aligning functions to provide marketing resources for the District, departments and schools, disseminating public information to the community, and functioning as a full-service, in-house agency and TV station.

## Communications

- Partnered with the Demographics and Student Assignments Department to promote School Choice information for families, including application windows for phase one and phase two. Communication channels included website, social media, news releases, and ParentLink. Also, coordinated media coverage highlighting School Choice information for families.
- Led communications and marketing for the successful "Secure the Next Generation" 1/2 mill referendum initiative, which sought a 1/2 mill increase for school safety, retaining quality teachers and expanding educational opportunities for students. This included media relations, internal and external communications, digital content, video production, social media, marketing materials, and much more.
- Promoted District annual events including, Read for the Record, College Fair, Hour of Code and Computer Science Education Week activities, including coordinating media, social media, website posts and various activities at schools.
- Launched and promoted the Summer Programs Online Resource as a valuable family resource providing a wide variety of exciting and fun-filled camps and programs to unlock curiosity, inspire engagement and promote learning throughout the summer.
- Led communications efforts to promote back to school information and resources for families and employees, including videos, news releases, back to school online toolkit, media inquiries and interview requests, social media promotions, the Superintendent's first day of school schedule, first day of school wrap-up news conference, website postings, and more.
- Promoted academic initiatives and programs including School Choice and Pre-K/Headstart to increase enrollment and awareness in the community, which included strategic marketing, internal and external communications, digital content, video production, social media, media relations, and much more.
- Utilized social media platforms to engage a broader cross section of community stakeholders, and to promote District programs, events and initiatives.
- Partnered with multiple District departments, the City of Parkland and community organizations to lead a variety of communications, logistics and media relations for "A Day of Service and Love" for the one-year commemoration of the February 14, 2018 tragedy at Marjory Stoneman Douglas.
- Developed digital communications strategy on browardschools.com to promote and position positive news coverage, highlights, features stories of students, staff and Districtwide initiatives, while sharing important information for all stakeholders.

- Monitored and managed ADA compliance across the Office of Communications digital platforms, including District-level web pages for departments.
- Launched and promoted the Summer Programs Online Resource as a valuable family resource providing a wide variety of exciting and fun-filled camps and programs to unlock curiosity, inspire engagement and promote learning throughout the summer.

### Media Relations

- Responded to approximately 1,800 media inquiries throughout the school year. This includes researching inquiries with subject matter experts and developing appropriate responses or interview opportunities to ensure accurate information is provided by the media to the public.
- Coordinated and promoted 12 news conferences and media briefings throughout the school year to inform families, community members and stakeholders about important District news, events and initiatives. Promotions include website posts, social media, live streaming, email blasts, media advisories, news releases, logistics and follow-up activities.
- Partnered with BrightStar Credit Union to produce the school year calendar flyer and pocket calendar at no cost to the District. The calendars are distributed to schools and departments and shared with families and community stakeholders across Broward County.
- Worked with local media to promote and showcase outstanding students, teachers and educational opportunities across BCPS schools, with features in Brag About Your School, Students Working At Greatness and Superheroes in Our Schools.
- Published, in partnership with the Greater Fort Lauderdale Alliance, Saluting Educational Excellence, highlighting the District's high schools and the 2019 Grad Ad, featuring Class of 2019 graduates accepted to the nation's top universities. Both are featured in the Sun-Sentinel. In addition, Saluting Education Excellence is distributed to the business community throughout the year at special events and conferences.
- Coordinated with Sun-Sentinel to produce the outlet's annual publication honoring each high school's valedictorian and salutatorian.

### Internal Communications

- Managed the Marketing and Communications Center (MarComm), which serves as an information clearinghouse for schools and departments, facilitated hundreds of requests from schools and departments to promote events, activities and initiatives.
- Restructured the MarComm Center to provide a better user experience. The MarComm Center provides internal stakeholders with marketing communications tools, including media kits, templates and talking points, which align with the District's strategic goals.

### District Events

- Organized the District's largest employee recognition event, Caliber Awards, which celebrates outstanding teachers, principals, assistant principals and school-related employees, and is attended by more than 1,300 people.
- Organized the District's Community Involvement Awards, which honors the outstanding volunteers, mentors, family engagement initiatives and partnerships. New this year, the event showcased the Superintendent's Student Award, which honors the student with the most service-learning hours.
- Organized the District's Ed Talk event, a public forum which engages the community in discussing educational strategies and advancing the District's strategic plan. This year's event was attended by students, parents, teachers, school and District staff, business leaders, elected officials, and community members.

### BECON

- Responded to over 2200 service/repair calls, including over 80 repairs to safety/surveillance cameras.
- Successfully transitioned to new broadcast frequency and conversion from standard definition to high definition (HD) broadcast standard.
- Produced nearly one hundred videos from coverage of special events at schools or for District departments, 11 episodes of Broward Teen News featuring 90 student-produced video reports, 12 episodes of Short Cuts featuring 82 student-produced short films and 19 episodes of School Duel involving 100 student contestants (Champion Cypress Bay High School).
- Supported 84 live, interactive remote Distance Learning sessions with 275 classes participating and 1,457 teacher series class sessions with 209 classes participating.
- Processed 1,067 print jobs for schools, departments, and the community.

Thank you for your support as together, we educate today's students to succeed in tomorrow's world.

Yours in service,



Robert W. Runcie

**The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2018-2019**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a ✓ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2018-2019 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	<b>X</b>			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments: Please refer to accomplishments and progress outlined in attached correspondence.			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
<b>Suggested Evidence and Artifacts:</b>				
<ul style="list-style-type: none"> <li>• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan</li> <li>• Development and attainment of partnerships, grants and other resources to support initiatives</li> <li>• Results from outreach and collaboration with employees and their respective union/meet and confer groups</li> <li>• Presentations to internal and external stakeholders</li> <li>• Involvement in state and national organizations to provide input and influence local, state and national policy decisions</li> <li>• Development and refinement of Board Policies</li> <li>• Consistent and regular one-on-one meetings with Board members</li> <li>• Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda</li> </ul>				

**The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2018-2019**

Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.	<b>X</b>			
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments: Please refer to accomplishments and progress outlined in attached correspondence.			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
<b>Suggested Evidence and Artifacts:</b> <ul style="list-style-type: none"> <li>Student Achievement/Performance Data</li> <li>Implementation plan for Common Core State Standards</li> <li>Implementation plan for instructional and administrator evaluation systems</li> <li>Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices</li> <li>Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students</li> <li>Utilization of quality assessments and interventions to enhance achievement</li> </ul>				

**The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2018-2019**

Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.		<b>X</b>		
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	Comments: Please refer to accomplishments and progress outlined in attached correspondence.			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<b>Suggested Evidence and Artifacts:</b> <ul style="list-style-type: none"> <li>• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan</li> <li>• Development and implementation of a performance management system</li> <li>• Improved budget process incorporating enhanced planning, communication and resource distribution</li> <li>• Development and implementation of innovative and entrepreneurial programs</li> <li>• Analysis and recommendations for improvements to the organizational structure</li> <li>• Redirection of resources to support schools</li> <li>• Use of audits to improve practices and accountability</li> </ul>				

**The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2018-2019**

<b>Goal 4: Effective Communication (15%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.		<b>X</b>		
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: Please refer to accomplishments and progress outlined in attached correspondence.			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
<b>Suggested Evidence and Artifacts:</b>				
<ul style="list-style-type: none"> <li>• Climate Surveys</li> <li>• Comprehensive communications plan</li> <li>• Outreach efforts to increase parent input and involvement</li> <li>• Outreach efforts to engage the community and businesses</li> <li>• Outreach efforts and collaboration with municipalities, universities, and legislative groups</li> <li>• Communication tools that enhance communication and customer service</li> <li>• Newsletters and public engagement documents designed to strengthen connections to the community</li> </ul>				

The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2018-2019

COMMENTS:

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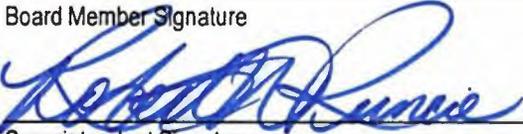
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Overall Performance Evaluation Rating:

Circle One: **Highly Effective** (3.400-4.000)      **Effective** (2.450-3.399)      **Needs Improvement** (1.450-2.449)      **Unsatisfactory** (1.000-1.449)

Board Member Signature

Date

  
Superintendent Signature

  
Date