Strategic Plan 2016-2020

OBJECTIVE PROFILES

(Working documents for 2018-2020)

Year 3/4 (Updated 9/9/19)

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2018-20 STRATEGIC PLAN OBJE

Theme	Theme Statement	Objectives

- College and Career Readiness rate as measured by the FLDOE
- Industry certification rates
- Graduation rate

Stakeholders

- R (Responsible): Sherri Bowman, Janice Scholz, Tara Harris
- A (Accountable): Jane Cline and Stephanie Soliven
- C (Consulted): Principals, Student Services, Testing and Accountability, Educational Technology, Instructional Leaders, Board Champion - Misty Belford
- I (Informed): Leadership Team, Board Members

Risks

- Additional encumbrances to the district budget as gaps in materials and resources are identified;
- Utilizing limited time for implementation and training on strategies; and
- Staff may not effectively interprrstaes to 16B678 o6(ti)0.6(o)-3. 44 >>BDC o8(a)0.Tf -0.014 Tc 0.0171Mp3 T

LEADING AND LEARNING

Objective L2: Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps.

Lead

Jane Cline – Assistant Superintendent Elementary Leading and Learning
Stephanie Soliven – Assistant Superintendent Secondary Leading and Learning

Description

Although Brevard Public Schools is a high performing school district, we realize that achievement gaps exist and attention to this area must be addressed through building the capacity of teachers to meet the learning needs of each individual student. The purpose of this objective is to ensure teachers and administrators have the tools necessary to improve student learning for all students within the school system. This will be accomplished through the continuous learning cycle of data analysis, differentiated professional development and ongoing progress monitoring.

Theory of Action

As a high performing school district:
If,

- We build capacity of our educators to close gaps and increase student achievement (in both content and pedagogy),

Then,

- Teachers will believe in their own efficacy enabling them to make a difference in outcomes for students;
- Student engagement will improve;
- Student achievement will increase;
- Students will be better prepared to enter the workforce and/or post-secondary education; and
- Teacher retention will improve.

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- Number of visits to priority schools by district instructional and administrative staff
- Florida Standards Assessment (FSA) results in grades 4-10 for ELA and math annually
- SAT Results of 11th grade census assessment
- Evaluation results for IPPAS (specifically Dimension 2, Element 5; Dimension 4, Elements 1 & 2) annually
- Insight survey results indicate teacher and school leader satisfaction with opportunities for targeted, individualized professional growth

Stakeholders

- R (Responsible): Robin Novelli, Teresa Wright, Marilyn Sylvester, and Alexis Poole
- A (Accountable): Jane Cline and Stephanie Soliven
- C (Consulted): Principals, Human Resources, Educational Technology, Testing and Accountability, Instructional Leaders and Board Champion Misty Belford
- I (Informed): Leadership Team, Board Members

Risks

- Clearly defined roles and responsibilities within the Division of Leading and Learning;
- Clearly communicating the expectations from the district to the instructional leaders to the classroom;
- Redundancy of information to the principal;
- Developing PD that will make the greatest positive impact on teaching and learning;
- Developing a clear method to progress monitor educator effectiveness; and
- Creating the right team for instructional reviews.

Solutions

- Create a clear vision for Leading and Learning;
- Develop a communication protocol;
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LEADING AND LEARNING

Objective L3 Provide equitable opportunities for innovative educational choices to meet the diverse needs of all Brevard students.

Lead

Stephanie Archer – Assistant Superintendent Equity, Innovation, and Choice

Description

Equity,Innovation and Choice provides comprehensive support to our community through open enrollment thereby offering all students a gateway to success.

Theory of Action

If,

- The Division of Equity, Innovation and Choice provides comprehensive open enrollment support services for all stakeholders,

Then,

- Parents and students will make informed enrollment choices aligned with their individual education needs and future post-secondary and/or career related aspirations
- Staff and community stakeholders will collaborate to design innovative standards-based teaching and learning opportunities to continuously improve and expand open enrollment options
- BPS staff will apply training and resources to provide directive counseling enabling parents and students to enter intoprogram pathways designed to equip students with varied skill sets
- Charter schools will utilize monitoring processes to ensure implementation with fidelity of education opportunities for high quality operations

Strategies

S1 Enhance EIC's marketing plan for continuous improvement to promote open enrollment educational opportunities for increased equity and access for all Brevard students.

- Redesign the EIC webpage for end user ease of access to online open enrollment resources both computer and mobile based;
- Continue collaboration with the Division of Government and Community Relations;
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- Decrease discipline incidents and disproportionality as measured and analyzed through local data systems (e.g., AS400, Performance Matters) and external data systems (e.g., RtI:B database, state databases).
- Increase attendance or students measured quarterly.
- Increase proficiency from 2015-2016 baseline data on TNTP teacher survey (learning environment element of survey) to be measured two times per year.
- Improve preschool outcome results, as reflected on the 2018 LEA Profile, by meeting or exceeding the social-emotional, academic, and behavioral targets for the children who entered preschool below grade

- Number of expulsions at the district level measured annually
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LEADING AND LEARNING

Objective L6 Build principal capacity to develop and spread highly effective practice and support all employees in professional growth and continuous improvement.

Lead

Jane Cline - Assistant Superintendent of Elementary Leading and Learning
Stephanie Soliven - Assistant Superintendent of Secondary Leading and Learning

Description

Expanding the capacity of the principal is critical to developing a highly effective learning culture for both teachers and students. The time and attention spent on developing principals through professional development,

- C (Consulted): Principals, Human Resources, Testing and Accountability, Instructional Leaders, Board
- I (Informed): Leadership Team, Board Members

Champion - Misty Belford

Risks

- School leaders have been trained under different guidelines and expectations which may create gaps;
- The additional time spent on training creates a loss of time on campus; and
- Succession planning may decrease the acceptance of external candidates.

Solutions

- Allow experienced leaders to participate in the training opportunities developed for new leaders;
- Provide additional personnel at school sites when administrators participate in professional development; and
- Expand advertisements to include national sources when advertising for participants in the leadership pools.

HUMAN RESOURCES

Objective HR-1 Modernization of current systems to enhance the efficiency and improve the accuracy of our deliverables to our customers.

Lead

Beth Thedy, Deputy Superintendent/Chief Human Resources Officer

Description

Improve the process and speed of service for recruitment, screening, selection, onboarding, and monitoring of new employees in order to ensure a high quality and diverse workforce, which will meet our students' needs.

Theory of Action

If,

- We enhance application systems and implement efficiencies;
- Ensure compliance and appropriate records retention; and
- Provide stellar customer service;

Then,

- Brevard Public Schools will retain a high quality workforce.

Strategies

S1: Compensation: Work with vendor to complete the compensation study and present the findings to district.

S2:

Risks

- District and state financial constraints; and
- Leadership and staff buy-in.

Solutions

- Employee Training

- Management is committed to opening the lines of communication and creating a collaborative open discussion free from fear of retribution.
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HUMAN RESOURCES

Objective HR-3 Evaluate and align our systems for optimal growth for all support, instructional and administrative personnel.

Lead

Beth Thedy, Deputy Superintendent/Chief Human Resources Officer

Description

Leverage the strengths of technology and our Highly Effective Instructional workforce to develop and deliver quality continued education.

Theory of Action

If,

- We invest in our employees' professional growth and development;

Then,

- BPS will continue to be an employer of choice; and
- The compassion we show our employees will overflow to the children we serve.

Strategies

S1: Enhance and build capacity of best practices for human capital management with an emphasis on recruitment.

S2: External Customers: Using newly developed required state standards, examine current PD practices and systematically bring practices into state compliance.

Metrics

- Increased participation in internal course offerings
- Updated documentation and procedures
- Improved communication through system generated reports

Stakeholders

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HUMAN RESOURCES

Objective HR-4 Establish a comprehensive district-wide recruitment and retention plan.

GOVERNANCE

Objective G1 Ensure schools get timely and effective support from the Central Office.

Lead

Robin Novelli - Chief Operating Officer

Description

All Central Office Divisions will commit to the continuous improvement of Leading and Learning by providing high quality service and highly effective internal communication that is structured around functional processes.

Theory of Action

Brevard Public Schools employs approximately 9,000 employees, half of which provide direct support services in

S4: Analyze and evaluate feedback from the 2018 TNTP by department and launch progress monitoring email survey.

Metrics

- Monthly implementation of well-defined and established communications messaging (horizontal and vertical) to promote cultural awareness of new norms and commitments
- Annual TNTP School Leader Survey will reflect strong organization support and effective communication
    - Improvement ratings will be defined after 2018 received for 2019

Stakeholders

- R (Responsible): Cynthia Rayen, Keven Thornton, Rachelle Benken
- A (Accountable): TBD
- C (Consulted): Matt Reeder, Beth Thedy, Select principals, Central Office representation at all levels (support staff to managerial), Andy Ziegler
- I (Informed): Leadership Team, all Central Office personnel

Risks

- Consistent message and expectations to all support services employees throughout all levels of organization;
- Capacity of Project Manager to oversee process that impacts a very large constituency;
- Operational employees may insist on interacting with Principal to ensure positive impression resulting in overburdening Principal with unanticipated visits;
- Diverse “skill versus will” capacities across support staff; and
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2018-

- C (Consulted): Jane Cline, Stephanie Soliven, Beth Thedy, TBD CTO, Mack Mullins
- I (Informed): Leadership Team, Principals, Department Heads

Risks

- Capacity of accounting staff to conduct ongoing inventories of school and departmental assets;
- Lack of asset management tools to effectively manage processes; and
- Lack support for new school funding formulas from stakeholders.

Solutions

- Examine current functions of property control and eliminate duplicate or unnecessary tasks;
- Identify asset management tools needed and seek support to acquire; and
- Involve and educate stakeholders on the need for and benefit of changes proposed.

- Communicating benefit opportunities to employees

- Food and Nutrition Services will visit one private operation
- Completion of formal rebranding campaign and marketing strategies
- Completion of formal 5 year Transportation continuous improvement plan
    - Process improvements identified and implemented
    - Acquire and initiate FMIS impleaj EMC /LBd 6.7(en)4. of FMt(r)-5.9(a)0.6(i)0.6nding(a)11.4(n)6.2(d)

OPERATIONS

Objective O3 Ensure adequate and appropriate facilities to support the learning and work environments

Lead

Susan Hann - Assistant Superintendent Facilities Services

Description

The purpose of this objective is to provide the highest level of services and physical accommodations possible with the resources available to equitably support our students and staff.

Theory of Action

If,

Resources are provided, managed and deployed effectively, efficiently and strategically,

Then,

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- Monitor and analyze work order data to identify trends and balance available resources with serv requests
- Increase preventative maintenance

Stakeholders

- R (Responsible): TBD (Director of Planning and Project Management), Dave Lindemann, Jim Ross, Tim English, Jim Powers, Bruce Lindsay
- A (Accountable): Susan Hann
- C (Consulted): Mark Mullins, Pennie Zuercher, Russell Cheatham, Jane Cline, Stephanie Archer, Stephanie Soliven, Beth Thedy, Christine Moore
- I (Informed): Matt Reed

OPERATIONS

Objective O4 Allocate technology resources equitably.

Lead

Russell Cheatham - Assistant Superintendent/Chief Information Officer

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OPERATIONS

Objective O5 Improve Brevard's digital literacy.

Lead

Russell Cheatham, Assistant Superintendent/Chief Information Officer

Description

Brevard's goal of improving digital literacy will allow us to develop and maintain an innovative, technologically proficient district that embraces new and unique approaches of implementing technology in our classrooms and beyond. Achieving this goal will help foster quality digital learning environments and greater engagement for all.

Theory of Action

Brevard believes that student engagement is a key component to our success. To captivate, intrigue and maintain the interest of our customers we must understand the knowledge, skills, and behaviors that are a part of their daily lives.

If,

- We are a digitally literate district;

Then,

- We acknowledge that students use variety of digital resources to co >>BDCmmc atsct;2(i)0.6(ts)-7.3,]TJ 0ec

- Technology Resource Usage
- Technology Snapshot Report

Stakeholders

- R (Responsible): Tom Fitzgerald, Pam Aulakh,
- A (Accountable): Russell Cheatham
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COMMUNITY RELATIONS

Objective R1 Maintain proactive communication through BPS owned digital media with content that builds trust and cooperation with our schools and stakeholders.

Objective R2 Execute winning PR campaign.

Lead
Matt Reed - Assistant Superintendent of Government & Community Relations

Description
The strategic plan outlines many

Risks

- Limited planning time may impact effectiveness of PR campaigns;
- Key personnel changes have decreased the institutional knowledge GC&R can provide; and
- Level of capacity among staff to manage expectations.

Solutions

- Clearly communicate with department and divisions the importance of planned coordinated communication efforts; and
- Effectively prioritize requests and communicate the reason for priority hierarchy.

- People becoming dependent upon BPS to take leadership with concern or need of the community; and
- Crises taking priority over the focused objectives/strategies.

Solutions

- Hire staff member and develop efficiencies that engages key partners to support education initiatives and schools;
- Establish realistic timelines and expectations and provide appropriate support in materials to strengthen and grow partnerships; and
- Engage volunteers to assist in planning and implementation.