

Office of the Superintendent

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Superintendent of Schools

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

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Dr. Vickie L. Cartwright
Superintendent of Schools

August 15, 2022

Dear School Board Members,

It is an honor and a privilege to serve as Superintendent of Broward County Public Schools.

Our District has maintained a strong reputation for academic excellence with high-quality programs and dedicated teachers and staff. Our teachers provide opportunities for student success at all levels and support students in a caring, compassionate way.

As a District, we met the challenges of the pandemic head-on. I am proud of the incredible dedication of our teachers, administrators and staff, and the hard work of our students, as demonstrated by the recently released results for state assessments. We continue to show significant academic improvements across many grade levels.

Our District also received an overall "B" grade from the state, narrowly missing an "A" by just one percentage point. These achievements reflect the support of our families and community in helping our students recover academically from the effects of the pandemic. We are excited by our students' achievements. We are proud of our teachers, administrators and staff's dedication to ensuring our students have the resources and support necessary to succeed.

As the District embarks into this next school year, I am encouraged and motivated to make Broward County Public Schools an "A" school district. I will continue to honor my commitment to a student-first approach and remain steadfast in our commitment to improving student achievement at all schools.

Educating students is our focus and ensuring their safety in our schools is our top priority. I am incredibly grateful for the many individuals who commit their efforts to school safety. As noted by the Marjory Stoneman Douglas High School Public Safety Commission, we have become a model in many areas of school safety. As my top priority, I will continue to work closely with all stakeholders and other key partners to ensure the safety of our students and staff.

August 15, 2022

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As an educator for over 26 years, I genuinely value the traditions, programs and services we have in place. I am committed to building on our tradition of success to ensure that our students are prepared to be successful in college and career opportunities.

Since joining the District last year, I have enjoyed getting to know our community and seeing firsthand the incredible work in our schools. There is so much of which we can all be proud.

As we embark on the new school year and face new challenges and opportunities, I remain hopeful that Broward County will continue to invest in our schools and that our District will continue to move forward with the progress we have made.

I am excited as we start the new school year and embark on the new students' outcome-focused strategic plan. This drafted Strategic Plan aims to improve what students know and can do with the knowledge and skills they gain through their education with Broward County Public Schools. The Strategic Plan is designed for us, as educators, to set high expectations and always push students to the next level. This will allow them to reach their highest potential.

I am grateful for the Board's continued support and tireless work in providing guidance to support our students and staff. I take the responsibility that I have accepted as Superintendent very seriously. My goal is to communicate with the community, get feedback on changes, and explain the reason for changes.

I am committed to finding creative solutions that maximize programs and minimize expense. I look forward to supporting student achievement with our staff and your support.

Sincerely,



Dr. Vickie L. Cartwright
Superintendent of Schools



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
SUPERINTENDENT'S SELF-APPRAISAL (SEPTEMBER 2022)**



Superintendent: Dr. Vickie Cartwright				
PERFORMANCE FACTOR	DESCRIPTOR	MET?	RATING	COMMENTS*
ACADEMICS	Articulates and promotes high expectations for teaching and learning	EXCEEDED	HIGHLY EFFECTIVE	See attached documentation for list of accomplishments supporting the self-appraisal.
	Provides rigorous and research-based curriculum through differentiated learning opportunities	EXCEEDED		
	Monitors academic progress and revises plans as necessary throughout the school year	MET		
	Increases integration and accessibility of technology as an integral part of learning	MET		
LEADERSHIP	Ensures equitable, inclusive and culturally responsive practices among teachers, administrators and staff	MET	HIGHLY EFFECTIVE	See attached documentation for list of accomplishments supporting the self-appraisal.
	Projects a positive image for the District	EXCEEDED		
	Leads a collaborative process with the board to implement the district mission and vision that reflects a core set of values and priorities	EXCEEDED		
	Ensures facilities are maintained in a manner that creates a safe, healthy, and positive learning and working environment for students and employees	MET		
COMMUNICATION	Fosters open dialogue with Board and stakeholders, enhancing positive and professional relationships with all	MET	EFFECTIVE	See attached documentation for list of accomplishments supporting the self-appraisal.
	Conducts multiple meetings to increase communication with all stakeholders to discuss District needs and plans	MET		
	Keeps Board informed on issues, needs, and operation of school system in a timely manner	EXCEEDED		
	Interprets and executes the intent of Board policy appropriately	MET		
FISCAL RESPONSIBILITY	Analyzes available and potential resources strategically; allocates them in a cost-effective and equitable manner	EXCEEDED	EFFECTIVE	See attached documentation for list of accomplishments supporting the self-appraisal.
	Collaborates with Board and appropriate staff to determine priorities for budgeting and alignment to produce student outcomes	MET		
	Demonstrates extensive budget management skills	MET		
	Creates and maintains platform through which to share budgetary information and increase public awareness	MET		
EMPLOYEE MANAGEMENT	Actively works to retain and/or recruit the best staff available	EXCEEDED	HIGHLY EFFECTIVE	See attached documentation for list of accomplishments supporting the self-appraisal.
	Inspires employees to work toward the highest standards	EXCEEDED		
	Aligns the skills, knowledge, and abilities of staff to the organization's mission, vision, and strategic goals	MET		
	Establishes a system of keeping staff informed of important matters	MET		
COMMUNITY	Seeks ongoing input, creates a communication plan for community to be actively involved in setting and supporting district-wide goals	MET	HIGHLY EFFECTIVE	See attached documentation for list of accomplishments supporting the self-appraisal.
	Visits school sites and communicates effectively with teachers, students and staff	EXCEEDED		
	Visible and approachable by members of the community; attends a variety of events	EXCEEDED		
	Responds in an appropriate and timely manner to issues and feedback brought by members of the community	MET		
PROFESSIONAL RESPONSIBILITIES	Creates and maintains professional working relationships with Board and district staff	EXCEEDED	HIGHLY EFFECTIVE	See attached documentation for list of accomplishments supporting the self-appraisal.
	Selects the "right" path when faced with ethical choice points and adheres to policies, procedures, and federal and state laws	EXCEEDED		
	Follows Rule 6A-10.081, Florida Administrative Code, Principles of Professional Conduct for the Education Profession in Florida	EXCEEDED		
	Demonstrates tact and diplomacy in working with individuals and groups	MET		

* Comments are not required



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
SUPERINTENDENT'S SELF-APPRAISAL (SEPTEMBER 2022)**



RATING	DESCRIPTION
EXCEEDED	Superintendent's actions or impact of actions <u>exceeded</u> the targeted goal and outcomes as demonstrated by evidence provided. The effort to work on the goal and outcomes exceeded expectations.
MET	Superintendent's actions or impact of actions <u>met</u> the targeted goal and outcomes as demonstrated by evidence provided. Significant effort was made to work on the goal and outcomes.
PARTIALLY MET	Superintendent's actions or impact of actions <u>partially met</u> the targeted goal and outcomes as demonstrated by evidence provided. Minimal effort was made to work on the goal and outcomes.
FAILED TO MEET	Superintendent's actions or impact of actions <u>failed to meet</u> the targeted goal and outcomes as demonstrated by evidence provided. No significant effort was made to work on the goal and/or outcomes.

PERFORMANCE FACTORS SCORING SYSTEM
All four rated lower than MET – <u>UNSATISFACTORY</u>
Two to three rated lower than MET – <u>NEEDS IMPROVEMENT</u>
At least two EXCEEDED without a rating lower than MET – <u>HIGHLY EFFECTIVE</u>
All remaining scenarios – <u>EFFECTIVE</u>

SUPERINTENDENT'S INTERIM EVALUATION RATING	SUPERINTENDENT'S INTERIM EVALUATION SCORE
HIGHLY EFFECTIVE	3.714

SUPERINTENDENT'S INTERIM EVALUATION	SCALE
Highly Effective	3.450 – 4.000
Effective	2.500 – 3.449
Needs Improvement	2.000 – 2.499
Unsatisfactory	1.000 – 1.999

OVERALL COMMENTS	
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	SIGNATURE	DATE
BOARD MEMBER		
SUPERINTENDENT	<i>Dr. Vickie L. Cartwright</i>	11-Aug-22

District Successes and Accomplishments

Fiscal year 2021-2022

ACADEMICS

- The District earned Districtwide Accreditation for five more years from Cognia, a global network of educators. The comprehensive review evaluated the District's adherence to **rigorous performance standards for providing students with a high-quality education** and ensured mechanisms remain in place to maintain continuous improvement. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. The District earned one of the highest IEQ scores of institutions evaluated in the last five years. Broward's IEQ score was 334.68; while the range of the annual average IEQ score for other institutions in the network is 278.34 – 283.33.
- A graphic featuring the Broward County Public Schools logo on the left, which includes a graduation cap and the text 'BROWARD County Public Schools' and 'Established 1915'. To the right of the logo is a photograph of a diverse group of people, including a man and a woman, smiling and embracing. Below the photograph, the text reads 'Awarded Districtwide Accreditation For Five More Years!' and the Cognia logo.
- The Florida Standards Assessment (FSA) English Language Arts (ELA) summary results for third-grade students showed an **increase in the percent of students meeting or exceeding satisfactory performance levels for school year 2021-2022**. The results are up one percentage point from 53% in 2021 to 54% in 2022. Overall, the state average decreased from 54% in 2021 to 53% in 2022.
 - The individual student level Spring 2021-2022 Florida Standards Assessments (FSA) results for English Language Arts (ELA) Florida Standards Assessments (FSA), grades 4 to 10; Mathematics Florida Standards Assessments (FSA), grades 3 to 8; and End-of-Course (EOC) Assessments (Algebra 1, Geometry) **showed tremendous growth for Broward students**. Specific highlights include:
 - Broward County Public Schools (BCPS) **outperformed the state in ELA grades 3-5**;
 - BCPS **outperformed the state in Math grade 5** and matched the state in grades 3 and 4;
 - BCPS **outperformed the state in all grades ELA 6-8**;
 - BCPS **increased Math by 7 percentage points** in grade 6, 5 percentage points in grade 7, and 11 percentage points in grade 8;
 - BCPS **outperformed the state for ELA grade 9** and matched the state for grade 10; and
 - BCPS **increased by 8 percentage points in Algebra and 5 percentage points in Geometry**.
 - The District Middle School Civics End-of-Course Assessment results for Spring 2022 showed **an increase of 10 percentage points** from the previous year and the District High School U.S. History End-of-Course Assessment results for Spring 2022 showed **an increase of 7 percentage points** from the previous year.
- A line graph on a grid background with a red arrow pointing upwards and to the right, indicating a positive trend or growth.

- Broward County Public Schools (BCPS) earned a District grade of “B,” narrowly missing an “A” by one percentage point. Also, District grade components ELA and Math Learning Gains, Middle School Acceleration and Graduation Rate components all increased from 2019 to 2022. Additional highlights include:
 - BCPS has a higher percentage of schools earning a grade of “A” or “B” than the state average;
 - When comparing school grades between 2019 and 2022:
 - 45% of BCPS traditional schools remained or improved to an “A”
 - 55% of BCPS traditional schools remained or improved to an “A” or “B”
 - 79% of BCPS traditional schools remained or improved to an “A,” “B” or “C”;
 - One school improved from “D” in 2019 to a “B” in 2022: Thurgood Marshall Elementary School.
 - Two schools improved from “C” in 2019 to “A” in 2022: Nob Hill Elementary School and Palmview Elementary School.
 - Eleven schools improved from a “B” in 2019 to “A” in 2022:
 - Margate Elementary School
 - Hollywood Park Elementary School
 - Flamingo Elementary School
 - Welleby Elementary School
 - Riverside Elementary School
 - Sandpiper Elementary School
 - Winston Park Elementary School
 - Sawgrass Elementary School
 - Silver Palms Elementary School
 - Panther Run Elementary School
 - Discovery Elementary School
- Overall, the District’s Advanced Placement (AP) exam pass rate increased 8% from 50% in 2021 to 58% in 2022. The District’s passing rate of 58% in 2022 has almost recovered to the pre-pandemic pass rate of 60%. In 2022, 13,845 students took 24,179 AP exams.
- Broward County Public Schools students had opportunities for rigorous and research-based curriculum through dual enrollment courses.
 - 312 BCPS students took 366 courses for a total of 1,134 dual enrollment credits during the 2021-2022 school year through the University of Florida.
 - 4,356 BCPS students took 16,581 courses for a total of 48,106 dual enrollment credits during the 2021-2022 school year through Broward College.
 - 92% of students obtained a grade of C or higher in their dual enrollment courses.
- Broward County Public Schools (BCPS) maintained a graduation rate greater than 89% for the second consecutive year.



- 35 of 36 traditional District high schools achieved a graduation rate of 90% or higher and 27 of these schools reached a graduation rate at or above 95%.
- Eight District high schools earned 100% graduation rates:
 - Atlantic Technical High School Broward Virtual Franchise
 - College Academy at Broward College
 - Lauderhill 6-12
 - Millennium 6-12 Collegiate Academy
 - Pompano Beach High School
 - Sheridan Technical High School
 - William T. McFatter Technical High School
 - College Academy at Broward College
- College Academy at Broward College achieved a graduation rate of 100% for the tenth consecutive year.
- PSAT School Day for 9th grade students [helped 4,433 9th grade students meet Algebra concordance](#).
- 99 students in the class of 2022 at Broward County School District [won a \\$500 Big Future Scholarship](#). These students were selected because they completed at least one of the six BigFuture college planning steps, a program which rewards students for taking actions to plan for college.
- A Deerfield Beach high student in the Class of 2023 [won the \\$40K BigFuture Scholarship](#), which was announced on Good Morning America.
- A virtual [FAFSA series was delivered with local and statewide events](#) in multiple languages, generating an approximate \$16M in Pell Grants alone.
- [Graduated Cohort 5 of the BRACE Cadets](#), the District's nationally recognized College, Career, and Life Readiness Peer Ambassador program, with over 85 students in the district and some charter high schools.
- The 4th Annual Broward Youth Climate Summit included ~7,000 attendees registered for the virtual conference held in March 2022 and 250 invited climate ambassador students attended in person in April 2022 to collaborate on an action plan that can be implemented across the district.
- The Elementary Learning Department [expanded the distance learning program](#) to include Science with the "Super Sonic Science" program.
- The ELA distance learning program [increased the number of students served](#) from 1,500 students per week in 2020-2021 to 2,000 students per week in 2021-2022.

- In 2021-2022, 28.4% out of the seventy-four (74) 2022 Valedictorian/Salutatorian students received English Language Learner (ELL) services.
- 1,950 students graduated with the Seal of Biliteracy in the 2021-2022 school year. 42.8% of recipients have received ELL services.
- In the 2021-2022 school year, Broward's active ELLs had 20.4% of students scoring at a level 3 or above in FSA ELA. This was the **highest percent of proficiency** on the 2022 FSA ELA among Florida's top 5 very large Districts.
- In the 2021-2022 school year, Broward's active ELLs had 28.4% of students scoring at a level 3 or above in FSA/EOC Math. This was the **second highest** percent of proficiency on the 2022 FSA/EOC Math among Florida's top 5 very large Districts. This includes EOC for Algebra and Geometry.
- In the 2021-2022 school year, 56.2% of Broward's active ELLs made progress towards English Language acquisition. This represents 7 percentage points higher than the 2020-2021 school year.
- Broward's Dual Language program serviced a total of 5,062 students across 50 schools in the 2021-2022 school year. Dual Language program students in grade 3 had a prominent level of proficiency on the 2022 Florida Standards Assessment (FSA) English Language Arts (ELA). Close to 80% of Dual Language students scored a level 3 or higher Achievement Level as compared to their Non-Dual-Language counterparts (55.7%). Analysis of the 2021-2022 FSA ELA scores for other grades is pending.
- The Close-Up program, "**Rally to the Tally for New Floridians-Middle School,**" is a civic event that that allowed (200) middle school English Language Learners explore the fundamental principles of republican government in Florida and the United States, expanding leadership verbal and writing skills, as well as, fostering confidence for active citizenship both in their school and their community. This year the District had 100% student participation.
- The Close-Up program, "**Rally to the Tally for New Floridians-High School,**" is a civic event that allowed (300) high school English Language Learners the ability to learn the basic themes in American democracy and expose students to fundamental principles of republican government in the United States. This year the District had 98% student participation.
- The Close-Up program, "**Broward Youth Summit,**" supports the ability to serve up to 300 English Language Learners throughout the district. All students, who attended the "Rally to the Tally for New Floridians" in December of 2022, returned to a local summit that included a Youth Policy expo for local government officials and community



members to interact with students in relation to their policy proposals. This year the District had 97% student participation.

- A total of 54,022 students were enrolled in World Languages courses during the 2021-2022 school year. The World Languages program offers the following languages: American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Latin, Portuguese, Spanish, Heritage Language Spanish for Spanish Speakers.
- The District World Languages K-12 Academic Competition was a success with 946 students participating in the different categories: declamation, visual arts (poster, project, new media) and talent. Broward middle and high schools currently offer 50 different CTE pathways and 200 individual pathways are offered across our Traditional and Non-Traditional High schools.
- In December of 2021, the Exceptional Student Education department ascertained funding for the purchase and [distribution of over 1,000 laptop tablets for our preschool students](#) in special programs. The devices allowed teachers and students greater access to online and virtual resources, activities, and curriculum to navigate the challenges of virtual instruction.
- This school year, [students passed and earned over 14,000 industry certifications](#) and digital tools in support of being college and career ready.
- The 2021-2022 LiftOff Internship Program provided by the Career, Technical, Adult and Community Education (CTACE) Department offered 214 BCPS Rising Senior Scholars the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths. This in turn gave our 127 providers the opportunity to guide and evaluate our student talent. The internship program runs for a total of 6 weeks totaling 120 hours of work-based learning. Our internship employers encompass both BCPS and external partners.
- The District has maintained a FLDOE REGISTERED Building Trades Pre-Apprenticeship which involves 3 high schools with the partnership of Baker Concrete as well as a Marine Pre-Apprenticeship initiative being piloted through Junior Achievement.
- \$1.4M has been awarded for [Career Dual Enrollment \(CDE\) expansion](#) in BCPS at Traditional and Alternative Centers. Programs include Aviation, Applied IT, Supply Chain Management, Network Support Technology, TV production and Building Trades.
- BCPS graduated the first cohort of 13 pre-apprentices in a newly established Pre-Apprenticeship program. Four graduates were hired by Baker Concrete in their FLDOE registered apprenticeship.



- The Head Start Disability Goal of 10% was exceeded by three percentage points (13% achieved).
- Two hundred and thirteen (213) Classroom Assessment Scoring System (CLASS) observations were conducted in Head Start. The Instructional Support Overall Score of 3.54 was above the Quality threshold, Re-competition threshold, and 2020 National Average. The Emotional Support Score of 6 was above the Re-competition threshold and at Quality thresholds and the National Average.
- In the 2021-2022 school year, 35 Due Process Cases were filed with the Division of Administrative Hearing. The Due Process office successfully resolved 33 of the 35 cases without requiring a third party ruling from an administrative law judge resulting in a final order. In both cases (2) that proceeded to hearing, the district prevailed.
- Seventeen State Complaints were filed during the 2021-2022 school year with the Florida Department of Education (FLDOE) on behalf of student(s) with disabilities. Of the 17 cases that were filed, 14 filings did not result in any findings or corrective actions from the FLDOE. Of the three cases that resulted in corrective actions, only one case required a corrective action that had a cost to the district.
- The Exceptional Student Education Department had a successful roll out of the Pilot Program for an upgrade to the Legacy Platform in EDPlan. The previous platform was 15+ years old. The pilot consisted of upgrading processes and development which included Evaluations (initial and reevaluations), Individual Education Plans, Education Plans, and Private School Service Plans. The final phase in the process is updates to Functional Behavioral Assessments and additional stand-alone documents. The EMS office worked in conjunction with PCG, Psychological Services, Due Process Office and Compliance, Gifted Department, and the Private School Office.
- The Hospital Homebound staff successfully provided over 300 in home standardized assessments during the state testing period.
- Peers as Partners in Learning Program was created in 5 high schools. These courses are designed to provide reciprocal academic, social, and interpersonal benefits to students with and without disabilities. The program is supported by the Florida Inclusion Network.
- The Exceptional Student Education Department effectively launched twelve face-to face College Deferment Programs and four face-to face College Deferment Programs.
- The Exceptional Student Education Department initiated the Transition Happens Interagency Committee with Project 10. Met quarterly with 40 community agencies that support youth in transition.

- In partnership with **Digital Promise**, the **Verizon Innovative Learning Schools (VILS) Program** provided under-resourced students the technology, education, and opportunity to keep students connected, helping to facilitate learning from anywhere in the classroom, at home, or in hybrid learning environments. Powered by a next-gen, technology-infused model, Verizon Innovative Learning equipped each school with a technology coach and provided professional development support for teachers to effectively integrate technology into the classroom.



- Cohort7 VILS Schools successfully progressed through the second year of their program. School leaders actively provided mentorship, best practices, and resources to Cohort 8 schools during the 2021-22 school year.
 - Margate Middle School and McNicol Middle School have extended their VILS participation into years 3 & 4.
 - New Renaissance Middle School and Glades Middle School have expanded their participation to include the development of a Verizon Innovative Learning Lab at each school site.
 - Four Cohort8 VILS Schools successfully completed their first year of their program.
 - VILS participation expanded to include 12 Cohort 9 1:1 iPad and Hotspot schools.
- Nova Middle School continued a 1:1 use of iPads to leverage technology use and impact pedagogy in the classroom.
 - The Department of Innovative Learning, Library Media Services (LMS), launched the **“Leveraging Libraries to Improve Student Achievement (LLISA)”** initiative during the 2021-2022 school year. Key to this initiative, LMS provides ongoing leadership, advocacy, and support for building quality library media programs that:
 - Create a resource/digital-rich teaching and learning environment that is inviting, safe, flexible, and conducive to learning, and supports multiple literacies
 - Cultivate a collaborative culture of inquiry and literary analysis/appreciation
 - Integrate information, communication, and technology across curriculum, and
 - Encourage independent, ethical exploration, creative production, and communication of information and ideas.
 - 60% of the new ‘dark fiber’ network locations were completed (158 locations). [This new network](#) will bring [added resiliency](#) for wide area network circuits, [decreased long term costs](#), and [increased bandwidth](#) for all schools.
 - 98% of all locations are now on Avaya telephony solution, with only 5 sites remaining to complete the transition.
 - Internet bandwidth was increased to 100 GB using 3 circuits with diverse paths for additional redundancy and security.

- Firewall upgrades were made to support higher bandwidth needs and increased security requirements.
- An Instructional Software Procurement Process Initiative was fully implemented. The initiative included over 40 individuals representing all areas of the District who procure software for instructional purposes. The result is a streamlined procurement process using [a managed menu of software available to procure for each schools' instructional needs](#). Additionally, a best practice was implemented for waivers so that a school or department could procure another software only if they could provide positive results on an annual basis.
- The student information system (SIS) currently in use (TERMS) is over 25 years old and outdated (written in COBOL). As a result, there are many customized applications interfacing with the system needing continual programming due to District, state, and federal requirements. The IT Division used the Request for Proposal (RFP) process to hire an independent firm to gather all requirements by meeting with over 90 District leaders, school leaders, and users of the system. Following the gathering of requirements process, the District was able to create a comprehensive RFP for to select a qualified SIS vendor. The District is in [the process of implementing the groundwork for the new SIS](#), which is scheduled for use by 2023-34 school year.
- To better secure data and devices, the District [implemented an enhanced endpoint remediation and detection tool](#) with automation and built-in incident management.
- The District implemented a privileged account management (PAM) security solution to provide a controlled and audited ability to allow approved IT staff timed elevated access when performing operations that require elevated permissions.
- The device refresh for students and staff was completed ahead of schedule. Over [130,000 devices were delivered to increase student achievement](#) as part of ECF, Refresh, and ESSER.
- A total of [6,897 PolyStudio Cameras were distributed to schools](#) to be used for remote learning, distance learning, virtual field trips, parent teacher conferences, and meetings.
- Under the Emergency Connectivity Fund, [1,500 Hotspots were cataloged in Follett Destiny and delivered to schools to be checked out to students](#) as needed for connectivity at home.
- Cart rewiring at school locations was initiated. To date, [over 1,200 carts have been rewired to reassemble devices](#) post pandemic.
- As part of the VILS program, [5,136 iPads were distributed to students](#) at four Middle Schools. This included placing new barcodes on each device and moving each device

from the Intune MDM to the JAMF MDM. In addition, 4,700 more iPads were pre-staged to be moved to JAMF.

- LanSchool Air was successfully [implemented in all schools](#) with [204,733 student licenses](#) being used and 3,583 teachers using the program. This [interactive resource allows teachers](#) to blank or take screenshots of students' screens, limit or push websites, and chat with students.
- Broward County Schools became the largest Intune Environment in the United States. [All 250,000+ BCPS endpoint devices are secured and managed](#) through the Intune Console. Intune Management Groups have been created for all schools and departments.
- Provided work experience for student interns through the Summer Feeding Program.

LEADERSHIP

- The District had a successful return to 100% face-to-face learning for the 2021-2022 school year. The opening for this school year included unprecedented challenges, as the District had to transition from a hybrid learning model utilized during the COVID-19 pandemic back to 100% face-to-face learning. Not only was the District able to transition our students back in the classroom learning with their teachers and peers with the new school year, but it was able to [ensure the reopening of schools was a safe and positive experience for our students and staff](#).
- Multi-Tiered System of Supports (MTSS): 96% of District schools completed Self-Assessment of Multi-Tiered System of Supports (SAM) addressing critical components of facilitating successful implementation.
- [Developed and implemented](#) a Board-approved, handheld metal detection policy and program. This program serves as a general deterrence through random screenings at schools and targeted screenings based on credible threats and tips. Security teams will continue to conduct randomized weapons screenings at all District high schools, middle schools, and grades 6-8 in our K-8 schools.
- The District deployed over 6,000 additional video surveillance cameras to assist school administration, security staff and law enforcement in [monitoring and securing school grounds and interior spaces](#).
- The District's inventory of surveillance cameras has been configured with Global Positioning System (GPS) coordinates for [more efficient use of the video surveillance system by first responders in the event of an emergency](#).

- The School Board approved the creation of a new Behavioral Threat Assessment (BTA) department to ensure staff is provided quality training and proper guidance is offered to schools on the threat assessment process. The new BTA department will provide constant oversight to ensure the District performs procedures with fidelity.
- The District is transitioning from color codes to Plain Language, which will provide clear direction to staff and students on what to do in the event of a campus emergency. Having a standard language that everyone can understand [supports the District's overall safety and emergency preparedness](#).
- The District has added the SaferWatch icon to all staff desktops and laptops in order to provide an additional option [to report a tip or an emergency](#).
- In accordance with HB149, the District (upon approved request) has installed audio visual cameras in self-contained classrooms across the county.
- Radio repeaters have been installed where needed [to extend the coverage of campus-based two-way radios](#) in all District schools and [enhance communications during an emergency event](#).
- Title I [provided supplemental instructional services to students](#) attending approximately 199 Title I schools. Title I services were given to students in 78 private schools, approximately 150 Migrant students and families, students at 27 Neglected and 5 Delinquent facilities.
- Title I supported The Young People's Project in 2021-2022 which worked to create a space within schools and neighborhoods for young people and community members to come together and learn mathematics. Local high schools worked with 120 struggling students at feeder middle schools to support mathematics literacy in Algebra.
- Over 3 million [Title I dollars were devoted to enhancing teacher development in traditional Title I schools](#) and \$150,000 to assist with Title I teacher development in private schools.
- Developed an iterative "Summer Work Plan Retreat" series of meetings [to review and schedule the SMART work planned](#) for projects in which work can only be executed during unoccupied periods, and for projects in which failure to complete the work would threaten school occupancy. After four meetings (April 20, May 6, May 20, and June 3) the summer work schedule was modified substantially, canceling some unnecessary work and postponing work which could not be accomplished on time, while thoroughly researching and planning the remaining projects. Essential stakeholder communication was greatly improved and in the first review meeting of summer progress on June 24, progress was largely on-schedule. As a result of the Summer Work Plan Retreat meetings, held District-wide meetings to apprise

stakeholders of extended power outages and significant HVAC and other critical projects on school sites on May 18 and June 9.

- Developed a Master Key protocol with PPO to allow AECOM staff to access our schools during otherwise inaccessible periods, [significantly reducing lost days of construction](#) productivity.
- The Department of Innovative Learning, Library Media, [initiated a review of all library media material policies and procedures](#). Collection Development training on the selection and evaluation of library materials started during the 4th quarter and is being delivered to Principals, Assistant Principals, Library Media Specialists, Media Clerks, and other instructional designees. Training includes the procedures and processes in place [in the event there is a book challenge](#).
- The Department of Innovative learning, Library Media, proactively [created systems and processes to safeguard school sites](#) so challenges surrounding select books could be triaged strategically and [recorded empirically for annual state record keeping and reporting](#) via *BCPS Central*.
- To ensure fulfillment of statutory mandates, Innovative Learning, Library Media, built an infrastructure via *BCPS Central* to document Library Media Collection Inventories, challenged materials, and reference to each school's library media evaluation team.
- Innovative Learning, Library Media, started the district overhaul of library media spaces and is currently doing work within District 5. This work entails removing library media collections that are out of compliance. During Summer 2022, Media Specialists were recruited to work in 3-4 teams of 10 with a focus priority on Elementary, Middle, then High Schools.
- In collaboration with the Office of Capital Programs staff, AECOM, Atkins, and the Building Department, incremental improvements were made to the Change Order Review Panel (CORP) protocols [to accelerate change order review without sacrificing accuracy and cost control](#).
- Collaborated with AECOM, Atkins, the Chief of Staff, and the Office of the General Counsel, to recommend revisions to the Change Order Policy that will [further streamline the change order approval process](#). The revised policy will be presented to the School Board for approval at the August 17, 2022 Regular School Board Meeting.
- Physical Plant Operations (PPO) identified and executed an innovative "hybrid" modality to demolish 110 portable classrooms at Cypress Bay High School and Falcon Cove Middle School at a cost significantly lower than anticipated.

- Contracted with forensic structural engineers to [investigate structural concerns](#) at several schools and [make appropriate remedial modifications](#) where necessary to ensure safety of students and staff.
- Supported Risk Management in its work with Arthur J. Gallagher and Atkins to maximize the District's insurance recovery for the partial collapse of Rickards Middle School.
- Initiated the installation of Storeroom Function Locks on all classroom doors [to ensure doors are always locked to enhance safety and security](#). Currently, 60% of all sites are completed, with an anticipated completion date for all sites by September 2022.
- In support of the Storeroom Function Locks Initiative, Environmental Health & Safety completed the inspection and sampling of fire doors at 228 elementary schools, middle schools, high schools, and centers for asbestos containing materials. These fire doors were previously identified as "assumed" to contain asbestos as evaluation usually includes destructive sampling techniques. In coordination with Physical Plant Operations, staff evaluated, sampled and abated these doors as necessary.
- Established an onsite air conditioning filter replacement program, which included contracting with a vendor to provide preventive maintenance on filter replacement. This program helps to [improve indoor air quality and the environmental health](#) of occupants.
- Brought Districtwide elevator certifications into compliance. **All** elevators now have current Certificates of Occupancy.
- Established a Districtwide tree trimming schedule program. This program will indirectly [serve to enhance security](#) by ensuring security cameras are not blocked by overgrown foliage and [minimize potential building damage](#) in the event of a hurricane.
- Restructured Physical Plant Operations (PPO) staff and resources to align to the new Regions organizational structure and balance the 39M square feet of facilities among each of the 3 PPO Zones.
- Designated a Custodial Manager within Physical Plant Operations to solely focus on cleaning protocols and health-related concerns. This position serves to assist schools with [ensuring a safe and healthy learning environment](#).
- Completed several high visibility Physical Plant Operations Projects including:
 - Renovated FISH 307 at Walter C. Young Resource Center to establish Wellness Center;
 - Renovated Football Fields @ Hollywood Hills High and Fort Lauderdale High;
 - Resurfaced 4 High School Tracks with Polyurethane Surface to include Blanche Ely, Coral Springs, Cooper City, and South Plantation High. Polyurethane

- (rubberized) surfaces is the highest standard and qualifies these schools to host dual and district track meets; and
 - Converted Dental Lab into Pharmacy Lab at McFatter Technical College.
- Successfully generated and completed a significant amount of Work Orders for fiscal year 2021-2022. This included:
 - Generated 89,295 work orders. Completed 150,042 work orders.
 - Generated 1,006 IAQ work orders. Completed 1,630 IAQ work orders.
- Environmental Health & Safety (EH&S) Health & Safety team [launched a playground safety program](#) that includes site inspections, prioritization of hazards, revised Playground Safety Manual, online training course development, and review and investigation of student accidents on playgrounds.
- The Information Technology division initiated a project where [standard operating procedures are being created](#) for all functions within the office to help with succession planning and cross-training. This initiative will also assist in case of staff changes without a substantial lag in servicing customers.
- BMC Helix was implemented as the updated ticketing system. TLCs, District staff, and vendors were trained throughout the year on Basic and Advanced Skills. This new system [will enhance the response time and service to schools and departments](#). Through this ticketing system, over 41,000 incidences were resolved.
- Two new playgrounds were completed at Drew Family Resource Center and Bethune Elementary School.
- Launched an Injury/Illness Investigation program in collaboration with other District and school departments to help District staff investigate accidents by employees, staff or visitors. These investigations [identify root causes and identify recommendations to avoid re-occurrence of similar incidents](#).
- Purchased, inventoried, and [disseminated over 360 AEDs](#) to middle and high schools with athletic programs in compliance with the House Bill 7011. Additionally, as required by House Bill 7011, Heat Stress training for athletic coaches and staff was developed and provided.
- New LED lights were installed at Lyons Creek Middle School gym, North Lauderdale PK-8 Media Center, and secured PO for Cypress Bay High School gym light replacement. This initiative [serves to reduce energy consumption](#) and support the District's efforts to go *green*.
- Installed Rainbird Controllers at 36 sites. These systems control irrigation connected to city water, [improving efficiency and reducing water usage](#).

- Guaranteed Energy Performance Contracting projects have been initiated for the (21) schools in Phase 2 of the Program.
- Successfully secured a new three (3) year agreement for the collection and processing of recyclable materials generated by all our SBBC District locations. The diversion of 85,006 yards of recycled materials from our regular solid waste stream [will result in an annual cost avoidance of approximately \\$800K](#).
- The Environmental Health & Safety Environmental Compliance team coordinated the completion of stormwater system engineering inspections for thirty-three (33) schools. Maintenance has been completed for ten (10) of the schools. All ten (10) have received the 5-year surface water license renewal.
- Hazardous Materials Inspections were performed by Environmental Compliance team members at thirty (30) Broward County Public School facilities. Twenty-eight (28) of these facilities were schools and two (2) were bus maintenance terminals. No violations were identified, or initial non-compliance violations were immediately corrected.
- The Environmental Compliance team completed visual inspections of sixty (60) Broward County Public School facilities for the presence of burrowing owls. A total of 110 burrows were verified and logged on properties throughout the District as part of this annual effort.
- The Environmental Compliance team collected approximately 900 samples for bacteria and/or lead from drinking water sources during fiscal year 2021-2022. This sampling was conducted to support SMART program construction activities, to evaluate some of our oldest buildings for lead in water utilizing grant funding, and to reevaluate schools with historically elevated lead in drinking water.
- Transportation & Fleet Services successfully planned and implemented a new transportation Routing model (Register to Ride) [to reduce the number of active routes and mitigate the national crisis of driver shortage](#).
- Secured the State of Florida Department of Environment Protection Grant for the purchase of electric school buses and purchased 62 Electrical buses.
- Successfully completed several high-profile transportation projects, including:
 - The transition to the new Edulog dual-system;
 - The implementation of the “HCTB” Pilot for summer school 2022;
 - The initiation of the school’s Field Trip funds reserved initiative;
 - The completion of the Board/DAC Transportation Survey; and
 - The design, development, deployment, and management of the “Register 2 Ride” platform, which necessitated the integration of Azure AD, SQL, Edulog, TERMS, PTWEB, and PowerBilt.

- Schools across the District and around the US participated in the inaugural NASA Sparx challenges and competitions. Broward County Public Schools were awarded 1st (Coral Springs High and Ramblewood Middle) and 2nd place (Marjory Stoneman Douglas High) in the debate competition and Best Overall App in the app development competition (Everglades High).
- The Broward County Music and Performing Arts office was named as the National Association of Music Merchants (NAMM) Foundation Best Communities for Music Education 2022 for the third year in a row.
- Over 7,500 students participated in the District Music Performance Assessments for Band, Orchestra, Chorus and Elementary Music. Students were assessed for performance fundamentals, technical preparation and musical effect by approved adjudicators for on stage performance as well as sight-reading performance. As well over 3,000 secondary students participated in solo and ensemble.
- "Teaching the Holocaust Through the Arts" initiative has grown exponentially in the past 2021-2022 year resulting in 23 elementary schools creating murals through the "Butterfly Project." This collaboration with classroom and visual arts teachers exemplifies how the arts can be used to help enhance and deepen the lessons of the Holocaust.
- The 2021-2022 Superintendent's Gallery Exhibit was held in a unique way projecting 100 K-12 student artworks on the side of the KCW five-story parking garage building. At the Superintendent's Advanced Placement Studio Art Exhibition, 70 Advanced Placement (AP) art students were juried in from 17 high schools and a traditional face-to-face art opening for the student artists was held.
- The Thespian Individual Events and One Acts for Districts 7 & 13 had 1,200 secondary BCPS theater students performing in 2021-2022.
- Driver's Education returned to our schools in 2021-2022, where over 1,500 students were able to learn and practice their skills and acquire the knowledge to drive safely. The Driver's Education program was able to provide over 250 students with an opportunity to earn their restricted license (permit) or driver's license.
- Debate Broward raised over \$200,000 in financial support for Free and Reduced Lunch debate students districtwide. Debate Broward had 8 students earn the title of **State Champion** in their respective events and 1 **National Champion** in Original Spoken Word Poetry. Debate Broward expanded its offerings of professional attire for students in need by opening a second county-wide debate clothing distribution center at Lauderdale Lakes Middle School. Debate Broward hosted more than 8,000 students during 24 after-school debate tournaments across 3 campuses, 100% in person.

- Chess returned to face-to-face competitions, two district-wide tournaments including students in grades K-12.
- Civic Engagement facilitated the 17th Circuit Mock Trial Competition and set a record for the highest participation, with 21 middle and high schools participating. Ft. Lauderdale High School and Nova Middle School earned the title of 17th Circuit Mock Trial Champions.
- Utilized USDA Waivers to provide Universal Free Lunch for all Broward County Students.

COMMUNICATION

- Expedited the completion of the District's Crisis Communication and Family Reunification Plans. This included collaborating with Broward County's Division of Emergency Management and the local law enforcement agencies to provide valuable input and feedback. Initiated, within each school's individual safety plan, a site-specific Family Reunification Plan that has been strategically and collaboratively aligned with the school's respective municipal first responder's emergency management plan.
- Promoted numerous District initiatives and recognitions including, School Choice, Hour of Code, Youth Climate Summit, Parent University, the District's Cognia reaccreditation and Districtwide recruitment efforts through strategic marketing, internal and external communications, digital content, social media, and media relations.
- Launched communications and marketing efforts for the District's Ready for You back-to-school campaign to assure parents, staff, and the community that BCPS was ready for the first school year back to full in-person learning following the COVID-19 pandemic.
- [Enhanced communications with Board Members](#) to keep them informed on issues by enhancing the [real-time electronic notification](#) of emergency events and alerts, [frequently contacting individual Board Members](#) to advise of issues directly impacting their respective district and maintaining [regular one-on-one meetings](#) to review current issues and provide follow-up information on individual Board member priorities and concerns.
- Responded to approximately 1,800 media inquiries and coordinated more than 16 news conference to promote District initiatives.
- The website team provided guidance on [consistency in messaging to students, parents, and the community](#) via the websites. The team standardized content by implementing "shared app" allowing the content owner to manage the content. This

concept of COPE (Create Once Publish Every) streamlines consistent content and eliminated time for each content manager to update content on their school's website. Examples of this content includes Absence Reporting (Contact, Report an Absence), Suicide Prevention (School Counseling, Suicide Prevention), and Student Registration (Our School, Registration).

- Led communications efforts to [promote back to school information and resources for families and employees](#), through communications channels including, videos, news releases, social media promotions, media inquiries, and more.
- Promoted the Secure the Next Generation Referendum Renewal initiative, which seeks to increase voters' investment in education from a half-mill to one mill to recruit and retain high-quality teachers and eligible staff by increasing compensation supplements, maintain and enhance school resource officers and school safety staff, and enhance essential programs, such as mental health services.
- [Engaged community stakeholders](#) through Twitter and Facebook [to share District information and student and school initiatives](#). In the 2021-2022 school year, 1,230 Twitter posts were shared as well as 810 Facebook posts.
- [Launched the BCPS YouTube channel](#) featuring news and information, press conferences, student success stories, BECON original programming and Board resolutions to engage a broader section of community stakeholders.
- [Grew the District's digital footprint across all major channels](#), including an increase in Twitter followers by over 4% and Facebook by 11%; and a 19% increase in mobile app subscribers versus the prior year to more than 237,000.
- [Marketed the District's safety and security initiatives](#), including Alyssa's Alert and active assailant protocols.
- Organized the District's largest employee recognition event, Caliber Awards, which celebrates outstanding teachers, principals, assistant principals, and school-related employees.
- Organized the District's annual Community Involvement Awards, which [honors the outstanding volunteers, mentors, family engagement initiatives and partnerships](#). New this year, the outstanding volunteer of the year winners were announced via surprise visits from Superintendent Cartwright at their respective schools.
- Produced, uploaded, and distributed over 264 video [assets to market and promote schools, and disseminate District messages](#). These assets included over 30 live-streamed District events, community meetings, Parent University programs, and news conferences.

- Secured more than \$29,000 in video and film equipment donations from a variety of sponsors and equipment manufacturers for student video programs. The equipment is signed out to students at no charge for use on their video projects.
- Produced and supported several student-focused and student-produced programs including:
 - **School Duel** - Over 60 South Florida schools registered and competed in one-line qualifying rounds. 24 schools competed in the televised programs.
 - **Broward Teen News**- approximately 285 high school student produced stories for BTN programs this season.
 - **Short Cuts** - BECON produced and aired 10 Short Cuts programs (roughly student produced video segments)
 - **The 90**- Produced 23 "The 90" feature stories that highlighted exceptional students, teachers, or programs in the county.
 - **Student Recognitions** – 72 Viewers' Choice and Critics' Choice Awards were presented to students this year, which included a \$200 prize for each winner courtesy of our sponsor Brightstar Credit Union and 2 complimentary tickets to the Imax Theater at the Museum of Discovery and Science.
- Achieved fifty percent (50%) growth in average audience ratings for the Saturday 7 - 8 p.m. time slot since February 2022, with the acquisition/utilization of public domain programming.

FISCAL RESPONSIBILITY

- Proposed a reorganization of the District's central administration focused on [allocating resources closer to schools and students](#), improving accountability and eliminating 'silos.' The new organizational chart also [saves approximately \\$2 Million annually](#) and provides the opportunity to redirect these funds with the District's strategic priorities.
- 
- Advocated in Tallahassee and Washington, D.C. for funding and policy issues for District initiatives:
 - Secured \$500K in federal funds for student mentoring programs
 - Secured an increase of \$392 per student in state funding.
 - The District successfully executed the last tranche of the \$800 million General Obligation Bond (GOB) with project proceeds of \$295.2 million. Because of favorable market conditions the District was able to [earn a premium for every tranche sold](#). This allowed the District to put those funds towards the SMART Program and sustain those commitments that were made when taxpayers voted to approve the GOB. After issuing

the fourth and final tranche of the GOB, cumulative project proceeds include [an additional \\$133.5 million from premium amounts](#) received across all the issuances.

- The District issued Certificates of Participation Series (COPs) 2022B, generating total proceeds of about \$167 million, that funded Rickards Middle School, Markham Elementary School, Stranahan High School, and Blanche Ely High School projects from the ADEFP and included additional non-collateral funds for district-wide comprehensive needs. The Series 2022B COPs issuance [includes \\$55.1 million additional funding](#) for district-wide comprehensive needs and the net result is that those additional funds were placed into the unallocated capital reserve for future capital needs as approved by the Board.
- The District issued COPs 2022A, forward refunding of COPs 2012A, in par amount of \$65,765,000, [generating \\$8.4 million in savings](#).
- For the twenty-seventh consecutive year, BCPS received the Meritorious Budget Award from the Association of School Business Officials International (ASBO) for its 2021-22 annual budget. To receive this award, a governmental unit must publish a budget document that meets program criteria as a policy document, an operations guide, a financial plan, and a communications device. The award represents a significant achievement by the District and reflects the commitment of the School Board and staff to meet the highest standards of school budgeting.
- BCPS was also awarded the Government Finance Officers Association's (GFOA) Distinguished Budget Presentation Award for its 2021-22 fiscal year District budget, based on an examination by a panel of independent reviewers. Recipients of this award must satisfy nationally recognized guidelines designed to assess how well an entity's budget serves as a policy document, a financial plan, an operations guide, and a communications device. As a testament to the BCPS Budget Department's commitment to adhering to these nationally recognized budgeting guidelines, the District has been awarded the GFOA Distinguished Budget Presentation award eighteen times.
- For the eighth consecutive year, BCPS has continued to meet 100% class size compliance requirements at all District non-charter schools.
- For the thirty-eighth consecutive year, ASBO International awarded a Certificate of Excellence in Financial Reporting to the District for its Annual Comprehensive Financial Report (ACFR) for the fiscal year ended June 30, 2021. To be awarded a Certificate of Excellence, a governmental unit must publish an easily readable and efficiently organized ACFR, the contents of which conform to program standards. Such reports must satisfy both generally accepted accounting principles and applicable legal requirements.



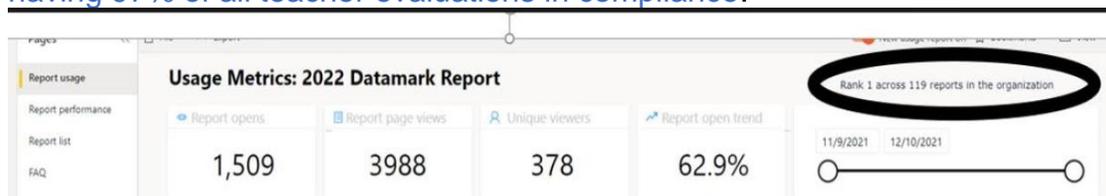
- The GFOA awarded the District the Certificate of Achievement for Excellence in Financial Reporting for twenty-five consecutive years. The Certificate of Achievement for Excellence in Financial Reporting award certifies that the ACFR substantially conformed to the accounting and reporting standards adopted by GFOA for the fiscal year ended June 30, 2020. For the fiscal year ended June 30, 2021, the GFOA award for the ACFR is pending review.
- The District does not have any financial audit exceptions for its financial statements from both the State and external auditors. In the auditor's opinion, the financial statements are fairly stated.
- The USDA Summer Food Service Program (SFSP) Administrative Review conducted by Florida Department of Agriculture and Consumer Services was successful, with no major exceptions.
- The audit did not identify any deficiencies in internal control that would be considered material weaknesses.
- Broward County Public Schools successfully implemented AspireHR Cloud Benefits Open Enrollment platform for approximately 26,000 benefit eligible employees. The implementation significantly improved the District's ability to simplify benefits administration, highlighting benefits programs and provide employees with an intuitive mobile enrollment experience, [saving time and resources](#).
- Since February 2022 to present, the District submitted over one hundred grant proposals for programs at the district and school level for [a combined total of \\$261.9 million](#). \$18.8 million has been awarded at the district level and a total of \$240.4 million is pending notification.
- School-level grant funding requests since February 2022 to present totaled \$1.6 million, of which \$1.2 million funds is awarded and \$0.4 million is pending notification.
- The District [secured \\$4 million in School Hardening Grants](#) from the Florida Department of Education to assist with safety and security enhancements. The grant money will be used to improve the physical security of school buildings based on the findings of last year's annual School Security Risk Assessments (SSRA) which were completed by each school.
- Leadership Development was [awarded \\$366,013](#) from the Florida Department of Education (FLDOE) to build and expand the district's Turnaround Leader Pipeline. The Turnaround Leader Pipeline grant will support projects to develop and implement our leadership pipeline that selects, prepares, places, supports, and retains school leaders.

- Procurement & Warehousing Services (PWS) realized a combination of savings and or cost avoidance of \$8.9 million for the 2021-2022 school year. This figure resulted from an increase in competitive bidding, leveraging economies of scale as well as mitigation of price increases from the global supply chain impact related to the pandemic.
- The District was awarded a grant of approximately \$500,000 from the Freddie A. DeLuca Foundation to begin a Districtwide program in TEA (Technology Empowered Agriculture) Garden Food Forests in 7 schools in 2021-2022 and expanding to 23 schools in 2022-2023.
- Added \$24,036 proceeds into the General Fund from the recycling of scrap metal and electrical unused wiring after project completion.
- Staff assisted Cross Creek Center with securing a \$25,000 grant from State Farm to build a Mindfulness Zen Room.
- Food & Nutritional Services (FNS) department maintained a substantial Fund Balance for FNS Operations.

EMPLOYEE MANAGEMENT

- Implemented and facilitated a district-wide career fair for all district positions (instructional/non-instructional). Thirty percent (30%) of the vacancies were filled the day of the event (348 attendees were hired). Several other vacancies were filled based on contacts made at the fair.
- Increased the number of teacher candidates by 17% which provided a larger pool of candidates for principals to select from. This resulted in the District having less than 2% of instructional vacancies on the first day of school.
- Automated and improved the communication cycle for newly recommended candidates and locations which resulted in a decrease in the number of days to process a candidate from 12 to 8 days.
- Created a new policy that allowed teachers to satisfy mandated Out of field training. The new method allowed teachers to utilize their teaching experience and submit evidence to indicate mastery of the content knowledge in the out of field area. 52% of the out-of-field teachers utilized the new policy to satisfy the requirement. This significantly reduced the number of out-of-field teachers and saved the teachers the expense of testing.
- Achieved a 24.3% reduction in the average number of days to fill Non-Instructional Administrative Vacancies.

- Achieved an overall 98% Satisfaction Rate for [offering and delivering over 60 Non-Instructional Professional Learning Activities under the Master Leadership Plan](#) with over 2,231 participants. Participants responded with Strongly Agree (82%) and Agree (16%) for satisfaction of the learning activities.
- Achieved an overall 85% Satisfaction Rate for the District's Facilities Serviceperson Program (FSP) Program. Coupled with the implementation of the District's First FSP Leadership VIRTUAL Training Week under the Facilities Servicepersons Program Master Plan (450 Participants).
- Amended the facility serviceperson's job description [to increase applicant eligibility](#) and facilitate the recruitment and sourcing for this critical position. Increasing the applicant was a priority given the high demand to fill this position.
- Made several [compensation enhancements](#) in response to the national bus operator shortage. These enhancements [were implemented to attract more drivers](#). The enhancements included increasing the drivers' pay rate and pay steps equitable adjustments, as well as implementing a new \$500 sign-on bonus for driver recruitment.
- Created a BrIDGES Datamark Power BI Report for administrators to monitor feedback and requirements for teacher evaluations. This report was the most viewed of all other Power BI Reports in our District even though this report was internal while others compared provided internal and external access. This report assisted in the District [having 97% of all teacher evaluations in compliance](#).



- Provided 2021-2022 Annual Evaluation Orientation Links for all five evaluation systems so 100% of employees had access to the details of their evaluation system.
- Four evaluation systems, BrIDGES, BASA, DASA and APPAS, were captured and stored electronically and included electronic signatures as part of the 2021-2022 evaluation process.
- Provided interactive BrIDGES CANVAS Courses for Principals, Assistant Principals, District Supervisors, Teachers, and Broward Teachers Union.
- Processed instructional and non-instructional probationary releases throughout the school year while ensuring compliance with state statute and district procedures.

- The percentage of schools rating critical instructional strategies that positively impact student achievement within BRIDGES increased from 3% to 5% by May 2022 as measured by Power BI and iObservation reports.
- Completed the District's 2021-2022 Educational Equity Act Plan, approved by the School Board on June 14, 2022, and submitted to the Florida Department of Education (Office of Equal Educational Opportunities-OEEO) for compliance.
- Investigated external charges filed through the Equal Employment Opportunity Commission (EEOC), Office for Civil Rights (OCR) & Florida Commission of Human Relations (FCHR).
- Investigated internal charges and inquiries as well as processing ADAAA Request for Reasonable Accommodation. Total: External (16)+Internal (35)+ADAAA(180) cases: 231
- Conducted training "EEO Overview – Non-discrimination Laws, Sexual Harassment, ADAAA & Religious Accommodations" to all Area Safety-Security Managers (13) & Campus Safety & Security Managers (30) for a total of 43 participants.
- Staff was invited to present at the School Section 504 Liaison Conference to speak about "Avoiding Section 504 discrimination complaints (Internal/External)" with participation of approximately 300 Section 504 Liaisons from District and Charter Schools.
- Innovative Learning supported eLearning and digital learning integration by exposing over 10,000 teachers to targeted professional learning this year. In addition to focused on-demand direct support of digital pedagogy, on-demand professional development courses and webinars were provided. Innovative Learning expanded synchronous learning to a-synchronous "On-demand" for targeted high demand courses so that all courses are available all the time to all the learners.
- The SAP team in collaboration with the Benefits Department implemented the new Open Enrollment process using SAP SuccessFactors. The process was migrated from the existing ECC SAP system to the new SuccessFactors system [allowing employees to select 100% of their benefits for themselves and dependents](#). Using SuccessFactors provided a new design interface experience and process.
- Exceptional Student Education staff worked collaboratively with District transportation, student demographics, budget, and directors to [staff 257 autism special program classrooms at 68 district elementary schools](#). These classrooms serve over 2,200 students in a low student to teacher ratio providing intensive instruction following the district Autism Special Program Standards.

- Successfully integrated our union/contracts, corrective action, and investigations training with Leadership Development and presented to all cohorts and will continue this activity each fiscal year. The cohorts include:
 - LEAD program, PROPEL program, 1st year Assistant Principals, 1st year Principals, Intern Principals, and newly appointed District administrators/supervisors.
- The Elementary Learning Department provided 421 sections of professional learning to BCPS teachers, administrators, and staff during the 21-22 school year.
 - Learning gains in professional learning increased in more than 90% of the Elementary Learning Department's professional learning courses as measured by the pre and post assessments taken by participants during the course.
- The Elementary Learning Department added special recognition for science teachers with the Broward County Science Teacher of the Year Award.
- Created and implemented the training Coaching, Counseling, & Corrective Part II. Facilitated 11 sessions and trained 181 sitting administrators.
- In May 2022, 18 assistant principals successfully completed the Principal Preparation Program (PPP) and [twenty-five Aspiring Principals were accepted for the 2022-2023 Principal Preparation Program](#). This Leadership Development program is a rigorous one-year program with entry, mid-year, and exit criteria for assistant principals who want to become principals and attain level FLDOE School Principal Certification. The program focuses on the development and application of skills and knowledge of the Florida Principal Leadership Standards and the Broward Assessment for School Administrators (BASA).
- Rigorous multi-phase application processes were held [to identify thirty-six aspiring Assistant Principals for the 2022-2023 LEAD Program](#). This developmental program optimizes the readiness of leaders to meet the needs of BCPS communities, schools and students through field experience opportunities, professional learning, working with effective leadership mentors, and action research projects all aligned to the Florida Principal Leadership Standards.
- [Twenty-seven aspiring Assistant Principals participants successfully completed the Principal Rapid Orientation and Preparation in Educational Leadership \(PROPEL\) Program](#), and five have been promoted to Assistant Principal. Graduates of the programs enhance their leadership skills aligned to the Florida Atlantic University (FAU) core values and beliefs which include Leader of Leaders and Learning; Reflective Practitioners; Transformative Decision-Makers; Relationship Builders; Visionaries with High Expectations and the Florida Principal Leadership Standards.
- [Twenty-eight aspiring Assistant Principals participants successfully completed the Leadership Experiences and Administrative Development \(LEAD\) Program](#), and

seventeen aspiring Principals successfully completed the Principal Preparation Program increasing the number of qualified applicants for school-based leadership roles. Graduates of the programs enhance both their instructional and operational leadership skills through the job-embedded activities, growth plans, professional learning, and coaching aligned with program components and the Florida Principal Leadership Standards.

- New cohorts of participants for the District Leadership Preparation Program and the District Leadership Support Program were identified to provide learning opportunities to district-based employees through professional development aligned to the three pillars of the District’s Strategic Plan - high-quality instruction, safe & supportive environments, and effective communication. These program work to ensure that BCPS has well-qualified leaders at the district level offices who have the essential knowledge and skills necessary to serve the entire school system effectively.
- Broward Virtual University (BVU), managed by Professional Development Standards and Support, offers Florida Department of Education approved ESOL, Gifted and Reading Endorsement courses in a purely virtual environment facilitated by experienced and endorsed Broward teachers. In the 2021-2022 SY, over 4,100 Broward educators, and educators from across the State, were able to complete one or more courses towards earning an endorsement. The program achieved an 85.5% completion rate and a 97% participant overall satisfaction rate this year.
- The Information Technology (IT) division **has increased training offerings** to monthly and each training spans from 1 day to a 2-day session. The breakdown of number of trainees and the survey response summary by training is shown below:

For the 2021-2022 School Year

Training Course	Number of Trainees	Percentage of Trainees Responses for Agree and Strongly Agree on Course Understanding
Budget Process	81	Nearly 90%
MSS Administrative Approval	54	Nearly 60%
Reporting	44	Over 90%
Time Recording	83	Over 90%
Procurement	86	Over 85%

- The IT Training Team onboarded 63 new school based microtechs. They **were trained in all required classes**, giving them access to **tools needed to complete their job requirements**. In addition, 81 classes with 1,546 participants were facilitated, with all positive feedback. The Training Team also verified that the required Active Directory training was completed and approved 548 Privileged Access Management (PAM) Forms. As part of the Active Directory trainings, 224 quizzes were processed. All TLC

meetings and trainings were uploaded into our IT MicroTech channel in Stream. This year, there were over 450 views.

- The Technology Support Certification Program, a nine-week evening program, was completed with [27 participants earning completion certificates](#).
- The IT Training Team planned and scheduled the first annual Think Tank, a collaboration between IT staff and school-based Microtechs, to [design and create interactive resources](#), including digital badges, playlists, infographics, and the mentor program, to be used throughout the year by TLCs.
- The District implemented Multifactor Authentication (MFA) [to protect all staff accounts](#) which now require the user to present a second authentication factor to verify their identity before they are granted access.
- The District had a 5.12% decrease in the number of grievances filed in Employee & Labor Relations.
- Staff [built and implemented job profiles](#) (descriptions) for the new SuccessFactors platform, which provides an extremely impactful benefit in streamlining the system and the links within the many different modules.
- Developed Key Performance Indicators (KPIs) for auditing HR Support Services master data, [reducing error margin by 30%](#) from last fiscal year.
- Streamlined the JROTC MIP Compensation manual process, partnered with Information Technology to configure a new wage type to reflect JROTC MIP compensation salary on their paychecks.
- The District was awarded a Teacher and School Leader (TSL) Grant by the U. S. Department of Education totaling \$17,443,321. The project seeks to [support the professional growth of teachers and school leaders](#) and improve the ability of the district to recruit more diverse, highly qualified, and highly effective teachers and reward teachers who improve their students' growth and performance.
- The U. S. Department of Education acknowledged Broward County Public School as an "EXPERT" in developing unique and innovative approaches to address a wide range of topics related to the design, implementation, and sustainability of our grant initiatives.
- Through Broward County Public School's partnership with St. Thomas University (STU), 92% of the teachers in the 32 TIF 5 schools who are on temporary certificate have taken certification courses to fulfill the State of Florida Teacher Certificate requirements. Seventy-six (76%) of the [teachers obtained a professional teaching certification](#).

- During the 2021-2022 school year, 89% of the new teachers supported by either a full release Induction Coach or TIER Mentors were retained in the district.
- Broward County Public Schools partnered with Florida Atlantic University through the Teacher and School Leaders grant sponsoring 13 principals, Assistant Principals and district staff to participate in the PhD in Educational Leadership Program.
- Broward County Public Schools partnered with Florida Atlantic University through the Teacher and School Leaders grant sponsoring 15 teachers from the 20 TSL schools to pursue their master's degree in Leadership, as well as their Florida Department of Education-approved Level 1 Educational Leadership Certification.
- The District's State-Approved Professional Development Certification Program, Alternative Certification for Educators (ACE), continued to [grow in enrollment with a 95% increase over the past five \(5\) years](#). During the 2021-2022 school year, 102 Broward County Public Schools teachers completed ACE and earned their initial Florida Professional Educator Certificate.
- 87% of the teachers who completed the ACE program over the past three (3) school years and earned their initial Florida Professional Educator Certificate [are still teaching in Broward County Public Schools](#).
- 89.5% of the teachers who completed the Broward Educator Certification (BEC) pathway over the past three (3) school years, [are still teaching in Broward County Public Schools](#).
- 76% of schools who participated in Reclaim and Elevate for at least one year improved or maintained their school grade from 2019 to 2022.
- 82% of schools who participated in Reclaim and Elevate in 2020 and 2021 improved or maintained their school grade from 2019 to 2022.

COMMUNITY

- The Superintendent held a series of “Meet & Chats” throughout Broward to provide an opportunity for students, parents and staff. These sessions provided an [opportunity for the community to meet Dr. Cartwright, hear her vision for Broward County Public Schools and ask specific questions regarding a multitude of academic and operational issues](#). These sessions were held in each of the seven geographic districts throughout Broward.
- Superintendent Cartwright has designated specific days during the week to [visit our schools](#). She has visited over 100 individual schools so far. During these visits, the

Superintendent has an opportunity to [spend quality time with school leadership, staff and students](#) to better understand the challenges they are facing; as well as the things that are working well throughout the District.

- The Superintendent held periodic meetings with the Chairs of Board-Appointed Advisory Committees to establish aligned goals and solicit feedback.
- Virtual Parent [Training Academies open to Title I parents, guardians, community members](#) were held monthly. Approximately 500 parents participated in Parent Training academies held this school year.
- A focus on fathers and male figures occurred by way of [biannual Dad's Chat events with participation of over 275 male role models in children's lives](#). This event fosters a stronger bond between our students and their fathers.
- Title I designed approximately 15-20 activities designed [to enhance Parental Engagement scheduled for the 2021-2022 school year](#) with a focus on supporting our families in getting *Back in the Game* and fully engaged during these challenging times by providing academic enrichment, dynamic guest speakers and resources.
- A total of 1,300 English Language Learner (ELL) parents attended General meetings held throughout the 2021-2022 school year through the Parent Outreach Office. In the final meeting, with an attendance of 240 people, the Bilingual/ESOL Department was able to provide families with backpacks, including summer materials.
- The Parent Outreach Office supported schools and families through 18 ESOL Parent Nights and 30 ESOL Game Nights. Serving ELL families continues to be a priority for the Parent Outreach Office. The opening of the International Welcome Center in the upcoming school year will allow BCPS to serve a greater number of families with a broader number of services.
- BCPS provided high dosage tutoring to 5,000 Kindergarten through First Grade students during the 2021-2022 school year [through a partnership with the nonprofit group Innovations for Learning](#). Through this partnership, Early Literacy Interventionist tutors [provided one on one delivery of differentiated systematic phonics and word attack skills instruction across a total of 168,663 conferencing sessions during the school year](#). Participating students in both Kindergarten and first grade showed growth in both Reading Foundation Stages and Oral Reading Fluency at the end of the school year.
- Increased [partnerships and communications](#) between the District and local municipalities and community organizations.
- BCPS inaugural *Family Day: Celebration of Diversity* was held on November 13, at Reverend Samuel Delevoe Memorial Park. The event reflected the diversity of

Broward Schools with 1,044 participants across 269 families from different areas of Broward County. Through our collaboration with the Department of Health, 81 participants received a COVID vaccination. Additionally, families accessed information provided by 23 district departments and community-based organizations. Completed “Family Passports” were redeemed for free meals for families. Nine-hundred attendees received a free meal from food trucks and 300 children received a free snow cone from the Kona Ice truck.

- Two Associates Degrees and 3 Child Development Associate Certificates were awarded through the Broward College Parent Scholarship program.

PROFESSIONAL RESPONSIBILITIES

- The Superintendent testified twice in front of the Marjory Stoneman Douglas High School Public Safety Commission. Additionally, developed meaningful, professional relationship with Chair Gualtieri. Maintaining a positive working relationship with the Commission has enabled the Superintendent to showcase the tremendous efforts and progress of the Board and staff to implement enhanced safety and security measures throughout schools and the District. Recent feedback from the Commission Chair and the entire Commission has been very positive, including recognizing BCPS as having several past practices (i.e. Behavioral Threat Assessment process and infrastructure, the utilization of Teams channels to have real-time communication with schools and District security staff, and the Area Security Manager online “look-for” application).
- Worked collaboratively with the Board to establish the District’s face covering policy, interpret emergency rules proffered by the Florida Governor and Department of Health regarding opt-out provisions for face coverings, and continue to follow the “right” path in relation to ensuring the safety of BCPS students and staff.
- The Superintendent continues to work diplomatically with the leadership of all of the District’s labor groups and meet & confer organizations to foster effective relationships, establish aligned priorities and goals, and maintain a focus on working collaboratively for the betterment of our students and staff.
- Worked collaboratively with the Board Chair, the Council of Great City Schools and the School Board and staff to initiate a Student Outcomes Focused Governance Model and Strategic Plan. This effort will align the District’s resources and focus on improving schools and District performance for students.