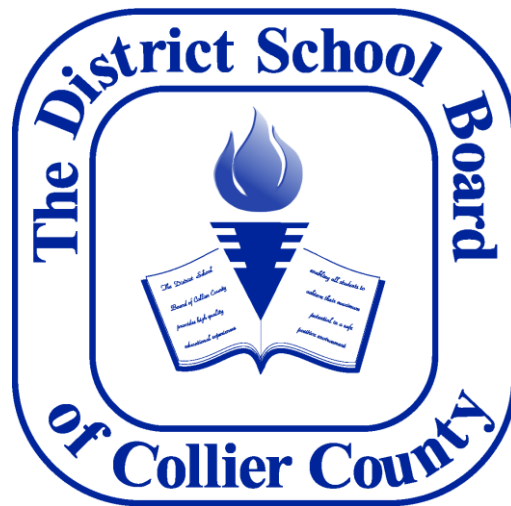

The School District of Collier County

2010-2013 Strategic Plan



Revised Document based on November 4 and November 18, 2010,
Strategic Planning Workshops

APPROVED AT THE
REGULAR BOARD MEETING - JANUARY 18, 2011

Superintendent: Dr. Dennis L. Thompson

School Board Chair: Julie Sprague
Prior School Board Chair: Kathleen Curatolo

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MESSAGE FROM THE SUPERINTENDENT

I am proud to present this strategic plan to the District School Board of Collier County and to our entire community. As Superintendent of Collier County Public Schools, I feel fortunate to have the opportunity to lead this school district. As a whole, our work is going well: through the cooperative efforts of our School Board, principals, teachers, our entire staff, and families, our students and schools are generally successful. Yet not all of our students are succeeding. We need to do a better job of ensuring that each student has the opportunities and support to succeed while he or she is in school and after graduation.

We need to move our schools from “good to great,” and it is our intention to use this strategic plan toward that end.

This strategic plan will drive the work of the district for the next three years as we move toward our vision that “all students will complete school prepared for ongoing learning as well as community and global responsibilities.” This plan identifies the essential strategies that we will use to meet our goals and will make it clear to all of our stakeholders how we will hold ourselves accountable for our progress.

Clearly, as an organization, we cannot do everything. We will have to make some difficult choices, focusing on the tactics and programs that will benefit our students the most. We know that some of what we are already doing is working. And, we know that other areas need improvement and this process has helped us identify what some of those areas are.

One of the most important aspects of this plan is that it is based on a community vision for education. Without the support of the community, this plan would be only words on paper. But because the community knows the type of education that our children deserve, and they have shared their ideas throughout this entire process, we can be confident that it reflects their values, as well as those of our district and school staff.

And as the community has been a part of shaping this plan, they can both hold us accountable and help to support us in delivering on it.

I would like to thank the School Board for their leadership and support of this work and the countless individuals and organizations that have participated in the process, including my senior staff, principals, teachers, non-instructional staff, families and other community members. Special recognition goes to our strategic planning team and the eight operational teams – which were comprised of community members, school staff and my senior team – that dedicated substantial time and effort to this process.

I know we have the capacity to become an outstanding district and, by working together, we can help all of our students succeed.

*Dr. Dennis L. Thompson
Superintendent*

Creating the Collier County Public Schools (CCPS) Strategic Plan

The CCPS strategic planning process was officially launched in August 2009, but the foundation for this work began long before. While there was general consensus in the community that many things were going well with Collier County Public Schools, there was also a desire to help the district move forward in order to become the best school system that it could be.

Starting in early 2008, Connect Now, an independent initiative of The Education Foundation of Collier County, sought to reach out to the community in order to elicit and share the community's collective priorities for improving education and community life. Utilizing input from nearly 55 conversations held throughout Collier County, the Connect Now Congress – comprised of various community members, educators, parents and students – crafted a statement that captured how the community and schools could move forward together. The *Connect Now Community Statement* was published in the *Naples Daily News* on April 5, 2009, and was the basis of a School Board workshop on April 14, 2009, in which the Board responsively accepted the statement as a starting point for a formal strategic planning process that would set the vision and goals to guide the district's work for the next three years.

In an open, competitive process, CCPS selected Collaborative Communications Group (Collaborative) to facilitate the strategic planning process over a ten-month period.

The strategic planning work had two major phases from September 2009 through June 2010: (1) vision and goal setting and (2) operational planning.

First, the district created its own version of a core statement that could drive all of its decision making, operational planning and ongoing engagement with the community.

To create this core statement, Collaborative began by leading the School Board and Superintendent in a series of workshops from September 2009 to January 2010 to discuss where the district wanted to go and to identify essential strategies that would enable the district to achieve the vision and address any significant challenges. A strategic planning team began meeting in November 2009 to consider ideas coming out of the Board workshops. This team, which was comprised of 38 members from CCPS staff and the community, brought critical insights during the development of the vision statement and stayed engaged in the strategic planning work throughout the 10-month process. In addition, 13 focus groups were held, in which 149 people (community members, students, and educators) shared their perspectives. On March 18, 2010, the School Board voted to adopt the vision document to guide the District's priorities.

Next, the district used the vision to create a more detailed plan, including goals, objectives and measures for success, as well as examples of key strategies for meeting goals. As in phase one, school staff, families and the broader community played a critical role in developing the plan.

In order to create this plan, eight operational teams were formed and tasked with developing the operational priorities and overarching strategies to guide the district's work for the next three years. The work of the teams consisted of analyzing the current situation in the district, which included reviewing district data, and setting improvement targets and prioritizing the most effective strategies to make progress toward the goals. Teams of approximately six to ten members were led by two co-chairs: one from the Superintendent's team and the other a community member. The rest of the planning team members were a combination of district employees and community members with knowledge of and expertise in the focus area of the particular operational planning team.

Each team was organized around the key goals and important elements identified in the vision statement:

- **Communications:** This group reviewed district communications overall and devised strategies to build two-way communication and targeted communication strategies.
- **Community Partnerships:** This group developed strategies to eliminate barriers and increase community partnership both directly with schools and in supporting students outside of school.
- **Family/Parent Involvement:** This team explored strengthening partnerships with families that would support improved student achievement and development.
- **Governance:** This team created objectives and strategies for improving the Board and Superintendent relationship and partnerships.
- **Human Capital:** This group's focus was on recruiting, training and retaining effective teachers and principals.
- **Operations:** This team examined how operational processes (finance, resources, facilities, etc.) could be improved to better support student learning.
- **Quality Learning Experiences:** This team looked at the quality of curriculum, instruction and assessment in classrooms, with a focus on programming and how to deliver on the goal of "motivated and engaged students."
- **Student, Adult and System Performance:** This group examined accountability systems and performance monitoring – of both staff and students - at all levels.

Operational planning teams met frequently between February and May 2010, during which time their work was shared first with the Board and then the strategic planning team.

Community outreach on the plan included a survey to obtain feedback on the overall vision and mission and overarching goals and objectives for each of the eight operational goals (see the appendix for detailed results). The survey was distributed to all district staff and to the broader community, including a link for a version in Spanish and Creole. Just over 940 people responded to the portion of the survey that asked for opinions with regard to the proposed goals and objectives and the mission/vision. Of these respondents, nearly 72 percent answered "extremely well" or "very well" to the question: *How well do the vision, mission, goals/objectives overall reflect what you personally want for our schools?*

The CCPS 2010-2013 Strategic Plan goals, objectives and narrative were unanimously approved by the School Board at the Regular Board Meeting on June 17, 2010, with the exception of the Governance portion, which was unanimously approved at the Regular Board Meeting on August 19, 2010. On November 4, 2010, and November 11, 2010, Strategic Planning Workshops were facilitated by Mr. David Moore, Collaborative Communications, Inc., with assistance from District staff. The purpose of the Board workshops was to facilitate discussion that led to the finalization of the Indicators of Progress in the three-year Strategic Plan. This document incorporates the additions and/or changes discussed and finalized at the workshops. As with all good strategic documents, this plan will only be useful if it is a living document and a meaningful tool for continuous improvement.

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Nancy Graham
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School District of Collier County

Where We Are Going: All students will complete school prepared for ongoing learning as well as community and global responsibilities.

How We Get There: By providing exceptional educational opportunities that motivate and engage each student.

Essential Strategies: In order to accomplish our goal, we must

- Provide every school with a principal who builds a collaborative learning community that produces results for all students.
- Ensure that each child has skilled and committed educators.
- Provide a safe, caring and rigorous learning environment with multiple opportunities for student development and success.
- Develop our diverse student body into a community of learners who are intellectually curious and motivated to achieve.
- Collaborate with families as partners in the learning and development of students.

Supporting Strategies: Other important steps will be to

- Dedicate resources to prioritize student learning.
- Invest in the continuous growth of all teachers through relevant grade and subject level professional development and mentoring opportunities.
- Strengthen an ongoing, two-way dialogue between the district and our community.
- Build school communities in which principals, teachers, staff, students and parents value and respect one another and the role that they play in student success.

Values: We believe that

- All students can meet and exceed high performance standards and must be continuously challenged to do so.
- Each person in the school system must be focused on student success.
- We must understand and embrace our students' diverse cultures and learning styles.
- The district and the community, together, are responsible for giving students academic and other essential support so they can focus on learning.
- The School Board and Superintendent must create and maintain a relationship that is collaborative and trusting, in which all parties have a clear understanding and respect of roles and are working toward shared goals.
- Effective, collaborative work with the community will produce success for students.
- We must base all of our decisions on evidence and the best interest of students.
- We have the ability to meet all state and federal government requirements.

COMMUNICATIONS

Goal: To provide clear, timely information and tools that keep the community informed, and engage them in the District's mission

Objectives:

1. Engage our diverse community by building strategic partnerships and platforms for communication
2. Provide communication support to assist individual schools in communicating with the district, other schools, parents, students, staff, businesses, and the media
3. Leverage district resources to enhance two-way communication between the district, schools, parents, and the community

Communication is key to the work of every school district. To reach our district's vision, parents and other community members must feel they are well informed and involved, and know that two-way communication is a priority. It is not enough for stakeholders to know what's happening in schools – they need to know that there are ways for them to share their ideas and that their opinions will be considered. In fact, the process of decision making and the way that ideas and plans are communicated is often as important as the plans themselves.

One part of two-way communication is providing timely, clear information to all of those with an interest in CCPS. We know that when employees, families and community members are aware of changes as they are being considered and before they are implemented, this leads to greater transparency, less confusion and smoother implementation. Yet we can do even more to ensure that everyone has information that they need.

Some ways in which we may improve communication efforts are: working with key district departments to ensure that relevant information is being shared; supporting schools in their outreach to families and the community by training principals and sharing communication tools; and identifying and working to overcome barriers to information. For example, many families are non-native English speakers or lack access to electronic communications, which we must consider in our plans if we hope to reach everyone.

The other component of two-way communication is seeking and receiving input from the community. We will continue to seek input from students, families, teachers, other school staff and the broader community and identify clearly the ways in which they can give their input. We will proactively reach out to seek feedback, identify and develop partnerships to develop trust and improve our ability to reach out to populations who have been previously uninvolved.

Important indicators for communications – or the way that the district will know if it is being successful in this area – are that people will feel and will actually be more informed. There will be greater trust of the information and of the source. They will know how and where to get information and how they can share their ideas, and they will know that their ideas are being considered.

Objective 1: Engage our diverse community by building strategic partnerships and platforms for communication		
Indicators of Progress	Year 1 (baseline)	Year 3
	Gauge the extent to which the community (within and outside district) is informed and engaged and trusts the district with a baseline survey, with parents surveyed as a subgroup	Community members (within and outside district) are more informed, engaged and trusting. (Based on survey results)
	Number of website hits	Increase in website hits
	Number of partners	Increase in number of partners
	Quality and quantity of input from partners	Increase in quality and quantity of input
	Monitor number and quality of engagements (as rated by participants, via surveys)	Increase in number of engagements and increase in quality of experience (as rated by participants via surveys)
	Number of direct and targeted communication to parents	Increased direct and targeted communication to parents

Objective 2: Provide communication support to assist individual schools in communicating with the district, other schools, parents, students, staff, businesses, and the media		
Indicators of Progress	Year 1 (baseline)	Year 3
	Agreement on strategies and development of vehicle for sharing success stories/lessons learned	Full implementation of strategies; continued assessment/modifications as needed
	Number of success stories	Increase in number of success stories
	Number of staff trained in use of PR tools and strategies (PR Training)	Increase in percentage of staff trained
	Rating of effectiveness of staff use of PR tools and trainings	Increase in rating of effectiveness of staff use of PR tools and training
	Number of users and posts in and to different online systems. (i.e., website, Angel, Gradebook, blast e-mails, etc.) Reports on use	Increase in number of users and posts
	Extent to which internal and external stakeholders are supported and informed	Internal and external stakeholders are better supported and informed (survey data)
	Survey baseline brand awareness	Singular message shared universally; decreased number of improper brand applications

Objective 3: Leverage district resources to enhance two-way communication between the district, schools, parents, and the community.		
Indicators of Progress	Year 1 (baseline)	Year 3
	Establish forums and determine appropriate number; monitor attendance	Increase in attendance
	Develop mechanisms to measure public opinion; collect baseline data	Increase in approval rating
	Amount of input received	Increase in input received
	Extent to which stakeholders believe that they are being listened to and district is using feedback constructively	Increase in stakeholder belief that they are being listened to and district is using feedback constructively
	Initial number of staff serving as members of key community groups and organizations	Increase in number of staff serving as members of key community groups and organizations
	Establish a process for collecting information on a routine basis from all key departments; members of key departments are effectively providing information to communications department	Key departments are routinely sharing pertinent information and surveys indicate that community members feel more informed of changes
	Assessment of strengths and weaknesses of current two-way communications and strategies for improvement	

COMMUNITY PARTNERSHIPS

Goal: To nurture and engage an active community of families, organizations and volunteers who will work with the district to help all students succeed.

Objectives:

1. Increase community understanding and buy-in of district needs, goals and priorities
2. Increase community support of initiatives to meet district needs, goals and priorities
3. Ensure that all schools have the needed level of community support to help all students succeed
4. Create partnerships that will help overcome cultural, language and other barriers in this diverse community

For us to meet the needs of all students, and particularly those facing myriad challenges, support from the community is crucial. Students, the community members who get involved and the community as a whole benefit from outside engagement in schools.

While there is a significant amount of community involvement in CCPS, there is much untapped support in the community as well as inconsistency across schools. For example, some schools have a surplus of volunteers while others do not, often due to the scheduling challenges of working families. We must identify our district's top priorities and communicate that information in order to align community efforts with the true needs of schools and students.

There will be district-wide needs, as identified by the strategic plan, and there will also be needs of individual schools. The community can help meet both types.

While the district's top priorities may change over time, some areas identified as being crucial by the community partnerships team include supporting students and families with cultural, language and other barriers; teacher professional development and student global awareness and opportunities.

As with communication, this is a two-way street: we must be proactive and get the community to understand the needs of students and schools, but also ask them play a role in developing strategies to meet them. If the community is involved regularly in addressing challenges, the result will be greater buy-in and long-term sustainability.

To accomplish the goals for community partnership, we will work closely with existing partners, seek out additional relationships and ensure that all partners are contributing time and resources to the tasks that will have the greatest impact on student achievement.

Key indicators for community partnerships are: the community understands the needs of the district; overall involvement efforts will be targeted to where they are needed most and can have the greatest impact for students; and community members feel that they are being invited to participate, their input is being utilized, and their efforts are having a positive impact.

Objective 1: Increase community understanding and buy-in of district needs, goals and priorities		
	Year 1 (baseline)	Year 3
Indicators of Progress	Assess community partners (cover all sectors, i.e., businesses, nonprofits, donors, etc.) to measure how much they understand the district's priorities and the unique needs of schools and students	Increase in understanding by community partners of the district's priorities and the unique needs of schools and students
	Level of involvement of partners in district committees, task force activities, which improve community understanding of district needs, goals and priorities	Increased involvement of partners in district committees and task forces
	Drafted protocols which increase public engagement in major district priorities or needs	
	Targeted engagement of stakeholder groups not represented	
	Community assessment developed and disseminated to stakeholder groups	

Objective 2: Increase community support of initiatives to meet district needs, goals and priorities		
	Year 1 (baseline)	Year 3
Indicators of Progress	Number of partners seeking out the district to be involved (including individuals and organizations)	Increase in number of partners seeking out the district to be involved
	Community involvement for specific programs or schools to meet district priority or need	Percentage increase in community involvement with specific programs or schools that meet district priorities or needs

Objective 3: Ensure that all schools have the needed level of community support to help all students succeed		
	Year 1 (Baseline)	Year 3
Indicators of Progress	Number of volunteers and volunteer hours for each school; set goals for each school	Progress toward goals set for each school, with the most progress in schools with low numbers in Year 1
	Schools set priority goals for volunteers	
	Total (entire district) number of partners	Increase in number of partners
	Total number of volunteer hours	Increase in total number of volunteer hours
	Number of schools reaching identified goals for volunteers and support	Increase in number of schools meeting volunteer goals
	Total number of donors overall and by school (organizations and individuals)	Increase in total number of donors
	Total amount of financial contributions overall and by school	Increase in total amount of financial contributions

Objective 4: Create partnerships that will work toward overcoming cultural, language and other barriers in this diverse community		
	Year 1 (baseline)	Year 3
Indicators of Progress	Number of school and district partnerships serving our diverse populations	Increase in number of partnerships serving diverse populations
	Number of partnerships that provide support for needy students and families (i.e., health, food, tutoring)	Increase in number of partnerships that provide support for needy students and families (i.e., health, food, tutoring)
	Attendance of at-risk populations	Improved attendance of students from at-risk populations
	Academic performance of at-risk populations	Improved academic performance of students from at-risk populations

FAMILY/PARENT INVOLVEMENT

Goal: To collaborate with families as full partners in the learning and development of their children

Objectives:

1. Build a positive school connection with families and parents that overcomes cultural and language barriers
2. Involve families and parents in student learning
3. Create options for alternate uses of time that increases student achievement and development and family involvement

The positive role that families play in student achievement has been well documented. We know that students do better when their families are actively involved in their education; thus, we must ensure that each school creates a climate that makes families comfortable and gives them meaningful opportunities to participate and support their children. We must also recognize the unique needs of students and families and explore an academic calendar that will improve student achievement and development.

It is important to note that this plan uses the word “families” instead of “parents,” recognizing that not all students live with their parents, but may have the support of other family members or guardians.

An important step in engaging families is to simply make them comfortable with being involved in their children’s education. CCPS must identify and address possible language, cultural and other barriers to involvement and help make families at ease engaging with principals, teachers and other families. Families must be able to understand and access information, including tools to know how well their students – and their schools – are doing.

We must also provide programs and initiatives to help build families’ capacity to support their children’s learning. Families will benefit from relevant programs and workshops that will give them specific knowledge and skills to help improve their children’s achievement and development, and also from strategies that allow them to share ideas across families and school communities.

Finally, we at CCPS recognize that one important strategy for eliminating the achievement gap is to give students and families the time on task needed to truly improve achievement and development. We need to explore revising the school calendar and perhaps consider non-traditional models and schedules (i.e., year-round school) that meet the needs of our 21st century community and enable all students to increase academic progress.

Key indicators of success for family/parent involvement are: families are involved in meaningful ways that help them support their children; an increase in the number and the quality of family contacts with the school community; and a recognizable improvement in student outcomes such as attendance and academic performance.

Objective 1: Build a positive school connection with families and parents that overcomes cultural and language barriers		
	Year 1 (baseline)	Year 3
Indicators of Progress	Number of contacts between parent and teacher and parent satisfaction level	By the end of the 2012-2013 school year, there will be a 20% increase in the number of contacts between families/parents and teachers, and the parent satisfaction level with parent/teacher interaction will be at least 80% as evidenced in a parent survey
	Number of parents involved in student-led conferences	By the end of the 2012-2013 school year, the majority of parents (overall and within sub-groups) will be involved in at least one student-led individual conference as evidenced in a parent survey
	Number of parents who have attended school events (and number of parents who attend 1, 2, 3, etc. events)	By the end of the 2012-2013 school year, the majority of parents will have attended at least two school-based events as evidenced in a parent survey and reports from schools
		Principals report effective use of School Advisory Council (SAC), PTO or other structures to engage families about what is happening in school

Objective 2: Involve families and parents in student learning		
	Year 1 (baseline)	Year 3
Indicators of Progress	Baseline assessment of student tardiness.	By the end of 2011, the percentage decrease in student tardiness will be established for subsequent years.
	Baseline assessment of student attendance.	By the end of 2011, the percentage increase in student attendance will be established for subsequent years.
	All schools will offer at least one workshop designed to build the capacity of parents to support their child’s learning, with topics selected based on parental interest. Monitor attendance and participation.	By the end of the 2012-13 school year, all schools will offer 2-3 workshops/year designed to build capacity of parents to support their child’s learning, with topics selected based on parental interest as evidenced in meeting agendas. Attendance/participation will have increased at least 10% each year as evidenced in attendance rosters.
	Academic Booster Clubs (ABC) shall be considered at high schools that do not currently have an ABC.	By the end of the 2012-13 school year, Academic Booster Clubs (ABC) shall be established at the majority of high schools.
	Percentage of parents using Gradebook and who report finding it effective for connecting with students and with the school.	Increase in the use of Gradebook and reporting of effectiveness.
	A district-wide parent organization shall be formed with representatives from all school parent organizations invited to participate; at least two meetings shall be held.	By the end of the 2012-2013 school year, representatives of the majority of parent organizations shall have attended at least one meeting of the district-wide parent organization, and at least three meetings per year are held as evidenced in attendance rosters.
	An online forum has been established and publicized with district department representatives serving as moderators; set participation rate and satisfaction baseline.	By the end of the 2012-13 school year, a customer satisfaction survey will be given to end users to assess the online forum effectiveness; participation rates will increase.

Objective 3: Create options for alternate uses of time that increases student achievement and development and family involvement		
	Year 1 (baseline)	Year 3
Indicators of Progress	Report on current activities and analysis of additional options for other uses of time	<p>By the end of the 2012-2013 school year, success of pilot programs (if any) will be evaluated and a determination made as to the appropriateness of expansion. Indicators of success would include:</p> <ul style="list-style-type: none"> ✓ Increased attendance ✓ Improved student test data ✓ Increased graduation rates

GOVERNANCE

Goal: To develop an effective governance model that will help build a collaborative relationship that inspires trust between the School Board and Superintendent and empowers all parties to work toward shared goals

Objectives:

1. Establish and implement a governance model to guide School Board members and the Superintendent in their work to achieve the district vision
2. Ensure understanding by all stakeholders – internal and external – of the adopted governance model and build community support for the model

If we are to realize our vision as a district, effective governance must be an integral part of our strategic plan. The Superintendent and School Board must understand clearly and honor their respective roles and be committed to working together toward a shared vision. In turn, the community must understand the roles of both entities, as well as their own, in effective governance.

School Board members and the Superintendent each play a unique role in school system governance. The School Board provides stewardship and direction for the system through its adoption of policies, creates a platform for community input and holds the Superintendent accountable for measurable outcomes. The Superintendent is responsible for implementing policy and driving the daily work of the district. But while their responsibilities are different, they are intricately connected; all parties should be acting in partnership and working toward the same goals.

The community has an important role as well in effective governance. Community members should hold district leaders accountable for student achievement and development and share their perspectives productively and constructively through appropriate venues. By making the roles of the Superintendent and School Board members and district processes clear, we will help the community understand the best way to give feedback and to honor the respective roles of all leaders.

Putting a governance model in place will support long-term sustainability of school system governance, no matter who is serving as Superintendent or on the School Board. The WOW-governance model provides structure and tools for reflection and evaluation. This is a proactive model: all parties – the School Board, Superintendent and community – know what to expect and where and how it is appropriate for them to engage in the work of our district.

Key indicators of progress for governance are: the School Board and Superintendent understand their roles and adhere to them, as measured by self-evaluations and feedback from the community; and the community has a clear understanding of the governance model and believes the Board and Superintendent are working together to achieve a shared vision.

Objective 1: Establish and implement a governance model to guide School Board members and the Superintendent in their work to achieve the district vision		
	Year 1 (baseline)	Year 3
Indicators of Progress	Governance model is adopted by the School Board and all structural elements are in place	Full implementation and evaluation of the Governance Model
	Board self-evaluation with community input	Board self-evaluation with community input
	Baseline survey to gauge community understanding of the role of the School Board and whether or not they believe the School Board is adhering to its role	Increased community understanding of the role of the School Board and increased belief that the School Board is adhering to its role
	Community adherence to role of the School Board (i.e., requests of Board members to intervene inappropriately/engage in issues outside their areas of responsibility)	Increase in community adherence to role of School Board (i.e., fewer requests of Board members to intervene inappropriately/engage in issues outside their areas of responsibility)

Objective 2: Ensure understanding by all stakeholders – internal and external – of the adopted governance model and build community support for the model		
	Year 1 (baseline)	Year 3
Indicators of Progress	A plan for communicating the “Way of Work – Collier” (WOW-Collier) governance model is adopted by the School Board and fully implemented	Continued communications with adjustments made based on stakeholder input
	Baseline results of survey to internal and external stakeholders to gauge understanding of the WOW-Collier governance model	Increase in understanding of the WOW-Collier governance model by internal and external stakeholders, as measured by stakeholders survey

HUMAN CAPITAL

Goal: To ensure that each employee is dedicated, collaborative and builds and participates in an inclusive learning community that supports student development and achievement

Objectives:

1. Recruit effective, highly qualified employees
2. Train and support effective, highly qualified employees
3. Retain effective, highly qualified employees
4. Ensure equitable distribution of effective, highly qualified employees
5. Build leadership qualities and capacity for employees across the district
6. Develop an evaluation system that is used consistently across the district to support continuous improvement of all employees and improve student achievement and development
7. Revise the current compensation system to reflect emerging state and national trends linking compensation system to employee evaluation and, when appropriate, student performance

Employees – the principals, teachers and support staff who serve our students every day – are the backbone of our work in the district. In order to meet our vision, every employee must be focused on the achievement and development of all students. We must use the best tools and programs to recruit, train and support and retain the most effective employees. And although there is currently uncertainty about state mandates regarding evaluation and compensation of employees, we must ensure that, whatever we do, it follows our core value: that we will have the most effective, highly qualified employees in place for students and that we will judge their effectiveness on a number of factors, possibly including – but not limited to – the growth and development of their students.

We have many screening, support, training and evaluation tools in place, but we are committed to reviewing them and developing new or additional tools where necessary. As a district, we attract many talented, effective educators every year, but we must continue to market our school system effectively and ensure that we are staffing our schools with the most effective employees possible.

We must provide professional development and support that is relevant and appropriate and ensure that our teachers have the feedback that they need to continually improve their instruction and have a voice in articulating what is needed to support their instruction. We must distribute effective, high quality employees fairly across our entire system and compensate all staff fairly for their hard work.

Key indicators that we are making progress in human capital are: we are retaining our most effective employees; teachers and other staff are supported in classroom instruction (i.e., professional development, adequate resources, mentoring and other opportunities) and other duties; and there is an equitable distribution of staff.

Objective 1: Recruit effective, highly qualified employees		
	Year 1 (baseline)	Year 3
Indicators of Progress	Number of employees with the knowledge, skill, ability, and qualifications identified in the job description	Percentage increase in number of employees with the knowledge, skill, ability and qualifications to do the job
	Number of open positions filled before classes start	Increase in percentage of positions filled
	Identify collaboratively the district's definition of effective and highly effective teaching	Evaluation and revision to district definition of effective and highly effective teaching
	Enhanced relationships with universities and colleges in order to meet the staffing needs of the district	Analyze the relationship with universities and colleges in order to meet the staffing needs of the district
	Enhance partnerships with businesses and community organizations/foundations to support leadership capacity	Analyze the partnerships with businesses and community organizations to support leadership capacity
	Size of the pool of prepared and qualified future school leaders	Percentage increase in the size and quality of the pool of potential school leaders Increase the effectiveness of the district's Leadership Development program

Objective 2: Train and support effective, highly qualified employees		
	Year 1 (baseline)	Year 3
Indicators of Progress	Research and purchase an employee evaluation system that assists in targeting the district's professional development needs	Analyze the effectiveness of the evaluation system in determining the district's professional development needs
	Revise and align the district's professional development program to differentiate high quality and job-embedded training	Increase in the number/percentage of employees that rate professional development programs as relevant and effective
	Enhance partnerships with businesses and community organizations/foundations to support leadership capacity	Analyze the partnerships with businesses and community organizations to support leadership capacity
	Use Gallup survey data to determine the number/percentage of engaged employees	Increase in the number/percentage of engaged employees as measured by the Gallup Engagement Survey

Objective 3: Retain effective, highly qualified employees		
	Year 1 (baseline)	Year 3
Indicators of Progress	Collect and analyze employee data, including evaluations, Gallup Engagement Surveys, and other data collection tools that will be used to drive human capital decisions	Increase in number/percentage of engaged employees as measured by the Gallup Engagement Survey and other data collection tools
	Develop a program to train district administrators to use employee data effectively to make human capital decisions	Evaluate the program used to train district administrators to effectively make human capital decisions
	Provide intensive support and effective interventions for the lowest performing schools	Evaluate the effectiveness of the intensive support and interventions provided to the lowest performing schools
	Percentage of highly qualified staff returning every year	Evaluate the use of data to drive human capital decisions in retaining effective, highly qualified employees

Objective 4: Ensure equitable distribution of effective, highly qualified employees		
	Year 1 (baseline)	Year 3
Indicators of Progress	Identify preferred staffing goals to ensure the equitable distribution of effective and highly effective employees	Analyze staffing data to ensure the equitable distribution of effective and highly effective employees
	Identify the number of schools with the preferred staffing in place	Increase in number of schools with the preferred staffing in place

Objective 5: Build leadership qualities and capacity for employees across the district		
Indicators of Progress	Year 1 (baseline)	Year 3
	Identify desired leadership qualities	Increase the depth of the applicant pool of effective leaders
	Use the evaluation system to determine candidates for potential leadership opportunities and their professional development needs	Analyze the effectiveness of the evaluation system in determining candidates for potential leadership opportunities and their professional development needs
	Revise and align the district's professional development program to differentiate high-quality and job-embedded training to build leadership qualities and capacity for employees across the district	Increase in the number/percentage of employees that rate professional development programs as relevant and effective in building leadership capacity
	Identify and renew existing efforts to develop leadership qualities	Increase the effectiveness of the district's Leadership Development program

Objective 6: Develop an evaluation system that is used consistently across the district to support continuous improvement of all employees and improve student achievement and development		
Indicators of Progress	Year 1 (Baseline)	Year 3
	Research and purchase an employee evaluation system to support continuous improvement of all employees and improve student achievement and development	Analyze the data from the evaluation system to support continuous improvement of all employees and improve student achievement and development
	Administrators and employees will receive training on the evaluation system to ensure implementation with fidelity	Analyze the evaluation system to ensure it is being implemented with fidelity
	Revised evaluation framework designed to identify effectiveness of teaching and to comply with state requirements	Analyze the evaluation framework in regard to identifying the effectiveness of teaching and to comply with state requirements

Objective 7: Revise the current compensation system to reflect emerging state and national trends linking compensation system to employee evaluation and, when appropriate, student performance

Indicators of Progress	Year 1 (baseline)	Year 3
	Analyze and evaluate the current compensation schedule and practices	Evaluate the compensation system to determine the impact on student performance and the equitable distribution and retention of effective and highly effective employees
	Review the collective bargaining agreements to determine issues related to the compensation system	Analyze the collective bargaining agreements to determine issues related to the compensation system

OPERATIONS

Goal: To provide the environment, resources and tools to best support learning

Objectives:

1. Increase staff, family and community access to information about operations and improve understanding of how resources are used to support student learning
2. Prioritize the use of all resources to maintain and enhance student services and programs as well as a stable workforce during these challenging financial years
3. Develop and implement an equitable plan for allocation of instructional technology hardware and software for all schools and a plan for ongoing evaluation of hardware and software
4. Track and research the development of electronic textbooks as a learning tool and implement as financially feasible and appropriate

Operations supports the work of the district – ensuring the achievement and development of students – by providing material and financial resources and managing the effective implementation of programs and services. While the work of operations is somewhat “invisible” if it is done well, we need to ensure that families and the community understand this work and have access to relevant, timely information regarding any plans or changes to programs, services or facilities.

As with most other areas in this plan, sharing information about operations promotes transparency and awareness and helps to prevent misunderstandings and misperceptions. We know that when families and the community know about potential changes – or emergency situations – and have the opportunity to ask questions and give input, they will be more likely to understand and embrace them.

Consolidated Planning – a comprehensive district process that considers the unique academic and financial needs of each individual school – requires a large time commitment, but we believe it promotes equity and results in better outcomes for students. We are committed to continuing this process and exploring ways to improve it to better utilize and streamline resources.

Providing the most effective instructional materials and equipment will help improve student achievement and development. We are committed to reviewing how we acquire and distribute these materials, keeping financial limitations and unique student and school needs in mind.

Key indicators of progress in operations are: principals and other staff feel that they have adequate and appropriate resources to support student achievement and development; and staff, families and other community members report that they feel well informed about operations.

Objective 1: Increase staff, family and community access to information about operations and improve understanding of how resources are used to support student learning		
Indicators of Progress	Year 1 (baseline)	Year 3
		Feedback from Operations Subcommittee, surveys and focus groups indicate level of access to operations information and improvement in the understandability and usability of documents (baseline)

Objective 2: Prioritize the use of all resources to maintain and enhance student services and programs as well as a stable workforce during these challenging financial years		
Indicators of Progress	Year 1 (baseline)	Year 3
		Evaluation of and feedback on the Consolidated Planning process by principals and district administrators (baseline)

Objective 3: Develop and implement an equitable plan for allocation of instructional technology hardware and software for all schools and a plan for ongoing evaluation of hardware and software			
Indicators of Progress	Year 1 (baseline)	Year 3	
		Feedback on revised Technology Plan from key staff and administrators	Full implementation of Technology Plan
		Plan includes a balanced budget within current budget restraints	Feedback on implementation of Technology Plan from key stakeholders
		Technology Plan includes components for evaluation, use and training needs	Quarterly review of plan and implementation by Technology Committee members

Objective 4: Track and research the development of electronic textbooks as a learning tool and implement as financially feasible and appropriate		
Indicators of Progress	Year 1 (baseline)	Year 3
		Report to the Superintendent on availability of necessary hardware and software, including a recommendation on a pilot implementation project

QUALITY LEARNING EXPERIENCES

Goal: To provide a safe, caring, rigorous learning environment, for a diverse student body, that offers multiple opportunities for success and supports student achievement and development

Objectives:

1. Create and maintain a safe, caring learning environment with minimal disruptions where all students have a sense of belonging, and are respected and accepted by teachers, peers and the community
2. Create and maintain a teacher guided instructional program focused on advancement through the levels of *Bloom's Taxonomy* and the interactive engagement of students with teachers, peers and resources
3. Ensure all students are immersed in data-driven, evidence-based curricular programs that provide diverse learning experiences and multiple opportunities to master the Florida educational standards

As a district, creating a learning environment that will support maximum student achievement and development is our top priority. In fact, each individual component of this strategic plan supports the work of providing quality learning experiences for all students. To meet our vision, we must provide an environment that is rigorous – in both instruction and curriculum – with minimal disruptions so students and teachers can focus on learning. Teachers need our support so they can advance student learning and address the diverse learning needs of students.

Every student is entitled to a safe, caring learning environment with minimal disruptions. Clearly, physical safety is important, but we also believe that emotional safety is key to learning. Students, and teachers, should feel safe with sharing ideas, thoughts and concerns; risk taking is important.

We must support teachers and help build their skills to create and sustain this type of learning environment.

Educators know that learning does not just “happen”; it is a complex process that requires engagement of student with teacher, student with student, and student with learning materials. At CCPS, we define learning as advancement through *Bloom's Taxonomy* – a model that classifies learning levels from the least to most complex. Teachers following this model must begin with the end in mind, creating lessons that will move students to higher levels of thinking, and we must provide the support so teachers can do this effectively for all students, no matter what their skill levels or learning challenges may be.

In order to meet the learning needs and interests of all students, we must continue to provide rigorous and relevant courses beyond the minimum requirements and explore possibilities for expansion. This includes higher-level courses, such as Advanced Placement (AP) and the Laureate Program; and specialized courses, including gifted programs; and possibly online courses.

Key indicators for quality learning are: qualitative data that measures student sense of belonging and respect; measures of how well teachers are guiding student learning, such as student achievement data measures outlined in the three-year plan; and participation rate and performance on Advanced Placement (AP) courses.

Objective 1: Create and maintain a safe, caring learning environment with minimal disruptions where all students have a sense of belonging, and are respected and accepted by teachers, peers and the community														
Indicators of Progress	Year 1 (baseline)	Year 3												
	<p>Number of students who indicate that they have a sense of belonging and are respected and accepted by teachers, peers and the community (Gallup Student Poll results and baseline data)</p> <p style="text-align: center;">Gallup Student Poll</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ITEM</th> <th>Percentage of Students*</th> </tr> </thead> <tbody> <tr> <td>Caring Adult</td> <td>94%</td> </tr> <tr> <td>Feel Safe</td> <td>75%</td> </tr> <tr> <td>Received Recognition/Praise</td> <td>56%</td> </tr> <tr> <td>School Commitment to Student</td> <td>68%</td> </tr> <tr> <td>Treated with Respect</td> <td>66%</td> </tr> </tbody> </table> <p>*Based on student response of "4" or "5" in a five-point Likert Scale</p>	ITEM	Percentage of Students*	Caring Adult	94%	Feel Safe	75%	Received Recognition/Praise	56%	School Commitment to Student	68%	Treated with Respect	66%	<p>Increase in number of students who indicate that they have a sense of belonging and are respected and accepted by teachers, peers and the community (increase by at least 2% annually)</p>
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<p>Number of Positive Behavior Support (PBS) schools: 100%</p> <p>Discipline referral baseline data to be calculated in Summer 2011</p>	<p>Maintain number of Positive Behavior Support (PBS) Model Schools</p> <p>Decrease in discipline referrals</p>													

Objective 2: Create and maintain a teacher guided instructional program focused on advancement through the levels of <i>Bloom's Taxonomy</i> and the interactive engagement of students with teachers, peers and resources																					
	Year 1 (baseline)	Year 3																			
Indicators of Progress	<p style="text-align: center;">3rd Grade Retention</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>FY07</th> <th>FY08</th> <th>FY09</th> <th>FY10</th> <th>FY11</th> </tr> <tr> <td>6.3%</td> <td>6.2%</td> <td>3.6%</td> <td>2.5%</td> <td>*</td> </tr> </table> <p>Baseline data will be established in Summer 2011 based on the new FCAT 2.0 Reading.</p>	FY07	FY08	FY09	FY10	FY11	6.3%	6.2%	3.6%	2.5%	*	<p>Decrease in 3rd Grade Retention*</p> <p>*The percentage of students retained is largely a function of the percentage of Level 1 students in FCAT 2.0 Reading. Because FY11 is the first year for FCAT 2.0, the rate of decrease in Year 3 will need to be determined at the end of FY11.</p>									
	FY07	FY08	FY09	FY10	FY11																
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	<p style="text-align: center;">Middle School Core Course Completion in 3 Years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>FY09</th> <th>FY10</th> </tr> <tr> <td>86%</td> <td>91%</td> </tr> </table> <p>Baseline data will be established in Summer 2011 based on the new end-of-course (EOC) exams.</p>	FY09	FY10	86%	91%	<p>Increase in students completing middle school core courses in 3 years based on the FY11 baseline data</p>															
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<p style="text-align: center;">Number of Freshmen Earning 5 Credits</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>FY07</th> <th>FY08</th> <th>FY09</th> <th>FY10</th> </tr> <tr> <td>75%</td> <td>80%</td> <td>88%</td> <td>92%</td> </tr> </table> <p>Baseline data will be established in Summer 2011 based on the new end-of-course (EOC) exam in Algebra 1.</p>	FY07	FY08	FY09	FY10	75%	80%	88%	92%	<p>Increase in number of freshmen earning 5 credits based on FY11 baseline data</p> <p>Baseline data will be established in Summer 2011 based on the new end-of-course exam (EOC) in Algebra 1</p>												
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<p style="text-align: center;">Test Scores Percentage Levels 3 or Higher in FCAT Reading for Grades 3-10</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>FY06</th> <th>FY07</th> <th>FY08</th> <th>FY09</th> <th>FY10</th> </tr> <tr> <td>54</td> <td>56</td> <td>58</td> <td>60</td> <td>62</td> </tr> </table> <p>Baseline data will be established in Summer 2011 based on the new FCAT 2.0 Reading.</p> <p style="text-align: center;">Test Scores Percent Levels 3 or Higher in FCAT Math for Grades 3-10</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>FY06</th> <th>FY07</th> <th>FY08</th> <th>FY09</th> <th>FY10</th> </tr> <tr> <td>61</td> <td>59</td> <td>63</td> <td>65</td> <td>66</td> </tr> </table> <p>Baseline data will be established in Summer 2011 based on the new FCAT 2.0 Math.</p>	FY06	FY07	FY08	FY09	FY10	54	56	58	60	62	FY06	FY07	FY08	FY09	FY10	61	59	63	65	66	<p>Increase in test scores based on FY11 baseline data</p> <p>The percentage of students scoring at Level 3 or higher in Reading and Math will need to be determined after the first administration of FCAT 2.0, which is at the end of FY11</p>
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<p style="text-align: center;">Physical Education Assessment</p> <p>Due to this being the first year of using Fitnessgram, elementary teachers had a choice of what health related fitness test to administer.</p> <p>Based on four elementary schools, the available data at this time for the percentage of students in the Healthy Fitness Zone (after being tested) for aerobic capacity and muscular strength, is as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Aerobic Capacity:</td> <td>60%</td> </tr> <tr> <td>Abdominal Strength:</td> <td>59%</td> </tr> <tr> <td>Upper Body Strength:</td> <td>70%</td> </tr> </table>	Aerobic Capacity:	60%	Abdominal Strength:	59%	Upper Body Strength:	70%	<p>Improvement in Physical Education</p> <p><u>For Year 2</u>, the goal will be for every physical education teacher in CCPS, <u>grades 1-5</u>, to administer the Fitnessgram test in the following areas:</p> <ol style="list-style-type: none"> 1. The Pacer 2. Curl-ups 3. Push-ups 4. Sit and Reach or Trunk Lift 5. Body Mass Index (BMI) <p><u>For Year 2</u>, the goal will be for every physical education teacher in CCPS, <u>grades 6-9</u>, to administer the Fitnessgram test in the following areas:</p> <ol style="list-style-type: none"> 1. The Pacer or Mile 2. Curl-ups 3. Push-ups 4. Sit and Reach or Trunk Lift 5. Body Mass Index (BMI) <p>Baseline data will be established in Summer 2012</p>														
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		<p>Identify other areas of measurement for non-FCAT subjects</p>																			

Objective 3: Ensure all students are immersed in data-driven, evidence-based curricular programs that provide diverse learning experiences and multiple opportunities to master the Florida educational standards

Indicators of Progress	Year 1 (baseline)	Year 3																																																																						
	FCAT Developmental Scale Gain Scores	<p>Increase in FCAT developmental scale gain scores</p> <p>The developmental gain score is a score that grows with your child so that you can track your child's progress from 3rd through 10th grade. The score range for FCAT Reading is 86 to 3008, and you should see it increase from year to year as your child progresses in his/her understanding of the reading concepts assessed on the FCAT exams. Again, the higher your child's Developmental Scale Score, the better your child's understanding of the test materials.</p> <p>The FCAT developmental scale scores gain can be compared to the state to determine if the district gains more than the state. However, the relative gain needs to be determined after the first administration of FCAT 2.0, which is at the end of FY11.</p>																																																																						
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<p style="text-align: center;">Comprehensive English Language Learning Assessment (CELLA)</p> <table border="1"> <thead> <tr> <th></th> <th>Listening/Speaking</th> <th>Writing</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>72%</td> <td>56%</td> <td>58%</td> </tr> </tbody> </table>			Listening/Speaking	Writing	Reading	2009-10	72%	56%	58%																																																															
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Participation in Advanced Placement (AP) courses, dual enrollment or the Laureate Diploma Program or workforce certification	<p>Increase in participation in Advanced Placement (AP) courses, dual enrollment or Laureate Diploma Program or workforce certification</p> <p>27% of all students in Grades 9-12 took at least one AP or dual enrollment course or are in the Laureate Diploma Program or have attained workforce certification.</p>																																																																							
<p>In FY10, 24% of all students in Grades 9-12 took at least one AP or dual enrollment course or are in the Laureate Diploma Program or have attained workforce certification</p>																																																																								

STUDENT, ADULT AND SYSTEM PERFORMANCE

Goal: To enhance the current accountability system so that it supports and enables all stakeholders to use evidence/data for decision making

Objectives:

1. Interconnect the district's data systems (academic and non-academic) with a common interface and reporting tools that allow for the integration and interaction of data elements
2. Empower and assist staff to understand and use data to inform instruction and facilitate decision making at all levels district-wide
3. Develop or acquire progress-monitoring assessments to enhance student achievement and development
4. Develop an accountability system for district departments that supports schools and classrooms in their mission of student achievement and development

As a district, we have two primary requirements for gathering information: (1) We need to be able to assess the performance and progress of every student and employee and (2) We need to have information available that helps us determine our best use of resources. In order to accomplish both of these goals, we need a comprehensive, unified data system that is user-friendly, and we must create processes for supporting staff to effectively use this system.

Improving and integrating our system will help give us a better understanding of what is happening across all schools and all classrooms and for each individual student.

Our most important work as a district is ensuring that all of our students are advancing academically and developmentally. By reviewing data on student and teacher performance, we can gauge where we are doing well and where we need to improve and we can identify who needs additional or different types of support. Teachers need to be able to access and use student data so that they can see where they are struggling and then modify their instruction when appropriate.

We are committed to making all decisions based on evidence. This means that when we have to make choices, for example, about curriculum, programs or any other resources, we need to do so based on what will have the greatest impact on student learning. Having the appropriate data system and providing all staff the ability to use it will ensure that we are meeting this objective.

Key indicators for student, adult and system performance are: staff feel supported in using data and are actually using it to make decisions; schools feel supported in using data for decision making; and the district can adequately gauge progress.

Objective 1: Interconnect the district’s data systems (academic and non-academic) with a common interface and reporting tools that allow for the integration and interaction of data elements		
Indicators of Progress	Year 1 (baseline)	Year 3
		Report to the Board on plan for creating interconnectivity

Objective 2: Empower and assist staff to understand and use data to inform instruction and facilitate decision making at all levels district-wide			
Indicators of Progress	Year 1 (Baseline)	Year 3	
		At least 50% of staff has completed training on use of data for decision making	At least 80% of district and school decisions are backed up by data
			Families report that data and information from the systems are being used in conversations about students and school
		Percentage of staff that rate data systems as user-friendly	Increase in percentage of staff that rate data systems as user-friendly
		Beta test of software for user-friendly data system completed for student data	Full implementation of user-friendly data system for student data

Objective 3: Develop or acquire progress-monitoring assessments to enhance student achievement and development		
Indicators of Progress	Year 1 (baseline)	Year 3
	Progress monitoring assessment tools are in use in Reading and Math classes, as measured by Data Warehouse monitoring data.	Progress monitoring assessment tools for all subjects and grade levels are in use throughout the school district, as measured by Data Warehouse monitoring data.
	Student achievement and development measures.	Improvement in student achievement and development measures.

Objective 4: Develop an accountability system for district departments that supports schools and classrooms in their mission of student achievement and development		
Indicators of Progress	Year 1 (baseline)	Year 3
	An accountability system for district departments utilizing the results of the “Survey of Support Services to Schools” has been developed and approved by the Superintendent.	The results of the accountability system for district departments are routinely used to gauge organizational effectiveness and efficiency.
	The “Survey of Support Services to Schools,” administered to principals to gauge the level of support provided by district departments, has been reviewed, updated and implemented.	The results of the accountability system for district departments are routinely used to gauge organizational effectiveness and efficiency.
Percentage of schools and classrooms that feel supported in their mission of student achievement and development.	Increase in the percentage of schools and classrooms that feel supported in their mission of student achievement and development.	