

# District Strategic Plan 2014-2019

# **Flagler County Schools**

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# **Vision**

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

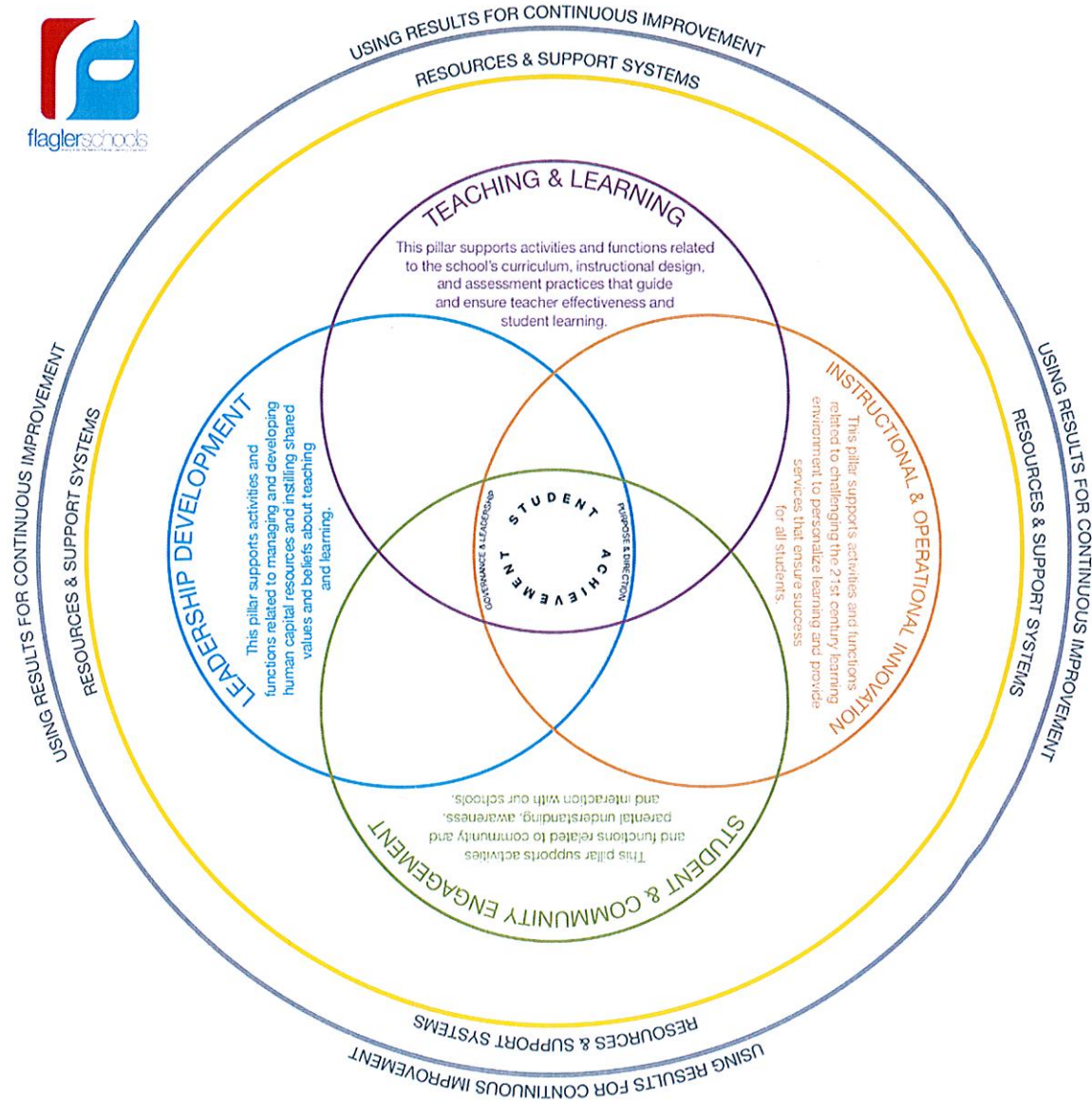
# **Mission**

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

# **Guiding Principles**

Children First; Trust and Respect All; Empower Others; Teamwork; Excellence, Quality, and Consistency; Commitment to Individual Needs; Get to Yes.

# Strategic Framework



# **District Goals**

**Goal 1: Improve student achievement.**

**Strategic Framework Pillar: Core and all pillars**

**Goal 2: Provide opportunities for professional growth that will positively impact student achievement.**

**Strategic Framework Pillar: Teaching and Learning, Leadership Development**

**Goal 3: Improve communication by efficiently exchanging meaningful information with internal and external stakeholders.**

**Strategic Framework Pillar: Student and Community Engagement**

**Goal 4: Provide a safe, sustainable and clean environment for all staff and students.**

**Strategic Framework Pillar: Instructional and Operational Innovation**

**Goal 5: Develop innovative solutions to optimize operations, communications, and academic results.**

**Strategic Framework Pillar: Instructional and Operational Innovation**

## Goal 1: Improve student achievement.

2014-15 objectives for student achievement in the targeted areas of Math, ELA, and Science are as follows:

### ELA:

- The percentage of students scoring at or above grade level on FSA English Language Arts will meet/exceed the state average by at least 2% for each respective grade level.

ELA % Level 3 Above/Below the State							
Grade Level	Prior Year Assessment Results (2013-14): % Level 3 and Above vs. State	Target (2014-15) New State Assessment	Activities	Person Responsible	Overarching Activities	Outcome Data (2014-15) (Goal Met?) (Y/N)	Recommended Action
3	8% above state (65%)	2% above state	Weekly formative assessments	ELA/Writing Coach	FSA updates through PLCs		
4	3% above state (64%)	2% above state	Data days	Curriculum Specialist	Targeted instructional strategies and support from curriculum specialists and school-based academic coaches (TSCs, reading)		
5	8 above state (69%)	2% above state	Literacy nights for parents and students	Curriculum Specialist & ELA/Writing Coaches			
6	12% above state (72%)	2% above state					
7	7% above state (64%)	2% above state	Quarterly formative assessments	Curriculum Specialist			
8	6% above state (63%)	2% above state					
9	2% below state (51%)	2% above state	Writing blitz days	Curriculum Specialist & ELA/Writing Coaches			
10	1% below state (54%)	2% above state					

- The percentage of students scoring at level 4 or above will increase by at least 3% in all grade levels on the FSA English Language Arts exam.

ELA % Level 4 and Above							
Grade Level	Prior Year's Data (2013-14): % Level 4 and Above vs. State	Target (2014-15) New State Assessment	Activities	Person Responsible	Overarching Activities	Outcome Data (2014-15) Goal Met? (Y/N)	Recommended Action
3	41%	44%	Weekly formative assessments	ELA/Writing Coach	FSA updates through PLCs		
4	37%	40%	Data days  Literacy nights for parents and students	Curriculum Specialist	Targeted instructional strategies and support from curriculum specialists and school-based academic coaches (TSCs, reading)		
5	39%	42%		Curriculum Specialist & ELA/Writing Coaches			
6	42%	45%		Curriculum Specialist			
7	35%	38%		Curriculum Specialist			
8	36%	39%	Quarterly formative assessments				
9	27%	30%	Writing blitz days	Curriculum Specialist & ELA/Writing Coaches			
10	31%	34%					

**Math:**

- The percentage of students scoring at or above grade level on FSA Math (Grades 3-8) will meet/exceed the state average by at least 2% for each respective grade level.
- The district % of students scoring at level 3 or above on the Algebra I EOC will exceed the state by 15%.
- The district % of students scoring at level 3 or above on the Geometry EOC will exceed the state by 15%.
- The district % of students scoring at level 3 or above on the Algebra 2 EOC will exceed the state by 15%.

Math % Level 3 Above/Below the State							
Grade Level	Prior Year Assessment Results (2013-14): % Level 3 and Above vs. State	Target (2014-15) New State Assessment	Activities	Person Responsible	Overarching Activities	Outcome Data (2014-15) Goal met? (Y/N)	Recommended Action
3	5% above the state (63%)	2% above the state	Quarterly formative assessments	Math Coach/ Curriculum Specialist	FSA updates through PLCs		
4	4% above the state (67%)	2% above the state	Data days	Curriculum Specialist	Targeted instructional strategies and support from curriculum specialists and school-based academic coaches (TSCs, math)		
5	3% below the state (53%)	2% above the state	Math Madness	Curriculum Specialist			
6	12% above the state (65%)	2% above the state	district competition				
			Math Night for parents and students	Math Coach/ Curriculum Specialist			
7	6% above the state (62%)	2% above the state	Quarterly formative assessments	Math Coach/ Curriculum Specialist			
8	11% above the state (58%)	2% above the state					
Algebra I EOC	13% above the state (79%)	15% above the state	Common assessments within school teams	Math Coach/ Curriculum Specialist/Teachers of each subject area			
Geometry EOC	8% above the state (72%)	15% above the state					
Algebra 2 EOC	NA	15% above the state					



- Algebra I EOC: Grades 7-8 will have at least 96% of their students scoring at/above level 3 proficiency.

Middle School Algebra I Proficiency						
Grade Level	Prior Year's Data (2013-14): % Level 3 and Above	Target (2014-15) New State Assessment	Person Responsible	Overarching Activities	Outcome Data (2014-15) Goal Met? (Y/N)	Recommended Action
7	95%	96%	Math Coach/ Curriculum Specialist	FSA updates through PLCs		
8	98%	96%		Targeted instructional strategies and support from curriculum specialists and school-based academic coaches (TSCs, math)		

- Algebra I EOC: Grades 7-8 will have at least 41% of their students scoring at level 5 on the Algebra I EOC.

Middle School Algebra I Proficiency						
Grade Level	Prior Year's Data (2013-14): % Level 5 and Above	Target (2014-15) New State Assessment	Person Responsible	Overarching Activities	Outcome Data (2014-15) Goal Met? (Y/N)	Recommended Action
7	38%	41%	Math Coach/ Curriculum Specialist	FSA updates through PLCs		
8	22%	41%		Targeted instructional strategies and support from curriculum specialists and school-based academic coaches (TSCs, math)		

- Algebra I EOC: The district % of high school students scoring at level 3 or above on the Algebra I EOC will meet or exceed 65%.

High School Algebra I Proficiency						
Grade Level	Prior Year's Data (2013-14): % Level 3 and Above	Target (2014-15) New State Assessment	Person Responsible	Overarching Activities	Outcome Data (2014-15) Goal Met? (Y/N)	Recommended Action
9	77%	65%	Math Coach/ Curriculum Specialist	FSA updates through PLCs		
10	45%	65%		Targeted instructional strategies and support from curriculum specialists and school-based academic coaches (TSCs, math)		
11	64%	65%				
Grades 9-12 combined	71%	65%				

- Algebra I EOC: The district % of high school students scoring at level 4 or above on the Algebra I EOC will meet or exceed 18%.

High School Algebra I Level 4 and Above						
Grade Level	Prior Year's Data (2013-14): % Level 4 and Above	Target (2014-15) New State Assessment	Person Responsible	Overarching Activities	Outcome Data (2014-15) Goal Met? (Y/N)	Recommended Action
9	23%	18%	Math Coach/ Curriculum Specialist	FSA updates through PLCs		
10	9%	18%		Targeted instructional strategies and support from curriculum specialists and school-based academic coaches (TSCs, math)		
11	42%	18%				
Grades 9-12 combined	34%	18%				

- **Geometry EOC:**
  - **The district % of high school students scoring at level 4 or above on the Geometry EOC will meet/exceed 45%**

<b>High School Geometry Level 4 and Above</b>						
<b>Grade Level</b>	<b>Prior Year's Data (2013-14): % Level 4 and Above</b>	<b>Target (2014-15) New State Assessment</b>	<b>Person Responsible</b>	<b>Overarching Activities</b>	<b>Outcome Data (2014-15) Goal Met? (Y/N)</b>	<b>Recommended Action</b>
9	63%	45%	Math Coach/ Curriculum Specialist	FSA updates through PLCs		
10	29%	45%		Targeted instructional strategies and support from curriculum specialists and school-based academic coaches (TSCs, math)		
11	9%	45%				
12	9%	45%				
Grades 9-12 combined	38%	45%				

- **Science:**

- The percentage of students scoring at level 3 or above on the Grade 5 and 8 FCAT Science exams in the district will exceed the state average.
- The % of students scoring at level 3 or above on the Biology EOC will exceed the state by at least 5%.

<b>Science % Level 3 Above/Below the State</b>							
<b>Grade Level</b>	<b>Prior Year's Data (2013-14): % Level 3 and Above</b>	<b>Target (2014-15) New State Assessment</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Overarching Activities</b>	<b>Outcome Data (2014-15)</b>	<b>Recommended Action (2014-15) (Y/N)</b>
5	Equal to state percentage of Level 3 and above	1% above state	Quarterly formative assessments Data days	Curriculum Specialist Curriculum Specialist	Data chats within PLCs Targeted instructional strategies and support from curriculum specialist and school-based academic coaches (TSCs, math/science)		
8	Equal to state percentage of Level 3 and above	1% above state	Quarterly formative assessments	Curriculum Specialist			
Biology EOC	2% below state	5% above state	Quarterly formative assessments available	Curriculum Specialist			

- The percentage of students scoring at level 3 or above on the Grade 5 and 8 Science FCAT exam will increase by at least 5% in all schools.

Grade 5 Science % Proficient Improvement						
School	Baseline (2013-14): % Level 3 and Above	Target (2014-15)	Person Responsible	Overarching Activities	Outcome Data (2014-15) Goal Met? (Y/N)	Recommended Action
BTES	58%	63%	Science Coach/ Curriculum Specialist	Data chats within PLCs		
WES	57%	62%				
OKES	54%	59%		Targeted instructional strategies and support from curriculum specialist and school-based academic coaches		
RES	54%	59%				
BES	52%	57%				
ISTC	51%	56%				
Phoenix	47%	52%				
PHA	NA	NA				

Grade 8 Science % Proficient Improvement						
School	Baseline (2013-14): % Level 3 and Above	Target (2014-15)	Person Responsible	Overarching Activities	Outcome Data (2014-15) Goal Met? (Y/N)	Recommended Action
ITMS	58%	63%	Science Coach/ Curriculum Specialist	Data chats within PLCs		
ISTC	54%	59%		Targeted instructional strategies and support from curriculum specialist and school-based academic coaches		
BTMS	42%	47%				

- The % of students scoring at level 4 or above on Grade 5 FCAT Science will meet/exceed 24%.
- The % of students scoring at level 4 or above on Grade 8 FCAT Science will meet/exceed 26%.
- The % of students scoring at level 4 or above on the Biology EOC will meet/exceed 30%:

<b>Grade 8 Science % Proficient Improvement</b>						
<b>Grade Level</b>	<b>Baseline (2013-14): % Level 4 and Above</b>	<b>Target % Level 4 and Above (2014-15)</b>	<b>Person Responsible</b>	<b>Overarching Activities</b>	<b>Outcome Data (2014-15) Goal Met? (Y/N)</b>	<b>Recommended Action</b>
5	22%	24%	Science Coach/ Curriculum Specialist	Data chats within PLCs		
8	24%	26%		Targeted instructional strategies and support from curriculum specialist and school-based academic coaches		
Biology EOC	25%	30%				

- **General:**

- **100% of students will successfully complete a program of study. (Measured by percentage of students earning a Scholar or Merit Diploma, Standard Diploma, Special Diploma, Option 1 Diploma, or GED) (DJJ, Adult Education Transfers, NGD, W01, W02, W05, W13, W15, identified as non-completers)**

Program Completion Rate per cohort	Graduation Rate					
	Baseline (2013-14): Percent of Program Completers at the conclusion of prior school year.	Target % (2014-15)	Person Responsible	Overarching Activities	Outcome Data (2014-15) Goal Met? (Y/N)	Recommended Action
2011-12 cohort (14-15 graduates)	NA	100%	Coordinator Assessment	FPC graduation coaches		
2010-11 cohort (13-14 graduates)	80% (815/1019)	100%	Coordinator Assessment	Identification of at-risk student populations		
2009-10 cohort (12-13 graduates)	85% (858/1010)	100%	Coordinator Assessment	Relocation of FTI courses to the high schools  Expansion of CTE courses  Addition of Flagship programs  Plan AVID implementation		

# **2014-15 Initiatives to Support Goals**

## Teaching and Learning

Blended Learning

CTE expansion

Inclusion

Teacher Support Colleagues

Early Learning

## Leadership Development

Human Capital Management System

## Student and Community Engagement

Flagship Programs

## Instructional and Operational Innovation

Digital Learning Movement

Self-insurance



## **BLENDED LEARNING**

**(Goal 1: Improve student achievement / Goal 5: Develop innovative solutions to optimize operations, communications, and academic results / Goal 2: Provide opportunities for professional growth that will positively impact student achievement.)**

### **What is it?**

Blended Learning is a combination of virtual with face-to-face teaching and learning. Teachers enhance and supplement the online components with face-to-face interaction and teaching.

### **How will it be implemented?**

1. Offer INTEL Blended Learning for teachers.
2. Earmark the January PD day for technology integration.
3. Develop Canvas courses and resources.
4. Use DOE Digital Classroom, Project Optimize, and Race-to-the-Top grants to provide professional learning.

### **How does it contribute to the district Strategic Plan?**

Blended Learning supports the goal of improving student achievement.

### **How does it raise student achievement?**

Blended Learning engages students in higher-level thinking and upper levels of Depth of Knowledge. It also fosters college and career readiness skills such as collaboration, technology proficiency, and time management.

### **How is it adequately supported?**

1. Finance: Digital classroom plan \$350,000; ½ penny sales tax; Race-to-the-Top grant \$75,000
2. Human Resources: PD dollars from digital classroom plan; Teacher Support Colleagues; rethinking roles of coaches.

### **Which pillar of the Strategic Framework does the initiative support?**

Instructional and Operational Innovation

Teaching and Learning

**2014-15**

<b>Target</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Outcomes</b>	<b>Recommendation</b>
Provide Blended Learning focused professional growth opportunities for teachers that will positively impact student achievement	Teachers take INTEL Blended Learning course June-August 2014	Director/ Curriculum and Instruction		
Develop high school blended learning courses to meet the on-line course state requirement and help raise use of technology to transformative stage	Create Blended Learning courses (Social Media, U.S. Government) at the high schools	Director/ Curriculum and Instruction		
Provide technology-based differentiated instruction and assistance to meet the needs of the teachers to help raise student achievement	Two digital classroom specialists hired through the Digital Classroom Plan funding to work with teachers in classrooms	Director/ Curriculum and Instruction  Director/ Technology		
Utilize district expert teachers as valuable resources to share their knowledge with their peers by offering professional learning experiences to all teachers	January 16 <sup>th</sup> Professional Development Day devoted to technology integration	Director/ Curriculum and Instruction		
Incorporate dynamic online learning software to serve as an individual diagnostic and instruction tool in the blended classroom	Use online software such as iReady, BrainPop, Discovery Ed and other resources as part of a rich blended learning environment available to students in and out of the classroom	Director/ Technology		

## **CTE EXPANSION**

**(Goal 1: Improve student achievement.)**

### **What is it?**

College and Technical Education programs are expanding into middle schools with opportunities for high school courses and Industry Certifications. At the high schools, there is an increase in the CTE courses offered in response to local business needs and targeted occupations.

### **How will it be implemented?**

1. Add courses and supports at the middle schools.
2. Use the Choices planner in 6<sup>th</sup> grade.
3. Move FTI Programs to the high schools.
4. Increase opportunities for internships, OJT, dual enrollment and post-secondary articulation.
5. Align CTE courses to high school and post-secondary options.

### **How does it contribute to the district Strategic Plan?**

Offering and aligning CTE courses will support the goal of increasing the graduation rate and the goal of improving student achievement.

### **How does it raise student achievement?**

When students are authentically engaged in their learning, they will be more successful.

### **How is it adequately supported?**

1. Finance: Weighed FTE, Perkins grant dollars, business support (donations), Industry Certification funds
2. Human Resources: Add Career Readiness Curriculum Specialist position.

### **Which pillar of the Strategic Framework does the initiative support?**

Teaching and Learning

**2014-15**

<b>Target</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Outcomes</b>	<b>Recommendation</b>
To increase high school enrollment in FTI programs by providing students with opportunities for coursework related to local business needs and targeted occupations	FTI programs relocated to the high schools, allowing increased enrollment	School Principal		
To provide schools with necessary support to facilitate an increase in career readiness courses offered	Hire career readiness curriculum specialist through Perkins grant	Director/ Curriculum and Instruction		

## **DIGITAL LEARNING MOVEMENT**

**(Goal 1: Improve student achievement / Goal 5: Develop innovative solutions to optimize operations, communications, and academic results / Goal 2: Provide opportunities for professional growth that will positively impact student achievement.)**

### **What is it?**

The Digital Learning Movement will be the framework for transforming teaching and learning. All students in grades 5-12 will receive a digital device. The goal is for teachers to use technology at a transformative level of instruction and not a substitution level.

### **How will it be implemented?**

1. Provide the necessary infrastructure.
2. Provide ongoing Professional Learning and support to teachers and administrators.
3. Provide 1:1 mobile devices for use by students 24/7.
4. Provide training for teachers and community beyond the regular school day.

### **How does it contribute to the district Strategic Plan?**

The movement supports the goal of improving student achievement and providing professional learning that will positively impact student learning.

### **How does it raise student achievement?**

The movement addresses 21<sup>st</sup> century skills—critical thinking, collaboration, communication, creative problem solving, and cross-cultural relationships—to prepare students for college, careers and digital citizenship.

### **How is it adequately supported?**

1. Finance: ½ penny sales tax, Digital Classroom funds, Title II
2. Human Resources: Use existing staff

### **Which pillar of the Strategic Framework does the initiative support?**

Instructional and Operational Innovation

Teaching and Learning

**2014-15**

<b>Target</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Outcomes</b>	<b>Recommendation</b>
Utilize district expert teachers as valuable resources to share their knowledge with their peers by offering professional learning experiences	January 16 <sup>th</sup> Professional Development Day devoted to technology integration.  Summer Technology Expo	Director/ Curriculum and Instruction  Director/ Technology		
Provide differentiated instruction and assistance to meet the needs of the teachers to improve student achievement	Hire two digital classroom specialists through the Digital Classroom Plan funding to work with teachers in classrooms	Director/ Curriculum and Instruction  Director/ Technology		
To enhance teacher effectiveness by emphasizing technology integration into instructional design /delivery and to develop best practices for instructional technology integration.	BTES, ITMS, and FPC participate in Project Optimize, a three-year DOE project.	Director/ Curriculum and Instruction  Director/ Technology		
To provide equitable access of technology to all Flagler County students	Students in grades 9-12 are 1:1 at home and school with MacBook Airs. Students in grades 7-8 are 1:1 at home and school with MacBooks.	Director/ Technology		

	<p>Students in grades 5-6 are 1:1 at home and school with iPads.</p> <p>Students in grades 1-4 are at least 2:1 at school with MacBook carts.</p> <p>Students in Kindergarten have classroom Macs available for use in centers.</p>			
To provide advanced professional development opportunities for district technology leaders.	District technology leaders attend FETC	Director/ Technology		
Use the Technology Integration Matrix as a framework for defining and evaluating technology integration	Technology Integration Matrix professional development opportunity offered to all instructional staff in which participants take the Technology Uses and Perceptions Survey, explore the Technology Integration Matrix and participate in a peer-to-peer review	<p>Director/ Technology</p> <p>Digital Support Colleagues</p>		

## **EARLY LEARNING**

**(Goal 1: Improve student achievement)**

### **What is it?**

Flagler Schools will offer high quality voluntary PreK (VPK) at all elementary schools beginning with the 2014-15 school year. VPK will be three hours each day with additional instructional hours available and will follow the school calendar.

### **How will it be implemented?**

1. Provide each elementary school with the necessary personnel.
2. Support students with IEPs.
3. Align curriculum with district curriculum and the reading plan.
4. Provide ongoing professional development.

### **How does it contribute to the district Strategic Plan?**

Early Learning will support improving student achievement by providing foundational skills that will close the gaps for students entering Kindergarten.

### **How does it raise student achievement?**

VPK provides skills for students to be fully prepared for the rigor of kindergarten.

### **How is it adequately supported?**

1. Finance: General budget; self-sustaining.
2. Human Resources: Administrative team in place to work with all schools.

### **Which pillar of the Strategic Framework does the initiative support?**

Teaching and Learning



**2014-15**

<b>Target</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Outcomes</b>	<b>Recommendation</b>
To provide foundational skills for students entering Kindergarten	Open VPK at each elementary school	VPK Coordinator		
To ensure that each school has necessary personnel in order to improve student achievement	Hire VPK coordinator and support staff	Director/ Curriculum and Instruction		

## **FLAGSHIP PROGRAMS**

**(Goal 1: Improve student achievement / Goal 5: Develop innovative solutions to optimize operations, communications, and academic results / Goal 3: Improve communication by efficiently exchanging meaningful information with internal and external stakeholders.)**

### **What is it?**

The Flagship Programs are based on local industry needs and focus on preparing students for colleges and careers in the 21<sup>st</sup> century by engaging them in areas of interest such as robotics, STEM, and health sciences, International Baccalaureate, and Leadership.

### **How will it be implemented?**

1. Collaborate with business and community partners.
2. Create a district advisory committee.
3. Provide appropriate funding in school budgets to support implementation.

### **How does it contribute to the district Strategic Plan?**

Flagship programs will help prepare students for careers in the 21<sup>st</sup> century while supporting the goal of raising student achievement.

### **How does it raise student achievement?**

Flagship Programs help make education more relevant to students and actively engages them in real-life topics. It enables students to personalize their learning.

### **How is it adequately supported?**

1. Finance: \$15,000 for each school in general fund
2. Human Resources: No extra personnel needed

### **Which pillar of the Strategic Framework does the initiative support?**

Engaging Students and Community  
Teaching and Learning

**2014-15**

<b>Target</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Outcomes</b>	<b>Recommendation</b>
To align flagships with local industry needs	Each school creates Flagships	Principals		
To showcase existing business and community partnerships and to demonstrate how businesses can benefit from school partnerships that focus on preparing a 21 <sup>st</sup> century work force that adds value, productivity, and innovations to our local, regional, and state economies	January 15 Classroom-to-Career Day for local businesses to learn about Flagships	Principals, Education Foundation Director		

## **INCLUSION**

**(Goal 1: Improve student achievement / Goal 3: Improve communication by efficiently exchanging meaningful information with internal and external stakeholders / Goal 2: Provide opportunities for professional growth that will positively impact student achievement.)**

### **What is it?**

Inclusion places all students in general education to the maximum extent possible to help them reach their full potential socially, emotionally, behaviorally and academically.

### **How will it be implemented?**

1. Implement a systematic process of strategic supports.
2. Use data generated by the MTSS process.
3. Reallocate resources.
4. Use a needs-based approach to scheduling.
5. Train teachers and paraprofessionals.

### **How does it contribute to the district Strategic Plan?**

Full inclusion supports the goal of improving student achievement.

### **How does it raise student achievement?**

ESE students will benefit from inclusion through exposure to more on grade-level content and standards. The general education students will provide positive role modeling for appropriate behaviors, resulting in improved self-esteem and social skills.

### **How is it adequately supported?**

1. Finance: ESE/General Fund/Title II
2. Human Resources: Support facilitation and ESE paraprofessionals.

### **Which pillar of the Strategic Framework does the initiative support?**

Teaching and Learning

Student and Community Engagement

**2014-15**

<b>Target</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Outcomes</b>	<b>Recommendation</b>
To create a school specific model that is conducive to students	All schools create and implement student needs-based inclusion models.	Director/ESE, Principals		
To provide assistance for teachers and paraprofessionals for the purpose of aligning their instructional practices for students with disabilities	ESE/General Education teachers, administrators and paraprofessionals participated in trainings for instruction of SWD.	Director/ESE		
To provide answers to specific questions pertaining to specific grade levels	Administrator core leadership teams and teacher grade level attend meetings at each elementary school with District ESE/Curriculum staff.	Director/ESE, Principals		
Teachers share best practices from each school	Inclusionary Practices Teacher Committee created to show best practices	Director/ESE, Principals		
To provide continuous service for ASD students.	High Functioning ASD cluster program created and housed at RES and BES (PreK) based upon student needs and parent concerns.	Principals		

## **HUMAN CAPITAL MANAGEMENT SYSTEM**

**(Goal 1: Improve student achievement / Goal 3: Improve communication by efficiently exchanging meaningful information with internal and external stakeholders / Goal 2: Provide opportunities for professional growth that will positively impact student achievement / Goal 5: Develop innovative solutions to optimize operations, communication, and academic results.)**

### **What is it?**

Human capital management is an approach to employee staffing that perceives people as assets whose current value can be measured and whose future value can be enhanced through investment. It targets recruiting, hiring, mentoring/coaching and retaining individuals.

### **How will it be implemented?**

1. Develop and implement a systematic approach.
2. Create a leadership development program.
3. Develop an evaluation process where all employees are accountable for student achievement that includes input from multiple leaders.

### **How does it contribute to the district Strategic Plan?**

Putting a Human Capital Management System in place supports the goal of developing innovative solutions to optimize operations.

### **How does it raise student achievement?**

Employees who are experts in their profession and who receive the appropriate mentoring/coaching focus on student achievement.

### **How is it adequately supported?**

1. Finance: Value-based budgeting
2. Human Resources: HR Staff, Directors, Principals

### **Which pillar of the Strategic Framework does the initiative support?**

Leadership Development

**2014-15**

<b>Target</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Outcomes</b>	<b>Recommendation</b>
To develop a system that allows for all activities to positively impact student achievement	Develop District Strategic Framework	Superintendent and team		
To promote communication among all departments and decrease inefficiency caused by an overlap of work to more effectively and efficiently improve student achievement	District-level reorganization aligns positions to operational pillars	Superintendent and team		
To improve processes and continue to focus on recruiting, hiring, mentoring/coaching, and retaining individuals critical to the success of the organization	Hire New Human Resources director	Superintendent and team		
To collaborate on optimizing operations	District committees take baseline inventory of status and make recommendations	Directors and Principals		

## **SELF-INSURANCE**

**(Goal 5: Develop innovative solutions to optimize operations, communication, and academic results.)**

### **What is it?**

Self-insurance creates a district health plan to address the needs of our employees, while helping them to become smart consumers in a complicated market. It allows the district to encourage preventive health care.

### **How will it be implemented?**

1. Explain the program to all employees, highlighting the advantages of self-insurance vs. fully insured.
2. Establish a clinic to offer medical visits at no cost.
3. Educate employees on tools available to become better health consumers.
4. Conduct surveys of employees to learn about needs or concerns with health care.

### **How does it contribute to the district Strategic Plan?**

By being more cost effective we can control premium costs; by teaching our employees to be in a prevention mode instead of defensive mode we will have healthier employees, which will result in fewer days out of work. This supports the goal of developing innovative solutions to optimize academic results.

### **How does it raise student achievement?**

When teachers and support staff are present on a daily basis and healthy, students learn in a more stable environment. Self-insurance supports the district goal of providing a sustainable environment for all staff and students.

### **How is it adequately supported?**

1. Finance: Budget the appropriate amounts to reserves to ensure success of self-funding.
2. Human Resources: Benefits department. Brown and Brown representative.

### **Which pillar of the Strategic Framework does the initiative support?**

The support outer ring



**2014-15**

<b>Target</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Outcomes</b>	<b>Recommendation</b>
To increase clinic utilization by employees to 80%	Continue to educate staff about benefits of using clinic	Director/HR		
To have insurance premium rates increase by 5% or less.		School Board		Insurance premiums increase only 4% for employees.
Reduce overall claims by 10%	Educate staff about cost tool to determine where tests or services can be performed at the lowest cost	Director/HR		

## **TEACHER SUPPORT COLLEAGUES**

**(Goal 1: Improve student achievement / Goal 2: Provide opportunities for professional growth that will positively impact student achievement.)**

### **What is it?**

Teacher Support Colleagues are provided as part of the five-year SEEC Grant. They coach and support classroom teachers, lead PLCs, help teachers analyze data, and train teachers to use effective practices as identified in by the Danielson 2013 tool. This position is designed to build teacher leaders.

### **How will it be implemented?**

1. Fund the positions through the SEEC grant.
2. Train TSCs through NEFEC and collegially within the District group.
3. Embed teacher training into classrooms and during PLCs.

### **How does it contribute to the district Strategic Plan?**

Teacher Support Colleagues focus on improving educator performance by offering assistance to classroom teachers. This supports the goals of improving student achievement and the goal of providing opportunities for professional growth that will positively impact student achievement.

### **How does it raise student achievement?**

The TSCs provide support to teachers by training them to use the most effective classroom strategies. This will result in improved student achievement.

### **How is it adequately supported?**

1. Finance: SEEC grant.
2. Human Resources: TSCs

### **Which pillar of the Strategic Framework does the initiative support?**

Teaching and Learning

Student and Community Engagement

Leadership Development

**2014-15**

<b>Target</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Outcomes</b>	<b>Recommendation</b>
To provide instructional support to teachers	All schools hire Teacher Support Colleagues.	Principals		
To train TSCs to provide job embedded support.	TSCs participate in extensive training provided by NEFEC and district	Director/ Curriculum and Instruction		
To ensure teachers understand the rationale and practical translation of the Danielson evaluation tool within the dynamics of classroom	TSCs provide coaching to all teachers.	Principals		
To support a comprehensive capital management system where teachers are given training and an incentive to grow their practice and increase student achievement by shifting from a silo mentality (working alone in my classroom) to a more collaborative problem solving dynamic (working with my peers)	Teachers opt in to SEEC grant, which requires that they participate in Professional Learning	TSCs		