Strategically Speaking 2012-2017

School District of Clay County Strategic Plan

Strategic Planning Steering Committee

Ben Wortham, Superintendent of Schools

Denise Adams, Deputy Superintendent of Schools

Diane Kornegay, Assistant Superintendent for Instruction

Dr. George Copeland, Assistant Superintendent for Business Affairs

Jim Connell, Assistant Superintendent for Support Services

Toni McCabe, Assistant Superintendent for Human Resources

Carl Hendrick, Director of Information Services

Darlene Mahla, Public Relations Officer

Bruce Bickner, School Board Attorney

Strategic Planning Stakeholders

Carol Studdard, School Board Chairperson

Janice Kerekes, School Board Member

Charles Van Zant, School Board Member

Frank Farrell, School Board Member

Lisa Graham, School Board Member

School Principals

School Faculty

School SAC Committees

School Support Staff

School PFA Organizations

Communities of Orange Park, Middleburg, Oakleaf, Fleming Island, Green Cove Springs and Keystone Heights

Clay's Vision

Our Vision is to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Clay's Mission

Our mission is to **work collaboratively** with all stakeholders to provide a public education experience that is **motivating, challenging and rewarding for all children.** We will **increase student achievement** by providing students with **learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls.** We will ensure a **working and learning environment built upon honesty, integrity and respect**. Through these values, we will **maximize student potential** and **promote individual responsibility.**

We believe-

- *All students can learn and that it is the responsibility of the school district and all stakeholders to ensure that each child meets and/or exceeds his/her potential.*
- *It is the responsibility of the school district to ensure all students graduate from high school with the academic and/or work force readiness skills that will provide each student the opportunity for admission into postsecondary education or to enter the job market equipped for personal and professional success.*
- *We must ensure equal access and opportunities for all children to utilize the latest in technology to enhance the learning environment and equip students with the technological skills that they will need to compete for jobs in a global world marketplace.*
- *All students and school personnel deserve a safe working and learning environment and we must develop and enforce high standards for behavior.*
- *On-going professional development of our teachers, support personnel and administrators will provide relevant and engaging opportunities for professional growth.*
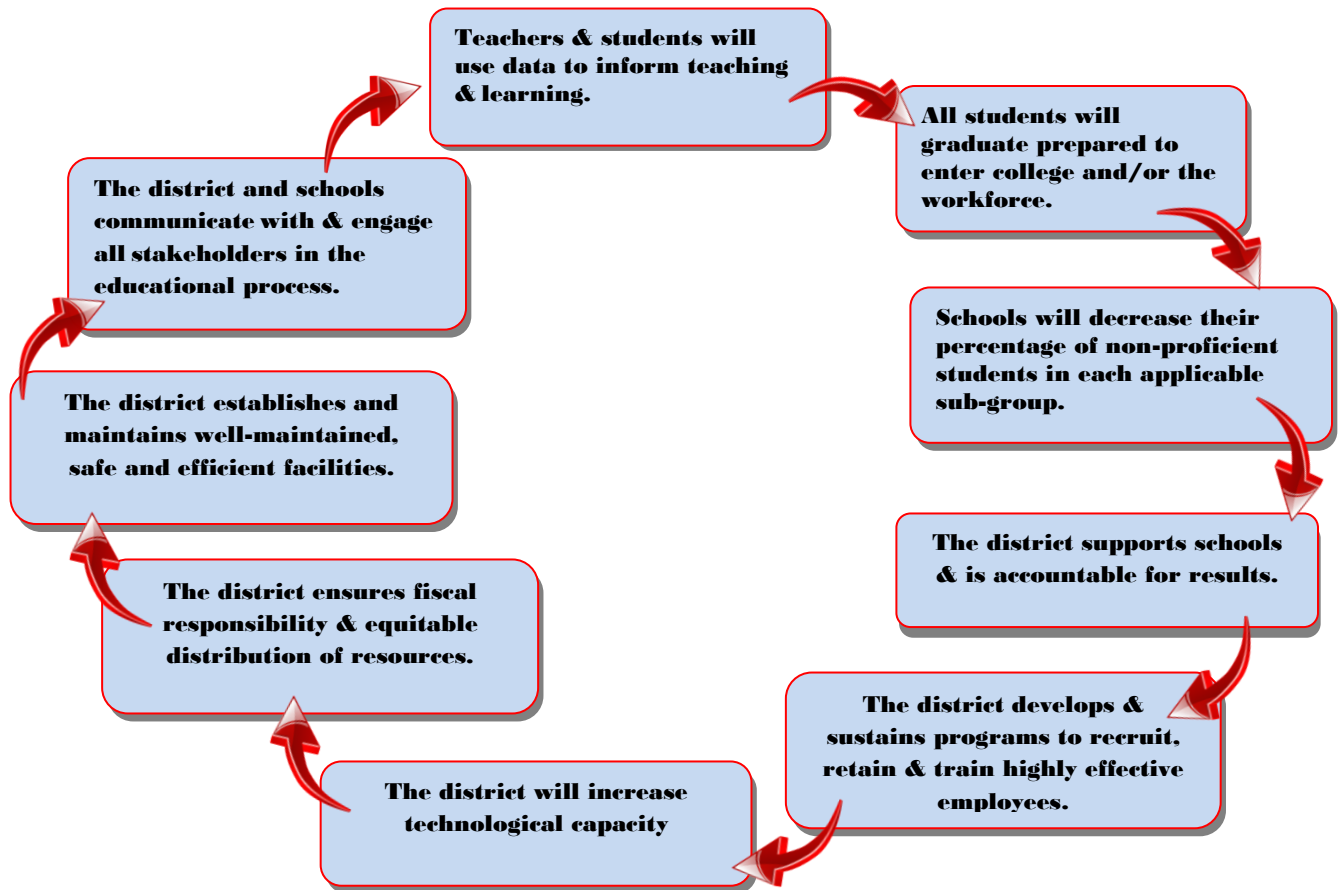
Strategically Speaking 2012-2017

Strategic Focus

Prepare Students for the Global Workplace

Provide Equitable Support Systems

Engage Families, Communities and Business

Teachers & students will use data to inform teaching & learning.

All students will graduate prepared to enter college and/or the workforce.

The district and schools communicate with & engage all stakeholders in the educational process.

Schools will decrease their percentage of non-proficient students in each applicable sub-group.

The district establishes and maintains well-maintained, safe and efficient facilities.

The district supports schools & is accountable for results.

The district ensures fiscal responsibility & equitable distribution of resources.

The district develops & sustains programs to recruit, retain & train highly effective employees.

The district will increase technological capacity

This strategic plan is the first step in planning the future school system. Accomplishment of the goals and objectives listed in this document do not signal its finality. It indicates continuous improvement and the opportunity to face the new challenges of the ever-changing landscape of public education. The strategic plan will continually be revisited and revised as the school system adapts to an ever-changing world.

Prepare Students for the Global Workplace

Teachers and students will use data to inform teaching and learning.

- Students take NGSSS/Common Core aligned diagnostic assessments at the beginning of the school year, mid-year and at the end of the year to measure progress toward mastery in reading, mathematics (including Algebra 1 and Geometry) and Science (including Biology).

- District and school employees are trained to use Performance Matters to collect and analyze data by achievement levels and subgroup from formative and summative assessments.

- District and school employees use Performance Matters to evaluate program and instructional effectiveness.

- District and school employees use Performance Matters to analyze student performance by reporting category and benchmark to guide instruction.

- Teachers select strategies that are focused on instructional needs.

- The district implements end-of-course exams as required by the FLDOE.

Measurement

Performance Matters school and district data reports are analyzed following each assessment window. School data meetings analyze class and student reports to identify specific benchmarks in need of additional instruction and/or students in need of remediation. A school administrator monitors the teacher's use of data to drive instruction using the district's computer-based observation system and aligns professional development accordingly.

All Students will graduate prepared to enter college and/or the workforce.

- Students have opportunities to participate in model career and technical programs that focus on occupations requiring science, technology, engineering, and/or math (STEM) that lead to industry certification.

- The district strengthens community and business partnerships ensuring that students understand the demands of the work force.

- Students have opportunities for local business internships and career shadowing.

- The district will increase the number of STEM-related accelerated courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification annually.

- The schools will administer PERT (Postsecondary Readiness Test) to all students in Grade 11 and offer college readiness courses as required by the FLDOE.

- Students are provided opportunities to enroll in full or part-time online courses through the Clay Virtual Academy.

- Opportunities exist for students with significant disabilities to graduate with their grade cohort and participate in appropriate transition-oriented instruction until age 22.

- The district supports and monitors the implementation of evidence-based best practices such as project based learning.

- Curriculum maps are aligned to the NGSSS or Common Core Standards and are used to support instruction.

- The district will transition to the Common Core Standards.

- The district will increase its high school graduation rate.

Measurement

	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
Graduation Rate	**88%**	**89 %**	**92 %**	**95%**	**96%**

Schools will decrease their percentage of non-proficient students in each applicable subgroup.

- Teachers will use data to inform teaching and learning.
- Additional time and opportunities are provided to students in need of remediation before, during and/or after school.
- Data is used to identify students' strengths and weaknesses and support the Response to Intervention (RTI) process.
- Assessment results are used to differentiate instruction to meet the individual needs of each learner.
- High school students are provided additional opportunities for credit recovery using Compass Learning.
- Secondary teachers are encouraged to participate in the Next Generation Content Area Reading Professional Development (NG-CARPD) to ensure literacy instruction is integrated across the content areas.
- English Language Learners are provided additional language support through the use of Rosetta Stone.

Measurement

Reading

Subgroup	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All	73	75	78	80	83	85

Mathematics

Subgroup	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All	78	82	84	86	88	90

The district supports schools and is accountable for results.

There is a clear understanding of what constitutes success at the student, classroom, school and district level, and a shared responsibility for achieving it.

- The Steering Committee monitors the implementation of the goals, objectives and strategies in the Strategic Plan.
- The plan is modified as needed to ensure all students meet or exceed academic goals.
- The plan is modified as federal and state mandates are changed.
- The district continues to meet accreditation standards of the Southern Association of Colleges and Schools (SACS/CASI).

Measure	Five-Year Target	2012	2013	2014	2015	2016	2017
Monitoring of strategic plan	The Steering Committee will meet regularly and monitor the district's progress in meeting the metrics of the strategic plan.	Baseline	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported
Monitoring of the Accreditation process	The Steering Committee will monitor the district's improvement process.	Baseline	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported

Provide Equitable Support Systems

The district develops and sustains programs to recruit, retain and train highly effective employees.

The district develops and sustains programs to recruit and retain staff.

- The district employs a highly qualified faculty and staff.
- The district provides teachers extensive instructional support (i.e., mentors, relevant professional development opportunities) through the teacher induction program in an effort to retain qualified staff.
- The district hosts a teacher recruitment fair in an effort to attract high quality teachers.
- The district implements a comprehensive plan to recruit a diverse staff by expanding pool of qualified minority applicants.
- The district participates in statewide and regional teacher recruitment events.
- The district facilitates postings, advertisements, and selection of qualified applicants through Searchsoft Solutions and other appropriate media.
- The district evaluates the overall success of its recruitment efforts annually and adjusts as needed.

The district provides quality professional development to teachers and staff.

- The district provides mentoring to first year teachers and administrators.
- Teachers establish an annual Individual Professional Development Plan based primarily on student performance data to identify training needs.
- The district facilitates school based Lesson Study.
- The district has developed opportunities for teachers to participate in externships with local businesses.
- A district-wide Share Fair is conducted annually to provide teachers opportunities to share and model best practices.
- The district offers a variety of on-line courses to satisfy teacher endorsement and certification needs.
- The district fulfills the requirements of the Florida Principal Leadership Standards resulting in Level II School Principal Certification through a comprehensive Human Resources Management Development Program.
- The district provides training to administrators who have a role in recruiting and hiring teachers.

- The district provides leadership training for prospective and experienced administrators.
- The district provides specific training for administrators in the areas of employee supervision, appraisal, and legal issues.
- The district encourages instructional support personnel to pursue instructional positions in areas deemed beneficial to the school system.
- The district provides appropriate state training, at no cost, to a wide range of support personnel.

The district provides an educational environment that promotes a culture of achievement and a climate of collaboration.

- The district implements an effective district-wide performance appraisal system.
- The district celebrates exemplary teaching and learning through Teacher of the Year and School-Related Employee of the Year programs annually.
- The district maintains positive labor relations with both the teacher and support personnel unions during negotiations and collaboratively throughout the year.

Measure	Five year Target	2012-13	2013-14	2014-15	2015-16	2016-17
Instructional support personnel who become teachers.	**To increase the percentage of instructional support personnel each year working to become teachers.**	**2%**	**3%**	**4%**	**5%**	**6%**
Administrative and Teacher Mentoring	**The percentage of first-year administrators and teachers who receive mentoring services will be at least 90%**	**90%**	**90%**	**90%**	**90%**	**90%**
Leadership Development	**All administrators will attend leadership development training (i.e., Summer Leadership Academy, School Law & Teacher Appraisal Training)**	**100%**	**100%**	**100%**	**100%**	**100%**

The district will increase technological capacity

The district designs and implements a plan for equitable distribution of technological resources.

- The district surveys the technological resources in all facilities.
- The district creates a standard model for centralized services, technology equipment, capacity, and sustainability that guides school-based decisions.
- The district evaluates and modifies infrastructure to meet changing communication and learning needs.
- The district increases the capacity for online student assessment and virtual learning.
- The district plans to provide all stakeholders with user-friendly access to technology resources.

A district-wide infrastructure to increase accuracy and efficiency of work is established and maintained.

- The district reduces paperwork required of teachers and other employees by using technological resources.
- The district explores potential solutions to identify best practices for enhancing or streamlining current activities through the use of technology.
- The district operates secure systems that provide communication tools, manage access, and redundancy of data.
- The district integrates and coordinates technology-based initiatives through district review team.
- The district operates a data center that meets industry standards and best practices.

A district network that provides students and teachers access to modern technology is established and maintained.

- The district ensures that the human resources are adequate and available for maintaining technology and user support.
- The district seeks grants that result in increased technology funding.
- The district leverages technology resources through fiscally responsible procurement and licensing to extend equipment life and provide current software.
- The district provides professional development for the integration of technology in the classroom.

Measure	Five-Year Target	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17
District portal with single sign-on for all stakeholders	A district portal that unifies user accounts through one sign-on with appropriates roles and access	N/A	Student, Parent, and Staff access for Student Information	Student, Parent, and Staff access for HR Information	Student, Parent, and Staff access for Business Information	Use of portal to display all MIS forms	Use of portal to display consolidated reports through a data warehouse
Industry standard operational data center	A data center facility that meets physical and functional industry standards	N/A	Physical and functional evaluation of current facility and operations	Specifications and design created to meet identified gaps	Identification of funding sources and release of RFP	Construction completed	Data center 100% operational according to design specifications
Server Virtualization	District Wide Server Virtualization	20% Server Implemented Virtual	25% of schools	60% of schools	100% of schools	N/A	N/A
Desktop Virtualization	District Wide Desktop Virtualization	0 Virtual Desktop Implemented	5% of schools	35% of schools	60% of schools	100% of schools	N/A
Hosted Services	Email, Archiving, and SPAM	0 percent implemented	Research	20% moved to Cloud	40% moved to Cloud	60% moved to Cloud	90% moved to Cloud
Core data systems for HR and Business functions	Student, HR, and Business data systems will be integrated on 21st century platforms	N/A	Student Information System will be fully operational	Functional requirements reviewed and developed to guide RFP	HR and Business data systems converted	Compatible Student, HR and Business data systems functions integrated	N/A
Telecommunications	A centralized and standardized telecommunications system	40% of schools on VoIP	55% of schools on VoIP	70% of schools on VoIP	85% of schools on VoIP	100% of schools on VoIP	N/A

The district ensures fiscal responsibility and equitable distribution of resources.

District priorities drive the budget process and are aligned with School Board Policy.

- The district develops a process that connects budgetary requests and priorities to district goals and objectives.
- The district ensures continuity of funding for sustainability of programs.
- The district creates standards for schools that ensures equity and comparability of resources.

The district commits resources to provide training, oversight, and auditing to ensure compliance with fiscal policies and procedures.

Measure	2013	2014	2015	2016	2017
Develop a plan that links strategic & operational priorities with resources.	Annually monitor alignment of strategic plan goals and the financial impact of implementation.				

The district establishes and maintains well-maintained, safe and efficient facilities.

The districts educational facility plan ensures adequate satisfactory facilities are available.

- The district works with all municipalities in Clay County to insure coordinated planning.
- Timely correction of maintenance issues in order to minimize down time of equipment and other assets critical to the learning environment.
- Educate administrators and custodial staff on how to minimize the number of deficiencies on the annual SREF and fire safety inspection reports.
- Continuous monitoring of electrical consumption to improve efficiency and reduce costs.

Measure	Five-Year Target	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Annual review of Educational Facilities Plan	All tasks on the Five-Year Educational Facilities Plan will be completed*	Annual Review 100%	Annual Review 100%	Annual Review 100%	Annual Review 100%	Annual Review 100%
Code Enforcement	15% Reduction of Deficiencies	3% Reduction of Deficiencies	3% Reduction of Deficiencies	3% Reduction of Deficiencies	3% Reduction of Deficiencies	3% Reduction of Deficiencies
Maintenance	Maintain Average Monthly Maintenance Work Order Completion Rate Greater than 85%	Maintain Average Monthly Maintenance Work Order Completion Rate Greater than 85%	Maintain Average Monthly Maintenance Work Order Completion Rate Greater than 85%	Maintain Average Monthly Maintenance Work Order Completion Rate Greater than 85%	Maintain Average Monthly Maintenance Work Order Completion Rate Greater than 85%	Maintain Average Monthly Maintenance Work Order Completion Rate Greater than 85%
Operations	10% Reduction in Electrical Consumption Over the Five-Year Period	2% Reduction in Electrical Consumption Over the Five-Year Period	2% Reduction in Electrical Consumption Over the Five-Year Period	2% Reduction in Electrical Consumption Over the Five-Year Period	2% Reduction in Electrical Consumption Over the Five-Year Period	2% Reduction in Electrical Consumption Over the Five-Year Period

Engage Families, Communities, & Businesses

The district and schools communicate with and engage all stakeholders in the educational process.

The district provides a mechanism for continuous communication between and among stakeholders

- The district website is continuously updated to reflect current events and programs, documents, parent flyers, educational links and district forms.
- The district website links to our online application system that is used by potential applicants worldwide.
- The district website provides an avenue of communication regarding the district's mission and strategic goals.
- Email is used to communicate with all stakeholders.
- Single sign on parent portal allows parents to view grades, attendance, scores, etc.

The district develops business partnerships that are mutually beneficial.

- The district collaborates with the Education Foundation and Chamber of Commerce to build additional support for our teachers and students.

School volunteers are recruited among all stakeholders.

- Each school sponsors a school volunteer orientation and program
- Volunteers are recognized annually

Measurement	Baseline	2013	2014	2015	2016	2017
All Schools will increase parent opportunities for online access to grades and curriculum.	37%	45%	60%	75%	90%	100%
Parent Surveys will indicate an increase of at least 10% in satisfaction district wide.	11.8	23%	33%	43%	53%	63%
Volunteer hours in the schools will increase every year.	18,112	Increase from prior year measured annually				

GLOSSARY

Compass Learning – An online remediation and credit recovery program that provides differentiated instruction at school or at home based upon results of formative assessments.

Desktop Virtualization - The concept of using a server to execute computing processes instead of individual computing devices (e.g., desktops). The desktop terminals in this model merely take input and produce output that is generated by the server.

Educational Facilities Plan – The comprehensive planning document that is adopted annually by the district school board that includes long range planning for facility needs over 5, 10 and 20 year periods.

Externships – Teachers working with business and industry during the summer so they can bring those experiences to the classroom to improve project based learning through integrated curriculum.

FLDOE – Florida Department of Education

Hosted Services - The idea that instead of an enterprise (e.g., the school district) actually installing and maintaining a software application, a third party is contracted to maintain both the hardware and the software needed for the application.

Lesson Study – A long-term professional development model in which teams of teachers systematically and collaboratively collect classroom observation data based on student responses to the instruction and revise the lesson to ensure maximum student engagement and mastery.

NG-CARPD/Next Generation Content Area Reading Professional Development – A 150 hour professional development course designed to prepare all content area teachers to effectively deliver reading interventions to students who score a Level 2 in reading on the FCAT 2.0.

NGSSS/Common Core Standards – Define what students should know and be able to do to demonstrate mastery of grade level expectations.

On-line Assessment – State and local assessments administered through a computer-based testing system.

On-Line Course – Instruction delivered via an interactive computer-based learning system that allows students and teachers learning opportunities in an engaging delivery model.

Performance Matters – the district's online data management and assessment system.

RTI/Response to Intervention – A multi-tiered problem solving model designed to provide high quality instruction and intervention matched to student needs.

Rosetta Stone – A computer based language learning program that assists non-English speaking students in an immersive learning environment.

Server virtualization - The masking of server resources (including the number and identity of individual physical servers, processors, and operating systems) from server users. The intention is to spare the user from having to understand and manage complicated details of server resources while increasing resource sharing and utilization and maintaining the capacity to expand later. Server virtualization results in greater efficiencies and scalability.

Share Fair – A district professional development initiative that allows for teachers of like content areas to engage in collaborative discussions and share best practices.

SREF – State Requirements for Educational Facilities

STEM – Initiative to provide students workforce ready skills in the areas of science, technology, engineering, and mathematics.

Subgroups – The tracking of student performance based on race or ethnicity, socioeconomic status, disability and English proficiency.

Virtual learning – K-12 instruction delivered over the internet where certified teachers guide students through the course and communicate with them regularly via the phone, email and discussion forums.