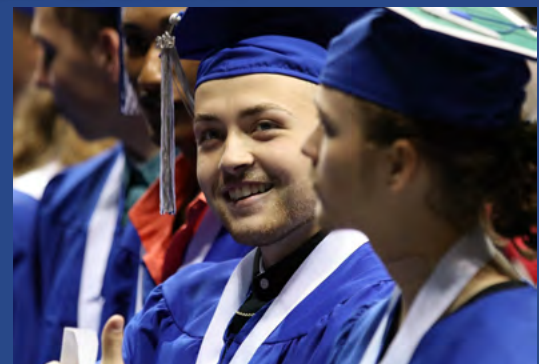


2019-20 PASCO COUNTY SCHOOLS

Success Plan

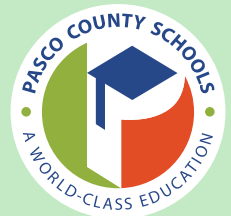


2019-20 District Vision and Success Plan Committee

Fern Aefsky, Ed.D.	Associate Professor, Graduate Education St. Leo University
Nikki Alvarez-Sowles	Clerk and Comptroller, ad Interim, Pasco County Clerk of Circuit Court and Comptroller
Colleen Beaudoin	Pasco County Schools, School Board Member, District 2
William Black, Ph.D.	Area Program Coordinator in Educational Leadership and Policy Studies, USF
Michele Boylan	Principal, Chasco Elementary School
Kurt Browning	Superintendent of Schools, Pasco County Schools
Stacy Capogrosso	Executive Director, Pasco Education Foundation
Linda Cobbe	Public Information Officer, Pasco County Schools
Rocky Contreras	Knowledge Points
Rusty Copeland	Assessment Coordinator, Cypress Creek Middle/High School
Brian Corley	Supervisor of Elections, Pasco County
Samantha DelValle	Assistant Director, Office for Leading and Learning, Pasco County Schools
Craig Edwards	Walmart Store Manager
Nena Green	Principal, Pasco Elementary School
Sunny Hall	Vice President of Client Services, Crisis Center of Tampa Bay
Marcy Hetzler-Nettles	Assistant Superintendent, Middle Schools, Pasco County Schools
Vanessa Hilton	Chief Academic Officer, Pasco County Schools
Peggy Jones, Ph.D.	Director, Office for Accountability, Research, & Measurement, Pasco County Schools
Paul Lipinski	Prinipal, Achieve Center of Pasco County
Brett Litak	Publix Store Manager, The Shoppes at Sunlake Centre
Julie Marks	Principal, Chester W. Taylor Elementary School
Zsuzsi McGovern	Purchasing Buyer, Pasco County Schools
Kim Newberry	Interim Director, Human Resources and Educator Quality, Pasco County Schools
Luisa Ojeda	Principal Intern, Thomas E. Weightman Middle School
Amanda Palermo	Assistant Principal, Moon Lake Elementary School
Chrissie Parris	C.H.A.T. Coordinator, BayCare Behavioral Health
Major Jeff Peake	Bureau Commander, Pasco County Sheriff's Office
Lisa Richardson, Ed.D.	Associate Vice President of Alumni and College Relations/ Executive Director of the Foundation, Pasco-Hernando State College
Holly Rockhill	Assistant Director, Student Support Programs & Services, Pasco County Schools
Marsha Rux	Executive Secretary, Superintendent's Staff, Pasco County Schools
Kathy Scalise	Director, Employee Relations, Pasco County Schools
Jessica Schultz	Principal, J.W. Mitchell High School
Angie Shauger	Assistant Principal, Watergrass Elementary School
John Simon	Director, Office for Technology & Information Services, Pasco County Schools
Denise Sosulski	Parent, Pine View Middle School
Stephanie Spicknall	Interim Director, Food & Nutrition Services, Pasco County Schools
Suzanne St. Clair, Ed.D.	Supervisor, Office for Accountability, Research, and Measurement
Olga Swinson	Chief Finance Officer, Pasco County Schools
Amanda Walter	Teacher, River Ridge High School
Kelly Wisneski	Teacher, Denham Oaks Elementary School
Toni Zetzche, PhD.	Principal, River Ridge High School
Student	Land O' Lakes High School Class President Grade 9
Student	Land O' Lakes High School Class President Grade 10
Student	Land O' Lakes High School Class President Grade 11
Student	Land O' Lakes High School Class President Grade 12

Superintendent's Staff

Kurt Browning, Superintendent
Ray Gadd, Deputy Superintendent
Linda Cobbe, Public Information Officer
Marcy Hetzler-Nettles, Assistant Superintendent of Middle Schools
Vanessa Hilton, Chief Academic Officer
Dr. Monica Ilse, Assistant Superintendent of High Schools
Betsy Kuhn, Assistant Superintendent for Support Services
Kimberly Poe, Assistant Superintendent of Elementary Schools
Dr. David Scanga, Assistant Superintendent of Elementary Schools
Kevin Shibley, Assistant Superintendent for Administration
Olga Swinson, Chief Finance Officer
Mary Tillman, Director of Internal Audit





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Pasco Schools Mission

To provide a world-class education for all students.

Pasco Schools Vision

All our students achieve success in college, career, and life.

Key Priorities

High Impact Instruction

Data-Driven Decisions

Collaborative Culture

Pasco County Schools serves nearly 75,000 students in 96 schools, and is the largest employer in Pasco County, Florida, with approximately 10,000 employees. The district is the 11th largest in Florida and 51st largest in the United States with an operating budget of approximately \$664.5 million and an overall budget is \$1.39 billion.

District programs include traditional pre-k through 12th grade standards instruction, virtual instruction, career academies, adult education, magnet themes, and charter schools. The district is governed by an elected superintendent and five elected school board members.

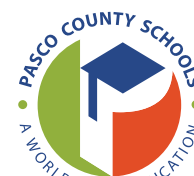
Pasco County Schools earned a five-year district-wide accreditation in 2016 from AdvancED, an international agency accrediting 34,000 schools and systems in more than 70 countries serving 20 million students. To earn accreditation, the district underwent an external on-site evaluation by a team 13 AdvancED evaluators from Florida and around the country.

AdvancED visited 20 schools and 139 classrooms during the review. The team interviewed a total of 691 employees, school board members, students, parents, and community members, and reviewed thousands of documents and artifacts including 50,000 stakeholder surveys.

The AdvancED External review results in an Index of Educational Quality rating, a listing of powerful practices, as well as opportunities for improvement. Pasco County Schools received an overall IEQ score of 272.05.

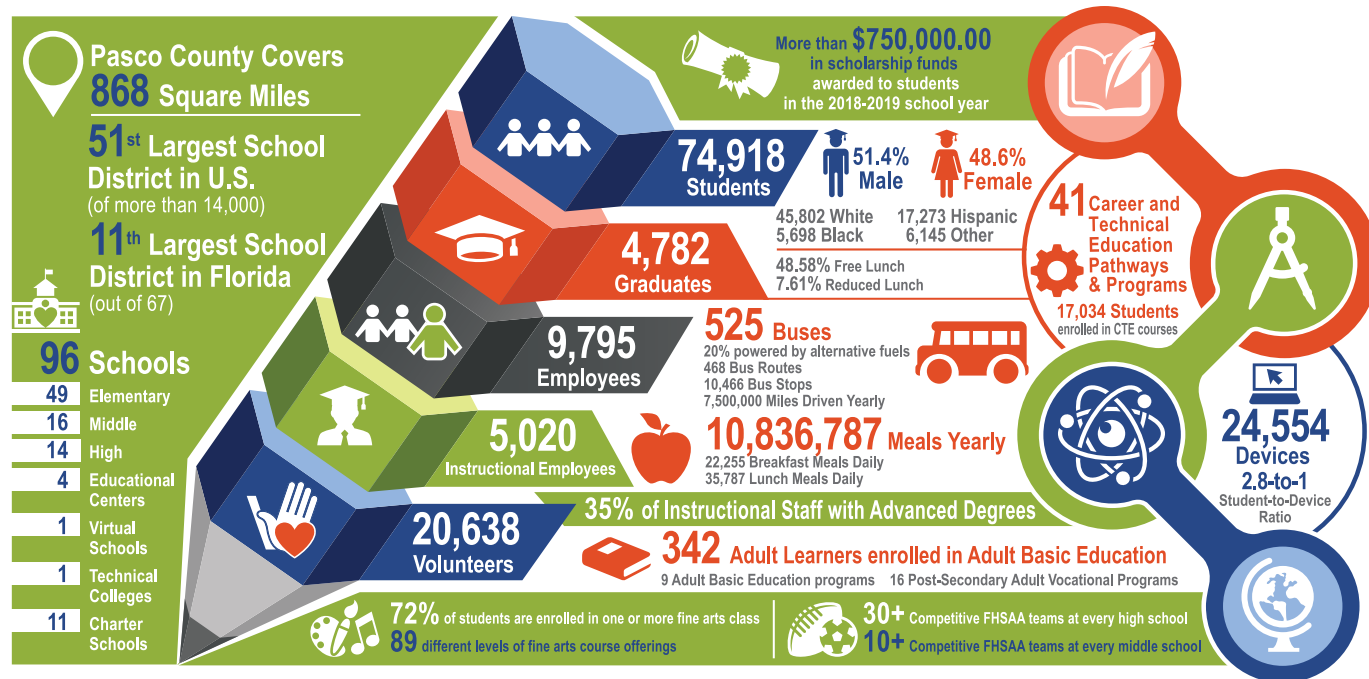
The review noted that the district has a cohesive and focused team that fosters student performance and district effectiveness and that the district maintains safe, clean and inviting learning environments for students and staff. As a result of the findings, the district has prioritized defining, documenting, implementing and monitoring a district-wide, comprehensive and rigorous instructional model as well as the development and implementation of a system-wide process to assess and report student progress toward attaining content knowledge and skills.

Pasco County Schools' 2019-20 Success Plan continues to reflect the input from the AdvancED team as well as feedback from the community and various stakeholder groups. The Success Plan is comprised of four important pillars: Excellence in Student Achievement, Employee Success, Taxpayer Value, and Connecting to the Community, which support the work of the school district and enable us to deliver on our mission and vision.



FAST FACTS

about Pasco County Schools 2019-2020



Pasco County School Board



Allen Altman District 1

Allen Altman was elected to the School Board in 2006, and was re-elected in 2010, 2014, and 2018. He has served as vice-chairman and chairman of the board.

Mr. Altman has lived in Pasco County almost all his life, and graduated from Pasco High School. He is an agency manager for Farm Bureau Insurance Companies, for which he has worked most of his adult life. He is also involved in real estate, agriculture, and banking.

Mr. Altman is a longtime member of the Dade City Kiwanis Club, Hardy Benevolent Trust and Winter

Haven Citrus Growers Association. He has served on the Pasco High School Advisory Council, the Pasco Education Foundation, the Story Dads Reading Program at Lacoochee Elementary School and as a trustee member of Bayfront Hospital in Dade City.

Mr. Altman is a member of the Leadership Tampa Bay Class of 2005. He has received the Business Recognition award for Outstanding Support of Education from the Florida Education Foundation, the CARE award for Service to Children from the Pasco Pediatric Foundation, the Florida Agency Manager of the Year award from Farm Bureau Insurance Companies, and the Kiwanian of the Year award.

Mr. Altman is married to Laura and has two daughters and four grandchildren.



Colleen Beaudoin District 2

Colleen Beaudoin was elected to the School Board in 2016.

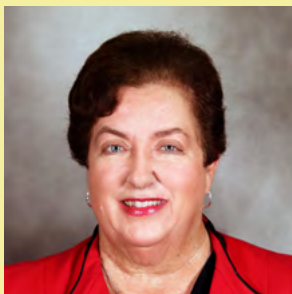
Mrs. Beaudoin earned her Bachelor's Degree from University of South Florida and her Master's Degree from The University of

Tampa. She was a public high school mathematics teacher for 17 years. Since leaving the classroom, she has provided professional development, instructional support, and mentoring to mathematics teachers. She has also written mathematics curriculum and developed resources and hosted podcasts for mathematics instructors at the Florida Center for Instructional Technology. Mrs. Beaudoin has worked on several grants with mathematicians and educators across the state of Florida to improve content knowledge of mathematics teachers. At The University of Tampa,

Mrs. Beaudoin was part of the team that implemented the Science Math Masters grant in partnership with the Florida Department of Education. She is currently an Instructor of Mathematics at The University of Tampa.

Mrs. Beaudoin is a member of the Mathematics Association of America, National Council of Teachers of Mathematics, and the National Society for Experiential Education. At The University of Tampa, she serves on the Assurance of Learning Committee, the Admissions Committee, the Accessibility Committee, and is an advisor for two student organizations. Her State of Florida teaching certificate is active through 2019. In the community, she is an active volunteer with Tourette Association of America where she is a member of the National Education Advisory Board as well as a local support leader.

Mrs. Beaudoin is married to Douglas Beaudoin and has three sons.



Cynthia Armstrong District 3

Cynthia Armstrong was elected to the School Board in 2010, and was re-elected in 2014 and 2018. She has served as vice-chairman and chairman of the board. She also served as a Pasco Mosquito Control Board Commissioner from 1993 to 1997.

Mrs. Armstrong earned her Bachelor's Degree in Biology from Wake Forest University and her Master's in Education from the University of South Florida. Her career in education began in Pasco County as a science teacher at Ridgewood High School in 1978. Mrs. Armstrong taught science in 7th through 12th grades, and has been an adjunct professor at Pasco Hernando State College and St. Petersburg College.

Mrs. Armstrong is a business owner who has remained involved with education by serving as chairman of the Chamber of Commerce Education committee, judging for Odyssey of the Mind and senior projects in the high schools, and serving as a Rotary member working with the high school Interact Clubs.

Her community service and activities include membership on the Pasco Metropolitan Ministries Program Committee, past director and secretary of the West Pasco Chamber of Commerce, founding director of Leadership Pasco, past director and current member of the Rotary Club of Seven Springs, and member of the Restore Act Advisory Committee for Pasco County.

She is married to Gregg Armstrong.



Alison Crumbley District 4

Alison Crumbley was elected to the School Board for a two-year term in 2010, and was re-elected in 2012 and 2016. She has served as vice-chairman and chairman of the board.

Mrs. Crumbley has been a Pasco County resident since 1967. She

is a graduate of Gulf High School and the University of Florida. She currently works in a commercial real estate firm as public relations and marketing director.

Mrs. Crumbley co-founded the Cinderella Project of Pasco and the Prince Charming Project for Pasco's young ladies and

men desiring to attend their prom but needing financial help. She serves on the Sunshine Kids Foundation, attends Trinity Presbyterian Church of Seven Springs, and is a former Athletic Booster Club board member at River Ridge High School.

Mrs. Crumbley served as PR Chairman for Super Playground in Sims Park, and is a past member of the River Ridge School Advisory Council, Junior Service League of West Pasco, All Children's Guild of West Pasco, and the Citizens Advisory Council. Mrs. Crumbley also has been an Odyssey of the Mind coach.

Mrs. Crumbley is married to Allen Crumbley, and all three of their children graduated from Pasco County high schools.



Megan Harding District 5

Megan Harding was elected to the School Board in November 2018.

The value of education and the desire to impact children - passions inspired at a very young age by her first-grade teacher - have been driving forces for

Mrs. Harding throughout her life,

first as a young student herself, and then as a sister, teacher, volunteer, and actively engaged citizen.

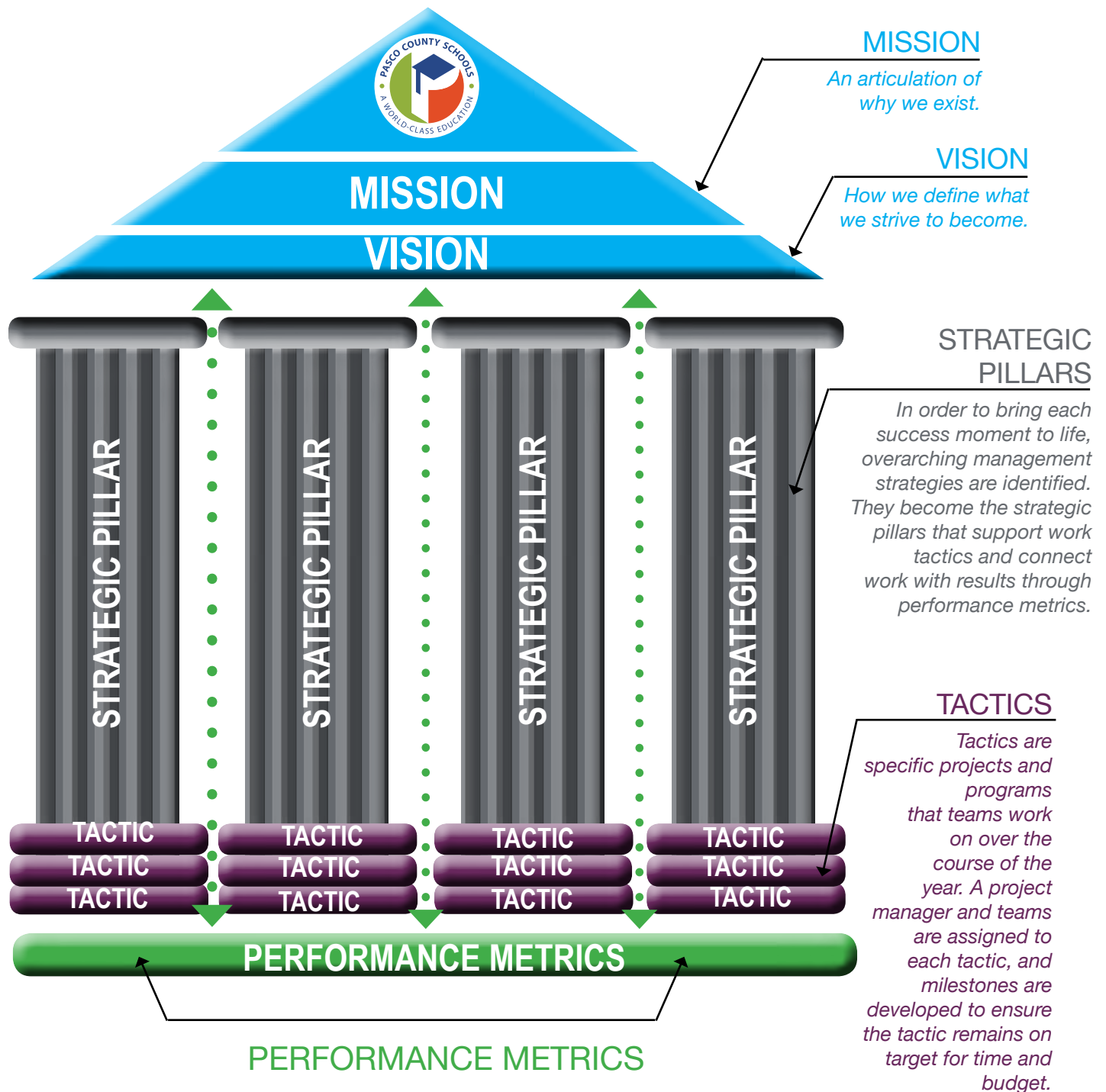
The oldest of four children, Mrs. Harding grew up in Pasco County, attending Hudson Elementary School, Dayspring Academy, and Hudson High School. She holds a Bachelor's Degree in Elementary Education K-6 from the University of South Florida with certifications in Exceptional Student Education K-12, English as a Second Language (ESOL), and

Reading. She also earned a Master's Degree in Reading K-12 from Saint Leo University.

Mrs. Harding taught in Pasco County Schools for seven years before deciding to run for the School Board. Once elected, she resigned her teaching position to dedicate herself fully to her School Board position and today she is actively involved in the schools and wider Pasco community. She spends her time inside schools and working within the district as an advocate and volunteer, as she believes in the importance of building positive relationships and sharing her passion for education. Along with being on the school board, Mrs. Harding teaches as an adjunct professor in the Elementary Education Department at Saint Leo University.

She is married to Jeromy Harding, and the couple lives in New Port Richey with their dog, Piper.

THE ANATOMY OF A SUCCESS PLAN

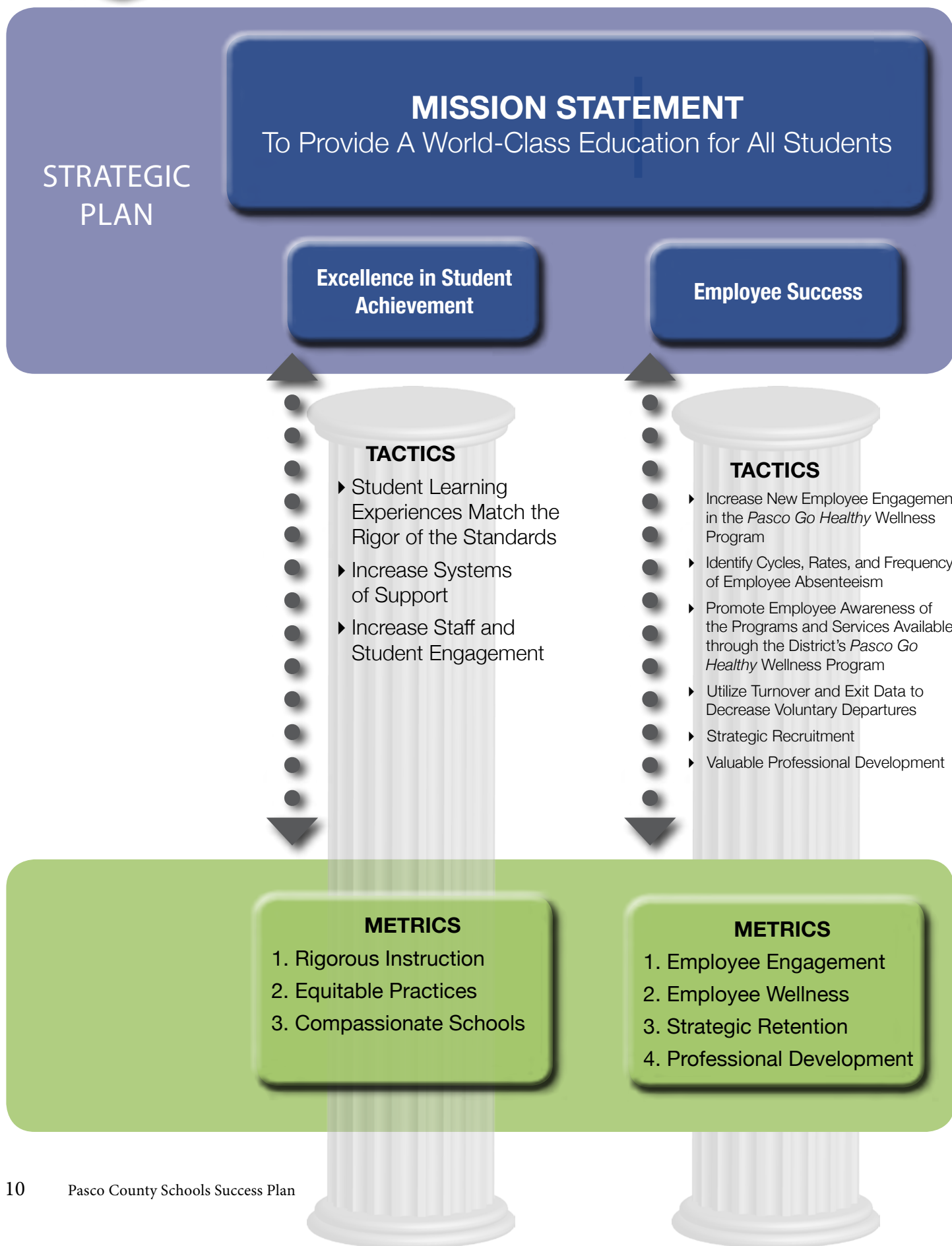


Performance metrics are developed to reflect progress relating directly to each strategic pillar. These are the metrics that correlate to achieving success for the year and are contained within a performance scorecard.





2019-20 Success Plan Elements:



Strategic Pillars. Tactics. Performance Metrics.



TACTICS

Introduction

Each and every tactic detailed on the following pages contributes in some way to the district's success goals.

The Success Plan focuses on four key areas:

1. Excellence in Student Achievement
2. Employee Success
3. Taxpayer Value
4. Connecting to the Community

The following pages outline tactics, their objectives, which members of the district staff are responsible for their oversight, and quarterly milestones to be achieved.

Excellence in Student Achievement

Employee Success

Taxpayer Value

Connecting to the Community

The district's mission to provide a world-class education for all students is the driving force behind this plan and the goals articulated for the year. To fulfill

those goals for the 2019-20 school year, the following tactics have been identified to ensure we provide world-class learning moments for every student every day.



STUDENT LEARNING EXPERIENCES MATCH THE RIGOR OF THE STANDARDS

Description: A unifying definition of instructional excellence in Pasco County will serve as the guiding vision of instruction in all schools, ensuring that there is a guaranteed and viable curriculum, equitable practices and continuous improvement of instruction aligned to the standards in all classrooms. Professional development will be carefully planned in order to build the knowledge necessary in all leaders and teachers for these stakeholders to engage in planning, delivering, and reflecting on instruction with focus on Pasco's Common Vision of Instructional Excellence, grounded in college and career ready standards.

Tactic Owner: Director of Accountability, Research, and Measurement

Tactic Team: Offices for Accountability, Research, and Measurement; Career and Technical Education; Leading and Learning; Student Support Programs and Services; and Early Childhood Programs

This tactic is connected to the following metrics on the District Scorecard:

- All Excellence in Student Achievement metrics
- Valuable Professional Development (Employee Success metric)

Tactic Timeline	
Q1	▶ District will provide training and support to ECP teachers in rigorous curriculum and instructional practices.
	▶ District teams will provide curriculum resources and materials highly aligned to the rigor of the standards with recommended pacing and tiers of support resources that enrich and intervene student learning.
	▶ District teams will provide rigorous assessments for schools to monitor student progress towards the standards.
	▶ District will provide guidance and data resources for rigorous CTE program progressions and industry certifications.
Q1 and Q3	▶ District teams will provide training and coaching to school teams and individual stakeholders aligned to teaching-assessing cycle (including essential standards), the instructional shifts (core actions), and best practices.
	▶ District teams will conduct walkthroughs in schools to monitor implementation of rigorous instruction using the Instructional Practice Guides.
Q4	▶ District teams will identify and provide exemplars of essential standards charts and the components of the teaching-assessing cycle.

INCREASE SYSTEMS TO SUPPORT STUDENTS

Description: The district and school teams use data over time to inform important instructional decisions as part of the collaborative problem-solving process. The systematic review of implementation and outcome data will ensure systems are built to ensure the quality and appropriateness of our instruction, intervention processes, and equitable practices, all in support of the whole child.

Tactic Owner: Director of Accountability, Research, and Measurement

Tactic Team: Offices for Accountability, Research, and Measurement; Career and Technical Education; Leading and Learning; Student Support Programs and Services; and Early Childhood Programs

This tactic is connected to the following metric on the District Scorecard:

- All Excellence in Student Achievement metrics

Tactic Timeline	
Each Quarter	▶ District teams will provide critical data and support to school teams in monitoring student cohorts (ie: MyGradSuccess, EOS).
	▶ District will convene School Based Equity Teams to engage in professional learning, process and practice work aimed toward ensuring access, deep engagement and support for all students in advanced coursework.
	▶ District teams will identify and provide exemplars of supplemental and intensive intervention plans for academic standards.
Q1	▶ District teams will develop and or refine School Intervention Team, School Leadership Team, and Professional Learning Community training modules to meet needs of school teams and individual stakeholders.
Q1 and Q3	▶ District teams will provide training and support to school teams in de-tracking strategies for core content courses.
Q2	▶ District teams will support the implementation of the Universal Screener for giftedness to each Pasco County second grade student.
Q2 and Q4	▶ District teams will expand services for mental health supports and monitor student response to intervention.
Q4	▶ District teams will identify and provide exemplars of supplemental and intensive intervention plans for academic standards.
	▶ District teams will develop strategies and provide funding for student alternatives to suspension.

INCREASE STAFF AND STUDENT ENGAGEMENT

Description: The district and school teams foster a collaborative culture that cultivates positive relationships in an equitable, engaging environment for all stakeholders. The system will build the capacity of leaders and teachers to advance the identified practices of Compassionate Schools, within a Compassionate District, supported by collective commitments around the unifying vision of instructional excellence.

Tactic Owner: Director of Accountability, Research, and Measurement

Tactic Team:

- Offices for Accountability, Research, and Measurement; Career and Technical Education; Leading and Learning; Student Support Programs and Services; and Early Childhood Programs
- Assistant Superintendents for Elementary Schools, Middle Schools, and High Schools

This tactic is connected to the following metrics on the District Scorecard:

- All Excellence in Student Achievement metrics
- Employee Engagement (Employee Success metric)

Tactic Timeline	
Each Quarter	▶ District teams will provide foundational Social Emotional Learning (SEL) standards training and coaching to school leaders.
	▶ District teams will provide training and coaching to school teams and individual stakeholders aligned to positive behavior education and prevention (ie: Trauma Informed Care and Positive Behavioral Interventions and Support and Youth Mental Health First-Aid).
Q4	▶ District teams will provide culture training and coaching support to school leaders for building collective responsibility through mission, vision, and core values.
	▶ District teams will develop and support student academic, athletic and fine arts competitions and performance opportunities.

Excellence in Student Achievement

Employee Success

Taxpayer Value

Connecting to the Community

Providing a world-class education for all students is heavily dependent upon Pasco's entire workforce – both educators and non-instructional staff members at schools and the district office. Pasco County Schools strives to

attract, support, and retain a world-class team to help students excel in college, career, and life. The following pages outline tactics to drive the development of Pasco's world-class team.



INCREASE NEW EMPLOYEE ENGAGEMENT IN THE *PASCO GO HEALTHY WELLNESS PROGRAM*

Description: Increase new employee engagement in the services available through the District's *Pasco Go Healthy Wellness Program* prior to the need for a sick visit to promote a culture of health and wellness.

Tactic Owner: Employee Benefits Manager

Tactic Team: Office for Human Resources and Educator Quality

This tactic is connected to the following metric on the District Scorecard:

- Employee Wellness (Employee Success metric)

Tactic Timeline	
Q1	▶ Send electronic communication introducing the Board's <i>Pasco Go Healthy Wellness Program</i> within 30 days of the employee becoming eligible to enroll in the Board's group health plan.
	▶ Send communication to the worksite benefit coordinator for employees who may not have computer access on a daily basis during working hours.
Q2	▶ Send electronic communication introducing the Board's <i>Pasco Go Healthy Wellness Program</i> within 30 days of the employee becoming eligible to enroll in the Board's group health plan.
	▶ Send follow up communication to the worksite benefit coordinator for employees who may not have computer access on a daily basis during working hours.
Q3	▶ Send electronic communication introducing the Board's <i>Pasco Go Healthy Wellness Program</i> within 30 days of the employee becoming eligible to enroll in the Board's group health plan.
	▶ Send follow up communication to the worksite benefit coordinator for employees who may not have computer access on a daily basis during working hours.
Q4	▶ Send electronic communication introducing the Board's <i>Pasco Go Healthy Wellness Program</i> within 30 days of the employee becoming eligible to enroll in the Board's group health plan.
	▶ Send follow up communication to the worksite benefit coordinator for employees who may not have computer access on a daily basis during working hours.
	▶ Evaluate new employees' experience with the <i>Pasco Go Healthy Wellness Program</i> .
	▶ Analyze and communicate employees' experience data to all stakeholders.

IDENTIFY CYCLES, RATE, AND FREQUENCY OF EMPLOYEE ABSENTEEISM

Description: Measure the rate of absenteeism of employees who utilize physician services provided through the health and wellness centers in comparison to eligible employees who do not access services through the health and wellness centers. Absenteeism is defined as an employee missing a whole day of work due to personal illness, personal business, or other reasons (excluding paid vacation). These absences may be avoidable or unavoidable.

Tactic Owner: Senior Manager, Benefits & Risk Management

Tactic Team: Office for Human Resources and Educator Quality

This tactic is connected to the following metric on the District Scorecard:

- Employee Wellness (Employee Success metric)

Tactic Timeline	
Q1	▶ Collect, analyze data, and report rate of absenteeism.
Q2	▶ Collect, analyze data, and report rate of absenteeism.
Q3	▶ Collect, analyze data, and report rate of absenteeism.
Q4	▶ Collect, analyze data, and report rate of absenteeism.
	▶ Evaluate and analyze data in comparison to established absenteeism baseline .
	▶ Analyze and communicate data to all stakeholders.



PROMOTE EMPLOYEE AWARENESS OF THE PROGRAMS AND SERVICES AVAILABLE THROUGH THE DISTRICT'S *PASCO GO HEALTHY WELLNESS PROGRAM*

Description: Measure employee utilization of communication channels to determine percentage of employees accessing program and service information.

Tactic Owner: Employee Benefits Manager and Wellness Specialist

Tactic Team: Office for Human Resources and Educator Quality

This tactic is connected to the following metric(s) on the District Scorecard:

- Employee Wellness (Employee Success metric)

Tactic Timeline	
Q1	▶ Collect, analyze data, and report utilization.
Q2	▶ Collect, analyze data, and report utilization.
Q3	▶ Collect, analyze data, and report utilization.
Q4	▶ Collect, analyze data, and report utilization.
	▶ Analyze data and communicate aggregate utilization to all stakeholders.



UTILIZE TURNOVER AND EXIT DATA TO DECREASE VOLUNTARY DEPARTURES

Description: Utilize termination and transfer reporting to analyze voluntary departures on a quarterly basis. Use multiple years of voluntary departure data to identify the top five schools with the greatest departures. Communicate results to stakeholders and provide support in retention strategies to decrease voluntary departures. Communicate exit interview data to school stakeholders quarterly. Use termination and transfer reporting and exit surveys to identify trends.

Tactic Owner: Human Capital Partners

Tactic Team: Office for Human Resources and Educator Quality

This tactic is connected to the following metric on the District Scorecard:

- Voluntary Departures
- Employee Engagement

Tactic Timeline	
Q1	▶ Analyze termination and transfer data to identify top five schools with the greatest number of voluntary departures.
	▶ Communicate exit interview results to schools/departments.
	▶ Pull and analyze Q1 year-over-year data.
Q2	▶ Monitor voluntary departure data to determine improvement in the identified top five schools, add schools as necessary.
	▶ Pull and analyze Q2 year-over-year data.
	▶ Develop a system for accountability for exit survey completion.
Q3	▶ Monitor voluntary departure data to determine improvement in the identified top five schools, add schools as necessary.
	▶ Pull and analyze Q3 year-over-year data.
	▶ Analyze data to determine if accountability strategy has increased the number of exit surveys completed.
Q4	▶ Pull and analyze Q4 year-over-year data.
	▶ Identify any trends that may need to be addressed to increase strategic retention.
	▶ Evaluate outcomes and make recommendations for improvement.
	▶ Communicate results to all stakeholders and celebrate successes.

STRATEGIC RECRUITMENT INITIATIVES

Description: Develop and execute new strategies to increase the recruitment of teachers to Pasco County. Implement innovative recruitment strategies to address the state-wide teacher shortage and the decreased amount of educational degree seeking applicants. Proactively seek individuals outside of the educational field at colleges and universities. Continue focus on online recruitment systems to network with potential applicants. Build and develop the Pasco brand to attract applicants to Pasco County Schools. Develop new teacher prep program to support the advancement of non-instructional employees to become certified teachers.

Tactic Owner: Human Capital Partners

Tactic Team: Office for Human Resources and Educator Quality

This tactic is connected to the following metric on the District Scorecard:

- Employee Engagement
- Voluntary Departures

Tactic Timeline	
Q1	▶ Visit local colleges/universities and present to all pre-intern teachers to discuss the benefits of interning in Pasco County Schools.
	▶ Monitor and network with potential applicants via LinkedIn.
	▶ Monitor final interns in the Teacher Preparation Program.
	▶ Monitor interns in the Teacher Prep Program.
Q2	▶ Host the second annual "Visit a Priority School Day," providing interested participants the benefits of working in priority (Title One) schools and having time to meet the school's leadership and students.
	▶ Monitor and network with potential applicants via LinkedIn.
	▶ Host a fall hiring event, "Intern Hiring Event" where schools that have openings will attend prepared to hire our final interns and other interested applicants.
	▶ Visit local colleges/universities and present to Fall final interns, offering tours in schools, building relationships with our applicants in our effort to recruit them to Pasco County Schools.
	▶ Work with principals to identify non-instructional staff for Teacher Prep Program.
Q3	▶ Attend educational, non-educational and minority fair jobs.
	▶ Conditional Offers of Employment to final interns in critical shortage areas.
	▶ Monitor and network with potential applicants via LinkedIn.

Tactic Timeline	
Q4	<ul style="list-style-type: none"> ▶ Host the second annual “Visit a Priority School Day,” coordinating with OLL, providing interested participants in the benefits of working in priority (Title One) schools and having time to meet the school’s leadership and students.
	<ul style="list-style-type: none"> ▶ Visit local colleges/universities and present to Spring final interns, offering tours in schools, building relationships with our applicants in our effort to recruit them to Pasco County Schools.
	<ul style="list-style-type: none"> ▶ Monitor and network with potential applicants via LinkedIn.
	<ul style="list-style-type: none"> ▶ Host Instructional Hiring Event to fill vacancies for 2020-2021 school year.



Superintendent Kurt Browning interacts with students during an engaging STEM lesson.

VALUABLE PROFESSIONAL DEVELOPMENT

Description: Valuable professional development that is relevant, responsive to the needs and feedback of the system, focused and produces an immediate impact on work is key to employee engagement, growth and success.

Tactic Owner: Director, Office for Leading and Learning

Tactic Team: Office for Leading and Learning

This tactic is connected to the following metrics on the District Scorecard:

- Valuable Professional Development
- Employee Engagement

Tactic Timeline	
Q1 - Q4	▶ Partner with school and district leaders, school teams, PLCs, teachers and new teachers to develop, support and provide professional learning opportunities that are meaningful and responsive.
	▶ Implement system-wide Instructional Coach Professional Learning plan to support all building level coaches in developing content expertise, data literacy and skills to coach and support adults.
	▶ Two weeks after each Professional Development opportunity survey participants to gather feedback regarding value of learning opportunity, alignment to district priorities, relevance to current practices and level of engagement for participants.
	▶ Analyze and adjust PD offerings based on feedback and data to ensure responsiveness in professional learning opportunities within the system.
Q4	▶ Deploy professional development needs assessment survey for all Pasco employees.
	▶ Analyze feedback data provided via surveys, face to face and other feedback loops.
	▶ Refine and adjust long term professional development plans and learning opportunities based on system feedback

Excellence in Student Achievement

Employee Success

Taxpayer Value

Connecting to the Community

The district takes its role and responsibilities very seriously in balancing the delivery of a high quality educational experience for its students and providing value to the taxpayers of Pasco County. To that end, this success

planning process has provided a platform for the district to identify tactics aimed at enhancing the value the district can provide through its facilities and innovative business practices.



ePAYABLES PROGRAM

Description: Purchasing and Finance Services will continue to enroll vendors in the ePayables program.

Tactic Owner: Chief Finance Officer

Tactic Team: Purchasing Services and Finance Services

This tactic is connected to the following metric on the District Scorecard:

- Non-taxpayer Revenue

Tactic Timeline	
Q1- Q4	► Evaluate program to determine if continuing the program would be beneficial to the District.

P-CARD PAYMENT PROGRAM

Description: Purchasing and Finance Services will continue to enroll vendors in the ePayables Program.

Tactic Owner: Chief Finance Officer

Tactic Team: Purchasing Services and Finance Services

This tactic is connected to the following metric on the District Scorecard:

- Non-taxpayer Revenue

Tactic Timeline	
Q1-Q4	► Report P-Card and Amazon participation by quarter.
Q4	► Report P-Card annual rebates.

ENTERPRISE VENDING MACHINE PROGRAM

Description: Food & Nutrition Services will operate an Enterprise Vending Machine program to generate funding for our schools.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Food and Nutrition Services

This tactic is connected to the following metric on the District Scorecard:

- Non-taxpayer Revenue

Tactic Timeline	
Q1 - Q4	<ul style="list-style-type: none"> ► Financial statements will be prepared to evaluate the effectiveness of the program and determine the pro-rata share for each school.

CELL TOWERS

Description: The district will strive to increase revenue from existing and future cell towers.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Planning Services

This tactic is connected to the following metric on the District Scorecard:

- Non-taxpayer Revenue

Tactic Timeline	
Q1 - Q4	<ul style="list-style-type: none"> ► Report annual revenue from cell towers as compared to previous years. ► Report progress on additional cell tower opportunities.



INVESTMENT PROGRAM

Description: The District cash must be invested according to the Board's policy #6144 and to ensure safety of principal, maintenance of liquidity, and return on investment.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Finance Services

This tactic is connected to the following metric on the District Scorecard:

- Non-taxpayer Revenue

Tactic Timeline	
Q1 - Q4	<ul style="list-style-type: none"> ▶ Monitor investment to ensure compliance with investment policy. ▶ Perform cash flow analysis to minimize cash in bank account and maximize cash invested ▶ Monitor quarterly performance to make sure it exceeds the average 3-month T-Bill rate. ▶ Allocate investments to provide for diversification among investment pools.

ALTERNATIVE FUEL PROGRAM

Description: Use of alternative fuel program to reduce transportation costs.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Transportation Services and Senior Manager, Finance Services

This tactic is connected to the following metric on the District Scorecard:

- Non-taxpayer Revenue

Tactic Timeline	
Q1 - Q4	<ul style="list-style-type: none"> ▶ Application for fuel and vehicle rebates will be submitted and funds received will offset the overall cost of transportation.

BREAKFAST IN THE CLASSROOM

Description: Food and Nutrition Services will operate breakfast in the classroom at schools participating in Provision 2 breakfast in an effort to increase breakfast participation.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Food and Nutrition Services

This tactic is connected to the following metric on the District Scorecard:

- Expenses Controlled and Costs Avoided

Tactic Timeline	
Q1 - Q4	<ul style="list-style-type: none"> ► Reports will be prepared to determine participation levels at each school participating in Breakfast in the Classroom Program and to evaluate if participation levels have increased.

COMPRESSED NATURAL GAS STATION

Description: The district operates a compressed natural gas station to reduce fueling costs.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Transportation Services

This tactic is connected to the following metric on the District Scorecard:

- Expenses Controlled and Costs Avoided

Tactic Timeline	
Q1 - Q4	<ul style="list-style-type: none"> ► The district will report the operational cost of the new CNG station as compared to the operations of a diesel/propane bus garage.



MAINTENANCE PROJECTS

Description: Maintenance and Facilities Services regularly analyzes efficiencies of their projects. Each quarter, Maintenance will identify a project completed internally or externally and the efficiencies and savings realized as a result.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Maintenance and Facilities Services

This tactic is connected to the following metric on the District Scorecard:

- Non-taxpayer Revenue

Tactic Timeline	
Q1 - Q4	► Identify project completed internally or externally along with efficiencies and savings.

FUND BALANCE ESTABLISHMENT

Description: The total dollar amount of the fund balance and the fund balance expressed as a percentage of all expenses.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Finance Services

This tactic is connected to the following metric on the District Scorecard:

- Fund Balance Dollar Amount

Tactic Timeline	
Q1 - Q4	► The district will monitor expenses on an annual basis to make sure that the budgeted fund balance remains the same throughout the year, as well as, monitor expenses and revenue to the projected budget.

BOND RATING

Description: Maintain current bond rating as reported by designated rating agencies.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Finance Services

This tactic is connected to the following metric on the District Scorecard:

- Bond Rating

Tactic Timeline	
Q1 - Q4	▶ The district will monitor Debt Service Ratio.
	▶ The district will monitor interest rates for opportunities for refunding and savings.
	▶ The district will monitor SWAP interest rates for opportunities to terminate SWAP and eliminate variable rate exposure.

AUDITS/PROGRAM REVIEWS REQUIRING REIMBURSEMENT

Description: Review external audit reports on an ongoing basis throughout the year.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Internal Audit

This tactic is connected to the following metric on the District Scorecard:

- Audits/Program Reviews Requiring Reimbursement

Tactic Timeline	
Q1 - Q4	▶ Determine if financial audits are unqualified so that bond ratings are not adversely affected.
	▶ Determine whether or not compliance audits are without findings that would require any type of repayment or fine. If an audit requires any type of repayment or fine, procedures and controls will be established to eliminate future repayment of fines.
	▶ NOTE: There may not be completed audits to review each quarter. As they become available, the analysis will be completed and the results reported.

PENNY FOR PASCO PROGRAM

Description: Moneys collected from the Penny for Pasco initiative will be expended in accordance with the project list approved by the citizens of Pasco County.

Tactic Owner: Chief Finance Officer

Tactic Team: Director, Finance Services

This tactic is connected to the following metric on the District Scorecard:

- Penny for Pasco Funds

Tactic Timeline	
Q1 - Q4	▶ Monitor sales tax collections versus projections and planned expenditures.
	▶ Review project budgets and actual expenditures.
	▶ Maximize interest earned on cash investments.
	▶ Make adjustments to project budgets, as needed.



Excellence in Student Achievement

Employee Success

Taxpayer Value

Connecting to the Community

Pasco schools are an integral part of the larger Pasco County community, making it very important for the district and its schools to be active and communicative to families of students – as well as to the business community, community

leaders, and the community at large. Tactics outlined on the following pages are aimed at helping to foster a strong relationship between the district and members of the Pasco community.



VOLUNTEER HOURS

Description: It is important to keep track of the number of volunteer hours performed by approved volunteers at our schools. Research has shown that when parents and community members are meaningfully engaged in student education there is an increase in student achievement and/or success.

Owner: Public Information Officer

Tactic Team:

- Communications and Government Relations Department
- School Volunteer Coordinators

This tactic is connected to the following metrics on the District Scorecard:

- Family Engagement
- Community Outreach

Tactic Timeline	
Q1 - Q4	▶ Provide updated training to all volunteer coordinators on volunteer procedures and Raptor features.
	▶ Train newly hired volunteer coordinators throughout the year on the Raptor system, to include signing volunteers in and out, volunteer reports, and best practices.
	▶ Maintain training logs from volunteer coordinators to ensure all employees have received the volunteer training.
	▶ Track volunteer hours using the Raptor system at each school.
	▶ Analyze the end of the year volunteer hours data to measure growth and plan forward.



ATHLETIC VOLUNTEER HOURS

Description: The majority of volunteer hours are generated through athletic events at secondary schools, including coaching, concessions, field prep, etc. Because most of the events are after hours, volunteer time is not always documented properly or reported through Raptor. All secondary schools have sports programs and guidance is needed to ensure all volunteers are screened and reported accurately through the volunteer programs office.

Owner: Public Information Officer

Tactic Team:

- Communications and Government Relations Department
- Volunteer Programs
- Athletics Program Coordinator

This tactic is connected to the following metrics on the District Scorecard:

- Family Engagement
- Community Outreach

Tactic Timeline	
Q1 - Q4	▶ Work with district athletics program coordinator to create guidance for coaches.
	▶ Meet with athletic directors and coaches to review volunteer procedures.
	▶ Develop resources for coaches to provide parents during parent meetings to explain volunteer responsibilities.
	▶ Work with secondary volunteer coordinators to establish best practices when working with after-hours athletic events.
	▶ Compare volunteer hours logged to athletics from the 2018-19 school year (10,093) to the 2019-20 school year.

PARENTS/GUARDIANS ACCESSING MYSTUDENT ACCOUNTS

Description: Ensuring that parents are connected and aware of their child's academic progress is key when building a strong "school-to-home" partnership. Parents can access their student's grades, attendance, test history, and demographics through the myStudent information system. The more information parent know about their student's school experiences, the more engaged both the parents and students will be.

Owner: Public Information Officer

Tactic Team:

- Communications and Government Relations Department
- Office for Technology and Information Services

This tactic is connected to the following metric on the District Scorecard:

- Family Engagement

Tactic Timeline	
Q1 - Q4	► Place slider on district homepage at beginning and end of school year.
	► Encourage schools to promote myStudent on websites, social media, school newsletters, and at school events.
	► Continue to promote myStudent with reminders in the Pasco Parent Press newsletter, the on-hold message on district phones, and with recorded messages and emails sent to parents.



SOCIAL MEDIA ENGAGEMENT

Description: Engaging our community in the 21st Century requires the use of social media. By monitoring the number of comments, likes, shares, retweets, etc., we can judge whether or not we are presenting information that is engaging and relevant. An effective communications effort looks at the kinds of posts that generate the most engagement and uses this information to guide communications planning. By striving to increase the number of people who like, comment on, or share Facebook and Twitter posts, we will increase the engagement of our community stakeholders.

Owner: Public Information Officer

Tactic Team: Communications and Government Relations Department

This tactic is connected to the following metrics on the District Scorecard:

- Family Engagement
- Community Outreach

Tactic Timeline	
Q1 - Q4	► Develop social media budget for promoting specific district messages to highly targeted audiences.
	► Work closely with the Pasco Education Foundation and their business partners to generate growth and engagement.
	► Design posts that call for a direct response with questions, polls, RT or fav, comment or like, caption this, etc.
	► Focus on posting best performing content and topics.
	► Run contests and giveaways that feature user-generated content to promote more sharing.
	► Foster relationships and engagement through meaningful and timely interactions.



EXPAND USE OF THOUGHTEXCHANGE

Description: ThoughtExchange engages parents, community members, students, and school board employees in conversations to provide feedback and ideas that lead to better decisions. A ThoughtExchange allows participants to share thoughts and ideas, which others then rate on a five star scale.

Owner: Public Information Officer

Tactic Team: Assistant Superintendents for Elementary Schools and Support Services

This tactic is connected to the following metrics on the District Scorecard:

- Family Engagement
- Family Engagement

Tactic Timeline	
Q1 - Q4	▶ Train school leaders and district administrators to use ThoughtExchange.
	▶ Work with ThoughtExchange to help moderators develop useful ThoughtExchange topics.
	▶ Encourage school leaders and district administrators to use ThoughtExchange to get input and feedback.
	▶ Compare the number of ThoughtExchanges in 2019-2020 to those in 2018-2019.



PASCO SCHOOLS CITIZENS' ACADEMY

Description: The Pasco Schools Citizens' Academy was launched in 2018 to educate the public on the operation of a public school system. The first year consisted of seven sessions, four classroom sessions in the evening and three school tour sessions during the day. In the course evaluation, 66% of the participants ranked their knowledge before the academy between not at all knowledgeable and somewhat knowledgeable and 11% ranked their knowledge as extremely knowledgeable. 89% ranked their knowledge after the academy as very knowledgeable, but the percentage that ranked their knowledge as extremely knowledgeable remained at 11%, although they also noted that they have a new perspective of Pasco County Schools.

Owner: Public Information Officer

Tactic Team: Communications and Government Relations Department

This tactic is connected to the following metric on the District Scorecard:

- Community Outreach

Tactic Timeline	
Q1 - Q4	▶ Make changes to the format and sessions based on first-year member feedback.
	▶ Increase the number of school visits.
	▶ Revise presentation structure and content to be more engaging.
	▶ Provide materials to participants in advance, so they're prepared for presentations and can ask informed questions.
	▶ Allow for more interactions during sessions.

METRICS

Introduction

Just as a student's progress is monitored throughout the year, so will the efforts of our district departments and schools. All schools will develop a plan for success that aligns with the priorities of the District Success Plan including focus areas in one or more of the four strategic pillars; Excellence in Student Achievement, Employee Success, Taxpayer Value and Connecting with the Community.

The District Scorecard will be used to track performance toward goals, throughout the year, at both the district and school level. Metrics were carefully chosen as priorities within our work, and will be monitored each quarter, each semester or on an annual basis. District and school level metrics are included for each of the four strategic pillars mentioned above.

An important objective of the scorecard is to increase every staff member's understanding of his/her individual & collective contributions to the overall performance of the District. The data reported through the scorecards will inform decisions at both the district and school level, and will ensure a continuous reflection of practices.

SEEK-12 SCORECARD FOR EDUCATIONAL EXCELLENCE K-12			2019-2020 DISTRICT SCORECARD				
Quarter Metrics			Q1	Q2	Q3	Q4	
Excellence in Student Achievement	Rigorous Instruction	% 1st Graders on Target for Reading (IRLA)					
		% 1st Graders on Level for Reading (IRLA)					
	Compassionate Schools	% Students Off Track for Attendance					
		Number of days of Out of School Suspension - Elementary School					
		Number of days of Out of School Suspension - Middle School					
Employee Success	Employee Engagement	Number of days of Out of School Suspension - High School					
	Employee Wellness	% Voluntary Departures					
Taxpayer Value	Innovative Management Practices	% of New Employees Registering to Access Health and Wellness Centers (HWC)					
		% of New Employees Accessing Health and Wellness Centers (HWC)					
	Financial Stewardship	Amount of Non Taxpayer Revenue Created					
		Amount of Expenses Controlled and Costs Avoided					
		Amount of Penny for Pasco Funds					
Semester Metrics							
Excellence in Student Achievement	Rigorous Instruction	% Students Meeting PreK GOLD Criteria					
		% Students with Disabilities Meeting or Exceeding PreK GOLD Criteria					
		% of course failures in 6th grade					
	Equitable Practices	% of course failures in 9th grade					
Employee Success	Employee Engagement	% of Students enrolling in Advanced Academic Courses					
		% of Instructional Employees Who Rated Professional Development as Valuable					
Connecting to the Community	Family Engagement	% of Non Instructional Employees Who Rated Professional Development as Valuable					
		Number of Volunteer Hours					
		Number of Parents/Guardians Accessing myStudent Accounts					

2019-2020 DISTRICT SCORECARD				
A Standards				A
1st Standards				
2nd Standards				
3rd Standards				
4th Standards				

Excellence in Student Achievement	Rigorous Instruction	% 3rd Graders Proficient in Math								
		% 6th Graders Proficient in ELA								
		% 6th Graders Proficient in Math								
		% 8th Graders Proficient in ELA								
		% 8th Graders Proficient in Math								
		% 8th Graders Proficient in Science								
	Compassionate Schools	% 10th Graders Proficient in ELA								
		% of Students Proficient in Algebra 1								
		Number of Schools Completing Training Cycle for Trauma Informed Care (TIC) Supports (PBIS)								
		Number of School Personnel Trained in Youth Mental Health First-Aid (YMHFA) Competitions								
Equitable Practices	Grand Mean of Students Engaged according to Gallup Survey									
	Number of Students Earning Industry Certifications									
	Number of Students Earning College Credits									
	Federal Uniform Graduation Rate									
Employee Success	Employee Engagement	Grand Mean of Graduation Rate for Students with Disabilities								
		Grand Mean of Employees Engaged according to Gallup Survey								
Taxpayer Value	Financial Stewardship	Fund Balance								
		Fund Balance Dollar Amount								
Connecting to the Community	Community Outreach	Number of Audits Requiring Reimbursement								
		Bond Rating (Moody's/Fitch Ratings)								
		Number of Athletic Volunteer Hours								
		Social Media Engagement								
		Use of ThoughtExchange								
		Pasco Schools Citizens' Academy Knowledge Gains								

Monitoring performance in a consistent manner across all school levels is a vital component to our success as a system.





SEEK-12

SCORECARD FOR EDUCATIONAL EXCELLENCE K-12

2019-2020
DISTRICT SCORECARD

Quarter Metrics			Q1	Q2	Q3	Q4
Excellence in Student Achievement	Rigorous Instruction	% 1st Graders on Target for Reading (IRLA)				
		% 1st Graders on Level for Reading (IRLA)				
	Compassionate Schools	% Students Off Track for Attendance				
		Number of days of Out of School Suspension - Elementary School				
		Number of days of Out of School Suspension - Middle School				
		Number of days of Out of School Suspension - High School				
Employee Success	Employee Engagement	% Voluntary Departures				
	Employee Wellness	% of New Employees Registering to Access Health and Wellness Centers (HWC)				
		% of New Employees Accessing Health and Wellness Centers (HWC)				
Taxpayer Value	Innovative Management Practices	Amount of Non Taxpayer Revenue Created				
		Amount of Expenses Controlled and Costs Avoided				
	Financial Stewardship	Amount of Penny for Pasco Funds				
Semester Metrics						
Excellence in Student Achievement	Rigorous Instruction	% Students Meeting PreK GOLD Criteria				
		% Students with Disabilities Meeting or Exceeding PreK GOLD Criteria				
		% of course failures in 6th grade				
		% of course failures in 9th grade				
	Equitable Practices	% of Students enrolling in Advanced Academic Courses				
Employee Success	Employee Engagement	% of Instructional Employees Who Rated Professional Development as Valuable				
		% of Non Instructional Employees Who Rated Professional Development as Valuable				
Connecting to the Community	Family Engagement	Number of Volunteer Hours				
		Number of Parents/Guardians Accessing myStudent Accounts				



SEEK-12

SCORECARD FOR EDUCATIONAL EXCELLENCE K-12

2019-2020
DISTRICT SCORECARD

Annual Metrics						A
Excellence in Student Achievement	Rigorous Instruction	% of Elementary Learning Experiences Matching Rigor of ELA Standards				
		% of Elementary Learning Experiences Matching Rigor of Math Standards				
		% of Secondary Learning Experiences Matching Rigor of ELA Standards				
		% of Secondary Learning Experiences Matching Rigor of Math Standards				
		% 3rd Graders Proficient in ELA				
		% 3rd Graders Proficient in Math				
		% 6th Graders Proficient in ELA				
		% 6th Graders Proficient in Math				
		% 8th Graders Proficient in ELA				
		% 8th Graders Proficient in Math				
		% 8th Graders Proficient in Science				
		% 10th Graders Proficient in ELA				
		% of Students Proficient in Algebra 1				
	Compassionate Schools	Number of Schools Completing Training Cycle for Trauma Informed Care (TIC)				
		Number of Schools Completing Training Cycle for Positive Behavior Intervention Supports (PBIS)				
		Number of School Personnel Trained in Youth Mental Health First-Aid (YMHFA)				
		Number of Students Participating in District/ State/ National/ International Competitions				
		Grand Mean of Students Engaged according to Gallup Survey				
	Equitable Practices	Number of Students Earning Industry Certifications				
		Number of Students Earning College Credits				
		Federal Uniform Graduation Rate				
		Federal Uniform Graduation Rate for Students with Disabilities				
Employee Success	Employee Engagement	Grand Mean of Employees Engaged according to Gallup Survey				
Taxpayer Value	Fund Balance	Fund Balance Dollar Amount				
	Financial Stewardship	Number of Audits Requiring Reimbursement				
		Bond Rating (Moody's/Fitch Ratings)				
Connecting to the Community	Community Outreach	Number of Athletic Volunteer Hours				
		Social Media Engagement				
		Use of ThoughtExchange				
		Pasco Schools Citizens' Academy Knowledge Gains				



2019-2020 METRIC INFORMATION

Strategic Pillar	Metric Title	Metric Definition	2019-2020 District Goals	2020-2021 District Goals	2021-2022 District Goals
Excellence in Student Achievement	% 1st graders on target for Reading (IRLA)	The percentage of 1st grade students whose reading performance meets or exceeds the expected level and whose monthly reading progress meets or exceeds 10%, as defined by the Independent Reading Level Assessment.	Q1: 1.2 55% Q2: 1.4 65% Q3: 1.6 75% Q4: 1.9-1.99 85%	Q1: 1.2 57% Q2: 1.4 67% Q3: 1.6 77% Q4: 1.9-1.99 87%	Q1: 1.2 59% Q2: 1.4 69% Q3: 1.6 79% Q4: 1.9-1.99 89%
	% 1st graders on level for Reading (IRLA)	The percentage of 1st grade students whose reading performance meets or exceeds the expected level, as defined by the Independent Reading Level Assessment.	Q1: 2G 60% Q2: 1B 70% Q3: 2B 80% Q4: 2B/1R 90%	Q1: 2G 62% Q2: 1B 72% Q3: 2B 82% Q4: 2B/1R 92%	Q1: 2G 64% Q2: 1B 74% Q3: 2B 84% Q4: 2B/1R 94%
	% Students off track in Attendance	% of students who are off track in attendance (according to the quarterly scorecard on myEWS)	Q1: 9% Q2: 16% Q3: 19% Q4: 20%	Q1: 8% Q2: 15% Q3: 18% Q4: 19%	Q1: 7% Q2: 14% Q3: 17% Q4: 18%
	Number of days of Out of School Suspension-Elementary	Number of days elementary school students are suspended out of school for discipline reasons	Decrease 10%	Decrease 10%	Decrease 10%
	Number of days of Out of School Suspension-Middle	Number of days middle school students are suspended out of school for discipline reasons	Decrease 10%	Decrease 10%	Decrease 10%
	Number of days of Out of School Suspension-High	Number of days high school students are suspended out of school for discipline reasons	Decrease 10%	Decrease 10%	Decrease 10%
	% Students meeting PreK GOLD Criteria	The percentage of all 3-year-old Head Start and 4-year-old Head Start and/or voluntary Pre-K children whose performance is demonstrated to be on target, as defined by teaching strategies GOLD Criteria in the areas of approaches to Learning, Cognitive and General Knowledge (including math), Language and Literacy, and Physical Health.	Annual 80%	Annual 80%	Annual 80%
	% Students with disabilities meeting or exceeding PreK GOLD Criteria	The percentage of all 3 and 4-year-old children with disabilities whose performance is demonstrated to be on target, as defined by teaching strategies GOLD Criteria in the areas of approaches to Learning, Cognitive and General Knowledge (including math), Language and Literacy, and Physical Health.	Annual 60%	Annual 60%	Annual 60%
	% of Course Failures 6th Grade	% of 6th graders with 1 or more course failures.	>3% decrease from prior year		
	% of Course Failures 9th Grade	% of 9th graders with 1 or more course failures.	>3% decrease from prior year		
	% of students enrolling in an Advanced Academic Course	% of students enrolled in 1 or more Advanced, Honors, AICE, AP or DE course.	>5% increase from prior year		
	% of Elementary Learning Experiences Matching Rigor of ELA Standards	% of elementary ELA classrooms aligned to the standards as evidenced on the Instructional Practice Guides (Achieve the Core)	80%	85%	90%
	% of Elementary Learning Experiences Matching Rigor of Math Standards	% of elementary Mathematics classrooms aligned to the standards as evidenced on the Instructional Practice Guides (Achieve the Core)	80%	85%	90%
	% of Secondary Learning Experiences Matching Rigor of ELA Standards	% of secondary ELA classrooms aligned to the standards as evidenced on the Instructional Practice Guides (Achieve the Core)	80%	85%	90%
	% of Secondary Learning Experiences Matching Rigor of Math Standards	% of secondary Mathematics classrooms aligned to the standards as evidenced on the Instructional Practice Guides (Achieve the Core)	80%	85%	90%
	% 3rd graders proficient in ELA	% of 3rd grade students achieving proficient or better on the Grade 3 ELA FSA.	>3 percentage pt. increase from prior year		
	% 3rd graders proficient in Math	% of 3rd grade students achieving proficient or better on the Grade 3 Math FSA.	>3 percentage pt. increase from prior year		
	% 6th graders proficient in ELA	% of 6th grade students achieving proficient or better on the Grade 6 ELA FSA.	>3 percentage pt. increase from prior year		

2019-2020 METRIC INFORMATION

Strategic Pillar	Metric Title	Metric Definition	2019-2020 District Goals	2020-2021 District Goals	2021-2022 District Goals
Excellence in Student Achievement	% 6th graders proficient in Math	% of 6th grade students achieving proficient or better on the Grade 6 Math FSA.	>3 percentage pt. increase from prior year		
	% 8th graders proficient in ELA	% of 8th grade students achieving proficient or better on the Grade 8 ELA FSA.	>3 percentage pt. increase from prior year		
	% 8th graders proficient in Math	% of 8th grade students achieving Level 3 or higher on the Grade 8 FSA.	>3 percentage pt. increase from prior year		
	% 8th graders proficient in Science	% of 8th grade students achieving proficient or better on the Grade 8 Science FCAT 2.0.	>3 percentage pt. increase from prior year		
	% 10th graders proficient in ELA	% of 10th grade students achieving proficient or better on the Grade 10 ELA FSA.	>3 percentage pt. increase from prior year		
	% of students proficient in Algebra 1	% of Algebra 1 students achieving Proficient or better on the Algebra 1 EOC.	>3 percentage pt. increase from prior year		
	Percentage of schools completing training cycle for Trauma Informed Care (TIC)	Percentage of schools that have completed a trianing cycle for Trauma Informed Care (TIC) at Phase 1 or Phase 2	65%	85%	100%
	Percentage of schools, including charter schools active in implementation of Positive Behavior Intervention Supports (PBIS)	Percentage of schools, including charter schools active in implementation of Positive Behavior Intervention Supports (PBIS) at Tier 1 or Tier 2	85%	94%	100%
	Percentage of school personnel trained in Youth Mental Health First-Aid (YMHFA)	Percentage of school personnel trained in the 6 hour Youth Mental Health First-Aid (YMHFA)	10%	25%	50%
	Number of Students participating in competitions	Number of students participating in district, state and national academic or performing arts competitions.	>5% Increase from prior year		
	Student Engagement according to Gallup Survey	The grand mean of Pasco County students that are engaged in their school experience as defined by the annual Gallup student survey.	Annual 3.81	Annual 3.89	Annual 3.95
	Number of Students Earning Industry Certifications	The number of students earning nationally recognized industry certifications as determined by an independent, third-party certifying entity.	>5% Increase from prior year		
	Number of students Earning College Credits	Number of students who are eligible to earn at least 1 college credit.	Annual 41%	Annual 44%	Annual 47%
	Federal Uniform Graduation Rate	Percentage of students who graduate with a standard high school diploma within four years of their first enrollment in ninth grade.	Annual 87%	Annual 88%	Annual 89%
	Federal Uniform Graduation Rate for Students with Disabilities	Percentage of students with disabilities who graduate with a standard high school diploma within four years of their first enrollment in ninth grade.	Annual 79%	Annual 80%	Annual 81%



2018-2019 METRIC INFORMATION					
Strategic Pillar	Metric Title	Metric Definition	2019-2020 District Goals	2020-2021 District Goals	2021-2022 District Goals
Employee Success	Employee Engagement Grand Mean	The grand mean of Paco County school district employees that are engaged in their work experience as defined by the annual Gallup employee survey.	Annual: 4.01	Annual: 4.08	Annual: 4.13
	% of Voluntary Departures	Percentage of employees (excluding temporary employees, substitute personnel and student employees) who leave Pasco by choice. This excludes terminations, resignations in lieu of termination, death, retirees.	Annual: 6.8%	Annual: 6.8%	Annual: 6.5%
	% of Eligible New Employees who registered to access HWC services	The percentage of new employees eligible to participate in the Board's group health plan who actually registered to access services provided by the health and wellness centers (New employee is defined as an employee who is newly eligible to receive medical insurance from the district.)	Annual: 75%	Annual: 75%	Annual: 80%
	% of registered Eligible New Employees who accessed HWC services within one year of employment	The percentage of employees who actually registered, accessed services and had face-to-face contact with a provider at the health and wellness center.	Annual: 35%	Annual: 35%	Annual: 40%
	% of Employees who rated Professional Development as Valuable	The percentage of employees who engage in professional development that is relevant and has a positive impact on their work.	Annual: 90%	Annual: 90%	Annual: 90%



2018-2019 METRIC INFORMATION

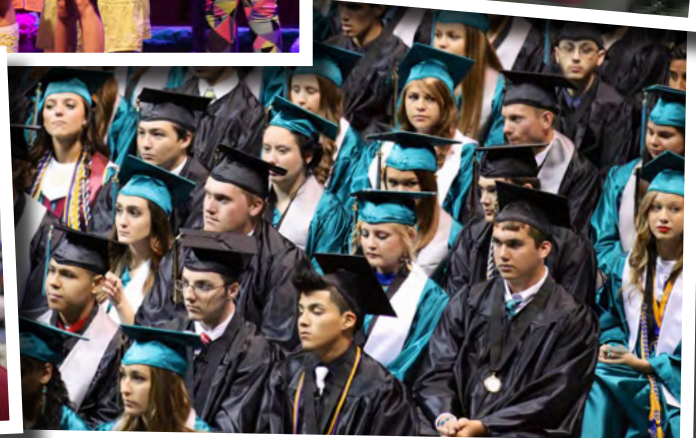
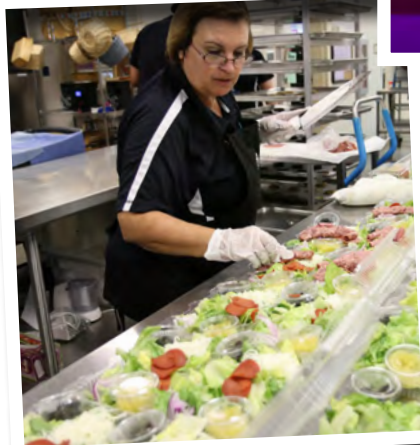
Strategic Pillar	Metric Title	Metric Definition	2018-2019 District Goals	2019-2020 District Goals	2020-2021 District Goals
Taxpayer Value	Non-Taxpayer Revenue Created	The total amount of revenue generated by the P-card/ePayables purchasing programs, the alternative fuel program, the vending machine program, the cell tower program, and the investment program.	Annual: \$835,000	Annual: \$840,000	Annual: \$845,000
	Expenses Controlled and Costs Avoided	Total cost reduction and/or cost avoidance in the operations of the CNG station, the Breakfast in the Classroom Program, and the efficiency of our Maintenance Program.	Annual: \$50,000	Annual: \$75,000	Annual: \$80,000
	Fund Balance Dollar Amount	The total dollar amount of the fund balance.	Annual: \$26,907,180	Annual: \$27,714,395	Annual: \$27,862,345
	Bond Rating	The District's bond rating as reported by Moody's (or other designated rating agency).	Annual: AA3	Annual: AA3	Annual: AA2
	Audits Requiring Reimbursement	The amount of money required to be reimbursed to funding agencies as a result of negative audit or program review results.	Annual: 0	Annual: 0	Annual: 0
	Penny for Pasco Funds	The total amount of revenue generated by the Penny for Pasco program.	Annual: \$27,447,428	Annual: \$28,548,674	Annual: \$28,548,674



2019-2020 METRIC INFORMATION					
Strategic Pillar	Metric Title	Metric Definition	2019-2020 District Goals	2020-2021 District Goals	2021-2022 District Goals
Connecting to the Community	Social Media Engagement	The number of people who like, comment on, or share the District's Facebook and Twitter posts.	Maintain	Maintain	Maintain
	Volunteer Hours	The number volunteer hours performed by approved volunteers.	3%	3%	3%
	Athletic Volunteer Hours	The number of volunteer hours logged to athletics per year.	3% increase (10,395)	3% increase (10,706)	3% increase
	Number of Parents/ Guardians Accessing myStudent Accounts	The cumulative number of parents who access the Parent Portal of the myStudent information system to access information on their student's grades, attendance, test history and demographics.	5%	5%	5%
	Use of Thought Exchange	The number of ThoughtExchanges administered per year.	20 Thought-Exchanges	50% increase (30 Thought-Exchanges)	50% increase (45 Thought-Exchanges)
	Pasco Schools Citizens' Academy	The percentage of participants ranking their level of knowledge after the academy as extremely knowledgeable.	13%	15%	17%



The Journey To Excellence...





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Pasco County Schools does not discriminate on the basis of race, color, sex/gender, religion, national origin, marital status, disability, age or genetic information in its educational programs, services or activities, or in its hiring and employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Sandra May, Equity Manager/Title IX Coordinator, smay@pasco.k12.fl.us

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