



# ***Living the Vision 2008-2013***

## ***District School Board of Pasco County Strategic Plan***

Heather Fiorentino, Superintendent

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A sincere thank you is extended to the many dedicated stakeholders who participated in the strategic planning process through various meetings and the submission of online feedback. We are fortunate to have so many dedicated educators, parents and community members committed to the long-term success of our district. We would also like to acknowledge the leadership and vision of our School Board members and Superintendent for recognizing the importance of strategic planning, facilitating town hall meetings throughout our community, and supporting this on-going initiative. We believe this collaborative approach has yielded a sound plan that will serve as a solid foundation for student success.

# ***Pasco's Vision***

***Our vision is to create a community which works together so all Pasco County students will reach their highest potential.***

## ***Guiding Principles for Pasco's Vision***

### **Continuous Progress**

- Students working to achieve high standards
- Educating the “whole child”
- Variety of flexible student groupings
- Teams of teachers working collaboratively

### **Continuity of Care**

- Team of teachers for more than one year
- Environment that promotes families as partners
- Schools where students are everyone's responsibility
- Respect for students as capable, unique, valued learners

### **Ensuring Equity & Excellence**

- All students receive a quality education
- Exposed to an integrated, rigorous curriculum
- Instruction actively engages students
- Curriculum, instruction, and assessment working together

# ***Living the Vision 2008-2013***

## **Strategic Focus**

- **Prepare Students for Global Citizenship**
- **Provide Equitable Support Systems**
- **Engage Families, Communities, and Businesses**

**All students will meet or exceed high academic standards.**

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

**The achievement gap will close as a result of NCLB subgroups meeting academic proficiency.**

**The district will ensure fiscal responsibility and equitable distribution of resources.**

**All students will graduate prepared for success in the present and future economies.**

**Schools and the district will increase technological capacity.**

**The district supports schools and is accountable for results.**

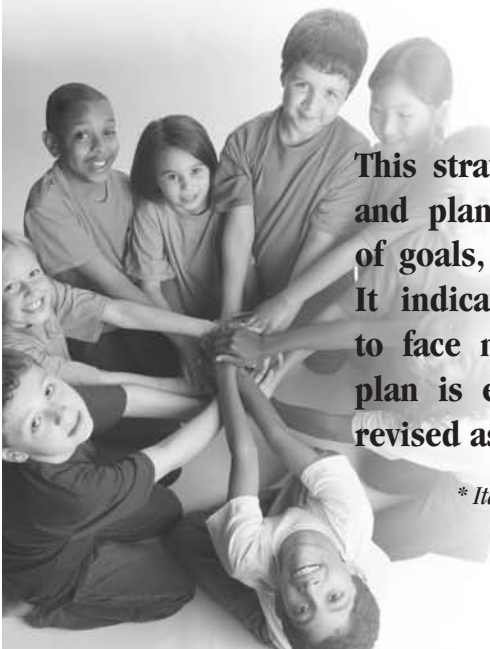
**The district will establish and maintain state-of-the-art, attractive and safe facilities.**

**Teachers and students will be empowered by data that drive teaching and learning.**

**The district and schools will recruit, retain, and train highly skilled and diverse employees.**

**This strategic plan is a beginning, a first step in imagining and planning a future school system. The accomplishment of goals, objectives, and strategies do not signal its finality. It indicates continuous improvement and the opportunity to face new challenges on the next horizon. The strategic plan is ever-evolving and will continually be revisited and revised as the school system adapts to an ever-changing world.**

*\* Italicized words are defined in the glossary at the end of this document.*



# Prepare Students for Global Citizenship

**All students will meet or exceed high academic standards.**

## Curriculum is *standards-based*.

- Curriculum is current with state standards and expectations.
- Curriculum is integrated and connects ideas across disciplines and to students' lives.

## Instruction is rigorous and relevant.

- The district supports and monitors the implementation of research-based best practices such as *Learning-Focused Strategies*.
- Students have opportunities to learn real-world knowledge and skills, and make connections with other students, adults, and the community.
- Students have opportunities to engage in career-focused activities, and secondary students work in career-focused and interest-based teams.
- Student learning is enhanced by experiences in the fine arts.

## Instruction focuses on critical thinking and problem solving.

- Students have opportunities to collaborate and innovate with others, both locally and globally.
- Instruction emphasizes *deep knowledge* of content.
- Instruction includes applied skills related to work ethic, collaboration, and cultural awareness necessary for success in work, postsecondary education, and citizenry.

**The district provides opportunities for on-going professional development to keep all administrators, teachers, and *instructional support personnel* current with curriculum, instruction, and assessment expectations.**

Measure	Five-Year Target	2006-2007 Baseline	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Achievement in Reading	93% of the students taking the SSS* FCAT-Reading will meet high standards.	58%	65%	72%	79%	86%	93%
Achievement in Math	93% of the students taking the SSS FCAT-Math will meet high standards.	58%	68%	74%	80%	86%	93%
Achievement in Writing	95% of the students taking the FCAT Writing + will meet high standards.	91%	>90%**	>90%	>90%	>90%	95%
Achievement in Science	At least 71% of students taking the SSS FCAT-Science will meet high standards.	41%	53%	58%	63%	67%	71%

\* SSS is an abbreviation of Sunshine State Standards.

\*\* The Department of Education requires proficient levels to stay above 90%.



**The *achievement gap* closes as a result of *NCLB subgroups* meeting academic proficiency.**

**All students are provided support and flexibility to meet or exceed standards.**

- Additional time and opportunity are provided students at risk of not meeting standards; the district explores extended school day and school year options.
- Schools provide support and flexibility and use the *continuum of services* to place students in the most appropriate and *least restrictive environment*.
- Data are used to identify students' needs and strengths, and supports student growth using research-based models (e.g., *Problem Solving Response to Intervention*).
- Assessment results provide information that facilitates *differentiated instruction*.
- Instructional strategies that support literacy are used (e.g., *CRISS, READ 180 computer-assisted instruction*).
- Best practices are used for developing language skills of *English Language Learners*, and accommodations are provided during this process.
- Resources are provided for English Language Learners to develop language proficiency.
- Bilingual instructional assistants are trained in strategies to assist English Language Learners in content area classrooms.

**Disaggregated data are used to monitor progress toward academic standards.**

- District and school employees are trained to use updated *Pasco STAR* to review subgroup data.

**The district develops and provides an intensive support system for schools requiring or requesting assistance in specific focus areas.**

- A data-driven process is developed that provides detailed feedback to a school about instruction, leadership, school structure, and school culture.

Measure	Five-Year Target	2006-2007 Baseline	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Achievement in Reading by subgroup	All NCLB subgroups will make AYP in reading.	White-Yes Black-No Hispanic-No Asian-Yes American Indian-No ED*-No ELL**-No SWD***-No	All subgroups make AYP	All subgroups make AYP	All subgroups make AYP	All subgroups make AYP	All subgroups make AYP
Achievement in Mathematics by subgroup	All NCLB subgroups will make AYP in mathematics.	White-Yes Black-No Hispanic-No Asian-Yes American Indian-No ED-No ELL-No SWD-No	All subgroups make AYP	All subgroups make AYP	All subgroups make AYP	All subgroups make AYP	All subgroups make AYP

\* ED is an abbreviation for economically disadvantaged students.

\*\* ELL is an abbreviation for English language learner.

\*\*\* SWD is an abbreviation for students with disabilities.



**All students graduate prepared for success in the present and future economies.**

**The district increases the percentage of students graduating from high school.**

- The district identifies predictors of success for graduation and monitors students' progress.
- The district will further develop and pilot early intervention *graduation enhancement programs* (e.g., Dropout Prevention).

**The district expands career and *work readiness opportunities* that reflect current and future economic trends.**

- The district strengthens *community / governmental/ business partnerships* ensuring that students stay connected to the demands of the work force.
- The district identifies the skills and knowledge students need to be employable, and includes these in the instructional program.

**The district designs and delivers rigorous and relevant *learner-focused curriculum* for all *Career and Technical programs*.**

- The district designs and implements model *Career Academies*.
- Schools include career awareness activities in thematic units.

Measure	Five-Year Target	2006-2007 Baseline	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Graduation Rate**	Graduation rate will reach 90% in five years.	74.4% 2005-2006	81% 2007-2008	84% 2008-2009	86% 2009-2010	88% 2010-2011	90% 2011-2012
Percentage of schools offering Career Academies	Career Academy concept will be implemented in each high school.	NA	73%	80%	87%	94%	All high schools

\*\* Graduation Rate is reported annually based on the previous year's data.

## 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.

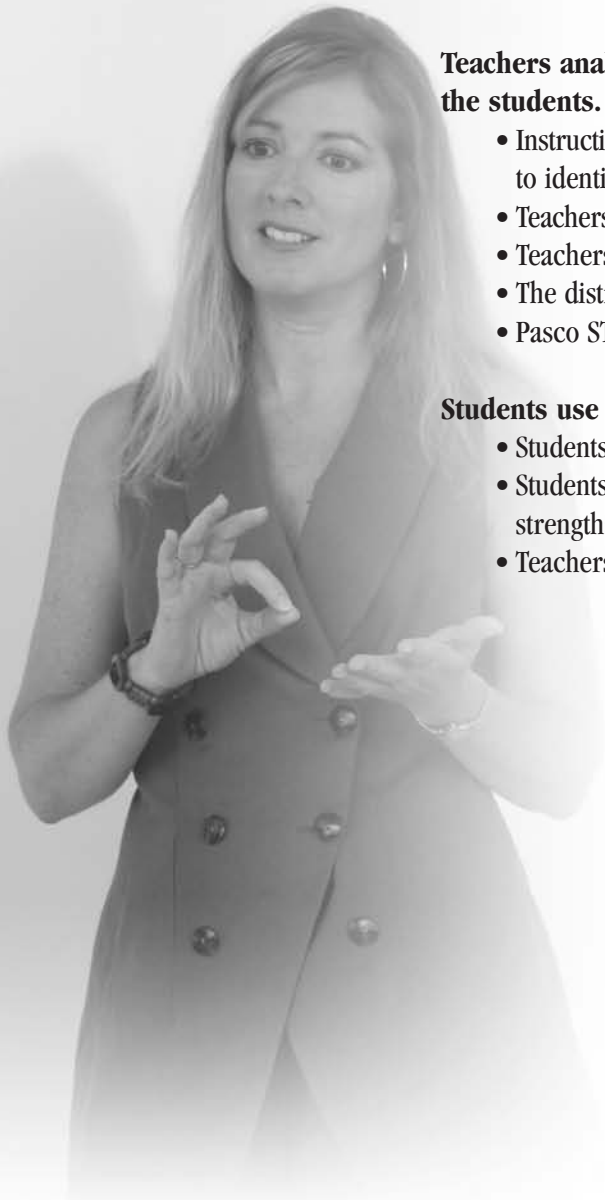
The Vision Committee monitors the implementation of the goals, objectives, and strategies in the Strategic Plan.

The district Vision Committee monitors progress toward meeting the *metrics* 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.
- Schools and departments are provided technical assistance on writing action plans aligned to the Strategic Plan.
- The district continues to meet accreditation standards of the Southern Association of Colleges and Schools (SACS/CASI).

Measure	Five-Year Target	2006-2007 Baseline	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Monitoring of strategic plan	The Vision Committee will meet regularly and monitor the district's progress toward meeting the metrics in the strategic plan.	NA	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Plan Progress Reported
Monitoring of Accreditation Process	The Vision Committee will monitor the district's improvement process.	NA	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Plan Progress Reported

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



### Teachers analyze data to identify strategies that target the needs of the students.

- Instructional teams use ongoing *formative and summative assessments* to identify student needs and adjust instruction.
- Teachers select strategies that are focused on instructional needs.
- Teachers use common *benchmark assessments*.
- The district designs and implements high school *end-of-course exams*.
- Pasco STAR is used for student progress monitoring.

### Students use data to become partners in their own learning.

- Students use *self-monitoring systems*.
- Students are knowledgeable about their personal *learning styles*, strengths, and weaknesses, and help facilitate their own learning.
- Teachers use multiple strategies to meet varied learning styles.

Measure	Five-Year Target	2006-2007 Baseline	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
End-of-course exams	Exams will be administered to high school students in core classes to determine comprehension.	NA	100% of core classes taught in 9th grade	100% of core classes taught in 9th-10th grade	100% of core classes taught in 9th-11th grade	100% of core classes taught in 11th grade	100% of core classes taught in 9th-12th grade
Benchmark assessments	Benchmark assessments will be administered district-wide in language arts, mathematics, and science.	NA	20%	40%	60%	80%	100%

## ***Provide Equitable Support Systems***

**The district and schools recruit, retain, and train highly skilled employees.**

### **The district recruits and retains a qualified and diverse staff.**

- The district assists schools in ensuring employees reflect the diversity of the student population.
- The district targets recruitment efforts at colleges and universities with diverse populations.
- The district provides a competitive salary and benefits package.
- The district explores a differentiated salary schedule.
- The district offers wellness strategies for employees to support a healthy work environment.
- The district and schools encourage high school students to pursue college degrees in education and recruit these same students to work in Pasco County.
- The district employs communication systems across the organization that facilitate strong connections between and among employees.

### **Mentors are assigned to teachers new to the district, and teachers needing differentiated support.**

- All teachers receive mentoring during the first year of teaching in Pasco County Schools; additional years of mentoring will be available based on need.
- All school-based administrators receive mentoring for one year; additional years of mentoring will be available based on need.
- A variety of support strategies, including a mentor, is provided to long-term substitute teachers and teachers new to a content area or level.

### **High quality professional development aligned with the *Florida Professional Development Standards* is offered to all employees to enhance their effectiveness.**

- Faculty, staff, and administrators are provided strategies for working in schools with changing demographics.
- The district explores ways to enhance planning time during the contracted day.

### **Career pathways that promote opportunities to develop advanced skills and pursue certifications are expanded.**

- Instructional support personnel are encouraged to pursue instructional positions and may be given financial support.
- Leadership skills are developed at all levels of the system (e.g., Leadership for Sustainable School Development).

Measure	Five-Year Target	2006-2007 Baseline	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Increase the diversity of personnel	The diversity of employees will increase to 10%.	5%	6%	7%	8%	9%	10%
Percentage of instructional support personnel who become teachers	Increase the percentage of instructional support personnel who participate in the SRP to Teacher Program.	NA	20% increase over previous year	20% increase over previous year	20% increase over previous year	20% increase over previous year	20% increase over previous year
Mentor Program	The percentage of mentees who perceive mentoring services to be beneficial will be at least 90%.	NA	90%	90%	90%	90%	90%
Professional Development Participation	Increase the percentage of employees who participate in professional development.	Instructional 89%	Instructional 92%	Instructional 94%	Instructional 96%	Instructional 98%	Instructional 100%
		Noninstructional 63%	Noninstructional 67%	Noninstructional 70%	Noninstructional 73%	Noninstructional 76%	Noninstructional 80%
		Administrators 89%	Administrators 92%	Administrators 94%	Administrators 96%	Administrators 98%	Administrators 100%
Leadership Development	All administrators will attend the core leadership development program (e.g., Leadership for Sustainable School Development, Leading Change, Interaction Management).	NA	20%	40%	60%	80%	100%



**The district establishes and maintains safe, well-maintained, attractive, and student-friendly facilities.**

**The district develops standards and benchmarks that define safe, functional, efficient, and effective facilities.**

- School facilities are designed to foster teamwork and student learning.
- School facilities are planned with *green design principles*, and have recreational areas.
- School facilities are designed to maximize safety.
- The district establishes a monitoring system to ensure that all facilities are healthy learning environments.

**The district works with Pasco County government to implement school concurrency.**

**The district explores the feasibility of shared use of school facilities with county government.**

**The district explores all sources of funding to support constructing, renovating, and maintaining school facilities.**

- The district updates or renovates older buildings to ensure equity and comparability of facilities.
- Funding is prioritized to support student learning in the classrooms.

Measure	Five-Year Target	2006-2007 Baseline	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Annual review of Five-Year District Facilities Work Program	All tasks on the Five-Year District Facilities Work Program will be completed.*	NA	Annual Review 100%	Annual Review 100%	Annual Review 100%	Annual Review 100%	All Tasks Completed 100%
Facilities	Increase the district percentage of "good" on the annual Maintenance Facilities Services Department Annual School Survey.	Good: 55.5% Fair: 36% Poor: 8.5%	Good: 65%	Good: 75%	Good: 85%	Good: 90%	Good: >90%

\* Depending on funding.

## The district increases 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 technology equipment, capacity, and sustainability that guides school-based decisions.
- *Technology infrastructure* is expanded to meet communication and learning needs.
- The district increases the capacity for online student assessment.
- A plan is established for parent access to technology resources.

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

- The district implements the *Enterprise Resource Program* which is a system-wide renewal of the business and educational data systems.
- The district reduces paperwork required of teachers and other employees by using technological resources.
- The district investigates practices that can be enhanced or streamlined with technology (e.g., lesson plans, instructional units).
- The district invests in secure systems that provide safe back-up to all data.

### An infrastructure 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.
- The district seeks grants that result in increased technology funding.
- The district provides professional development for the integration of technology in the classroom (e.g., Web blogs, videoconferencing).

Measure	Five-Year Target	2006-2007 Baseline	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Create standards for review	A standard model for technology equipment, capacity and sustainability is in place.	NA	20% of schools meet standards	40% of schools meet standards	60% of schools meet standards	80% of schools meet standards	100% of schools meet standards
Teachers have access to their computer 24/7	All teachers have a modern laptop.	27%	35%	45%	60%	80%	100%
Students have access to computers throughout the day	All schools will have a 3:1 ratio of students to modern computers.	6:1	6:1	5:1	5:1	4:1	3:1
Outfit classrooms with interactive technology	All classrooms are equipped with interactive technology (e.g., LCD projectors).	8%	25%	40%	60%	80%	100%



**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.**

<b>Measure</b>	<b>Two-Year Target</b>	<b>2008-2009</b>	<b>2009-2010</b>
Develop a plan that links strategic and operational priorities with resources.	Enhance strategic plan by showing priority goals and the financial impact of implementing the planned goals.	Explore strategic planning process for connecting the budget process with financial resources.	The strategic planning process will provide guidance in budget development and assist the School Board and administrators when making spending decisions.

## Engage Families, Communities, and 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, including a *feedback loop*.**

- Input from stakeholders is gathered in a variety of ways.
- Town hall meetings, speakers' bureaus, and business forums are an avenue for dialogue between and among school, family, and community.
- *Focus groups* are conducted with former students to gather feedback on school experiences and inform planning for effective programs.
- Multiple communication tools are used (e.g., ConnectED, videos, flyers, podcasts).
- Community liaisons are used to strengthen the connections between the district and the community.
- The district is supported through public advocacy efforts, including the development of an annual legislative platform.
- The district collaborates with the union on important issues.

**The district develops business partnerships that are mutually beneficial.**

**The district communicates with families in their home language whenever possible.**

**The number of school volunteers and volunteer hours are increased.**

Measure	Five-Year Target	2006-2007 Baseline	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All schools will use eSembler	All schools will use eSembler to report grade status to parents.	30%	40%	55%	70%	85%	100
Parent Survey	The response rate of the Annual Parent Satisfaction survey will be at least 30% district-wide.	11.8%	15%	17%	20%	25%	30%
Volunteers	Increase the percentage of volunteers in schools.	ES: 12,234 MS: 2,974 HS: 2,904	Increase from prior year	Increase from prior year	Increase from prior year	Increase from prior year	Increase by 5%
Increase input from stakeholders	Increase the number of meetings/forums offered to get perceptions of and communicate with stakeholders (e.g., town hall meetings, focus groups, blogs).	NA	Use to gather information on at least 1 issue/topic	Use to gather information on at least 2 issues/topics	Use to gather information on at least 3 issues/topics	Use to gather information on at least 4 issues/topics	Use to gather information on at least 5 issues/topics

# ***Glossary***

**Achievement gap** - The "achievement gap" in education refers to the disparity in academic performance between groups of students. It is most often used to describe the performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income and well-off families. The achievement gap is a key measure of the NCLB law.

**Benchmark Assessments** - a series of assessments that are used multiple times in a year to measure student performance against standards.

**Career Academies** - Career Academies are organized around such themes as health, business and finance, computer technology and the like. Academy students take classes together and follow a curriculum that includes both academic and career-oriented courses, and participate in work internships and other career-related experiences outside the classrooms.

**Career and Technical Education (CTE) programs** - This collection of educational programs includes: Agriculture and Science, Business Education, Diversified Education, Health and Science, Family and Consumer Sciences, Technology Education, Industrial Education, Public Service, and Marketing Education.

**Career pathways** - Career Pathways are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies.

**Community / government/ business partnerships** - Partnerships are working relationships set up with businesses and community agencies or organizations to provide a link for students to the application of content skills in various career areas and to teach students the value of volunteerism and community service.

**Continuum of Services** - Services for students with disabilities will vary based on the individual needs of a student including, but not limited to, the following: general education with consultation, general education with support services in or outside the regular classroom, and separate exceptional education classes.

**Deep knowledge** - Knowledge is deep when it concerns the central ideas of a topic or discipline, which are judged to be crucial to it. Deep knowledge involves establishing relatively complex connections to those central concepts.

**Diversified employees** - Diversity refers to human traits (such as race, gender or ethnicity) that reflect the differences that are manifested in the overall population of employees, families, and students within an organization.

**Differentiated Instruction** - In a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners.

**End-of-Course Exams** - Assessments measuring what students know and are able to do upon completion of a course.

**English Language Learners** - Students who may not speak English at all or, at least, do not speak, understand, and write English with the same facility as their classmates, because English is a second language or English may not be the primary language in the home.

**Enterprise Resource Program (ERP)** - A system that integrates all data and processes of an organization into a unified system. A typical ERP system will use multiple components of computer software and hardware to achieve the integration.

**Feedback loop** - The element of a system that allows for feedback, self-correction, and then adjusts its operation.

**Florida Professional Development Standards** - This evaluation model assesses the local planning, delivery, follow-up, and evaluation of professional development activities according to the National Staff Development Council standards, as well as, Florida Statutory requirements.

**Focus group** - A focus group is a form of qualitative research in which a group of people is asked about their attitudes towards a service, concept or idea.

**Formative and Summative Assessments** - Formative assessments are on-going assessments, reviews, and observations in a classroom. Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time.

**Graduation Enhancement Programs** - Programs that enhance the likelihood of high school completion through graduation with a standard diploma.

**Green Design Principles** - The aim of designing a building in a way that reduces use of non-renewable resources, minimizes environmental impact, and relates people with the natural environment.

**Instructional Support Personnel** - Non-instructional personnel who support student learning in the schools, i.e., instructional assistants, media assistants, bus drivers.

**Learner Focus** - Learner Focus is an approach to teaching and learning where all decisions made in the classroom and for the school are based on those that help all students reach their highest level of performance.

**Learning Focused-Strategies (LFS)** - Learning-Focused Strategies provide a framework and tools for organizing, planning, assessing, and designing instruction for all students.

**Learning Styles** - A learning style is the method of learning particular to an individual that is presumed to allow that individual to learn best.

**Least Restrictive Environment** - A student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent possible. This concept is the cornerstone for federal legislation for special needs students.

**Metrics** - A system of quantitative and periodic assessment used to monitor a given process.

**No Child Left Behind (NCLB) Subgroups** - A group of students based on ethnicity, poverty, English learner status, and special education designation. Under both Florida and federal accountability rules, various data must be reported for subgroups of students.

**Pasco STAR Data Warehouse** - A District School Board of Pasco County developed tool that is the main repository of student data made accessible to all instructional staff for use in instruction and program evaluation.

**Problem Solving Response to Interventions (RtI)** - A systematic and data-based method for determining the degree to which a student has responded to intervention for the purpose of developing the best method of teaching and learning.

**School Concurrency** - School concurrency ensures coordination between local governments and school boards in planning and permitting developments that affect school capacity and utilization rates.

**Self-monitoring Systems** - A process through which people regulate and monitor their own behaviors in order to improve skills.

**State-of-the-Art** - The state-of-the-art is the highest level of development, as of a device, technique, or scientific field, achieved at a particular time.

**Stakeholders** - One who has a share or an interest, as in a project or business. Stakeholders in education include parents, students, school staff, community members, school board members, and business leaders.

**Standards-based** - Content standards in a curriculum are broadly stated expectations of what students should know and be able to do in particular subjects and levels.

**Technology Infrastructure** - A computing framework which broadens the user's capability for applying technology, such as the systems needed for wireless capability.

**Work Readiness Opportunities** - Work readiness means being able to link education programs to individual and business success at the entry level in a workplace.



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