AGENDA

- Introduction to HCPS Strategy Methodology
- Orientation on HCPS Strategy Documents
- 2017-18 Strategic Plan Results
- 2018-19 Strategic Plan
- 2018-19 Key Performance Indicators (KPIs)
  - Kindergarten Readiness
  - 3rd Grade Reading
  - Achievement Schools
  - Graduation Rate
- Wrap-Up
What is the Purpose of Strategy?
To Drive Performance
What is the biggest mistake organizations make with Strategy?
Not having a deliberate approach to doing it
HCPS STRATEGY
METHODOLOGY
STRATEGY AT HCPS:
OUR CONCEPTUAL FRAMEWORK
STRATEGY MANAGEMENT:
STRATEGIC PLANNING + PERFORMANCE MANAGEMENT

- MISSION
- VISION
- VALUES
- STRATEGIC PRIORITIES
- KEY PERFORMANCE INDICATORS
- STRATEGIC INITIATIVES
- OBJECTIVES
- PERFORMANCE MEASURES & TARGETS
- STRATEGIES

Cycles: RESEARCH, STRATEGY, ALIGNMENT, PERFORMANCE REPORTING, REVIEW & EVALUATION
**HCPS BALANCED SCORECARD**

**STUDENT LEARNING**

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<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measures</th>
<th>Targets</th>
<th>Strategies</th>
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**TALENT MANAGEMENT**

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**MISSION VISION VALUES STRATEGIC PRIORITIES**

**CULTURE & RELATIONSHIPS**

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**PROCESSES & FINANCIALS**

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## Strategic Plan Objective Template

<table>
<thead>
<tr>
<th>OBJECTIVE STATEMENT</th>
<th>MEASURE</th>
<th>TARGET</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve Kindergarten Readiness</td>
<td>% of students who are ready for Kindergarten</td>
<td>60%</td>
<td>Partner with local VPK and ECC</td>
</tr>
</tbody>
</table>

**OBJECTIVE STATEMENT**
The Result to Achieve

**MEASURE**
Best Evidence for the Result

**TARGET**
An Annual Goal for the Result

**STRATEGIES**
How to Achieve the Result
Strategic Plan Levels

- Strategic Priorities
- Key Performance Indicators
- Division Objectives
- Department/Area Objectives
- Sub Department/School Objectives
HCPS STRATEGY DOCUMENTS
Mission: To provide an education and the supports that enable each student to excel as a successful and responsible citizen.

Vision: Preparing Students for Life

Values: Proactive, Relational, Integrity, Safety, Motivation

**HCPS Strategic Plan**

**Strategic Priorities**

- Increase Graduation Rates
- Communicate with Stakeholders
- Build Strong Culture & Relationships
- Strengthen Foundations of Financial Stewardship

**Goal Areas**

**Student Learning**
- High School Graduation Rate
- Workforce Readiness
- High School Readiness
- Middle School Readiness
- Early Childhood
- School Grades
- Standards Aligned Curriculum
- Student Centered Learning Environment
- Achievement Gap

**Talent Management**
- Professional & Leadership Development
- High Quality & Diverse Candidate Pools
- Robust Selection & Hiring Process
- Retention of Highly Effective Employees
- Pathways to Advancement
- Workforce Diversity

**Culture & Relationships**
- Safe & Secure Schools
- Advocacy for Every Student
- Culture of High Performance
- Stakeholder Communication
- Commitment to Diversity, Equity, and Inclusion
- Community Engagement & Partnerships
- Restorative Practices
- Servant Leadership

**Processes & Financials**
- Continuous Process Improvement
- Revenue Generated from External Sources
- Spending Directed to Instruction
- Fund Balance
- Reduction of Expenses
- Clean Audits
- Bond Rating
Strategic Plan Levels

Academic Support & Federal Programs

Strategic Priorities

BOARD

Key Performance Indicators

SUPERINTENDENT

Division Objectives

Division Objectives

Federal Programs (Title I) Early Childhood/Out of School Time Grants & Research Student Services

Department Objectives

Sub-Department Objectives

Migrant Private Schools Parent & Family Involvement Professional Development Neglected & Delinquent Federal Programs School Readiness Head Start HOST Health Services School Counseling Services Psych Services Social Work Services Restorative Practice
ACADEMIC SUPPORT & FEDERAL PROGRAMS DIVISION
STRATEGIC PLAN SUMMARY 17-18

ASFP Division Objectives:
- Increase awareness of Early Childhood Opportunities
- Improve Kindergarten Readiness
- Increase Graduation Rate in Title I Schools
- Increase Graduation Rate of Foster Care students
- Increase the use of Restorative Practices
- Increase Graduation Rate of students identified as homeless
- Increase Graduation Rate of students identified as foster care

Federal Programs/Title I Department Objectives
- Increase Graduation Rate in Title I schools
- Increase ELA Achievement in Title I schools
- Increase Math Achievement in Title I schools
- Increase Science Achievement in Title I schools
- Increase Social Studies Achievement in Title I schools
- Improve performance at Priority and Focus schools
- Increase GPA of Title I students

Parent/Family Engagement Sub-Department Objectives
- Improve Home Use strategies
- Improve Parent perceptions of shared decision making
- Improve Teacher perceptions of parental support

Private Schools Sub-Department Objectives
- Improve Performance in iReady Math
- Improve Performance in iReady Reading

Federal Property Sub-Department Objectives
- Increase access to instructional technology

Migrant Sub-Department Objectives
- Ensure that PFS students making gains in Math
- Ensure that PFS students making gains in ELA
- Increase Graduation Rate for migrant students
- Improve Kindergarten Readiness for migrant students

N&D Sub-Department Objectives
- Increase % of At-Risk students exiting EPIC successfully
- Increase % of At-Risk students earning credits toward graduation
- Increase At-Risk student scores on STAR Math & Reading
- Increase the # of N&D students served by Vendor programs

Professional Development Sub-Department Objectives
- Increase the % of highly effective teachers in Title I schools
## Academic Support and Federal Programs
### Strategic Plan 2017 – 2018

<table>
<thead>
<tr>
<th>Division</th>
<th>Department</th>
<th>Sub-Department</th>
<th>Goal Area</th>
<th>Critical Success Factors</th>
<th>Objective</th>
<th>Strategy</th>
<th>Measure</th>
<th>Baseline (2016-17)</th>
<th>Target (2017-18)</th>
<th>Result (2017-2018)</th>
<th>Date Available</th>
<th>Owner</th>
<th>Data Source</th>
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<tbody>
<tr>
<td><strong>Academic Support &amp; Federal Programs</strong></td>
<td><strong>Early Childhood/Out of School Time</strong></td>
<td>Head Start</td>
<td>Student Learning</td>
<td>Early Childhood</td>
<td>Increase awareness of early childhood opportunities (KPI)</td>
<td>Communicate with family child care homes and centers affiliated with ELC, United Way Partnership, promote awareness of the USF data sharing agreement and the MOU with ELC. Bold Beginning Initiative. Contained involvement with community groups regarding resource mapping. Continued support for family wellness and wellbeing initiatives.</td>
<td>6 of Bold Beginnings Website Hits</td>
<td>0</td>
<td>380</td>
<td>380</td>
<td>August</td>
<td>Marie Caracciola</td>
<td>Bold Beginning Website</td>
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<tr>
<td><strong>Academic Support &amp; Federal Programs</strong></td>
<td><strong>Early Childhood/Out of School Time</strong></td>
<td>Head Start</td>
<td>Student Learning</td>
<td>Early Childhood</td>
<td>Improve Kindergarten Readiness</td>
<td>1. Head Start Multi-Tier System of Support 2. Improve digital instruction in Early Learning using Waterford 3. myON partnerships and VPK offerings 4. New partnership with BOCC Head Start to implement Early Head Start Transition Project 5. Implementation of the “Creating Balanced Kindergarten Classrooms” initiative 6. Expand the number of schools with iPEEPs/VPK classrooms</td>
<td>% of students meeting or exceeding expectations in Print Knowledge, Phonological Awareness, Oral Language, Mathematics on AP3</td>
<td>Academic Year PK: 87.8% PA: 86.9% OL: 89.9% M: 83.5% Academic Year PK: 89.8% PA: 88.9% OL: 92.0% M: 87.5%</td>
<td>78%</td>
<td>85%</td>
<td>86%</td>
<td>July</td>
<td>Evelyn McFadden</td>
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<tr>
<td><strong>Academic Support &amp; Federal Programs</strong></td>
<td><strong>Early Childhood/Out of School Time</strong></td>
<td>Head Start</td>
<td>Student Learning</td>
<td>Early Childhood</td>
<td>Improve attendance in Head Start programs</td>
<td>Assist Head Start parents with achieving family goals that will have an impact on the overall well-being of students and developing regular attendance habits</td>
<td>% of students with 85% or higher attendance</td>
<td>78%</td>
<td>85%</td>
<td>86%</td>
<td>July</td>
<td>Evelyn McFadden</td>
<td>District Attendance File</td>
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<tr>
<td><strong>Academic Support &amp; Federal Programs</strong></td>
<td><strong>HOST Programs</strong></td>
<td>Head Start</td>
<td>Stakeholder Communication</td>
<td>Early Childhood</td>
<td>Improve the variety of choices available to HOST students</td>
<td>Lead staff of each HOST site will offer a variety of activities for students to choose from during HOST. Develop and implement a student choice component when planning program activities</td>
<td>% of the HOST elementary students surveyed who agree they were given choices of activities</td>
<td>30%</td>
<td>35%</td>
<td>29.40%</td>
<td>June</td>
<td>Debbie Zenk</td>
<td>HOST parent survey</td>
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<tr>
<td><strong>Academic Support &amp; Federal Programs</strong></td>
<td><strong>HOST Programs</strong></td>
<td>Head Start</td>
<td>Talent Management</td>
<td>Early Childhood/Out of School Time</td>
<td>Professional Development &amp; Leadership. Strengthen positive role modeling skills for HOST staff</td>
<td>Intentional focus on why being a positive role model is important and develop trainings to improve staff awareness of this topic. Review and revise training content for new and existing HOST programs.</td>
<td>% of the HOST parents surveyed who agree that HOST staff serve as positive role models</td>
<td>75%</td>
<td>79%</td>
<td>72.30%</td>
<td>June</td>
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<td><strong>HOST Programs</strong></td>
<td>Head Start</td>
<td>Culture &amp; Relationships</td>
<td>Early Childhood/Out of School Time</td>
<td>Increase opportunities for HOST family involvement</td>
<td>HOST program plans 3 district-wide, school-based events on the following Thursday's: Oct. 20, March 2, July 20. Develop and implement parent involvement activities through HOST</td>
<td>% of the HOST parents surveyed who agree that HOST provides opportunities for family involvement</td>
<td>52%</td>
<td>60%</td>
<td>59.90%</td>
<td>June</td>
<td>Debbie Zenk</td>
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<td>GOAL AREA</td>
<td>OBJECTIVE</td>
<td>MEASURE</td>
<td>15-16</td>
<td>16-17</td>
<td>Target 17-18</td>
<td>Target 18-19</td>
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<td>Graduation Rate</td>
<td>Kdg. Reading Readiness</td>
<td>% of Students who are &quot;Ready&quot; according to the KRT</td>
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<td>53</td>
<td>68</td>
<td>59</td>
<td>64</td>
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<td></td>
<td>Grade 3 ELA</td>
<td>% of 3rd Grade Students who Earn a Level 3 or higher</td>
<td>74</td>
<td>79</td>
<td>80</td>
<td>75</td>
<td>80</td>
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<tr>
<td></td>
<td>Attendance</td>
<td>% of Students with Attendance &gt; 90%</td>
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<td>95</td>
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<td>Behavior</td>
<td>% of Students with Zero Suspensions</td>
<td>98</td>
<td>98</td>
<td>99</td>
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<td>Course Performance</td>
<td>% of Students Who Passed All Core ELA &amp; Math Courses (Grades 6-8)</td>
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<tr>
<td>9th Grade GPA</td>
<td>% of 9th Grade Students with a Cumulative State GPA of 2.0 or Higher</td>
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<td>Graduation Requirements</td>
<td>% of students Meeting the ELA/Reading Graduation Requirement (through FSA or Concordant Score)</td>
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<td>% of students Meeting the Algebra I Graduation Requirement (through EOC or Concordant Score)</td>
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<td>Graduation Rate</td>
<td>% of Students Who Graduate Within 4 Years</td>
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<td>School Grade Gains</td>
<td>ELA</td>
<td>% of Students Scoring a Level 3 or Higher</td>
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<td>76</td>
<td>78</td>
<td>76</td>
<td>78</td>
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<td>Math</td>
<td>% of Students Scoring a Level 3 or Higher</td>
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<td>77</td>
<td>78</td>
<td>74</td>
<td>78</td>
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<td>Science</td>
<td>% of Students Scoring a Level 3 or Higher</td>
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<td>75</td>
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<td>Social Studies</td>
<td>% of Students Scoring a Level 3 or Higher (MS Civics &amp; HS US History)</td>
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<td>School Grade Lower 25%</td>
<td>ELA</td>
<td>% of Students Achieving a Learning Gain from Prior Year to the Current Year in ELA</td>
<td>67</td>
<td>67</td>
<td>70</td>
<td>64</td>
<td>70</td>
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<td>Math</td>
<td>% of Students Achieving a Learning Gain from Prior Year to the Current Year in Math</td>
<td>72</td>
<td>60</td>
<td>63</td>
<td>69</td>
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<td>ELA</td>
<td>% of Lowest Performing Students Achieving a Learning Gain in ELA</td>
<td>48</td>
<td>52</td>
<td>55</td>
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<td>Math</td>
<td>% of Lowest Performing Students Achieving a Learning Gain in Math</td>
<td>57</td>
<td>41</td>
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<td>MS Acceleration</td>
<td>% of students passing HS math EOC or IC</td>
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<tr>
<td>College &amp; Career Acceleration</td>
<td>% of Graduates Earning Acceleration (AP, IB, DE, IC)</td>
<td>*</td>
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<td>Total Points</td>
<td>Total # of points earned by all components</td>
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<td>446</td>
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<td># components</td>
<td># of components for school grade</td>
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<td>% of points</td>
<td>Total # points/# components</td>
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<td>64</td>
<td>67</td>
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<td>Family Engagement</td>
<td>% Parents Responding Positively on the Communication Section of Parent Survey (SCIP)</td>
<td>92</td>
<td>89</td>
<td>90</td>
<td>92</td>
<td>94</td>
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<td>Student Communication</td>
<td>% of Students Reporting, &quot;My teachers keep me informed about my progress&quot; (SCIP)</td>
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<td></td>
<td>Family/Community Engagement</td>
<td>% of Positive Parent Responses to &quot;I am proud that my student attends this school.&quot; (SCIP)</td>
<td>95</td>
<td>93</td>
<td>94</td>
<td>95</td>
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<td></td>
<td>Student Connectedness</td>
<td>% of Students Reporting, &quot;I have a mentor or someone who helps me succeed.&quot; (SCIP)</td>
<td>68</td>
<td>64</td>
<td>68</td>
<td>67</td>
<td>70</td>
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<tr>
<td></td>
<td>Family/Community Engagement</td>
<td>% of Students Reporting, &quot;I am proud to attend this school&quot; (SCIP)</td>
<td>89</td>
<td>86</td>
<td>88</td>
<td>88</td>
<td>90</td>
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<td>Employee Engagement</td>
<td>% of Instructional Staff reporting &quot;There is an atmosphere of trust and respect in this school.&quot; (TELL)</td>
<td>83</td>
<td>97</td>
<td>98</td>
<td>96</td>
<td>98</td>
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<tr>
<td>Employee Engagement</td>
<td>% of School Support Staff Reporting &quot;I am proud to work at the school.&quot; (SCIP)</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Volunteerism</td>
<td>Number of Volunteers</td>
<td>419</td>
<td>280</td>
<td>290</td>
<td>337</td>
<td>340</td>
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<td>Volunteerism</td>
<td>Number of Volunteer Hours</td>
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<td>7371</td>
<td>7400</td>
<td>7535</td>
<td>7600</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KEY PERFORMANCE INDICATORS (KPIs)
## INCREASE GRADUATION RATES

### EVERY STUDENT GRADUATES COLLEGE AND CAREER READY

<table>
<thead>
<tr>
<th>KEY PERFORMANCE INDICATOR</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Reading Readiness</td>
<td>• Percent of students demonstrating reading readiness for Kindergarten</td>
</tr>
<tr>
<td>Grade 3 ELA</td>
<td>• Percent of Grade 3 students scoring satisfactory level or above on the ELA Florida Standards Assessment (FSA)</td>
</tr>
<tr>
<td>Attendance</td>
<td>• Percent of K-12 students with at least 90% attendance</td>
</tr>
<tr>
<td>Suspensions</td>
<td>• Percent of K-12 students with zero suspensions</td>
</tr>
<tr>
<td>Course Performance</td>
<td>• Percent of Grade 6 - 9 students who pass all ELA and math courses attempted</td>
</tr>
<tr>
<td>Grade 9 GPA</td>
<td>• Percent of Grade 9 students with a cumulative state GPA of 2.0 or higher</td>
</tr>
</tbody>
</table>
| Graduation Requirement                   | • Percent of Grade 9-12 students meeting the Algebra I graduation requirement  
                                         | • Percent of Grade 10 - 12 students meeting the ELA graduation requirement |
| Graduation Rate                         | • Percent of students earning a standard diploma within four years of enrolling in high school |
9th Grade GPA

% of Students with ≥2.0

- 2015-16
- 2016-17
- 2017-18
- 2018-19

Target=85
**COMMUNICATE WITH STAKEHOLDERS**

**ALL STAKEHOLDERS ARE ENGAGED IN ACHIEVING THE VISION**

<table>
<thead>
<tr>
<th>KEY PERFORMANCE INDICATOR</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Engagement</td>
<td>Percent of parents responding positively on the communication section of the parent survey</td>
</tr>
<tr>
<td>Student Communication</td>
<td>Percent of students reporting, “My teachers keep me informed about my progress.”</td>
</tr>
<tr>
<td>Social Media Engagement</td>
<td>Number of Social Media “followers”</td>
</tr>
<tr>
<td>District Website Usage</td>
<td>Number of unique page views</td>
</tr>
<tr>
<td>Positive News Coverage</td>
<td>Number of positive stories in a variety of publications</td>
</tr>
<tr>
<td>Stakeholder Communication Efficiency</td>
<td>Dollars saved by district on replication and distribution of e-flyers</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Number of unique pageviews on Bold Beginnings early childhood website</td>
</tr>
<tr>
<td>Neighborhood School Marketing</td>
<td>Percent of middle schools equipped with “My School’s Story”</td>
</tr>
</tbody>
</table>
Positive News Coverage

# of positive news stories in a variety of publications

17-18 Full Year: 337
18-19 Q1: 124
Target: 400
# Build Strong Culture & Relationships

**A Strong Culture Exists District-Wide**

<table>
<thead>
<tr>
<th>Key Performance Indicator</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Customer Satisfaction</strong></td>
<td></td>
</tr>
</tbody>
</table>
  - Percent of students reporting, “I am proud to attend this school”
  - Percent of support staff reporting, “I would recommend this school to others”
  - Percent of parents reporting, “I would recommend this school to others”
| **Safety**                 | 
  - Percent of students reporting, “I feel safe at my school”
  - Percent of parents reporting, “The school is safe”
  - Percent of support staff reporting, “I feel safe at this school”
  - Percent of students reporting, “Bullying is addressed at my school”
| **Diversity**             | 
  - Percent of instructional and administrative school staff positions hired and retained by race/ethnicity
  - Number of employees completing online module of Racial Equity Policy
  - Percent of undesignated funds spent with Office of Supplier Diversity vendors
| **Collaboration**         | 
  - Percent of instructional staff reporting, “There is an atmosphere of trust and mutual respect in this school”
  - Percent of students reporting, “Students at this school treat each other with respect”
  - Percent of parents reporting, “I am treated as a partner in shared decisions that affect my student”
| **Student-Centered**      | 
  - Percent of students reporting, “My teachers help me set goals for my classes”
  - Percent of students reporting, “My teachers help me stay on track to reach my goals”
| **Student-Connectedness** | 
  - Percent of students reporting, “There are many ways to be involved in school activities, clubs, and events”
| **Performance Driven**    | 
  - Percent of schools with grades of a “C” or better
Customer Satisfaction

% of students reporting "I am proud to attend this school"

- Elementary:
  - 15-16: 84%
  - 16-17: 83%
  - 17-18: 81%
  - 18-19 (target=85%)

- Secondary:
  - 15-16: 59%
  - 16-17: 60%
  - 17-18: 55%
  - 18-19 (target=65%)
**STRENGTHEN A FOUNDATION OF FINANCIAL STEWARDSHIP**

**ENSURING A STRONG FINANCIAL FOUNDATION**

<table>
<thead>
<tr>
<th>KEY PERFORMANCE INDICATOR</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending Directed to Instruction</td>
<td>• Percent of total budget used for direct classroom instruction</td>
</tr>
<tr>
<td>Financial Management</td>
<td>• Snapshot of Fund Balance at date certain</td>
</tr>
<tr>
<td></td>
<td>• Number of findings in FTE/Fiscal audits, operational audits, and</td>
</tr>
<tr>
<td></td>
<td>program specific audits</td>
</tr>
<tr>
<td>Revenue Generation</td>
<td>• Amount generated from e-payables and P-card rebates</td>
</tr>
<tr>
<td>Bond Rating</td>
<td>• Current ratings of District by Moody’s, Standard &amp; Poor’s, and Fitch</td>
</tr>
</tbody>
</table>
Target = $151,200,000
HCPS Strategic Initiatives

• Kindergarten Readiness

• 3rd Grade Reading

• Achievement Schools

• Graduation Rate
KINDERGARTEN READINESS
In the fall of 2017, our Kindergarten Readiness rate was on a downward trend and only **46%** of students entered Kindergarten ready.
Kindergarten Readiness

• Our **goal** is to provide all Hillsborough County students with the opportunity to receive a high quality, developmentally appropriate, inclusive early learning education, which will lead to them being ready when they enter Kindergarten.

• **Community conversation**, “2K Get in the Race”, led by the superintendent in October 2016 - a call to action to address the need for high quality early learning opportunities in our community.
Among a number of barriers, one stood out → ACCESS! Hillsborough County faced the issue of more children in need of pre-school experiences and not enough seats to meet the need.

Launched *Bold Beginnings: Start Strong, Finish Strong*

Increased the number of seats in district Pre-K programs by almost 400 in the 2018-19 school year.
Goal

- **Fall 2018** data indicate that **50%** of our Kindergarten students entered ready.
- The **goal** is by **2023**, **80%** of children entering Kindergarten will be ready.
Strategies

- Create **communication** streams with schools, private providers, and community members to promote the importance of **quality pre-school experiences** and kindergarten readiness.

- Provide **awareness**, through the Ready Freddy campaign, of the importance of a quality early childhood opportunities and kindergarten readiness.

- Implement Early Childhood **Multi-Tiered System of Supports** (MTSS).

- Provide **professional development** on teaching to the standards with a focus on Language/Literacy and Social Emotional Development.
Strategies

• Provide support to Early Childhood classrooms through collaboration with Teaching and Learning by working with content supervisors and coaches.

• Develop Teaching and Guidance Discipline Guidelines to reduce removals and train teachers and administrators on these guidelines.

• Continue collaboration with community partners.

• Participate in the Hillsborough Transition Partnership with the Early Learning Coalition, School Readiness, and Private Providers.
3rd Grade Reading
Why?

Our 3rd Grade FSA ELA proficiency dropped from 56% to 53%.
Literacy

• Preparing students of all ages to be literate members of society

• Established the HCPS District Literacy Advisory Team.

• District Goal: At least 80% of 3rd grade students will score at a Level 3 or higher on FSA by 2023.

Read. Write. Now.
Hillsborough County Public Schools
HCPS District Literacy Advisory Team

- Comprised of many stakeholders
- Research-based small inquiry groups
- Model best practice
- Communication
- Utilize problem solving process to identify resources, barriers and select strategies
- Cross-divisional work with Early Childhood Team
Literacy

• Research: Barbara Foorman, REL-SE
• Reading Recovery Project
• Doug Fisher – Visible Learning
• Classroom Libraries
• Feedback/Revisions on Elementary Planning Support Tools
• Communication
ACHIEVEMENT SCHOOLS
Why?

• 33 schools rated D or F by FLDOE

• 38 schools in the Lowest 300 list for the state-mandated Extended Reading Time

• 3 schools with external operator support

• 13 schools considered persistently low performing

• But we know that 100% of low performing schools are capable of improving performance
Achievement Schools

• a systemic approach to changing the trajectory of chronically underperforming schools.

• designed to create the conditions for schools to be successful by disrupting existing practices and finding new approaches that will lead to success.

• redesigning how we support and collaborate with schools in order to solve critical challenges
Goal: All schools rated C or higher

Strategies of Support in partnerships with district divisions:

• 5 Smaller Learning Networks to provide immediate supports based on tiered model

• Targeted PD for teachers and leaders on topics such as: equity, implicit bias, behavior management, literacy, culturally relevant instruction, etc.

• Funding support through federal Teacher and School Leader Incentive Program (TSLIP) grant and Title IV grant
Goal: All schools rated C or higher

Strategies of Support in partnerships with district divisions:

• Community Advisory, Achievement Schools (AS) cross-divisional Core Team, and ongoing committees to provide feedback and input

• Ongoing progress monitoring meetings with school and district leaders to ensure growth and appropriate interventions and supports
Goal: Increases in numbers of students proficient in reading and math

Strategies of Support in partnership with Teaching and Learning:

- Ongoing professional development for all 50 schools with Doug Fisher, consultant and author of *Visible Learning for Literacy* to learn highest impact strategies for improving student learning and outcomes
- In-school coaching with eight schools to support Visible Learning for Literacy implementation
- Culturally-relevant classroom libraries for 41 elementary schools
- i-Ready implementation, use of standards mastery and other formative assessments, and focus on improved core instruction through weekly planning sessions
Goal: Increase number of strong teachers and leaders serving in Achievement Schools

Strategies of Support in partnership with Human Resources:

- Turn-Around Leader Pathways (TLP) program (clear competencies for recruiting, selecting, and developing leaders to serve in high needs schools)

- Positive messaging of AS through clear communications plan (Follow us on Twitter and see the series, “Why We Achieve Together” - also see quarterly AS newsletter for updates and celebrations)
Goal: Increase number of strong teachers and leaders serving in Achievement Schools

Strategies of Support in partnership with Human Resources:

• Finding top talent for Achievement Schools

• Ongoing collaboration with the teacher’s union to support recruitment efforts and improve working conditions

• Partnership with the Education Foundation and other community organizations to provide resources for schools
Next Steps

• Effective implementation of all AS strategies

• Continuous progress monitoring and course corrections based on student data both at school and district level

• Continued cross-divisional partnering to break down systemic barriers and create the “right systems and structures” for supporting our highest needs schools

• Continued external and internal stakeholder outreach

• Leveraging Partnerships with UVA and Alma Advisory LLC
GRADUATION RATE
Why?

Our grad rate was 73.5%, compared to the state’s 76.1%.
Graduation Task Force

- Established in July 2016
- 2014-15 trend data indicated our district’s grad rate as 76%, as compared to the state’s 77.9%
- 2016-17 district’s grad rate has increased to 82.9%
- Functions as a think tank with over 40 members representing district, areas, and school levels
Task Force Purpose

The Graduation Task Force is a cross-divisional collaborative with the purpose and drive to identify systemic barriers, cultivate solutions, and remove exterior obstacles, paving the way for schools to focus on educating, graduating, and preparing our students for life.
Task Force Strategies

- Adjusted the *Extended School Year* program
- Provided additional *reports*
- Developed and enhanced *real-time data systems*
- Developed site-based *action plans*
Task Force Strategies

- Provided the school day, extended-time, unreported SAT and ACT testing opportunities
- Worked with external partners for funding sources for students in need
- Expanded CTE course substitution opportunities to meet credit requirements
Task Force Strategies

- Developed an enrollment guide responsive to the unique needs of ELL and ESE students new to the district
- Developed a mentor handbook
- Ongoing exploration of alternative pathways, school transitions, acceleration opportunities, and course grade calculations to ensure equity

*The 2017-18 Graduation Rate will be released soon.*
SUPERINTENDENT CLOSING COMMENTS