

Taylor County School District



Strategic Plan

2018-2023

Approved March 6, 2018

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District Leadership

Board of Education



From left to right: Danny Glover, Jr. (Superintendent), Brenda Carlton (District 2), Bonnie Sue Agner (District 1), Jeannie Mathis (District 3), Deidra Dunnell (District 5), and Danny Lundy (District 4)

Our Schools

Taylor County PreK

Perry Primary School

Taylor County Elementary School

Steinhatchee School

Taylor County Middle School

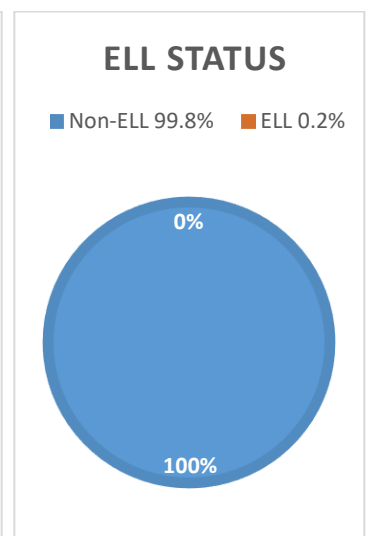
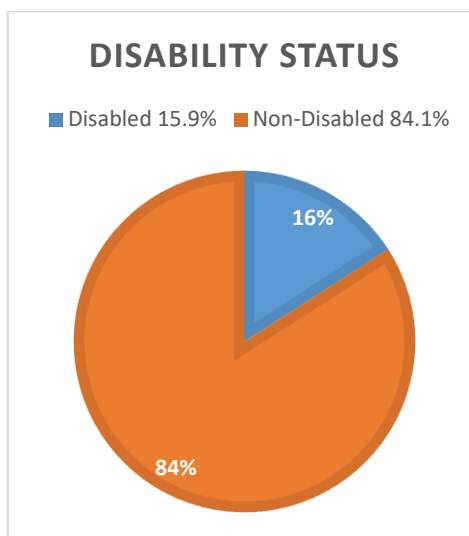
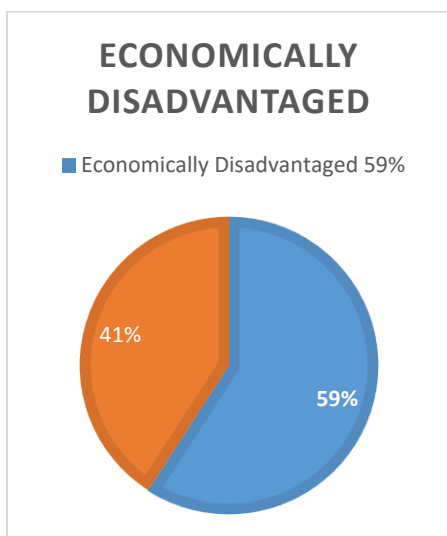
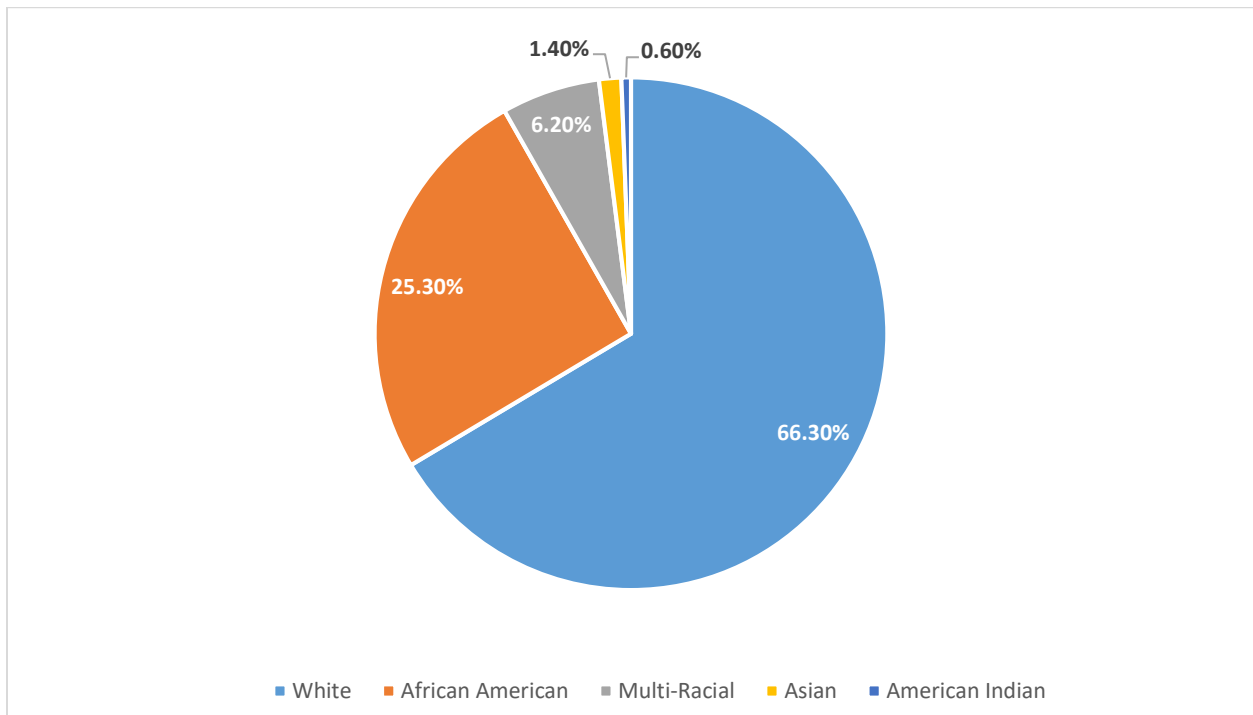
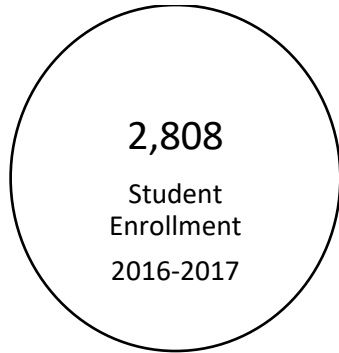
Taylor County High School

Taylor Accelerated School

Big Bend Technical College



About Us



All data are for the 2016-2017 School Year as reported for the School District of Taylor County at <https://edstats.fldoe.org>, unless otherwise indicated.

Strategic Planning Process

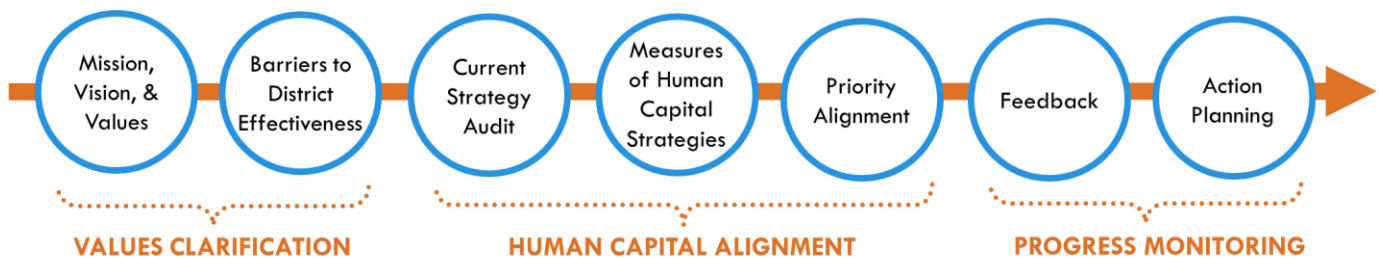
ALIGNMENT FOR POWERFUL STRATEGIC PLANNING

TAYLOR COUNTY SCHOOL DISTRICT

WHY IS ALIGNMENT IMPORTANT?

Aligning district processes across multiple levels – from district administration, to school leaders, to teachers – is a critical component of improving teacher performance and ultimately student learning. Alignment:

- Clarifies the District's vision for student success and defines attributes of highly effective educators.
- Aligns district goals, priorities, and actions with those of individual school leaders and teachers.
- Develops measurable (and meaningful) ways to Progress Monitor the processes and strategies that lead to student and teacher performance.
- Provides a mechanism for monitoring, managing, and adjusting strategies to maximize motivational climate.



- ✓ Define and clarify the District's Mission, Vision, & Values
 - What are the attributes of effective educators?
 - How is the District's Mission aligned with teachers' vision of effective teachers?
- ✓ Define the Barriers to achieving the District's Mission
 - What are the barriers?
 - What did teachers say?
- ✓ Review the current Strategic Areas of Focus
 - Are the Areas of Focus aligned with the Mission? (Establishing Vertical Alignment)
 - Are the Areas of Focus integrated and aligned? (Establishing Horizontal Alignment)
 - Do the Areas of Focus promote motivational climate? (Establishing Person-Centered Alignment)

Day 1: Vision & Objectives, Defining Barriers, Current Strategy Audit

Day 2: Strategies for Addressing Barriers, Measures of Strategies (part 1)

Day 3: Measures of Strategies (part 2)

Day 4: Priority Alignment

Progress Monitoring: Quarterly Feedback & Action Planning

Annual Review District reflection and analysis

Vision & Mission



Elevating Taylor County students to become College and Career ready.

*School is not a building developed by data,
but a place where relationships are built
between people with a united purpose.*

Mission Statement

The Taylor County School District is committed to providing a safe, supportive, unified environment that empowers students and educators to work collaboratively as successful life-long learners positively impacting our community.

Vision Statement

The students of Taylor County School District will receive a rigorous and relevant education that prepares them to be college and career ready.

Our Goals

- 1.** Create a college-going culture in which all students have a pathway to college success.
- 2.** Ensure that all students—pre-K to adults—participate in a variety of learning experiences that enable them to develop and demonstrate 21st Century skills, while exploring career pathways that are responsive to industry needs and personal aspirations.
- 3.** Cultivate a positive, solution-oriented environment that nurtures communication, compassion, competency, and consistency.
- 4.** Foster a sense of belonging for all families, with the goal of supporting each student in realizing his or her maximum potential.
- 5.** Ensure that all students are educated in safe learning environments that support greater opportunities for student-teacher interaction, school connectedness, and the social well-being of each learner.
- 6.** Develop classrooms, workplaces and technically proficient staff and operations that reflect the rapidly evolving environment, leveraging technology to prepare students to be successful, responsible members of our global society.
- 7.** Develop environments for the 21st Century learner, while allowing each site and department to plan responsibly and with funding assurance.
- 8.** Cultivate and implement mutually beneficial business, community, and government partnerships to support student success and a thriving district.
- 9.** Provide maximum services to all students within available financial resources, allowing each site and department to plan responsibly and with funding assurance.

Core Beliefs

Leadership Team Responses	Teacher Responses
<ul style="list-style-type: none"> ▪ Dedicated, passionate, patient, open-minded, accepting ▪ Growth-oriented (belief that all students can learn) ▪ Positive student-teacher relationship ▪ Perseverance, motivated ▪ Team players ▪ Content experts ▪ Data-driven, reflective, self-reflective ▪ An agent for change ▪ Relevant educational focus (make connections for students) ▪ Personally responsible for achieving the mission 	<ul style="list-style-type: none"> ▪ Accountable, caring, understanding, empathetic ▪ Student-centered ▪ Skilled in relationships, good communication skills, motivational role models with high expectations ▪ Creative, resourceful ▪ Honest, fair, and ethical ▪ Knowledgeable, self-reflective, independent learners ▪ Dedicated, accountable ▪ Forward-thinking, positive, flexible, adaptable, fluid, elastic ▪ Engaged, “with-it” ▪ Accountable, planners, problem-solvers, multi-taskers

Strategic Areas of Focus		
1. College and Career Readiness	2. Quality Workforce	3. Aligned Resources
All students leave the District prepared to be productive citizens.	Individual employees work together for the good of all stakeholders.	Stakeholders are equipped with the necessary resources to be effective.
<ul style="list-style-type: none"> ▪ Students have strong foundational skills to support deeper learning ▪ Students are prepared for post-secondary College and Career pursuits ▪ Students are engaged partners in their own education 	<ul style="list-style-type: none"> ▪ The workforce is collaborative, reliable, unified, creative, and responsive ▪ Teachers, leaders, and support staff have high standards and seek continual improvement ▪ Human Capital decisions are strategically managed and aligned 	<ul style="list-style-type: none"> ▪ District initiatives are clearly aligned and communicated to engage families and the community ▪ Strategies and resources are focused to promote safety and security and support a learning environment for all

Strategic Area of Focus 1: College and Career Readiness

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Objective 1.1. All students will exhibit strong foundational skills and mastery of standards, resulting in improved academic performance.

Strategies:

Implement strategies to improve standards-based instruction:

- Instructional coaches will work with teachers to unpack standards, and provide instructional support and feedback to teachers
- Administrators will conduct all observations based on Standards-Based Planning, Standards-Based Instruction, and Conditions for Learning to provide feedback
- Principals will increase the number and frequency of all observations by joint scheduling with APs
- The Leadership Team will conduct curriculum checks to measure the District's standards against the state (using teaching attendance, VAM, etc.)

Progress Monitoring/ Management Measures:

- Percent of Tier 1, 2, and 3 teachers that are observed, co-taught, and provided feedback by coaches (in a 9-week period)
- Percent of Tier 1, 2, and 3 teachers that are observed and provided feedback by administrators (in a 9-week period)
- Percent of students scoring at or above the 65th percentile/Level 3 on ELA and Math progress monitoring assessments
- Percent of students scoring Level 7 or higher on Write Score
- Percent of students scoring 70% or higher on Science progress monitoring assessments

Outcome Measures:

- Percent of students scoring 3 or above on ELA FSA
- Percent of students scoring 3 or above on Math FSA
- Percent of students scoring 3 or above on EOCs
- Percent of students scoring at 60% or higher on Science assessments
- Percent of incoming kindergartners (who participated in Taylor County VPK) that score Ready on FLKRS
- Percent of first and second grade students scoring 3 or above on STAR Reading
- Percent of first and second grade students scoring 3 or above on STAR Math
- Percent of kindergartners scoring at or above the 65th percentile on STAR Early Literacy exam

Strategic Area of Focus 1: College and Career Readiness

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Objective 1.2. Secondary students will be engaged in post-secondary prep opportunities, resulting in increased readiness for College and Career pursuits.

Strategies:

- Provide secondary students with real-world applications and experiences such as dual enrollment, internships, apprenticeships, shadowing, career and technical student organizations, and articulated industry certifications
- Make students aware of all post-secondary options and their pathways/requirements through coordination with guidance counselors, parent liaisons, and electronic and face to face communication with families

Progress Monitoring/ Management Measures:

- Percent of students participating in internships, apprenticeships, shadowing, and/or career and technical student orgs
- Percent of students enrolled in dual enrollment courses, Advanced Placement courses, and/or CTE courses that lead to articulated industry certification programs

Outcome Measures:

- Percent of students graduating on time with their cohort
- Percent of students successfully completing internships, apprenticeships, shadowing, and career and technical student orgs
- Percent of students earning credit in dual enrollment courses, receiving articulated industry certifications, or passing AP exams



Strategic Area of Focus 1: College and Career Readiness

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Objective 1.3. All students will be active, engaged partners in their own education, resulting in improved accountability, citizenship, and ethical behavior.

Strategies:

Update and revise character education programs to focus on learner accountability and citizenship

Use School-wide Positive Behavior Support System consistently across classrooms:

- All classrooms will develop an implementation plan for classroom-level MTSS
- Administrators will identify look-fors and develop a rubric to determine the degree to which PBSS procedures are being implemented
- Teachers will set clear up-front expectations for students
- Administrators will use positive rewards to encourage attendance, academics, and positive behavior

Develop methods for monitoring student behavior trends and identify areas of need:

- Administrators will monitor the degree to which students are actively engaged during walk-throughs using Marzano's Conditions for Learning
- Administrators will track number of referrals by teacher, location, and time of day
- Administrators will monitor number of students with Early Warning indicators

Progress Monitoring/ Management Measures:

- Percent of students missing 10% or more of instruction days (each 9-week period)
- Percent of students tardy or checked out early (each 9-week period)
- Percent of referral-free students (each 9-week period)
- Percent of teachers following classroom management plans, as measured by Focus data and walk-through documentation
- Percent of students actively, visibly engaged, as measured by walk-through documentation
- Percent of teachers using engagement strategies to monitor for desired effect

Outcome Measures:

- Percent of students missing 10% or more of instruction days (annually)
- Percent of students tardy or checked out early (annually)
- Percent of referral-free students (annually)

Strategic Area of Focus 2: Quality Workforce

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Objective 2.1. All teachers, leaders, and support staff will be collaborative, reliable, unified, creative, and responsive, resulting in improved climate.

Strategies:

Define and communicate clear expectations, routines, and operational norms for all employees:

- Administrators will review Motivational Climate Assessment and Teacher Climate surveys and discuss the results with teachers
- Administrators will monitor attendance of instructional and non-instructional staff, identify trends, and provide feedback

Develop common language and shared understanding of instructional effectiveness:

- Teachers and administrators will receive training and ongoing professional development in Marzano's evaluation model
- Administrators will be trained in inter-rater reliability and feedback protocols

Provide employees with additional support and training for understanding children and their families:

- Administrators will provide teachers with summaries of Student and Parent surveys
- Administrators will include discussions of students and families in observation feedback to all staff

Progress Monitoring/ Management Measures:

- Percent of teachers missing 3% or more of instructional time, excluding PD/TDE absences (each 9-week period)
- Percent of staff missing 3% or more of time (each 9-week period)
- Percent of teachers participating in collaborative activities as documented
- Percent of teachers provided with post-observation feedback

Outcome Measures:

- Percent of teachers missing 3% or more of instructional time, excluding PD/TDE absences (annually)
- Average number of all staff absences (annually)
- Percent of teachers with aligned expectations and clear feedback, as measured by positive responses (4 or higher on 5-point scale) on the Motivational Climate Assessment
- Percent of teachers reporting perceptions of positive climate, as measured by Taylor's Teacher Climate Survey
- Percent of students reporting perceptions of positive climate, as measured by Taylor's Student Climate Survey

Strategic Area of Focus 2: Quality Workforce

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Objective 2.2. All teachers, leaders, and support staff will seek continual improvement and professional learning, resulting in increased performance.

Strategies:

Provide teachers with relevant, differentiated, and job-embedded Professional Development opportunities:

- Teachers will participate in peer observations alongside coaches, receive feedback, and develop action plans
- Teachers will conduct video observations to engage in self-reflection
- Administrators will work with teachers to develop rigorous, needs-based Deliberate Practice goals and Individual PD Plans

Provide needs-based, job-embedded PD, including Positive Behavior Support training, to Bus Drivers and other non-instructional staff

Progress Monitoring/ Management Measures:

- Percent of Tier 3 teachers who seek support from instructional coaches
- Percent of Tier 3 teachers who change instructional practices after coaching
- Percent of non-instructional staff who participate in District-provided PD

Outcome Measures:

- Percent of instructional staff rated Effective or Highly Effective
- Percent of instructional staff (not previously at Highly Effective) improving at least one Evaluation category (annually)
- Percent of teachers rated Effective or higher on Deliberate Practice component



Strategic Area of Focus 2: Quality Workforce

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Objective 2.3. District Human Capital decisions will be strategically managed and aligned, resulting in a highly effective, diverse workforce.

Strategies:

Implement strategies to attract and retain Effective and Highly Effective employees:

- Administrators will participate in job fairs and utilize resources such as Future Teachers of America
- District and school leaders will build and strengthen relationships with higher education institutions
- District administrators will research pay rates of surrounding counties and advocate for comparable and competitive salaries
- District administrators will advocate for employee incentives including retention and signing bonuses

Develop individualized action plans for alternatively certified educators:

- Administrators will monitor progress of non-certified and temporarily certified educators
- The district will provide information about tutoring opportunities for non-certified and temporarily certified educators to pass certification exams

Increase diversity of instructional and leadership staff:

- School and district administrators will develop action plans for targeted recruitment of minorities

Progress Monitoring/ Management Measures:

- Percent of teachers seeking State or District certification
- Percent of non-instructional positions that are not filled
- Percent of non-certified teachers and/or teachers with temporary certifications participating in tutoring

Outcome Measures:

- Percent of Effective or Highly Effective teachers who stay in instructional positions in Taylor County
- Percent of teachers with temporary certifications successfully passing certification exams
- Percent non-certified teachers meeting the requirements for temporary certification
- Deviation of average teacher salary from that of surrounding counties
- Deviation of the percent of minority instructional/leadership staff from the percent of minority students

Strategic Area of Focus 3: Aligned Resources

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Objective 3.1. District initiatives are aligned, prioritized, clearly communicated, and strategically implemented, resulting in increased parent, family, and community engagement.

Strategies:

Engage parents, families, and the community in decision-making:

- All programs/schools will be included in District Parent Advisory Council
- District leaders will develop and provide SAC guidance to all schools
- Administrators will provide feedback to District leaders regarding SAC decisions
- Technology (Facebook, texting, enhanced school websites) will be used to improve family and community communication and involvement

Implement strategies to improve effectiveness of mentoring programs:

- Parents will be engaged to serve as mentors for other parents through PTA and/or SAC
- Lowest quartile students will be paired with a community mentor
- Parent, community, and peer mentors will receive character education

Implement strategies to strengthen community support:

- A broad representation of school and district administrators will make presentations to Community Service Organizations and community leaders
- “Adopt-a-Grade” will be promoted to encourage community support of staff and students
- Occupational Advisory Committees will be utilized to ensure quality of programs and build industry partnerships

Utilize, streamline, and connect existing resources (Avid, college/career ready courses, dual enrollment)

Progress Monitoring/ Management Measures:

- Percent of families represented at parent/family events
- Number of presentations/contacts with Community Service Organizations
- Percent of lowest quartile students paired with a community mentor (each 9 week period)
- Number of businesses hosting job-shadowing for students

Outcome Measures:

- Percent of parents reporting perceptions of a positive school climate, as measured by Taylor’s Parent Climate Survey
- Percent of lowest quartile students paired with a community mentor (annually)

Strategic Area of Focus 3: Aligned Resources

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Objective 3.2. District resources and initiatives are focused to promote safety and security, resulting in an environment that supports teaching and learning.

Strategies:

- Complete the emergency plan for all schools
- Implement a district-wide system (e.g., mobile app or text) for anonymous reporting of unsafe behavior
- Provide Bullying Prevention training to all students
- Increase supervision during transition times, mornings, and afternoons
- Communicate to parents and students about safety measures and resources

Progress Monitoring/ Management Measures:

- Number of bullying incidents (each 9-week period)
- Percent of referrals that are safety-related (each 9-week period)
- Percent of online reports investigated
- Average time to complete drills and/or evacuations

Outcome Measures:

- Number of bullying incidents (annually)
- Percent of safety-related referrals (annually)
- Percent of students reporting perceptions of safety, as measured by Taylor's Student Climate Survey
- Percent of parents reporting perceptions of safety, as measured by Taylor's Parent Climate Survey
- Percent of staff reporting perceptions of safety, as measured by Taylor's Staff Climate Survey



TAYLOR COUNTY SCHOOL DISTRICT

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