



School Board of Levy County

Educators...The Guardians of Dreams

ACHIEVING OUR MISSION

Strategic Plan 2012-2016

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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.

Levy's Mission

Our mission is to educate all students in a safe environment and to graduate them ready for college and career success.

Levy's Vision

Educators...The Guardians of Dreams

Guiding Principles for Levy's Vision

Highest Student Achievement

- Students working to achieve high standards
- Educating the whole child
- Data-driven instruction
- Teams of teachers and administrators working collaboratively

Seamless Articulation and Maximum Access

- Expanding digital learning
- Environment that promotes families as partners
- Accelerated coursework

Skilled Workforce and Economic Development

- Readiness for postsecondary and career placement
- Exposure to an integrated, rigorous curriculum
- Industry certifications
- Increased graduation rate

Quality Efficient Services

- Effective leaders and highly-qualified instructional personnel
- Fiscally responsible long range planning and resource management
- Continuous evaluation of support systems and services
- Provision and maintenance of safe and healthy facilities and learning environments



ACHIEVING THE MISSION

2012-2016



This Strategic Plan addresses the AdvancED Standards for Quality depicted in the diagram provided above and the four state goals addressed in Florida Statute 1008.31. The Standards for Quality will guide the Levy County School System in the continuous improvement process.

HIGHEST STUDENT ACHIEVEMENT

Students Working to Achieve High Standards

Curriculum is standards based.

- Curriculum is current with state standards and expectations.
- Curriculum is integrated and connects ideas across disciplines and to real-world application.
- Teachers work collaboratively.

Instruction is rigorous and relevant.

- The district supports and monitors the implementation of research-based best practices such as Max Thompson's Learning Focused Strategies.
- Students have opportunities to learn and apply real-world knowledge and skills.
- Students have opportunities to engage in accelerated coursework such as Advanced Placement and Dual Enrollment.
- Student learning is enhanced by experiences in Career and Technical Education.

Instruction focuses on critical thinking and problem solving.

- Students have opportunities to collaborate and problem solve with others, both locally and globally.
- Data is used to guide instruction.
- 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.
- Business community partners are included in making relevant and stimulating presentations that engage students in critical thinking and problem-solving techniques.

The system provides opportunities for ongoing professional development to keep all administrators, teachers, and instructional support personnel current with curriculum, instruction, and assessment expectations.

Educating The Whole Child

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

- Additional time and opportunity are provided for students at risk of not meeting standards through a Multi-Tiered System of Support (MTSS), tutoring, research-based supplemental programs, and intervention courses.
- Schools provide support 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, drive instructional practice and identify professional development needs of instructional and support staff.
- Assessment results provide information that facilitates differentiated instruction.
- Instructional strategies that support literacy are used (Florida Reading Initiative, computer-assisted instruction, Comprehension Instructional Sequence (CIS), Strategic Instruction Model (SIM) and Close Reading).
- 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 (e.g., Rosetta Stone, partnership with the University of Florida).
- Bilingual instructional assistants are trained in strategies to assist English Language Learners in content area classrooms through PLC meetings.
- Resources are provided for students with disabilities to develop language, literacy, and communication skills (Lindamood Sequencing Program, Orton-Gillingham, Kurzweil, and Learning Ally).

Data-Driven Instruction

- Disaggregated data are used to monitor progress towards academic standards.
- District and school employees are trained to use Performance Matters and to review subgroup data.
- Schools use data chats to inform students of academic progress.
- A data-driven process is in place that provides detailed feedback for schools to guide instruction.
- Ongoing progress monitoring is conducted through PPLC, administrative meetings, data days, and quarterly reporting.
- Teacher Individual Professional Development Plans are aligned to goals set for increased student achievement.

Teams of Teachers and Administrators Working Collaboratively

- Teachers work in teams to develop curriculum maps and focus calendars for core content areas.
- Lesson studies are conducted at schools based on individual school schedules.
- Teachers work in teams to develop and revise district interim assessments and district End-of-Course Exams.
- The district provides for a Reading Coach in each school to provide professional development, assist in creating exemplary lessons, and to model lessons and strategies to promote reading instruction.
- Schools have professional learning communities or teams that meet regularly for the purpose of improving instruction.

STUDENT ACHIEVEMENT DATA

Measure	Five-Year Target	2011-2012 Baseline	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Achievement in Reading	75% of Grades 3-5 students taking the FCAT 2.0 Reading will meet high standards	51%	58%	62%	66%	70%	75%
	77% of Grades 6-8 students	54%	62%	66%	70%	74%	77%
	74% of Grades 9-12 students	49%	56%	60%	64%	69%	74%
Achievement in Math	74% of Grades 3-5 students taking the FCAT 2.0 Math will meet high standards	49%	56%	60%	64%	69%	74%
	78% of Grades 6-8 students	54%	63%	67%	71%	75%	78%
	72% of Grades 9-12 students	70%	52%	57%	62%	67%	72%
Achievement in Writing	75% of the students taking the FCAT Writing will meet high standards	73%	47%**	54%	61%	68%	75%
Achievement in Science	71% of students taking the SSS FCAT-Science will meet high Standards	46%	55%	59%	63%	67%	71%
Achievement of the Lowest 25%	80% of the students in the Lowest 25% will make Learning Gains in Reading	65%	68%	71%	74%	77%	80%
	80% of the students in the Lowest 25% will make Learning Gains in Math	63%	67%	71%	74%	77%	80%

Targets listed in chart reflect AMO targets from the State of Florida.

** Florida Writes passing score increased from a 3.0 to a 3.5.

SEAMLESS ARTICULATION AND MAXIMUM ACCESS

Expanding Digital Learning

- Continued integration of technology into all classrooms (BYOD, iPod and iPad carts, Smart Boards, LCD projectors, clicker response systems)
- Technology needs assessed at each school site and technology upgrades implemented to meet student needs
- Virtual coursework through Florida Virtual School, Levy Virtual classes, Blue Ridge Academy, and Plato

Measure	Five-Year Target	2011-2012 Baseline	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
State required bandwidth for instruction and computer based assessment	Meet 1 Gbps per 1000 students state bandwidth initiative by 2017-18	18 Mbps per 1000 students	18 Mbps per 1000 students	55 Mbps per 1000 students	100 Mbps per 1000 students	100 Mbps per 1000 students	100 Mbps per 1000 students
	Annually increase DAN Host bandwidth at all the schools to take full advantage of the continued increase in Internet Gateway bandwidth	Baseline: 18%	Poor: 18%	Fair: 55%	Good: 100%	Good: 100%	Good: 100%

Environment That Promotes Families As Partners

- Title I District Parent Advisory Council
- ESOL Parent Community Councils
- School Advisory Council meetings at individual schools
- Exceptional Student Education Parent Advisory Council
- District collaboration with schools to support parent involvement activities
- District and school websites providing information for parents

Accelerated Coursework

- Articulation agreements with the College of Central Florida and Santa Fe College to provide dual enrollment for A.A. Degree, A.S Degree, and PSAV Programs
- Advanced Placement courses at all high schools
- ACCEL options for students
- College Board partnership providing ongoing professional development for Advanced Placement instructors
- SAT given to 11th grade students at no charge at their school site
- SpringBoard English Language Arts curriculum for grades 6-12
- Industry Certifications for students enrolled in Career and Technical Education programs
- STEM Scholar Program for gifted and talented students
- Partnership with NEFEC for STEM programs
- AVID (Advancement Via Individual Determination) program at secondary schools

Measure	Five-Year Target	2011-2012 Baseline	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
HS Acceleration Participation	75% of students in Grades 10-12 will participate in Dual Enrollment, Advanced Placement, or Industry Certification	40%	N/A	58%	62%	70%	75%
HS Acceleration Performance	80% of students participating in high school acceleration courses will pass a dual enrollment course with a grade of C or higher, or pass an Advanced Placement exam, or pass an Industry Certification Exam	75%	N/A	77%	78%	79%	80%

SKILLED WORKFORCE AND ECONOMIC DEVELOPMENT

Readiness for Postsecondary and Career Placement

- Students in 7th grade take ReadStep, a College Board pre-PSAT assessment.
- Duke University’s TIP (Talent Identification Program) is in place at our middle schools.
- All 9th and 10th grade students take the PSAT through our partnership with the College Board.
- 11th grade students take the Postsecondary Education Readiness Test.
- Math for College Readiness and English 4: College Prep courses are offered at all high schools.
- Gear-Up / AVID provide curriculum and support to promote college readiness.
- Career and Professional Education Academies that prepare students for both college and career are on all high school campuses.

Measure	Five-Year Target	2011-2012 Baseline	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Postsecondary Readiness Reading %	75% of 11 th and 12 th grade students will earn a postsecondary readiness score on the PERT, ACT, or SAT	59%	N/A	67%	69%	72%	75%
Postsecondary Readiness Math %	75% of 11 th and 12 th grade students will earn a postsecondary readiness score on the PERT, ACT, or SAT	38%	N/A	65%	68%	70%	75%

Exposure to an Integrated, Rigorous Curriculum

- The district has a nationally recognized Advanced Placement Program.
- Dual enrollment is available for all qualified high school students.

Industry Certification

- All career and technical education programs offer industry certifications.
- Articulation agreements provide career education students the opportunity to earn college credit towards an A.S. degree.
- The district has a partnership with our local college for students to participate in EMT and Welding at the Levy Center.
- Partnerships with local health institutions provide clinical sites for students enrolled in the Nursing Assistant Program.
- Funding for industry certifications is provided by the district.

Increased Graduation Rate

- The Graduation Coach and Guidance Counselors have academic plans for each student.
- The AVID program is implemented to close the achievement gap by preparing all students for college readiness.
- Students enter high school with a graduation plan using Florida CHOICES.
- The district offers a seven-period day in secondary schools.
- STEM labs provide students additional support and tutoring.
- Credit Retrieval programs provide opportunities for students to remain on track for graduation.
- Schools invite community-based industry and business leaders to communicate the importance of education.

Measure	Five-Year Target	2011-2012 Baseline	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Graduation Rate**	Graduation rate will reach 90% in five years	73.9% 2010-2011	81% 2011-2012	84% 2012-2013	86% 2013-2014	88% 2014-2015	90% 2015-2016
Increase the number of industry certifications earned by Career Technical Education students	Increase the number of industry certifications earned by Career and Technical Education students	212	225	250	260	290	300

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

QUALITY EFFICIENT SERVICES

Effective Leaders and Highly-Qualified Instructional Personnel

- The district assists schools in ensuring that employees are highly qualified for their positions.
- The district uses multi-metric evaluations, including student achievement data, to determine effectiveness of instructional and administrative personnel.
- The district targets recruitment efforts at colleges and universities and through the NEFEC consortium.
- The district provides a competitive salary and benefits package.
- The district explores a differentiated salary schedule.
- The district employs communication systems across the organization that facilitate strong connections between and among employees.
- The district will continue to provide research based professional development for all personnel in order to meet the needs of our students.

Measure	Five-Year Target	2011-12 Baseline	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of Instructional Personnel Who Become Reading Endorsed	Increase the percentage of instructional personnel who are Reading Endorsed	31%	35%	39%	44%	48%	50%
Percentage of Employees Who Are Highly Qualified	Increase the percentage of instructional personnel who are Highly Qualified	94%	95%	96%	97%	98%	100%
Percentage of Employees Who Are Highly Effective	Increase the percentage of instructional personnel who are Highly Effective based on the district evaluation system	35%	45%	60%	75%	90%	100%

Fiscally Responsible Long-Range Planning and Resource Management

- The district has a long-range planning committee that works to maintain a balanced budget.
- eRate and planning are critical components for building infrastructure.
- BARC (Budget Action Review Committee) meets regularly to review budget expenditures.
- Annual Financial Report is used to plan for a fiscally sound budget.

Continuous Evaluation of Support Systems and Services

- District accreditation process
- Equity report
- Comprehensive Needs Assessments for Title grants and Race to the Top Grant
- Annual Guidance Report
- Stakeholder feedback surveys
- Self-Monitoring, Desktop, and On-Site Monitoring of Federal Programs
- Ongoing evaluations of all systems and services by the district

Measure	Five-Year Target	2011-12 Baseline	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Monitoring of Strategic Plan	The District Instructional Team will meet regularly and monitor the district's progress toward meeting the metrics in the strategic plan	N/A	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Plan Progress Reported
Monitoring of Accreditation Process	The District Instructional Team will monitor the district's improvement process	N/A	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Annual Progress Reported	Plan Progress Reported

Provision and Maintenance of Safe and Healthy Facilities and Learning Environments

- OPPAGA reports completed and reviewed annually
- School Health Advisory and Wellness Committee meetings held semi-annually
- School principals in charge of the school crisis intervention plan
- Regularly scheduled emergency drills
- Code of Conduct issued to all students at the beginning of each year
- Blood Born Pathogen Awareness training conducted at each school within the first 30 days of school
- School Resource Officers provided to each school community
- School “check-in” and “check-out” processes to ensure safety and security
- Positive Behavior Support Program

Measure	Five-Year Target	2011-2012 Baseline	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Workers Compensation Claims	Reduce the number of Workers Compensation Claims by 10% annually	32	29	27	24	22	20



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