

# MARTIN COUNTY SCHOOL DISTRICT



Jensen Beach High  
Martin County High  
South Fork High

Dr. David L. Anderson Middle  
Hidden Oaks Middle  
Indiantown Middle  
Murray Middle  
Stuart Middle



Bessey Creek Elementary  
Citrus Grove Elementary  
Crystal Lake Elementary  
Felix A. Williams Elementary  
Hobe Sound Elementary  
J.D. Parker Elementary  
Jensen Beach Elementary  
Palm City Elementary  
Pinewood Elementary  
Port Salerno Elementary  
SeaWind Elementary  
Warfield Elementary

Riverbend Academy  
Spectrum Junior / Senior High  
Stuart Adult Community High School  
Willoughby Learning Center  
Hope Center for Autism  
Clark Advanced Learning Center



## Success Plan 2015 – 2016



## SUCCESS PLAN

### Steering Committee

Thanks to the following individuals who helped to  
guide the development of this  
Success Plan:

Laurie J. Gaylord, Superintendent

Ginger Featherstone, Assistant Superintendent

Tina McSoley, School Board Member

Dr. Tracey Miller, Executive Director of Instructional Services

Thomas Sheeran, Executive Director of Operations Services





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**MCS D  
FAST FACT**

Jensen Beach High, Martin County High and South Fork High Schools are ranked among Newsweek Magazine's 2014 list of America's best high schools.

Rankings include those high schools that have proven to be the most effective in preparing high school graduates for college.





## **The Martin County School District is**

- 12 elementary schools
- 5 middle schools
- 3 high schools
- 2 charter schools
- 4 alternative schools

## **Martin County School District Mission**

Educate all students for success

## **Martin County School District Vision**

A dynamic educational system of excellence







## 2015-2016 SUCCESS MOMENTS

It will be a successful school year for the Martin County School District if, by June 30, 2016, the District:

- ✓ Increases its overall District score in the Florida Department of Education school grading system
- ✓ Shows that 75% of students show growth in performance
- ✓ Has a 90% graduation rate
- ✓ Increases satisfaction and engagement of students, employees, parents, and community members by 10%
- ✓ Achieves a budget reserve of 5%





# LETTER FROM SUPERINTENDENT GAYLORD





On behalf of the 2,316 dedicated Martin County School District staff members, we are pleased to present our first ever Success Plan – our blueprint to a successful 2015-2016 school year.



Much like the construction projects now underway at several of our school campuses, this strategic plan is aimed at helping us deliver an outstanding educational experience for each and every Martin County student.

At Martin County Schools, we know that collaboration is paramount to a successful education. That is why we turned to teachers, support staff, students, parents, school board members, administrators, and our community to assist us with the development of this plan.

I encourage you to spend time reading through this document. You will see that it is an actionable plan that sets forth clear goals for the year, specific work tactics to lead us to achieving the goals, and a scorecard to measure our success every step of the way.

We take great pride in Martin County Schools' high educational rankings – both in Florida and the nation. This plan will lead us to an even greater level of excellence.

Sincerely,

*Laurie J. Gaylord*

Laurie J. Gaylord  
Superintendent

# MARTIN COUNTY SCHOOL BOARD



**Christia Li Roberts** District 1

- Area: North Stuart, Jensen Beach
- Term Expires: November 2018



**Marsha Powers** District 2

- Board Vice Chair
- Area: Stuart
- Term Expires: November 2016



**Rebecca Negron** District 3

- Area: Hobe Sound, South County, Indiantown
- Term Expires: November 2018





**Tina McSoley** District 4

- Area: Port Salerno
- Term Expires: November 2018



**Michael DiTerlizzi** District 5

- Board Chair
- Area: Palm City
- Term Expires: November 2016



**Taylor Phillips** Student School Board Representative

- Senior at South Fork High School
- International Baccalaureate Diploma Candidate
- Term Expires: June 2016

# EXECUTIVE CABINET



**Laurie J. Gaylord** Superintendent

Superintendent Laurie J. Gaylord was elected in 2012 as the Superintendent of Schools for the Martin County School District after serving for 10 years on the Martin County School

Board. She has been a vital force in education at both the local and state levels.

Her professional experience includes working for more than 30 years with families of deaf and hard of hearing children throughout the state of Florida. She was appointed by Governor Jeb Bush in 2004 to serve on the Florida Coordinating Council for the Deaf and Hard of Hearing.

She is active in the community and currently serves on the Stuart/Martin County Chamber Board, the Children's Services Council, the Shared Services Network and the United Way Board. She has previously served on the Head Start Policy Council, the Arts Council of Martin County and as a volunteer with Inside Hobe Sound through the Hobe Sound Chamber of Commerce. She and her husband Mark have two children, both graduates of the IB program at South Fork High School.

Superintendent Gaylord earned a Master of Science in Speech & Hearing from Washington University School of Medicine, St. Louis, MO and a Bachelor of Science in Exceptional Student Education from Bloomsburg University, Bloomsburg, PA.



**Ginger Featherstone** Assistant Superintendent

With 29 years of experience in the Martin County School District, Ginger Featherstone began her teaching career with the Martin County School District in 1986 where

she taught Biology, Anatomy & Physiology and Leadership at Martin County High School. Her extracurricular involvement included Cheerleading Coach, Class Sponsor and Activities Director. In 1997, she was promoted as the Assistant Principal for South Fork High School with responsibilities to include: curriculum and instruction, professional development, FTE, and assessments.

In September 2003, Mrs. Featherstone was selected as the inaugural principal of Jensen Beach High School opening its doors in 2004. It was an "A" rated school for eight of the nine years she acted as principal and it

continues to be an "A" rated school. JBHS is ranked as one of the top 50 high schools in the state, recognized by *Newsweek*, *US News and World Report*, *Washington Post Magazines* and selected as one of 11 model high schools in the country by International Center for Leadership in Education (ICLE).

In 2013, she was selected to serve as the Assistant Superintendent of Leadership Services and Planning where she continues to build capacity throughout the ranks. She has been sought after nationally to present at multiple ICLE Model Schools conferences, Wisconsin State Leadership Academy, Nevada Mega Conference, and Florida's Just Read conferences.

Mrs. Featherstone earned her Bachelor of Science degree from the University of Florida, her Master of Education from Florida Atlantic University, and currently is a Doctor of Philosophy (Ph.D.) candidate at Florida Atlantic University.





**Dr. Tracey Miller** Executive Director of Instructional Services

Dr. Tracey Miller, a graduate of Martin County High School, has been an employee of the Martin County School District since 1992 when she was a classroom teacher at

Warfield Elementary School. Five years later, she became assistant principal of Port Salerno Elementary and after four years was promoted to principal, serving in that capacity for 10 years. During her time at the school, Port Salerno Elementary moved from

a D-rated school to an A-rated school. Dr. Miller was promoted to Director of Elementary Programs and School Improvement in July 2011, and in January 2013 she became the Executive Director of Instructional Services.

Dr. Miller earned a Bachelor of Arts in Education from the University of Florida, a Master's Degree and Specialist Degree in Educational Leadership from Florida Atlantic University and became a Doctor of Education in 2009 upon the completion of the doctoral program at Florida Atlantic University.



**Thomas Sheeran** Executive Director of Operations Services

Thomas Sheeran joined the Martin County School District in November 2014 and has 22 years of administrative work experience in several K-12 Districts in Virginia,

Maryland and Florida, ranging in size from 6,000 students to 125,000 students.

His senior executive experience includes serving as Assistant Superintendent for Business Services, Chief

Financial Officer, and Executive Director of Operations Services. In addition, he has seven years of experience gained while working in local government finance and budget administration in Virginia and Tennessee and three and half years of administrative work experience in higher education in Maryland while serving as chief business officer for a multi-campus institution serving 55,000 students.

Mr. Sheeran has earned both a Master of Public Administration and a Bachelor of Arts degree from the University of Tennessee, Knoxville.



**Kim Sabol** Staff Attorney

Kim Sabol is the Staff Attorney for the Martin County School District. She has been with the District for eight years.

Prior to becoming the Staff Attorney, she served as the

District's Labor/Employment Representative. Mrs. Sabol also serves as the District's Chief Negotiator for labor contracts. She has been an attorney in Florida for 22 years and was an Assistant State Attorney for the 19th Judicial Circuit of Florida.

Mrs. Sabol received her Juris Doctorate Degree from the College of Law at Stetson University and was a member of the International Legal Honor Society of Phi Delta Phi. She received a Bachelor of Science degree in Psychology from Florida State University. She sits on the Board of Directors for the Florida Educational Negotiators (FEN), a statewide management organization that assists its members in the field of employee and labor relations, serving as Secretary in 2011-2012 and President in 2014-2015.



**Richard Bailey** Chief Human Resource Officer

Richard Bailey joined the Martin County School District on July 1, 2015. He has over 31 years of service in public education with four different Districts in central and northeastern Ohio.

His most recent position as Executive Director of Human Resources was with Dublin City Schools in Dublin, Ohio, a District of 16,000 students and 2,000 employees.

Mr. Bailey has earned both a Master of Arts and Bachelor of Science degree from the University of Akron in Akron, Ohio.

He has administrative experience as an assistant principal, principal and Director of Human Resources.



**Helene DiBartolomeo** Director of Finance

Helene DiBartolomeo joined the Martin County School District in 2009, and in May 2013 was appointed as the Director of Finance for the District. Her professional career of 14 years in

accounting includes working for a large for-profit hospital and as an auditor for a CPA firm.

Mrs. DiBartolomeo is a Certified Public Accountant and holds a Bachelor Degree in Business

Administration from Florida Atlantic University. She is responsible for all fiscal type functions including financial accounting and reporting, cash management, budget, payroll, and FTE forecasting.

Mrs. DiBartolomeo's achievements include receiving the "Certificate of Achievement for Excellence in Financial Reporting" by the Government Finance Officers Association and the Association of School Business Officials International during her tenure at the District.



**Jamie Penn Adcock** Public Information & Community Relations Specialist

Jamie Penn Adcock joined the Martin County School District in March 2015 and has more than 12 years of public relations and marketing experience in Florida and Alabama.

to Florida in 2008. Her prior experience includes the Associate Director of Fundraising and Marketing for Children's Home Society of Florida, (Treasure Coast Division) and the Marketing and Public Relations Manager for the Birmingham Zoo in Alabama.

Ms. Adcock graduated with a Bachelor of Arts degree in Psychology and Marketing from the University of Alabama at Birmingham.

Ms. Adcock is a member of the National School Public Relations Association and served on the board of the Public Relations Council of Alabama before relocating

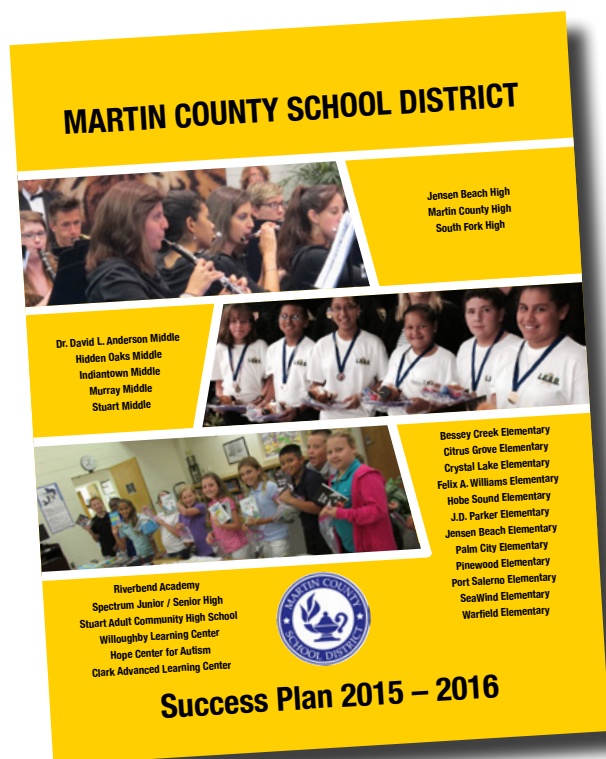




# MARTIN COUNTY SCHOOL DISTRICT: NEW STRATEGY FOR SUCCESS

The Success Plan's three key, integrated steps begin with a clear expression of success goals – **Success Moments** – followed by the development of a **Work Plan** to achieve the goals and performance metrics – **Martin Metrics Scorecard** – to measure progress toward success.

## 1 SUCCESS MOMENTS



Success Moments represent an articulation of the goals desired to be achieved this year that will lead the District to educational excellence. The District's Success Moments are outlined on page 5.

## 2 WORK PLAN

## 3 MARTIN METRICS SCORECARD



The Martin County School District's march to success will be measured over the course of the year with a new kind of report card – Martin Metrics Scorecard.

The District has developed this scorecard with metrics that are significant to the quest for educational excellence – and which tie directly to the four strategic pillars identified as necessary for the District to achieve its goals for the year. A full explanation of how the Martin Metrics Scorecard monitors success begins on page 50.

To achieve each of the Success Moments, these four overarching strategic pillars provide a platform from which specific work projects were identified. These four strategic pillars include:

- 1. Student Success**
- 2. Employee Success**
- 3. Culture of Collaboration**
- 4. Financial Stability**

The District's full Work Plan to be completed during the school year begins on page 24.

# EXECUTIVE SUMMARY

## Introduction

Martin County School District is proud to present its 2015-2016 Success Plan.

This document, the first of its kind for the District, is the culmination of months of planning and hard work by the Martin County School District community.

This planning process introduces an innovative approach to achieving goals that are most important to the District's mission to educate all students for success, and the visionary march toward becoming a dynamic educational system of excellence.

**What makes the success planning process so unique and effective is its integration of goals with a work plan to achieve those goals and a performance scorecard to monitor progress toward realizing them.**

## Elements of Success

To achieve the “big picture” articulated in the District's Mission and Vision, this Success Plan breaks down the march to long-term success into a year-long process that articulates goals for the school year, then moves to strategies and tactics to achieve them, and a performance scorecard to measure work progress.

### Success Moments

Goals envisioned for a successful year are called Success Moments and essentially complete this statement: “It will be a successful year for Martin County Schools if, by June 30, 2016 the District...”

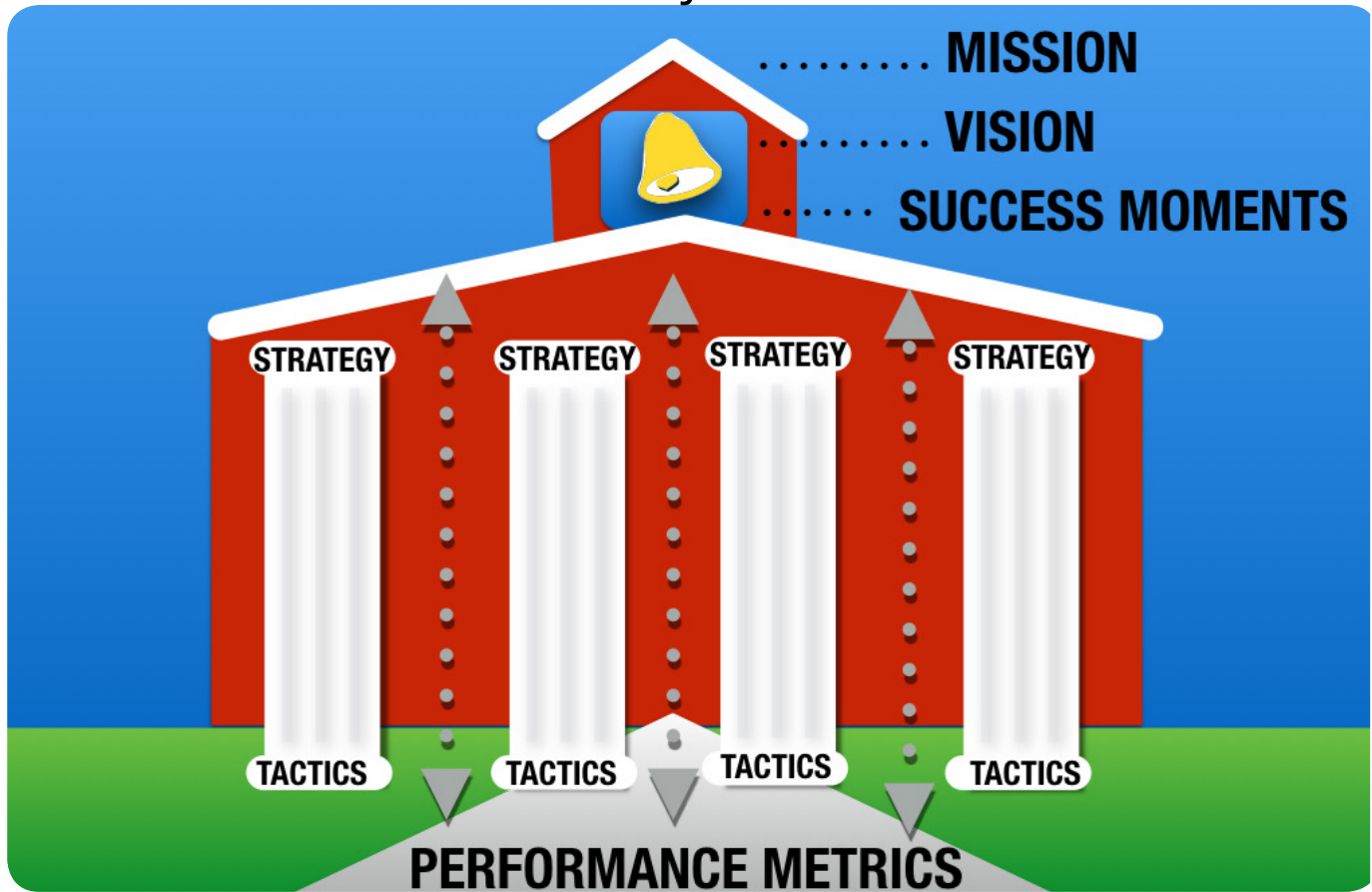
With input from the staff, students, the Board and community, Martin County School District identified five important Success Moments.

### Martin County School District Success Moments

1. Increase overall District score in Florida Department of Education school grading system  
.....
2. 75% of students show growth in performance  
.....
3. 90% graduation rate  
.....
4. 10% increase in satisfaction and engagement of students, employees, parents, and community members  
.....
5. Achieve a budget reserve of 5%



# The Anatomy of Success



## MISSION

An articulation of why we exist.

## VISION

How we define what we strive to become.

## SUCCESS MOMENTS

The definition of measurable outcomes to define a successful year.

## STRATEGIC PILLARS

In order to bring each success moment to life, overarching management strategies are identified. They become the strategic pillars that support work tactics and connect work with results through performance metrics.

## TACTICS

Tactics are specific projects and programs that teams work on over the course of the fiscal year. A project manager and teams are assigned to each tactic, and quarterly milestones are developed to ensure the tactic remains on target for time and budget.

## PERFORMANCE METRICS

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

Once success moments are determined, the next step in the planning process involves identifying key strategies – or strategic pillars – that will help the goals to be realized. These strategies serve as foundational pillars of the plan. Work tactics and scorecard metrics are constructed based on these strategic pillars. For the 2015-2016 school year, the District has identified the following four key strategic pillars:

- # Martin County School District Strategic Pillars for Success

1. Student Success
2. Employee Success
3. Culture of Collaboration
4. Financial Stability

In 2014-15, more than 2,400 students participated in a Career Academy or Career and Technical Education program and upon completion earned 580 Industry Certifications.

## Work Plan

This is the component of the Success Plan that is comprised of the actual operating tactics that staff will execute during the course of the school year. The tactics support at least one of the four strategies, and each tactic selected for the year has a project manager and team members who work to achieve quarterly milestones that keep the project on schedule and on budget. This Success Plan contains 18 work plan tactics for the 2015-16 school year.

## Work Plan Highlights

Among the projects planned for the year are:

- Development of a system to identify struggling students, as well as methods to connect struggling learners with highly qualified teachers.
- A compensation analysis to assess the competitiveness and appropriateness of salaries and benefits.
- New procedures for announcing important District messages to the community.
- An advertising campaign to generate new revenue streams.





## Performance Plan

The final section of the Success Plan contains a quarterly scorecard – Martin Metrics – that will be used to inform teachers, administrators, the board, students, parents and the community about how well the District is performing with respect to goals.

Metrics in the scorecards are tied directly to this plan's success moments, strategic pillars and tactics, providing a clear and up-to-date status report on efforts to educate all students for success.

The Student Success index, for example, will measure 18 metrics relating to school readiness, academics, engagement and life readiness. The Employee Success index will monitor quarterly activity pertaining to professional development and engagement. The Culture of Collaboration index will measure how the District partners with employees, the community and families. The Financial Stability index will evaluate the District's ability to generate revenue and manage assets with five metrics.

Each index in the scorecard carries a different weighted score. If the District were to meet its goals, the score would be 100.

Martin Metrics performance scorecard is designed to provide an easy and comprehensive method of immediately determining whether the District is succeeding in accomplishing its objectives for the year.

MARTIN METRICS		
STRATEGY	PERFORMANCE SCORECARD METRICS	GOAL POINTS
Student Success	School Readiness	5
	Academics	33
	Engagement	9
	Life Readiness	8
	<b>Total Student Success Points</b>	<b>55</b>
Employee Success	% of teachers rated Highly Effective	4
	Employee satisfaction	2
	Employee engagement	3
	Voluntary departure rate	2
	% of employees participating in professional development activities	2
	% of employees who feel professional development offerings are valuable	2
	<b>Total Employee Success Points</b>	<b>15</b>
Culture of Collaboration	Employee Collaboration	6
	School and Community Partnerships	5
	Family Engagement	4
	<b>Total Culture of Collaboration Points</b>	<b>15</b>
Financial Stability	Innovative Management	3
	Budget Reserve	4
	Financial Stewardship	8
<b>Total Financial Stability Points</b>		<b>15</b>
<b>Total Scorecard Points</b>		<b>100</b>

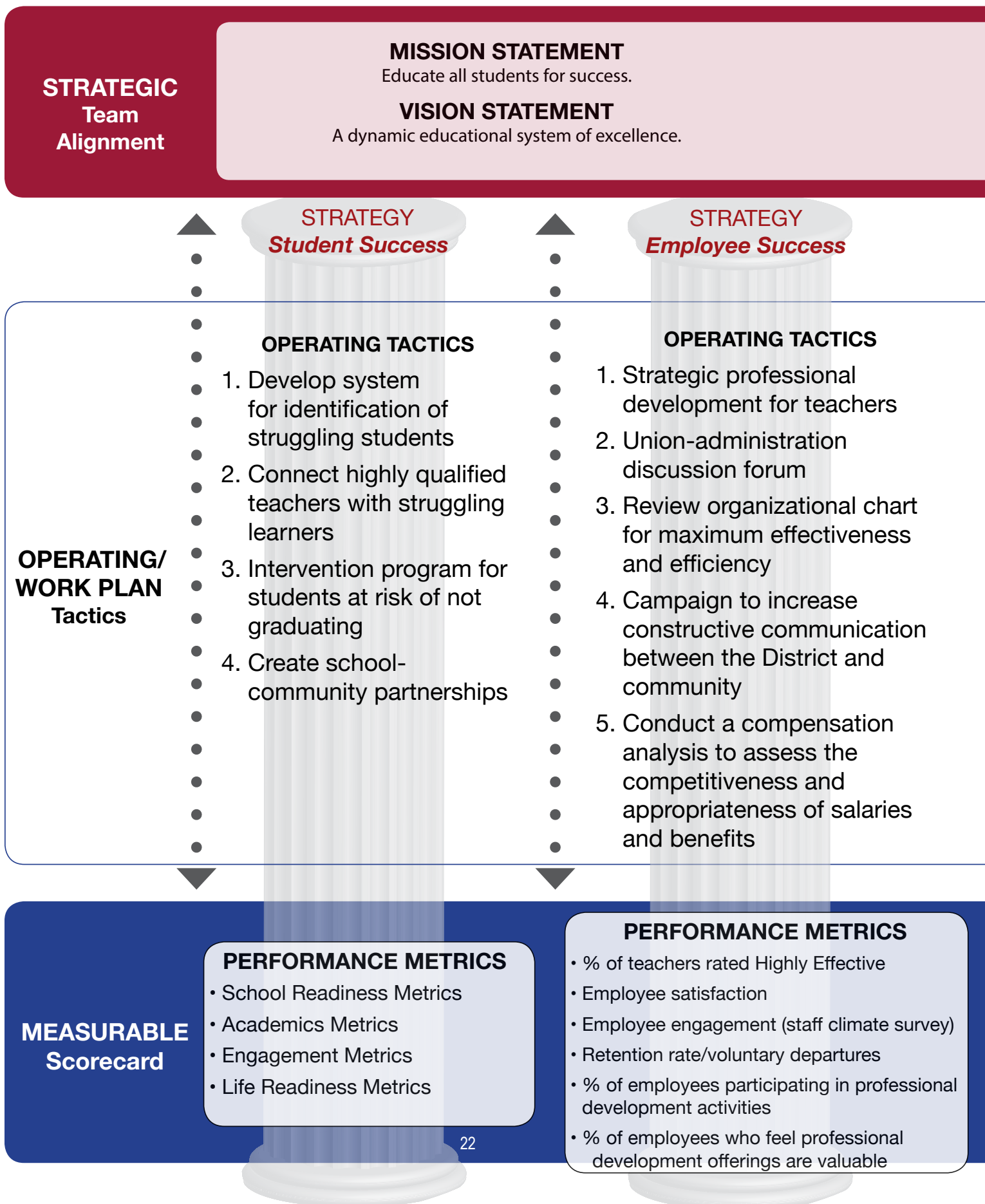
The Martin County School District scorecard measures the overall health of the school District with metrics that have the potential to earn 100 points from the sum of each of the four key strategic areas:

1. Student Success
2. Employee Success
3. Culture of Collaboration
4. Financial Stability





# MARTIN COUNTY SCHOOL DISTRICT SUCCESS PLAN SUMMARY





## SUCCESS MOMENTS

- Increase overall District score in Florida Department of Education school grading system
- 75% of students show growth in performance
- 90% graduation rate
- 10% increase in satisfaction and engagement of students, employees, parents, and community members
- Achieve a budget reserve of 5%

### STRATEGY *Culture of Collaboration*

#### OPERATING TACTICS

1. Board-Administration governance model
2. Evaluate and audit District websites for branding, consistency, and user friendliness
3. Develop procedures for communicating change, issues, and other items in general to staff, students, and the public
4. Engagement and satisfaction survey

#### PERFORMANCE METRICS

- Employee Collaboration
- School & Community
- Partnership Metrics
- Family Engagement Metrics

### STRATEGY *Financial Stability*

#### OPERATING TACTICS

1. Cost analysis for non-school hour facility use
2. Task force to identify impacts of non-state funded programs
3. Establish a service contracts review team that analyzes service contracts to save funds and enhance performance
4. Conduct a procurement/purchasing analysis of spending for school sites to identify opportunities for cost savings
5. Develop and implement a formal advertising strategy to increase advertising revenues

#### PERFORMANCE METRICS

- Innovative Management Practices Metrics
- Budget Reserve Metrics
- Financial Stewardship Metrics

# WORK PLAN | OPERATING TACTICS

## Introduction

The Work Plan is the tactical expression of the four strategic pillars. Each and every tactic detailed on the following pages contributes in some way to the District's success goals.

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

## PILLARS TO SUCCESS

Martin County School District's four Strategic Pillars to achieve success for our students, employees and the community this year:

1. Student Success
2. Employee Success
3. Culture of Collaboration
4. Financial Stability

### Student Success

This strategy focuses on elevating the educational experience for every student at all Martin County School District schools.

### Employee Success

This strategic pillar concentrates on how the District supports educators and support staff.

### Culture of Collaboration

Martin County School District, Martin County's second largest employer, is an important community partner. Work in this strategic area is aimed at helping to enhance this relationship.

### Financial Stability

Martin County School District takes very seriously its fiduciary responsibility. Work in this strategic area is focused on the District's efforts to balance the delivery of a high quality educational experience and value to taxpayers.

## HOW TO READ THE TACTIC WORKSHEETS

WHAT & WHY	<b>START HERE</b> The name of the tactic is located here. Each tactic worksheet is color-coded in accordance with one of the strategic pillars.	
	Aligns with Strategy #: Identifies by name which one of the four pillars the tactic supports	
	Description: Background and details about the purpose of the tactic can be found here.	
WHO	Owner: Team:	The name of the project manager is listed here, accompanied with a list of team members who will work together over the year to advance the tactic
HOW & WHEN	Quarterly Milestones	
	Q1	This section clearly lays out the tactic's quarterly goals and is used to keep the team focused on pushing the work forward incrementally over the course of the year.
	Q2	
	Q3	
	Q4	



# TACTICS

## STUDENT SUCCESS

Develop System for Identification of Struggling Students	
Aligns with Strategy 1: Student Success	
<p><b>Description:</b> Develop a system for identification of struggling students and strategies for improving their overall school experience, including analyzing and addressing the disproportionality of discipline and rigorous course enrollment among student subpopulations.</p> <p><b>Owner:</b> Dr. Tracey Miller  <b>Team:</b> Shannon Blount, Lisa Estevez, Dr. Dianne Memmer-Novak, Dr. Presley Charles, Nicole Raimann</p>	
Quarterly Milestones	
<b>Q1</b>	Analyze elementary academic data to determine disproportionality among subpopulations in terms of academics
	Develop diagnostic and progress monitoring assessments to assist in the identification and monitoring of struggling middle and high school students
	Analyze prior year data to determine student intervention needs and implement interventions through the schoolwide system of progress monitoring
	Implement diagnostic and progress monitoring assessments and review data through Professional Learning Communities
	Develop and administer a survey of teachers/Intervention Problem Solving coaches/Literacy coaches/Guidance counselors to determine if there are struggling students not supported or identified through current processes
	Meet with schools identified as having disproportionality based on discipline data to develop a plan for reducing or eliminating the gap

## Develop System for Identification of Struggling Students (continued...)

### Aligns with Strategy 1: Student Success

<b>Q2</b>	Analyze survey data and makes changes to plan based on data
	Review current procedures for identification of struggling students
	Review current Multi-Tiered System of Support manual and procedures and make recommended changes
	Review school wide system of progress monitoring and school wide supports and make changes as needed based on data
	Identify strategies for increasing elementary subpopulation participation in academically rigorous coursework
	Monitor discipline disproportionality data through Response to Intervention for Behavior
	Analyze gifted referrals and Plan B data to determine next steps to increase subpopulation participation in academically rigorous coursework and share data with guidance counselors and Intervention Problem Solving coaches
<b>Q3</b>	Obtain input from Instructional Services team on suggested changes
	Review suggested changes with school site administrators
	Share suggested changes with guidance counselors and Intervention Problem Solving coaches
	Review data of identified struggling students to determine effectiveness of interventions
	Implement strategies in elementary schools for increasing subpopulation participation in academically rigorous coursework
	Formalize changes to process for identifying struggling students
<b>Q4</b>	Implement changes to process
	Conduct professional development on the new process for teachers and staff
	Monitor implementation of elementary initiatives for increasing subpopulation participation in academically rigorous coursework including transition to middle school and Pre-Algebra
	Implement changes to discipline plans/procedures to continually close the gap and decrease disproportionality
	Analyze gifted referrals and Plan B data to determine next steps to increase subpopulation participation in academically rigorous coursework; work with guidance counselors and Intervention Problem Solving coaches

## Connect Highly Qualified Teachers with Struggling Students

### Aligns with Strategy 1: Student Success

**Description:** Connect highly qualified teachers who have exhibited proven success at a particular grade level with students who struggle with high stakes assessments.

**Owner:** Gail Williams

**Team:** Theresa Iuliucci, Mark Malham, Dr. Tracey Miller, Kathryn Morem

### Quarterly Milestones

<b>Q1</b>	Develop and implement a process for identifying teachers who exhibit proven success with improving the success of struggling st at each grade level and subject area
<b>Q2</b>	Develop structures, processes, and programs for connecting students who struggle with teachers who exhibit success in working with struggling students
	Develop criteria for identifying struggling students
	Develop processes for monitoring progress of struggling students who are identified and placed via this program
<b>Q3</b>	Implement the structures, processes and programs developed in Q2
<b>Q4</b>	Monitor the success of the students assigned to the highly qualified teachers





## Intervention Program for Students at Risk of Not Graduating

### Aligns with Strategy 1: Student Success

**Description:** Develop a systematic approach to identify students and strategies to intervene in the middle grades. The goal is to identify students at risk of not graduation in the middle grades so we can proactively intervene earlier in students' academic careers.

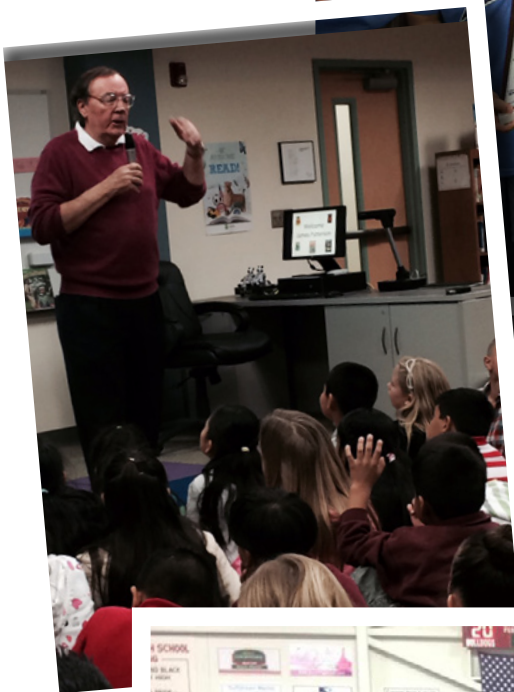
**Owner:** Theresa Iuliucci

**Team:** Al Fabrizio, Ebony Jarret, Lori Kane, Jeff Raimann

### Quarterly Milestones

<b>Q1</b>	Conduct a root cause analysis to identify key causes and patterns of students who are at-risk in the middle grades
	Conduct a data review of students who have not graduated in recent years to identify common characteristics and patterns of students who do not graduate
	Use the results of the two analyses above to identify middle grade students that the data suggests have the potential of becoming at-risk of not graduating (whether or not they currently meet the criteria of being at-risk)
<b>Q2</b>	Develop criteria for identifying middle grade students who are currently at-risk
	Based on the results of the root cause analyses conducted in Q1 and the criteria for determining current at-risk status, develop a process for identifying students who are either currently at-risk or have the potential for becoming at-risk
	Review best practices inside the District and from other school Districts with successful intervention strategies for at-risk students
<b>Q3</b>	Develop action plan and intervention strategies for middle grade students who are currently at-risk or who display the most common indicators of becoming at-risk
<b>Q4</b>	Develop system for monitoring progress and effectiveness of intervention







## Create School-Community Partnerships

### Aligns with Strategy 1: Student Success

**Description:** Create a school-community partnership program to provide opportunities for student exposure to local businesses, such as internships and co-op programs.

**Owner:** Mark Malham

**Team:** Lana Barros, Ely Parsons

### Quarterly Milestones

<b>Q1</b>	Meet with Martin Leadership cadre and school site administrators to develop strategies for student engagement in the program
	Survey Career and Professional Education academy teachers to determine the number of students currently working in applicable industries
	Network with prior year business partner awardees for possible partnership leads
	Survey students to determine their interests and qualifications for internships
<b>Q2</b>	Meet with area chambers of commerce to solicit interests and needs <ul style="list-style-type: none"> <li>• Discuss Students Supporting Schools program as a source for entry-level IT employees</li> <li>• Solicit businesses to mentor minority students and conduct career presentations (e.g. Yellow Brick Road)</li> </ul>
	Meet with Career and Professional Education academy advisory boards to lobby for internships
<b>Q3</b>	Re-survey the business community to determine their interests and needs
	Place students in internships based upon businesses' survey results and student interests and qualifications
<b>Q4</b>	Develop handbook based on current program practices to guide schools and businesses in future years
	Follow up with businesses and Martin Leadership cadre as to efficacy of interns and participants, respectively



# TACTICS

## EMPLOYEE SUCCESS

Strategic Professional Development for Teachers	
Aligns with Strategy 2: Employee Success	
<p>Description: Utilize District personnel to develop a plan to implement best practices around high effect strategies. Create and deploy the Professional Learning Community Tool kit series involving stakeholders from all schools in the District.</p> <p>Owner: Kathryn Morem</p> <p>Team: Shannon Blount, Shannon Pretorius, Virginia Skinner</p>	
Quarterly Milestones	
Q1	Develop, present, monitor and assess implementation of the Professional Learning Community Tool Kit first session as aligned to the rubric outcomes
	Develop a crosswalk of high effect strategies and the Marzano Instructional learning elements
	Identify high effect strategies tied to student learning and achievement data
	Identify high effect strategies of focus for the District from the guiding coalition of stakeholders
Q2	Share the crosswalk of high effect strategies and the Marzano Instructional learning elements with Principals who will share with their staff
	Collect video samples of teacher instruction using high effect strategies
	Develop the criteria for gathering feedback on quality high effect strategy implementation
	Collect and begin editing teacher instructional videos of high effect strategies
	Develop, present, monitor and assess implementation of the Professional Learning Community Tool kit sessions two and three as aligned to the rubric outcomes
Q3	Video samples loaded and available to District personnel using an intranet communication system
	Develop, present, monitor and assess implementation of the Professional Learning Community Tool kit sessions four and five as aligned to the rubric outcomes
	Create professional development sessions to include videos of best practices
Q4	Fully develop the professional development learning community process for adult learning and implementation of high effect strategies
	Develop instructional outcomes yielding evidence of high effect strategies and implementation
	Develop monitoring strategies for gauging effectiveness of professional development, including revising and customizing evaluation forms for an increased match to session
	Implement system for gathering feedback from stakeholders on quality and application of high effect strategies



## Union-Administration Discussion Forum

### Aligns with Strategy 2: Employee Success

**Description:** Transform Labor-Management relations by forming strategic partnerships to enhance communication and joint problem solving and decision-making capabilities during all phases of the relationship – not just at the bargaining table - replacing Labor-Management antagonism and suspicion with a working relationship based more on shared goals, increased information sharing and communication to solve problems of mutual importance that occur between bargaining sessions.

**Owner:** Kim Sabol

**Team:** Rick Bailey, Pam Kessler

### Quarterly Milestones

<b>Q1</b>	Establish pre-agreements on ground rules
	Establish a Labor/Management meeting schedule to meet monthly to address current issues and concerns and create action plans to better address concerns impacting individuals or school sites
	Develop safe and constructive communication channels for teachers to be able to voice their concerns to the administration
	Develop processes to improve the flow of accurate information between the administration and staff to alleviate misinformation
	Devise effective strategies to educate the workforce throughout the year on important issues such as salary, insurance and budget realities, as opposed to only discussing such issues during negotiations
<b>Q2</b>	Develop strategies for shifting from a mindset of management versus labor to one of management and labor mutually committed to educational excellence and student achievement
	Adopt a vision and goals to promote student achievement by improving the District bargaining process and relationships, advancing policies and practices that sustain the collaborative effort which will improve employee morale and increase educator engagement and leadership skills
	Develop the parameters and process for an Interest-Based Bargaining (IBB) model, replacing the traditional positional negotiation methodology
	Establish a set timetable to begin and conclude negotiations each contract year
<b>Q3</b>	Participate in the Federal Mediation and Conciliation Service (FMCS) Committee Effectiveness Training (CET) to help labor and management acquire the knowledge and skills they need to become effective contributors in a group process and accomplish their goals
	Participate in the Federal Mediation and Conciliation Service (FMCS) training in cooperative processes to help labor and management break down traditional barriers and build better working relationships
<b>Q4</b>	Identify joint communication opportunities regarding upcoming changes or news events in the District that impact teachers from a labor/employment perspective

## Review Organizational Chart for Maximum Effectiveness and Efficiency

**Aligns with Strategy 2: Employee Success**

**Description:** Review the current Martin Country School District organizational structure and amend the organizational chart to reflect maximum effectiveness and efficiency.

**Owner:** Rick Bailey

**Team:** Ginger Featherstone, Dr. Tracey Miller, Tom Sheeran, Gail Williams

### Quarterly Milestones

<b>Q1</b>	Gather input from all departments on current structure
	Discuss job descriptions for each position in all departments during the meeting above
	Examine structure of like-size Districts
<b>Q2</b>	Use Board of Education workshop to gain insight from board members in the process
	Draft new organizational chart based on input from previous steps above
<b>Q3</b>	Meet again with each department to review their areas of the chart
<b>Q4</b>	Finalize organizational chart and disseminate

## Campaign to Increase Constructive Communication Between the District and Community

Aligns with Strategy 2: Employee Success

**Description:** Increase internal and external communication by utilizing various communication channels and implement branding campaign. Communication channels include District website, social media, internal newsletter, positive news releases, etc.

**Owner:** Jamie Adcock

**Team:** Rick Bailey, Patricia May, Executive Cabinet members

### Quarterly Milestones

<b>Q1</b>	Research and plan year-long branding campaign
	Plan and implement internal newsletter
	Add Twitter to social media reach
	Promote students and employees consistently through our own resources (website, social media, Connect calls, board reports, news releases, presentations to community)
<b>Q2</b>	Highlight and showcase branding campaign including #hashtag
	Continue implementing internal newsletter
	Continue to promote students and employees consistently through our own resources (website, social media, Connect calls, board reports, news releases, presentations to community)
<b>Q3</b>	Continue to highlight and showcase branding campaign including #hashtag
	Continue implementing internal newsletter
	Continue to promote students and employees consistently through our own resources (website, social media, Connect calls, board reports, news releases, presentations to community)
	Draft Employee Climate Survey
<b>Q4</b>	Continue to highlight and showcase branding campaign including #hashtag
	Continue implementing internal newsletter
	Continue to promote students and employees consistently through our own resources (website, social media, Connect calls, board reports, news releases, presentations to community)
	Implement Employee Climate Survey and use results to help plan next year



## Conduct a Compensation Analysis to Assess the Competitiveness and Appropriateness of Salaries and Benefits

Aligns with Strategy 2: Employee Success

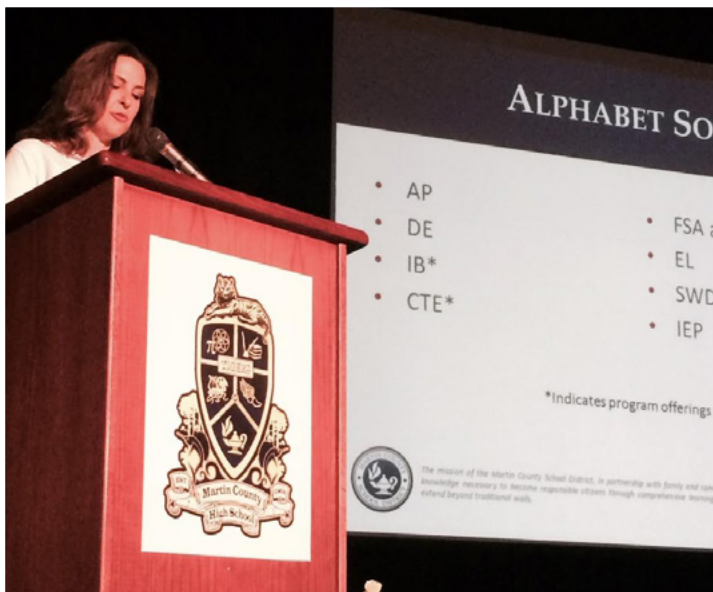
Description: Conduct a compensation analysis to assess the competitiveness and appropriateness of salaries and benefits

Owner: Rick Bailey

Team: Amy Delaney, Lisa Edwards, Pam Kessler, Don White

### Quarterly Milestones

<b>Q3</b>	Identify peer Districts for comparison
	Review results of salary analysis
	Determine if report adequately addresses this tactic
	Identify the normalizing methodology that will be used to ensure an “apples to apples” comparison among peer agencies
	Determine how to compare salary schedules and scales between peer agencies
	Determine if there are private sector organizations that can provide relevant and appropriate comparisons
<b>Q4</b>	Align Martin County School District job titles and descriptions with those of peer Districts and organizations
	Conduct the analysis
	Identify gaps between Martin County School District compensation and that of peer Districts and organizations
	Recommend competitive salary ranges for each position
	Budget for implementation of new salary ranges



## TACTICS

### CULTURE OF COLLABORATION

Board-Administration Governance Model	
Aligns with Strategy 3: Culture of Collaboration	
<p>Description: Establish a Board/Administration governance model to create a high-functioning Board/Administration working relationship.</p> <p>Owner: Laurie Gaylord</p> <p>Team: Mike DiTerlizzi, Ginger Featherstone, School District attorney, School Board attorney</p>	
Quarterly Milestones	
Q1	Conduct a best practices review of Board/administration governance relationships
	Establish a facilitated agreement on what a high-functioning Board/administration relationship contains
	Identify the gaps that exist between the current Board/administration relationship and the agreed upon high-functioning relationship
Q2	Engage in a facilitated skill development and training curriculum to narrow the identified gaps between the current Board/administration relationship and the agreed upon high-functioning relationship
Q3	Implement new Board/administration working values and procedures based on the training outcomes
Q4	Conduct a facilitated discussion to determine if the gaps between the current Board/administration relationship and the agreed upon high-functioning relationship have been narrowed



## Evaluate and Audit District Websites for Branding, Consistency, and User Friendliness

### Aligns with Strategy 3: Culture of Collaboration

**Description:** Our web page is our public image and our opportunity to present a consistent brand identity within the District. Our current webpage lacks continuity, consistent color scheme, layout, brand standards, and content. We will improve on each of these aspects to create a more cohesive user experience across our District.

**Owner:** Katie Preston

**Team:** Jamie Adcock, Doug Konopelko, Bertrand Victor

### Quarterly Milestones

<b>Q1</b>	Develop a webmaster team to address web page design and maintenance
	Delineate webmaster responsibilities amongst team
	Develop a communication plan and forum to assist and direct all department and schoolsite webmasters
	Audit other District websites for platform, navigation and best practices
<b>Q2</b>	Define standards for all pages
	Organize District navigation
	Schedule vendor training for current web hosting product
<b>Q3</b>	Communicate/enforce standards for District department webpages so that design will be consistent
	Provide ongoing coaching for school webmasters to encourage continuing consistency
	Provide ongoing coaching for teacher web pages
	Evaluate products for a more user friendly web hosting platform (examples: Blackboard, Word Press, School Wires)
<b>Q4</b>	Provide ongoing content management for dead pages and typographical errors

## Develop Procedures for Communicating Change, Issues and Other Items in General to Staff, Students, and the Public

Aligns with Strategy 3: Culture of Collaboration

**Description:**

- Identify all areas of communication realms and procedures within crisis communication, operations communications, e-mail, etc.
- Develop survey questions for parents and staff regarding preferred means of communication
- Develop communication plan/procedures for communication within and outside the District

**Owner:** Ginger Featherstone

**Team:** Jamie Adcock, Mark Cocco, Andrew Connolly, Doug Konopelko, Larry Green, Amy Laws, Mark Malham

### Quarterly Milestones

<b>Q1</b>	Research communication and customer service protocols
	Identify all existing means of communication within the District
<b>Q2</b>	Survey staff and parents on preferred means of communication
<b>Q3</b>	Develop protocols for communication and customer service within domains
	Share communication and customer service protocols with the Superintendent of Schools
<b>Q4</b>	Share communication and customer service protocols with the Principals and Directors, May 2016
	Develop a mechanism for gathering feedback from stakeholders on the effectiveness of the new protocols



## Engagement and Satisfaction Survey

### Aligns with Strategy 3: Culture of Collaboration

**Description:** Establish and conduct satisfaction and engagement surveys with employees, parents, and students and transparently communicate the results.

**Owner:** Mary White

**Team:** Mary Bechtel (Parent), Belinda Benner (High School), Pam Peterson Daly (Middle School), Allysa Eberst (Elementary School), Mary Pontek (Non-instructional)

### Quarterly Milestones

<b>Q1</b>	Collect all existing climate surveys, current format and recommend formats for gathering data
	Research school exemplars satisfaction and engagement surveys that yield high quality responses for implementation
	Meet with District Advisory Council to share research on gathering satisfaction and engagement data
<b>Q2</b>	Identify items and topics to be investigated via the survey
	Develop questions for parents, staff and students for preferred means of communication
	Develop questions and format for all school site climate surveys to be deployed in Q3
	Refine and standardize procedures for utilization, distribution, and collection of the school site surveys
<b>Q3</b>	Survey staff, parents and students utilizing the new survey and procedures for implementation
<b>Q4</b>	Analyze and share results of the climate surveys with all stakeholders
	Identify items and strategies for planning and developing school improvement plans for the 2016-2017 school year based on survey results



## TACTICS

# FINANCIAL STABILITY

Cost Analysis for Non-School Hour Facility Use	
Aligns with Strategy 4: Financial Stability	
<p>Description: Conduct an operating cost analysis of the use of facilities for running events outside of regular school days and hours.</p> <p>Owner: Garret Grabowski</p> <p>Team: Ron Martin, David Spear, Missy Trumpler</p>	
Quarterly Milestones	
Q1	Identify facility usage categories (such as gymnasium, auditorium, cafeteria, classroom, outdoor facilities, etc.)
	Identify cost categories associated with operating facilities after hours (such as staffing, utilities, equipment, supplies, insurance, depreciation, setup, cleanup, etc.)
	Identify event categories that may involve specific cost factors (such as athletic events, community meetings, etc.)
Q2	Calculate the costs/rates for each cost category identified in Q1
Q3	Calculate the average overall cost for each usage category identified in Q1
	Calculate the average overall cost for each event category identified in Q1

## Task Force to Identify Impacts of Non-State Funded Programs

Aligns with Strategy 4: Financial Stability

**Description:** Engage a task force to identify all of the programs not funded by the state and their impact on academic achievement, student health and safety.

**Owner:** Helene DiBartolomeo

**Team:** Theresa Iulucci, Shela Khanal

### Quarterly Milestones

<b>Q1</b>	Identify/list all programs not funded by the state
<b>Q2</b>	Identify total program costs for each program
	Identify current sources of funding for each program
<b>Q3</b>	Identify criteria to prioritize programs based on overall student impact
	Rank programs in priority order based on criteria established in above step
	Classify each program based on its primary area of impact (academic achievement, student health, student safety)
<b>Q4</b>	Identify alternate funding sources that may exist for each program

## Establish a Service Contracts Review Team That Analyzes Service Contracts To Save Funds and Enhance Performance

Aligns with Strategy 4: Financial Stability

Description: Create a committee to analyze service contracts to realize potential savings in the FY16 operating budget.

Owner: Tom Sheeran

Team: Jeff Carver, Paul McGuinness, Alan Middleton, Donald White

### Quarterly Milestones

<b>Q1,</b>	Catalog all existing service contracts by division and by department District-wide
<b>Q2 &amp; Q3</b>	Determine by name the “owner” of each service contract and schedule individual meetings with them to capture their responses to the questions asked during the review session
<b>Q3</b>	Develop criteria for evaluation of service contracts
<b>Q4</b>	<p>Processing stage</p> <ul style="list-style-type: none"> <li>• Review data and summarize what team has compiled relative to service contract reviews</li> <li>• Develop a series of recommendations concerning service contract changes for Superintendent consideration</li> <li>• Institute a monitoring mechanism that reviews service contract revisions to assess outcomes to implemented changes</li> <li>• Develop methodologies or find best practices to implement for monitoring the effectiveness of each service contract revision</li> </ul>
	Place specific service contract revisions on Board agenda for action/approval



## Conduct a Procurement/Purchasing Analysis of Spending for School Sites to Identify Opportunities for Cost Savings

Aligns with Strategy 4: Financial Stability

**Description:** Conduct a review of current procurement/purchasing practices and determine if additional procurement/purchasing strategies can be employed to generate additional savings.

**Owner:** Jeff Carver

**Team:** Chris Hall, Missy Trumpler, Purchasing Manager, TBD

### Quarterly Milestones

<b>Q1</b>	Conduct Spend Analysis (Vendor/Commodity/Service) (FY15 Data)
	Identify core list of products and services to form the basis for developing strategies for obtaining the lowest cost
<b>Q2</b>	Conduct market research on core list of products and services to determine the most effective method for acquiring goods and services
	Utilize market research results to determine the potential cost savings of utilizing the most competitive procurement initiatives
<b>Q3</b>	Solicit bid/quotes/RFPs for the goods and services identified in Q2
	Obtain board approval to award relating bids/RFPs/piggyback term contracts
<b>Q4</b>	Provide ordering instructions to end users
	Assist with contract management to ensure best possible pricing
	Monitor savings

## Develop and Implement a Formal Advertising Strategy to Increase Advertising Revenues

Aligns with Strategy 4: Financial Stability

Description: Develop and implement a formal strategy to increase advertising revenues

Owner: Laura Roberts

Team: Mark Cowles, Greg Hendricks, Tom Sheeran, Tim Tharp

### Quarterly Milestones

<b>Q1 &amp; Q2</b>	Brainstorm and conduct environmental scan to identify various sources of potential advertising revenue
	Catalog existing advertising revenue streams at all existing school and non-school sites
	Assess staff and community tolerance to this effort via survey
	Determine whether any existing advertising revenue streams can be expanded or strengthened
	Determine if any existing advertising revenue streams can be replicated at other District locations
	Implement a research effort to collect data for a validity assessment
	Establish and obtain administrative approval for values and standards for advertisement quantity, content, products and companies, and other parameters
	Develop standards and procedures for District staff to follow
	Develop standards for the type of advertisements that makes sense to place in school facilities and vehicles
<b>Q3 &amp; Q4</b>	Review data and summarize what team has compiled
	Develop a series of recommendations concerning project scope and timing for Superintendent consideration
	Develop a series of guidelines to help principals make decisions relative to pursuing ad revenue
	Institute a monitoring mechanism that reviews advertising program activities
	Develop methodologies or identify best practices for monitoring the effectiveness of each advertising strategy
	Place specific advertising recommendations on Board agenda for action/ approval





# PERFORMANCE PLAN | MARTIN METRICS

## Introduction

Just as a student's efforts are measured by a report card, so too will the District's efforts to achieve its goals for the year. This Success Plan introduces the Martin Metrics scorecard, a new tool to measure and monitor performance in key areas identified as essential to success for the District.

An important objective of the scorecard is to share with the community how the District is performing each quarter of the year in achieving its goals for educational excellence. Another is to increase every staff member's understanding of their contribution to the overall performance of the District in ways they may not have ordinarily considered.

The scorecard provides measures of performance in each of the District's four key strategic areas of focus. These strategies represent the functional areas identified as most significant to overall success:

- 1. Student Success**
- 2. Employee Success**
- 3. Culture of Collaboration**
- 4. Financial Stability**

The scorecard is designed to provide an easy and comprehensive method of immediately determining whether the District is succeeding in accomplishing its objectives.

It is important to note that metrics and goals in the scorecard reflect weightings and point distributions selected by teams comprised of District leaders, school administrators and faculty peers. In fact, each metric has been assigned to be monitored and reported on each quarter of the year by one individual.

# MARTIN *METRICS*

STRATEGY	PERFORMANCE SCORECARD METRICS	GOAL POINTS
<b>Student Success</b>	School Readiness	5
	Academics	33
	Engagement	9
	Life Readiness	8
	<b>Total Student Success Points</b>	<b>55</b>
<b>Employee Success</b>	% of teachers rated Highly Effective	4
	Employee satisfaction	2
	Employee engagement	3
	Voluntary departure rate	2
	% of employees participating in professional development activities	2
	% of employees who feel professional development offerings are valuable	2
	<b>Total Employee Success Points</b>	<b>15</b>
<b>Culture of Collaboration</b>	Employee Collaboration	6
	School and Community Partnerships	5
	Family Engagement	4
	<b>Total Culture of Collaboration Points</b>	<b>15</b>
<b>Financial Stability</b>	Innovative Management	3
	Budget Reserve	4
	Financial Stewardship	8
	<b>Total Financial Stability Points</b>	<b>15</b>
<b>Total Scorecard Points</b>		<b>100</b>

## How The Scorecard Functions

This scorecard measurement tool will monitor the school District's performance in each of the four key strategic pillar areas through an index created for each strategy. Each index is weighted and given a specified number of points reflecting its relative importance to the overall health and success of the District.

Within each index is a series of metrics, which are also weighted based on their contribution to

the realization of the goals of a specific pillar. For example, the Student Success index carries 55 out of the scorecard's 100 points. In turn, there are 21 metrics within four categories in this index – each with a weighted point value. The sum of all 21 metrics within this index adds up to the 55 points.

If every metric measured in the scorecard achieved exactly the goal established in the Success Plan, the overall score would equal 100 points. Scoring a perfect 100 rarely occurs, however.

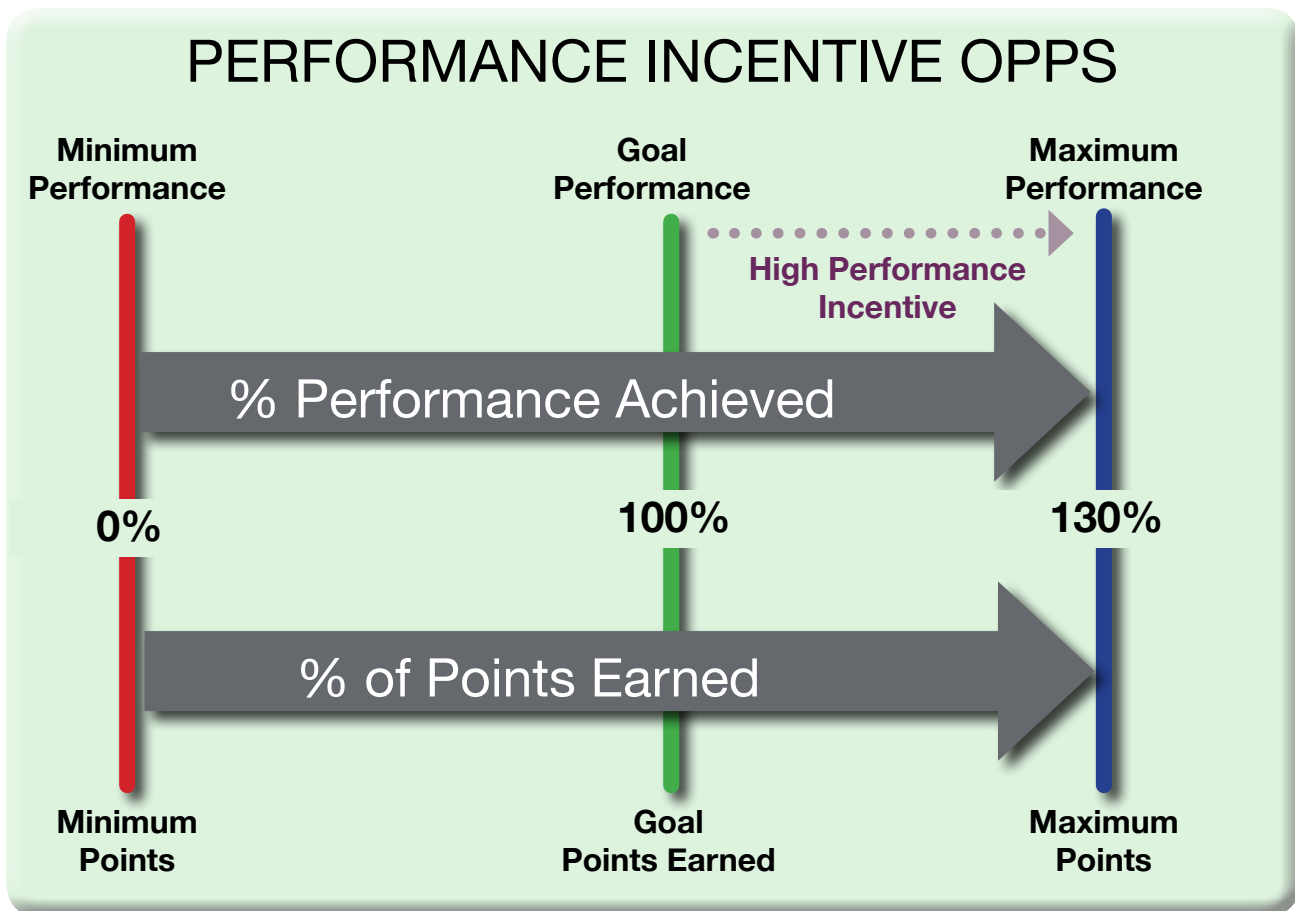
## Earning Extra Credit

The Martin Metrics scorecard has been developed on a sliding point scale to recognize efforts that perform above and below the target scores.

Scorecard points are proportionally allocated based on metric performance relative to the pre-established target score, with the percentage of the target points earned for each metric equaling the percentage of the target score attained. For example, if

a metric achieves 75% of its performance target, then the District will earn 75% of the points allocated to that metric on the scorecard. If a metric exceeds its performance target by 10%, then the District will earn the points allocated to that metric plus an additional 10% of the allocated points.

The point total earned for exceeding a performance target is capped at 30% beyond the established target points.



Martin Metrics will recognize efforts that perform both above and below the target scores.



## HOW TO READ THE SCORECARD

# MARTIN *METRICS*

STRATEGY	DISTRICT PERFORMANCE SCORECARD METRICS			PERFORMANCE GOAL	GOAL POINTS
<div>Student Success</div> <div>This column indicates the 4 key Strategies Martin County School District has prioritized as focus areas for overall success for the year.</div>	SCHOOL READINESS	% of students attending quality pre-K programs	32%	1	
		School Readiness scores among all incoming students	45%	2	
		% 1st graders on level for Reading	70%	2	
	ACADEMICS	% of elementary school students proficient in ELA	60%	3	
		% of elementary school students proficient in Math	65%	3	
		% of elementary school students proficient in Science	65%	3	
		% of middle school students proficient in ELA	60%	3	
		% of middle school students proficient in Math	65%	3	
		% of middle school students proficient in Science	58%	3	
		% of middle school students proficient in Civics	79%	3	
		% of high school students proficient in ELA	65%	3	
		% of high school students proficient in Math	77%	3	
		% of high school students proficient in Science	72%	3	
		% of high school students proficient in History	74%	3	
	CAREER DEVELOPMENT	% of elementary school students on track	65%	2	
		% of middle school students on track	85%	2	
		% of high school students on track	90%	2	
	BUSINESS	% of students earning industry certifications	80%	3	
% of students earning industry certifications		90%	4		
% of graduating seniors earning college credits		14%	2		
Total Student Success Points			7	2	
<div>Employee Success</div>		% of teachers rated Highly Effective	7%	2	
		Employee satisfaction	7%	2	
		Employee engagement	7%	2	
		Voluntary departures	7%	2	
		% of employees participating in professional development	7%	2	
		% of employees who feel professional development offered valuable	7%	2	
	Total Employee Success Points			7	15

The 2 columns here contain the prioritized metrics that most effectively gauge how well the District is doing to meet its goals for success for the year.

This column contains the **Goal Points** the District will score if it hits its target performance goal.

This column represents the **Performance Goal** the District will strive to achieve each quarter of the year.

# MARTIN METRICS

STRATEGY	DISTRICT PERFORMANCE SCORECARD METRICS		PERFORMANCE GOAL	GOAL POINTS
Student Success	SCHOOL READINESS	% of students attending quality pre-K programs	32%	1
		School Readiness scores among all incoming students	45%	2
		% 1st graders on level for Reading	70%	2
	ACADEMICS	% of elementary school students proficient in ELA	60%	3
		% of elementary school students proficient in Math	65%	3
		% of elementary school students proficient in Science	65%	3
		% of middle school students proficient in ELA	60%	3
		% of middle school students proficient in Math	65%	3
		% of middle school students proficient in Science	58%	3
		% of middle school students proficient in Civics	79%	3
		% of high school students proficient in ELA	65%	3
		% of high school students proficient in Math	77%	3
		% of high school students proficient in Science	72%	3
		% of high school students proficient in History	74%	3
	ENGAGEMENT	% of elementary school students on track	65%	2
		% of middle school students on track	85%	2
		% of high school students on track	90%	2
		Student engagement	80%	3
	LIFE READINESS	Graduation rate	90%	4
		% of students earning industry certifications	14%	2
		% of graduating seniors earning college credits	80%	2
	Total Student Success Points			55
Employee Success		% of teachers rated Highly Effective	50%	4
		Employee satisfaction	75%	2
		Employee engagement	75%	3
		Voluntary departures	7%	2
		% of employees participating in professional development activities	75%	2
		% of employees who feel professional development offerings are valuable	75%	2
	Total Employee Success Points			15

STRATEGY	DISTRICT PERFORMANCE SCORECARD METRICS		PERFORMANCE GOAL	GOAL POINTS
Culture of Collaboration	EMPLOYEE COLLABORATION	% of employees who feel there is a collaborative culture	75%	3
		% of employees who feel communication is effective	75%	3
	SCHOOL AND COMMUNITY PARTNERSHIPS	Business partnerships	23	2
		Student internships	158	2
		Community volunteer hours	9,000	1
	FAMILY ENGAGEMENT	Parent volunteer hours	150,000	1
		Number of parents/guardians accessing student information on-line (via FOCUS system)	2,500	3
	Total Culture of Collaboration Points			15
Financial Stability	INNOVATIVE MANAGEMENT PRACTICES	Expenses controlled below prior fiscal year level	\$100,000 Annually	3
	FUND BALANCE	Fund Balance %	5%	4
	FINANCIAL STEWARDSHIP	Net Proceeds	\$6.8 Million Annually	5
		Bond Rating	AA by Standard & Poor's; AA by Fitch	3
	Total Financial Stability Points			15
	Total Scorecard Points			100



# MARTIN METRICS

STRATEGY	HIGH SCHOOL SCORECARD METRICS		PERFORMANCE GOAL	GOAL POINTS
Student Success	ACADEMICS	% of high school students proficient in ELA	65%	8
		% of high school students proficient in Math	77%	8
		% of high school students proficient in Science	72%	8
		% of high school students proficient in History	74%	8
	ENGAGEMENT	% of high school students on track	90%	4
		Student engagement	80%	6
	LIFE READINESS	Graduation rate	90%	8
		% of students earning industry certifications	14%	5
		% of graduating seniors earning college credits	80%	5
	Total Student Success Points			60
Employee Success		% of teachers rated Highly Effective	50%	5
		Employee satisfaction	75%	3
		Employee engagement	75%	4
		Voluntary departures	7%	2
		% of employees participating in professional development activities	75%	3
		% of employees who feel professional development offerings are valuable	75%	3
	Total Employee Success Points			20
Culture of Collaboration	EMPLOYEE COLLABORATION	% of employees who feel there is a collaborative culture	75%	3
		% of employees who feel communication is effective	75%	3
	SCHOOL AND COMMUNITY PARTNERSHIPS	Business partnerships	23	2
		Student internships	158	2
		Community volunteer hours	2,894	1
	FAMILY ENGAGEMENT	Parent volunteer hours	48,240	1
		Number of parents/guardians accessing student information on-line (via FOCUS system)	804	3
	Total Culture of Collaboration Points			15
Financial Stability	FINANCIAL STEWARDSHIP	Net Proceeds	\$0	5
	Total Financial Stability Points			5
	Total Scorecard Points			100





# MARTIN METRICS

STRATEGY	MIDDLE SCHOOL SCORECARD METRICS		PERFORMANCE GOAL	GOAL POINTS
Student Success	ACADEMICS	% of middle school students proficient in ELA	60%	11
		% of middle school students proficient in Math	65%	11
		% of middle school students proficient in Science	58%	11
		% of middle school students proficient in Civics	79%	11
	ENGAGEMENT	% of middle school students on track	85%	6
		Student engagement	80%	10
	Total Student Success Points			60
Employee Success		% of teachers rated Highly Effective	50%	5
		Employee satisfaction	75%	3
		Employee engagement	75%	4
		Voluntary departures	7%	2
		% of employees participating in professional development activities	75%	3
		% of employees who feel professional development offerings are valuable	75%	3
	Total Employee Success Points			20
Culture of Collaboration	EMPLOYEE COLLABORATION	% of employees who feel there is a collaborative culture	75%	4
		% of employees who feel communication is effective	75%	4
	SCHOOL AND COMMUNITY PARTNERSHIPS	Business partnerships	23	2
		Community volunteer hours	2,038	1
	FAMILY ENGAGEMENT	Parent volunteer hours	33,960	1
		Number of parents/guardians accessing student information on-line (via FOCUS system)	566	3
	Total Culture of Collaboration Points			15
Financial Stability	FINANCIAL STEWARDSHIP	Net Proceeds	\$0	5
	Total Financial Stability Points			5
	Total Scorecard Points			100

# MARTIN METRICS

STRATEGY	ELEMENTARY SCHOOL SCORECARD METRICS		PERFORMANCE GOAL	GOAL POINTS
Student Success	SCHOOL READINESS	% 1st graders on level for Reading	70%	9
	ACADEMICS	% of elementary school students proficient in ELA	60%	11
		% of elementary school students proficient in Math	65%	11
		% of elementary school students proficient in Science	65%	11
	ENGAGEMENT	% of elementary school students on track	65%	8
		Student engagement	80%	10
	Total Student Success Points			60
Employee Success		% of teachers rated Highly Effective	50%	5
		Employee satisfaction	75%	3
		Employee engagement	75%	4
		Voluntary departures	7%	2
		% of employees participating in professional development activities	75%	3
		% of employees who feel professional development offerings are valuable	75%	3
	Total Employee Success Points			20
Culture of Collaboration	EMPLOYEE COLLABORATION	% of employees who feel there is a collaborative culture	75%	4
		% of employees who feel communication is effective	75%	4
	SCHOOL AND COMMUNITY PARTNERSHIPS	Business partnerships	23	2
		Community volunteer hours	9,000	1
	FAMILY ENGAGEMENT	Parent volunteer hours	4,068	1
		Number of parents/guardians accessing student information on-line (via FOCUS system)	67,800	3
	Total Culture of Collaboration Points			15
Financial Stability	FINANCIAL STEWARDSHIP	Net Proceeds	\$0	5
	Total Financial Stability Points			5
	Total Scorecard Points			100

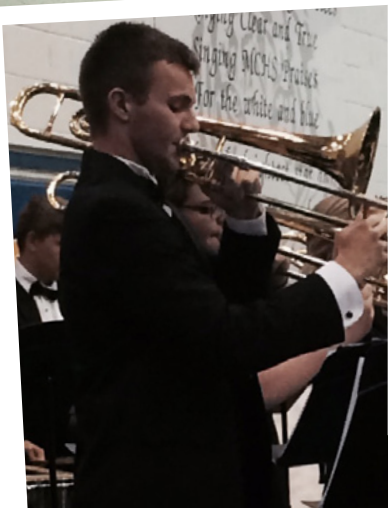
## METRIC DEFINITIONS AND OWNERS

METRIC	DEFINITION	OWNER
% of students attending quality pre-K programs	The percentage of current Kindergarten students who attended an Martin County School District Pre-K program, including Head Start and Voluntary Pre-K	Terri Marder
School Readiness scores among all incoming students	The percentage of incoming Kindergarten students demonstrating proficiency on the FLKRS School Readiness assessment	Terri Marder
% 1st graders on level for Reading	The percentage of 1st grade students whose reading performance meets or exceeds the expected level, as defined by the iReady and FSA assessments	Mary White
% of elementary school students proficient in ELA	The percentage of elementary school students passing the ELA iReady and FSA assessments	Mary White
% of elementary school students proficient in Math	The percentage of elementary school students passing the Math iReady and FSA assessments	Mary White
% of elementary school students proficient in Science	The percentage of elementary school students passing the FCAT Science assessment	Mary White
% of middle school students proficient in ELA	The percentage of middle school students passing the ELA FSA assessment	Theresa Iuliucci
% of middle school students proficient in Math	The percentage of middle school students passing the Math FSA assessment	Theresa Iuliucci
% of middle school students proficient in Science	The percentage of middle school students achieving Level 3 or higher on the FCAT 2.0 Science assessment	Theresa Iuliucci
% of middle school students proficient in Civics	The percentage of middle school students achieving Level 3 or higher on the 7th Grade Civics EOC assessment	Theresa Iuliucci
% of high school students proficient in ELA	The percentage of high school students passing the ELA FSA assessment	Theresa Iuliucci
% of high school students proficient in Math	The percentage of high school students achieving Level 3 or higher on the Algebra I, Geometry, and Algebra II EOC assessments	Theresa Iuliucci
% of high school students proficient in Science	The percentage of high school students achieving Level 3 or higher on the BIO EOC assessment	Theresa Iuliucci
% of high school students proficient in History	The percentage of high school students achieving Level 3 or higher on the 11th Grade US History EOC assessment	Theresa Iuliucci
% of elementary school students on track	The percentage of students who meet the threshold targets for iReady reading and math scores	Mary White
% of middle school students on track	The percent of students meeting middle school promotion requirements	Theresa Iuliucci
% of high school students on track	% of students meeting high school graduation requirements	Theresa Iuliucci
Student engagement	The percentage of Martin County students that are engaged in their school experience as indicated by a student survey	Mary White
Graduation rate	The percentage of students graduating with their cohort, as determined by the Federal Uniform Graduation Rate	Theresa Iuliucci



METRIC	DEFINITION	OWNER
% of students earning industry certifications	The percentage of graduating students earning at least one nationally recognized industry certification, as determined by an independent, third-party certifying entity	Ely Parsons
% of graduating seniors earning college credits	The percent of graduating seniors earning at least one college credit	Theresa Iuliucci
% of teachers rated Highly Effective	The percentage of teachers rated as Highly Effective in the teacher evaluation system	Rick Bailey
Employee satisfaction	The percentage of employees indicating satisfaction with their work experience	Mary White
Employee engagement	The level of engagement among District employees	Mary White
Voluntary departures	Percentage of employees (excluding temporary employees, substitute personnel and student employees) who leave the District by choice. This excludes terminations, resignations in lieu of termination, death, retirees.	Rick Bailey
% of employees participating in professional development activities	The percentage of District employees who participate in at least one professional development activity	Kathryn Morem
% of employees who feel professional development offerings are valuable	The percentage of professional development participants who feel professional development offerings are valuable, as indicated by professional development rating instruments	Kathryn Morem
% of employees who feel there is a collaborative culture	The percentage of employees who feel there is a collaborative culture in the Martin County School District	Mary White
% of employees who feel communication is effective	The percentage of employees who feel there is effective communication in the Martin County School District	Mary White
Business partnerships	The number of businesses that support the District with functions such as mentoring, internships, or donations	Mark Malham
Student internships	The number of CTE students in paid or unpaid internships or jobs that correlate to the specific CTE programs and the number of students enrolled in internship courses working in a career field	Mark Malham
Community volunteer hours	Volunteer hours performed by members of the community who do not have a child attending the school	Patti May
Family volunteer hours	Volunteer hours performed by family members who have children attending the school	Patti May
Number of parents/guardians accessing student information on-line (via FOCUS system)	The number of unique parent/guardian visitors accessing information in the FOCUS student information system	Paul McGuinness
Expenses controlled below prior fiscal year level	Total cost reduction in existing programs compared to same quarter of prior year (Dollars saved by being innovative, representing how much more money taxpayers would have to pay if we didn't undertake these efforts.)	Helene DiBartolomeo
Fund Balance %	The Fund Balance expressed as a percentage of all General Fund revenues	Helene DiBartolomeo
Net Proceeds	Actual operating revenue minus actual operating expenses	Helene DiBartolomeo
Bond Rating	The District's bond rating as reported by a designated rating agency	Helene DiBartolomeo

# MARTIN COUNTY SCHOOL DISTRICT | **LOOKING FORWARD**







***Together, we are marching toward  
our vision for a dynamic educational  
system of excellence.***





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