Compensation & Staffing

Professional Development

Technology

Teaching & Learning

LCS

STRATEGIC FINANCE PLAN | 2015 – 2017

Submitted by the
Lake County Schools Leadership Team
December 16, 2013

**Final plan for School Board approval
December 16, 2013**

December 2, 2013

Dear Chair, Members of the School Board, and Citizens of Lake County:

I am pleased to submit to you Lake County Schools' first Three-Year Strategic Finance Plan.

The School Board's support has given us the necessary guidance and encouragement to assemble this plan. The Three-Year Strategic Finance Plan embraces a bold set of initiatives that hold the promise of meeting the need of redefining how we grow student achievement. It aligns resources to our instructional priorities and outlines a long-term plan to make these priorities a reality. I wholeheartedly believe that, when enacted, this plan will positively transform teaching and learning in Lake County Schools.

In the 2011–2012 school year, it became apparent that our district was at an important juncture. For the previous several years, Lake County Schools had seen an increase in enrollment paired with a relatively flat budget. In addition, the district grade assigned by the Florida Department of Education, based on student performance on the Florida Comprehensive Assessment Test (FCAT), had declined. The question facing the district was: How do we increase student achievement for a growing population without relying on additional resources?

Nearly four months of hard work came to a fruitful conclusion in June 2013 when the district received notice that it was one of four school districts chosen for an $840,000 national grant. The grant provided Lake County Schools with an unprecedented opportunity to reshape our budget process. EngageLCS was born, with the mission of aligning resources to support key teacher-, leader-, and student-directed initiatives in order to develop students who are "C^2 Ready"–prepared for college and a career.

At the onset of the process, the district focused on identifying instructional priorities in key areas, including Compensation & Staffing, Professional Development, Technology, and Teaching and Learning. Through careful analysis of our resource allocation, we identified additional needs for English Language Learner students and students struggling with less than proficient FCAT scores. Together, we charted a course to improve academics and accelerate student achievement. The Strategic Finance Plan earmarks an investment of approximately $21.1 million for these priorities through 2017.

We developed priorities that will continue to support long-term success for students, with the following cumulative three-year costs (incremental to our existing investments in these areas):
- Talent Development Pipeline: $4.6 million
- Personalized Learning: $8.1 million
- Program Evaluation & Innovation: $0.8 million
- Teacher & Principal Induction and Development: $1.6 million

Additionally, we have identified immediate needs of specific student groups, with the following cumulative three-year costs (incremental to our existing investments in these areas):
- Programs for English Language Learners: $3.0 million
- Programs for struggling students and schools: $3.0 million

These priorities will require the district to reallocate resources from existing activities in the budget along the following timeline: $5.5 million in 2014–2015, $7.2 million in 2015–2016, and $8.4 million in 2016–2017.

1

In addition to funding these priorities, the district anticipates a significant budget gap for these three years. Absent new investments or unanticipated expenditures, the district projects a budget shortfall of approximately $3.8 million in 2014–2015, $7.1 million in 2015–2016, and $10.4 million in 2016–2017. Much of this shortfall may be attributed to projected flat revenues from certain funding sources paired with increased enrollment and a growing staff salary base. To close the shortfall and fund the priorities, the district must realign roughly $9.3 million in 2014–2015, $14.3 million in 2015–2016, and $18.8 million in 2016–2017.

The resource realignment strategies earmarked for 2014–2015 comprise the following activities:
- Moving from a block to straight schedule at our high schools
- Centralizing and consolidating purchasing practices
- Strategically reducing our IDEA funding reserve over three years (one-time savings each year)
- Reassigning some capital-related expenses from the general fund to the capital fund
- Creating a lawn care maintenance team, paired with reducing custodial staff by attrition
- Realizing savings from our new transportation routing software
- Continuing to charge a $1–2 fee to students not eligible to ride the bus under our guidelines
- Contracting for maintenance of the district's white fleet
- Decreasing funding for athletics travel
- Excluding administrators from salary increases expected for other positions
- Allowing for additional management decisions to drive continuing operational efficiencies

Based on our current assumptions, these actions will balance our 2014–15 budget. To achieve a balanced budget in years 2 and 3, in addition to continuing with these initiatives, we intend to explore the following:
- Clerical staff consolidation
- Revision of guidance counselor role and allocation structure
- Alignment of middle and high school bell schedules
- Middle school schedule redesign
- Additional reimbursement (revenues) for ESE services via Medicaid and other insurance sources
- District ERP system efficiencies (supplies and staff)
- Introduction of magnet school models
- Revision of overall materials and supplies budget
- Other opportunities to be identified during the rolling SFP process

Upon approval, the Three-Year Strategic Finance Plan will serve to guide our annual budgeting process to ensure our instructional priorities are being funded and budget gaps are closed. We will update the plan each year on a rolling basis, evaluating activities of the prior year and adding one year onto the plan. The plan's extended time horizon and rolling nature increase our ability to spend money smarter—so that every dollar is used to support the community's educational vision and priorities.

This plan was not created in a vacuum. Numerous individuals from schools, the district office, and the community came together to develop the instructional priorities and find resource realignment opportunities. Through face-to-face meetings with internal and external audiences, as well as communication using the virtual town hall, Mindmixer, our community shared ideas about ways to save the funds needed for our priorities. I wish to thank all stakeholders for their time and input over the past several months. Their ideas and comments are a significant contribution to the district's efforts. Everyone's participation has been critical to the success of EngageLCS. Together, we are making the vision of a stronger Lake County School District a reality.

Sincerely,
Susan Moxley
Susan Moxley, Ed.D.
Superintendent of Lake County Schools

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Lake County's first Three-Year Strategic Finance Plan was developed by the members of the Lake County Schools Leadership Team in collaboration with numerous individuals from schools, the district office, and the community as part of the EngageLCS initiative:

Project Oversight & Management Working Groups

Leadership Team
Susan Moxley, Superintendent (Lead)
Aurelia Cole, Chief of Administration
John Davis, Chief of Operations
Marilyn Doyle, Sr. Director Academic Services
Liz Hobert, Coordinator, Special Projects
Carol MacLeod, Chief Financial Officer
Laurie Marshall, Executive Director of HR
Chris Patton, Communications Officer
Creed Wheeler, Executive Director of IT

Employee Advisory Group
Brent Balkaran, Teacher
Alfonzo Baptiste, TeacherAsst/PK-TI ER IN
James Nathan Battle, Senior Program/Analyst
Carol Brewer, Manager, Food Service
Deborah Burns, TeacherAsst/VE
Kelly Cousineau, Teacher
Kim Cronin, SEIU/FPSU Lake County Rep
Lauren DeRidder, Risk Manager
Pam Hayes, Purchasing Manager
Cleta Horton, Teacher
Nancy Hunter, Teacher
Wayne Kicklighter, Manager, Maintenance
Stuart Klatte, LCEA Leader, Family/School Liaison
Gina Leake, Family/School Liaison
Vivian Marie Mauldin, Bus Driver
Andrea Pyatt, Teacher
Glen Reubelt, Technology Manager
Rosanne Rodriguez, ESE Clerk
Rheda Shumate, School Counselor
Debra Snow, Teacher
Jeff Stephens, Electrician, Maintenance
April Von Maxey, Teacher

Community Advisory Group
Carey Baker, Lake Co. Property Appraiser
Mike Bucher, So. Lake Chamber/United Sothern Bank
Carman Cullen-Batt, Executive Director, Educational Foundation of Lake County
Choice Edwards, Retired/Past Educator
Rob English, Lake 100; Executive Director Mt. Dora Chamber
Tom Hofmeister, President, CEO, The Hofmeister Group
Margo Odom, Lake Sumter State College Board of State Trustees
Greg Padgett, CPA, Padgett, Wetz and Young
Sean Parks, Education Foundation of Lake Co.
Brian Payne, LCS Community Resource Liaison
John Pease, First National Bank of Mt. Dora
Wendy Simpson, Parent Representative
Robert Thompson, Old First Nation Bank

Communications & Stakeholder Engagement Group
Chris Patton, Communications Officer (Lead)
Kim Couch, Orlando Health
Heather Gelb, GLES Assist. Principal
Liz Hobert, Coordinator, Special Projects
Kelly Lafollette, Communications Director, Lake County
Brian Payne, LCS Community Resource Liaison
Jon Redding, ASU Online Specialist
William Roberts, ERMS Assist. Principal
Kelda Senior, City of Mount Dora
Kim Updike, SLHS Assist. Principal

Initiative Working Groups

Cost & ROI Working Group
Carol MacLeod, Chief Financial Officer (Lead)
Kathleen Thomas, Director Planning, Evaluation and Accountability (Lead)
Janice Boyd, THS Principal
Linda Douglas, Sr. Accounting Spec., Finance
Marilyn Doyle, Sr. Director Academic Services
Harry Fix, Growth Planning Director
Teresa Lachut, FTE Analyst, Finance
Maureen Slovak, Budget and FTE Manager
Creed Wheeler, Executive Director IT

Innovation Process Design & Implementation Group (Note: also an Instructional Priority Working Group)
Marilyn Doyle, Sr. Director Academic Services (Lead)
Dave Bordenkircher, VES Principal
Denise Coit, Director of Finance
Will Davis, GIS Manager
Kathy Halbig, Manager of Innovative Learning
Kathlene Jarvis, Director of Curriculum & Instruction
Julie Robinson-Lueallen, ERHS Principal
Maggie Teachout, Director of Career, Adult & Community Education & Charter School Liaison
Kathleen Thomas, Director Planning, Evaluation & Accountability
Jan Tobias, Director of Student Services
Creed Wheeler, Executive Director of IT

School Staffing Process Group
Laurie Marshall, Executive Director of HR (Lead)
Doreathe Cole, GLE Principal
Lynn Collins, Position Control Analyst
Sabrina Dillon-Banks, Safe Schools Coordinator
Carol MacLeod, Chief Financial Officer
Charlie McDaniel, ERMS Principal
Bill Miller, LHS Principal
Judy Miller, ESE Director
Julie Robinson-Lueallen, ERHS Principal
Kelly Sanders, UMS Principal
Maggie Teachout, Director of Career, Adult & Community Education & Charter School Liaison

Budget Planning Group
Carol MacLeod, Chief Financial Officer (Lead)
Aurelia Cole, Chief of Administration
David Cunningham, EMS Principal
John Davis, Chief of Operations
Marilyn Doyle, Sr. Director Academic Services
Laurie Marshall, Executive Director of HR
Rob McCue, SLHS Principal
Durenda McKinney, LES Principal
Susan Moxley, Superintendent
Chris Patton, Communications Officer
Creed Wheeler, Executive Director of IT

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Instructional Priorities Working Groups

Coaching Framework: Strategic Planning Group
 Susan Moxley, Superintendent (Lead)
 Liz Bourdon, Director Federal Programs
 Marilyn Doyle, Sr. Director Academic Services
 Kathy Halbig, Manager of Innovative Learning
 Liz Hobert, Coordinator, Special Projects
 Laurie Marshall, Executive Director of HR
 Chris Patton, Communications Officer
 Kati Pearson, Director of Teaching and Learning
 Stacey Roberts, Director PD and Leadership

Coaching Framework: Teacher Induction/Training for Instructional Coaches Group
 Stacey Roberts, Director, PD and Leadership (Lead)
 Noris Aguayo, New Teacher Coach
 Liz Bourdon, Director Federal Programs
 Randy Campbell, UHS Principal
 Elizabeth Feld, New Teacher Coach
 Melonee Ferguson, New Teacher Coach
 Theresa Frisby, New Teacher Coach
 Andrea Guogas, Project Manager Evaluation and Compensation
 Kathy Halbig, Manager of Innovative Learning
 Kati Pearson, Director of Teaching and Learning
 Lisa Sabino, New Teacher Coach

Coaching Framework: Principal Induction Group
 Aurelia Cole, Chief of Administration (Lead)
 Melissa DeJarlais, FPES Principal
 Laurie Marshall, Executive Director of HR
 Stacey Roberts, Director PD and Leadership
 Carolyn Samuel, Director of HR
 Linda Shepherd, LMHS Principal

Personalized Learning Group
 Kathy Halbig, Manager of Innovative Learning (Lead)
 Brent Balkaran, THS Teacher
 Missy Broker, ILS
 Amy Cockcroft, WHMS Principal
 Dennis Doherty, WHMS Teacher
 Kathy Keck, Grant Specialist
 Kati Pearson, Director of Teaching and Learning
 Andrea Pyatt, ASU Program Specialist
 Stacey Roberts, Director of PD and Leadership
 Julie Robinson-Lueallen, ERHS Principal
 Ashley Solomon, ILS
 Cleta Stutzman-Horton, LLE Teacher
 Julio Valle, SBES Principal
 Nancy Velez, EHS Principal
 Creed Wheeler, Executive Director of IT

Talent Development Pipeline Group
 Andrea Guogas, Project Manager Evaluation and Compensation (Lead)
 Aurelia Cole, Chief of Administration
 Melissa DeJarlais, FPES Principal
 Michelle Hoppenstedt, HR Tech & Support Mgr.
 Stuart Klatte, LCEA Leader
 Laurie Marshall, Executive Director of HR
 Stacey Roberts, Director of Professional Development and Leadership
 Linda Shepherd, LMHS Principal
 Maureen Slovak, Ad Hoc Member
 Doug Kroulik, Supervisor of Compensation
 Maggie Teachout, Director of Career, Adult & Community Education & Charter School Liaison

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Introduction

Purpose of the Strategic Finance Plan

The Lake County School District (LCS) Leadership Team commits to presenting a budget that aligns to the strategic resource alignment decisions outlined in the Strategic Finance Plan (SFP), so that the budget supports execution on the district's strategic goals.

This Three-Year Strategic Finance Plan outlines Lake County School District's financial strategy over a three-year period. Its objectives are to:
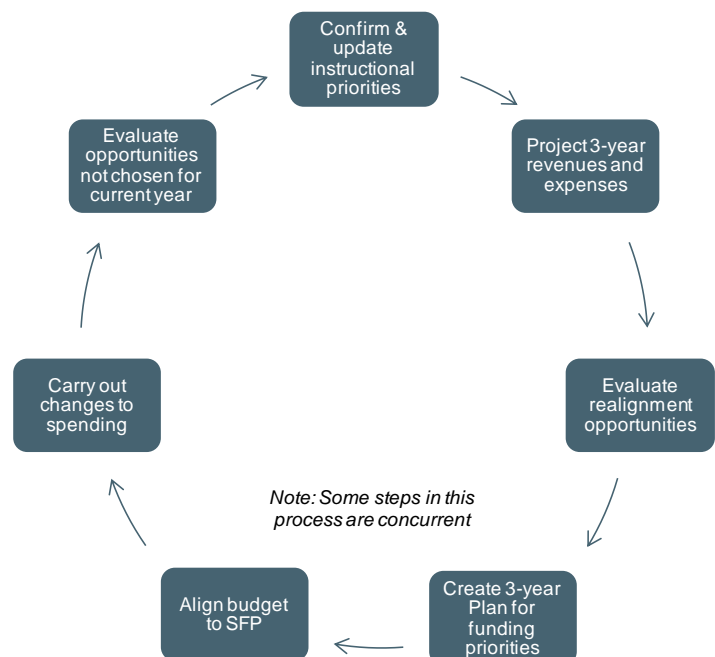
1) Identify the district's strategic priorities
2) Estimate the costs of those priorities
3) Describe the actions to be taken that will save or realign money to fund those priorities

How this plan differs from the typical approach

Typically, school districts use a single-year planning horizon and rely heavily on the previous year's expenditures to project the following year's expenses. This approach does not allow for a strong link between spending and a district's priorities. Additionally, the full, multi-year, detailed cost of initiatives often is not known or considered as part of the budgeting process. At the end of the typical process, a district has a detailed and precise picture for the single year and an imprecise, potentially even inaccurate picture for future years.

The Strategic Finance Plan represents radical movement toward a comprehensive budgeting approach while still holding growth in student achievement as its core objective.

In contrast to the typical approach, the Strategic Finance Plan approach is focused on aligning funding to the strategic priorities that will meaningfully impact student achievement. Rather than a single-year cycle, this process looks across a three-year time horizon. It also incorporates informed assumptions about what the district's financial picture will look like in future years instead of relying solely on past expenditures. Furthermore, it integrates a robust picture of the costs of initiatives as part of the decision process. Underlying the Strategic Finance Plan is a spotlight focus on academic return on investment in terms of student achievement.

Confirm & update instructional priorities → Project 3-year revenues and expenses → Evaluate realignment opportunities → Create 3-year Plan for funding priorities → Align budget to SFP → Carry out changes to spending → Evaluate opportunities not chosen for current year

Note: Some steps in this process are concurrent

The SFP is a rolling view of district finances

The SFP will be submitted for the School Board's approval in December 2013. The Leadership Team will update the SFP each fall prior to the start of the budgeting cycle, on a rolling basis, evaluating activities of the prior year

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and adding one year onto the plan. Similar to the district's five-year Capital Plan, a benefit of the Strategic Finance Plan is its multi-year span. Painting a long-term view of the district's financial baseline and investment strategy provides visibility into the future financial picture sufficiently far in advance of when action is required. This shift away from "just-in-time" alignment of the budget supports being strategic in planning and decision-making.

However, widening the time span brings uncertainty to the planning process. The plan for investing and realigning is sensitive to the projected budget for these years, which is dependent upon several revenue- and enrollment-related assumptions that are not known until after each school year begins. Funding levels for Florida School Districts are determined annually by action of the Florida Legislature through the General Appropriations Act. The Legislative Session begins early in March and is scheduled to convene for 60 days, barring the need for extended sessions. Statutorily, the final budget is not approved by the School Board until early September, although the fiscal year begins on July 1.

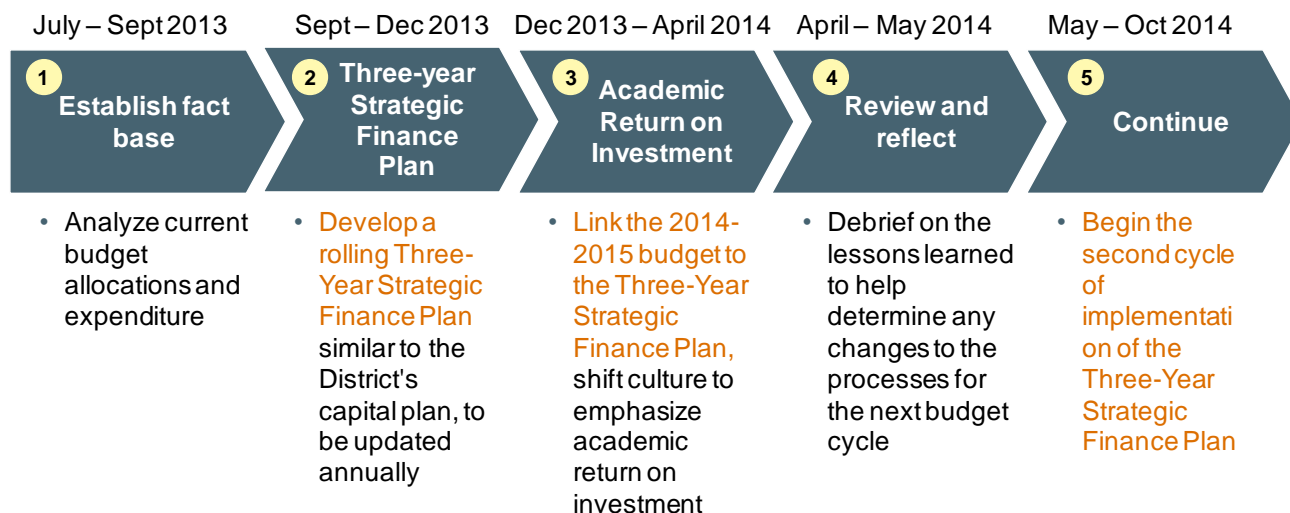| Timing	Step in state Budget Process
March	Legislative session begins
May	Legislative session ends
June	Governor approves state budget
July 1	Fiscal year begins
September	Board approves final budget

This Legislative timeframe is part of the uncertainty to consider in the presentation of the SFP. This plan lays out particular Year 1 actions based on stated assumptions. Unexpected changes in revenue or enrollment projections will require changing the planned execution of the SFP. Specific changes will be addressed as part of the creation of the district budget. Understanding that budgeting is intended to be a fluid and dynamic process, subject to revision and reflection, commitment to funding the district's instructional priorities stands firm.

For Years 2 and 3, the district also commits to presenting a balanced budget and continuing to fund instructional priorities. Because extended projections are less certain and less precise than Year 1, exactly how this will be accomplished is less defined. However, the district commits to continuing actions to fund its instructional priorities in Years 2 and 3.
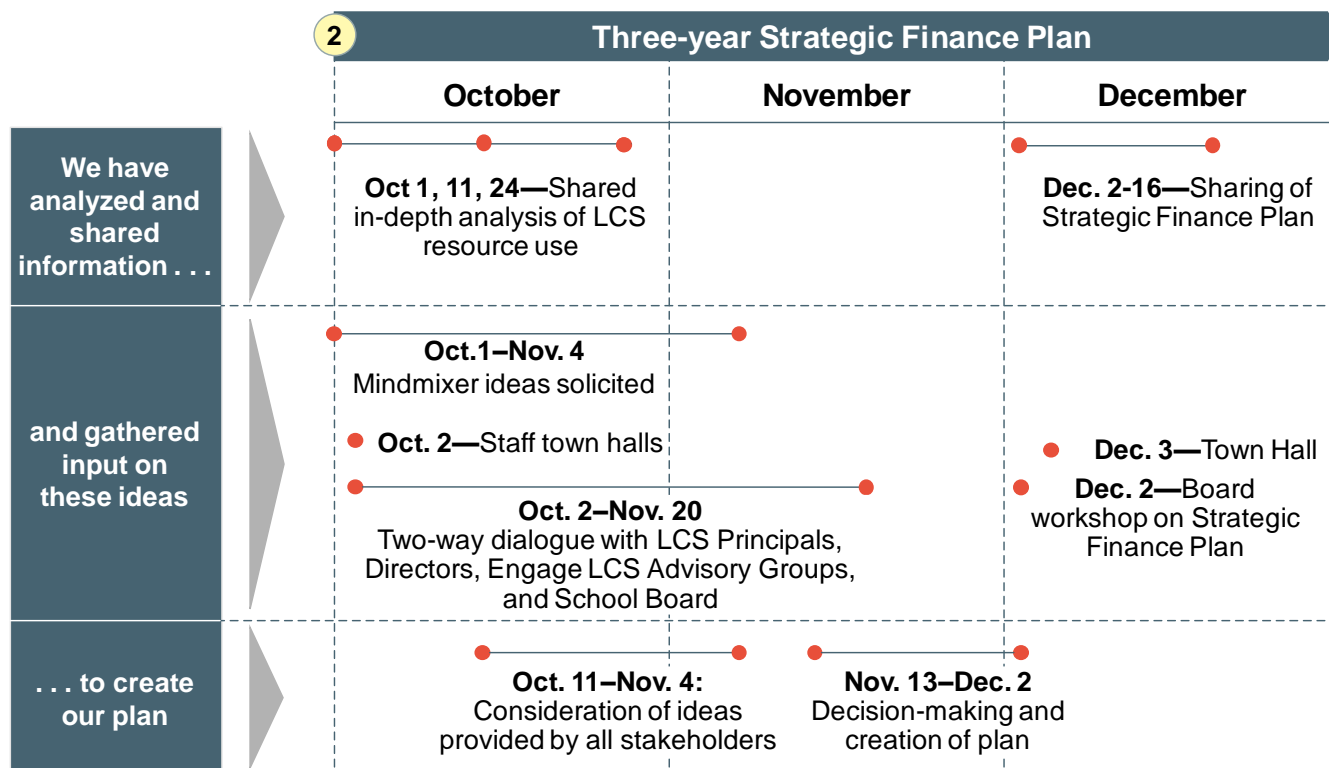
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Process for creating the SFP

Creating the district's first Three-Year Strategic Finance Plan is a central part of the 18-month EngageLCS initiative

This planning process is an ongoing one, and will be updated each year as the district creates subsequent editions of the Strategic Finance Plan.

July – Sept 2013	Sept – Dec 2013	Dec 2013 – April 2014	April – May 2014	May – Oct 2014
1 Establish fact base	**2** Three-year Strategic Finance Plan	**3** Academic Return on Investment	**4** Review and reflect	**5** Continue
• Analyze current budget allocations and expenditure	• Develop a rolling Three-Year Strategic Finance Plan similar to the District's capital plan, to be updated annually	• Link the 2014-2015 budget to the Three-Year Strategic Finance Plan, shift culture to emphasize academic return on investment	• Debrief on the lessons learned to help determine any changes to the processes for the next budget cycle	• Begin the second cycle of implementation of the Three-Year Strategic Finance Plan

LCS has focused on two-way communication throughout the process

2 Three-year Strategic Finance Plan

	October	November	December
We have analyzed and shared information . . .	Oct 1, 11, 24—Shared in-depth analysis of LCS resource use		Dec. 2-16—Sharing of Strategic Finance Plan
and gathered input on these ideas	Oct.1–Nov. 4 Mindmixer ideas solicited Oct. 2—Staff town halls Oct. 2–Nov. 20 Two-way dialogue with LCS Principals, Directors, Engage LCS Advisory Groups, and School Board		Dec. 3—Town Hall Dec. 2—Board workshop on Strategic Finance Plan
. . . to create our plan	Oct. 11–Nov. 4: Consideration of ideas provided by all stakeholders	Nov. 13–Dec. 2 Decision-making and creation of plan	

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EngageLCS has consistently involved a multitude of stakeholder groups for input

Numerous cross-department working group members engaged in helping design this plan. These working groups consisted of school district administrators including principals and assistant principals, and numerous teachers and other employees. Additionally, advisory groups of both community members and employees were enlisted. Beyond the involvement of this core team, the wider LCS community engaged with the process through the Mindmixer platform. Mindmixer is a web-based forum that allows for sharing content and collecting thoughts from stakeholders. Users on the platform are encouraged to engage in dialogue with one another about posted content. During this process, there were over 42,000 Mindmixer page views. Additionally, 234 ideas were submitted and 596 comments shared. In addition to the Mindmixer platform, several other platforms were used. A meeting of the County Advisory Council provided parent and community representatives from each school with an introduction to the entire Strategic Finance Plan process. LCS hosted four staff town halls with question-and-answer sessions and sent regular update communications to its 5,000 employees. LCS's 40,000+ students and their families were reached through web banners on school websites, e-mails to 16,000+ parents/guardians and on-site school advertising. Further communication efforts entailed reaching out to the Chambers of Commerce, press conferences with local media, and other social media engagements.

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Overview of Instructional Priorities

The instructional priorities will address the immediate needs of students <u>and</u> support achievement of all students long-term

Immediate investment in struggling students

System and capacity building instructional priorities

ELL Students
Fund programs aimed at closing the achievement gap of English Language Learner students

Struggling Schools & Students
Inject additional resources to support struggling students and schools in order to help increase student achievement

Talent Development Pipeline
Add transparency to career progression in LCS, and additional stipends for leadership roles and service at our neediest schools

Program Evaluation & Innovation
Implement a process to initiate, evaluate, and extend programs based on their impact on student achievement

Teacher & Principal Induction & Development
Implement robust coaching support for principals and teachers to increase effectiveness and speed movement up the learning curve

Personalized Learning
Build differentiated support for teacher/leader professional development and individualized student learning, supported by technology

Priorities related to ELL and other struggling students arise from a deepened understanding of current resource use

Through the resource allocation analysis process, LCS grew to understand more clearly that additional resources needed to be allocated to our high-need student groups. Fewer than 28% of English Language Learner (ELL) students scored satisfactory or above in reading on 2013 FCAT, compared to 46% across all Lake County Schools students. Furthermore, LCS spends approximately 70% less in additional funding on ELL students than the median of comparison districts[1]. Though these facts show the high needs of one key student population, principals reported that resources are limited across the board for differentiating instruction for students with less than proficient FCAT scores. Despite ESE and Title I funding, many schools still lack adequate resources to effectively support Level 1 and 2 students, and students on the cusp of moving to Level 3.

LCS will address this critical need by funding programs to help close the achievement gap for English Language Learners, and Level 1 and Level 2 students. The new program evaluation and innovation process will help the district confirm the specific programs to which to apply this new funding.

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[1] LCS spends 110% of gen ed base funding per ELL student; incremental 10% equates to $600 per student. Comparison districts spend a median multiplier of 130% of their gen ed base on ELL students. This median incremental 30% equates to approx. $1900 per student. Comparison districts include: Knox County, Fulton County, Charlotte, Austin, Duval County, Prince George's County, Denver, Marietta. Source: Education Resource Strategies analysis, LCS achievement data

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Instructional priorities: incremental investment by year

Implementing these instructional priorities will require a significant investment of time and talent. The cost of these initiatives will ramp up over the next three years. The district will monitor the performance of these instructional priorities throughout the process, maintaining a focus on academic return on investment.
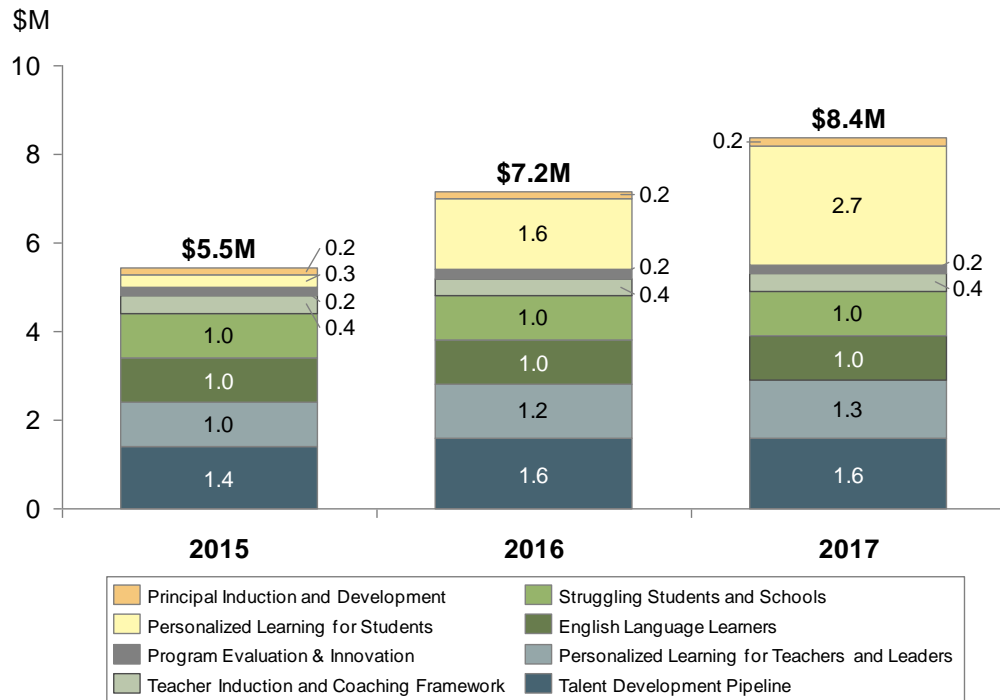
Note: Some figures have been rounded; for more precise cost breakdown, see Appendices B–H

Detail on programming for each Instructional Priority

English Language Learners (ELL) initiative *(See Appendix B for additional detail on programming and costs)*
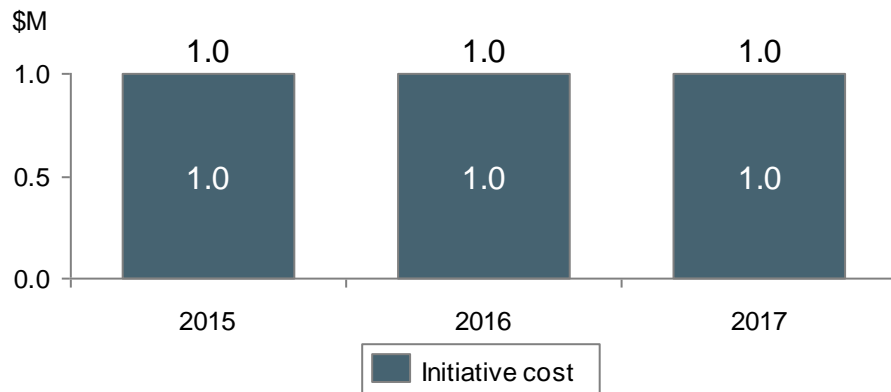
What is the need? LCS spends less in additional funding on ELL students than the median of comparison districts. Additionally the LCS ELL population is growing steadily as the student achievement rates continue to be low.

Why this strategy? This initiative will support increased achievement for this growing student population.

What will the district do?
- Determine programming for this priority through the program evaluation and innovation process.
- Compare and contrast various programming options, evaluating these on the basis of cost and projected academic return on investment in terms of student achievement.
- With this comparison in hand, select the specific investment or combination of investments that will support the largest achievement gains for our students.

What will it cost?

What gains does the district expect?

Performance Return Metrics	YR 1	YR 2	YR 3
Target returns will need to be selected on the basis of the specific investments that the district makes but will include indicators that directly reflect student achievement. The following are example metrics among those being considered. • Average ELL FCAT reading scores • Average ELL FCAT math scores			

Struggling Students and Schools initiative *(See Appendix B for additional detail on programming and costs)*
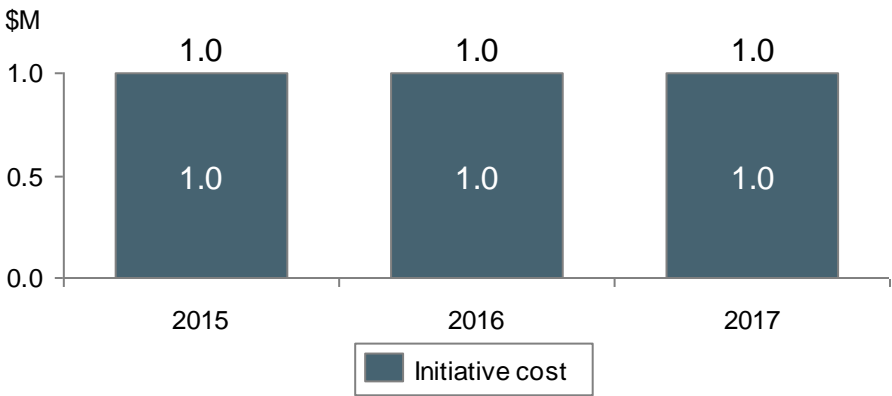
What is the need? Given the overall low-funding level in LCS, resources are limited for differentiating instruction for students with less than proficient FCAT scores.

Why this strategy? This strategy will help close the achievement gap for struggling students in the district.

What will the district do?
- Determine programming for this priority through the program evaluation and innovation process.
- Compare and contrast various programming options, evaluating these on the basis of cost and projected academic return on investment in terms of student achievement.
- With this comparison in hand, select the specific investment or combination of investments that will support the largest achievement gains for our students.
- Consider a variety of levers: additional staff, additional resources (e.g., materials, etc.) and using current $ allocated for these students differently.

What is the cost?

What gains does the district expect?

Performance Return Metrics	YR 1	YR 2	YR 3
Target returns will need to be selected on the basis of the specific investments that the district makes but will include indicators that directly reflect student achievement. The following are example metrics among those being considered. • % of LCS students who are Level 1 • % of LCS students who are Level 2			

Talent Development Pipeline *(See **Appendix C** for additional detail on programming and costs)*
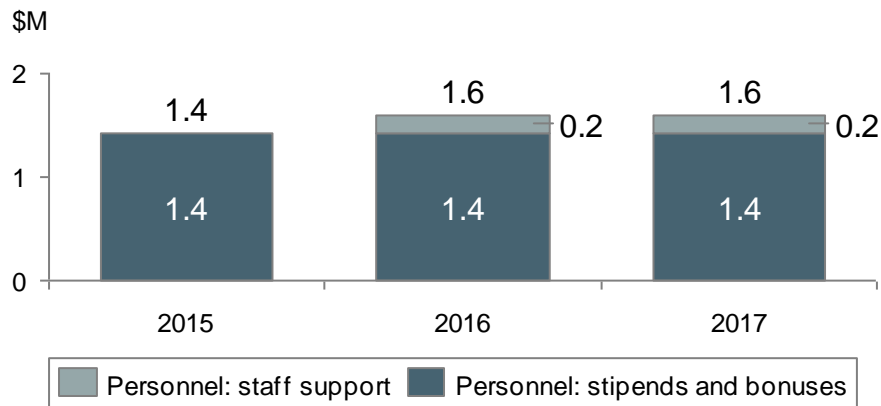
What is the need? Lake County School District's compensation system does not reward teachers for excellence in the classroom, nor does it recognize that some instructional positions require different skill sets. This approach does not optimally support increased student achievement, nor does it fully recognize teacher quality.

Why this strategy? This strategy will reward the most effective teachers in the district and increase effectiveness and impact of instructional leaders in order to drive student achievement.

What will the district do?
- Create transparent pathways to school and district leadership tied to evaluations.
- Provide increased stipends for school-based leadership roles.
- Develop increased qualification requirements for leadership roles at all levels, which will ultimately improve quality.
- Provide additional opportunities and options for our best teachers to be rewarded while staying in the classroom (without pursuing administrative or district positions).
- Provide additional compensation for the most effective teachers to teach in high-poverty areas and/or low-performing schools.

What will it cost?

$M

	2015	2016	2017
Personnel: staff support		0.2	0.2
Personnel: stipends and bonuses	1.4	1.4	1.4
Total	1.4	1.6	1.6

What gains does the district expect?

Performance Return Metrics	YR 1	YR 2	YR 3
% of teachers with positive value-added measures (VAM)	81%	82%	83%
Increased retention rate of Highly Effective teachers (% retained annually)	70%	78%	86%
Higher turnover of teachers rated Ineffective (% who leave the district voluntarily annually)	2%	3%	5%
Increased teacher transfer rates from low-need schools to high-need schools	2%	3%	5%
% of administrators reporting that pipeline helps retain effective teachers	65%	75%	90%
% of teachers reporting that pipeline contributes positively to motivation to improve instructional practice	65%	75%	90%

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Teacher Induction and Coaching Framework *(See [Appendix D](#) for additional detail on programming and costs)*

What is the need? New teachers need focused and intense support during the first two years of their induction into teaching in order to support academic achievement, and coaching by district and school-based content coaches needs to be more consistent.

Why this strategy? This strategy will expedite and increase rich, deep instruction to LCS students to improve student achievement.

What will the district do?
- Increase the number of instructional coaches and extensively train them to support year 1 and year 2 teachers in order to increase student achievement and teacher retention.
- Establish district-wide framework for developing coaching practices around a common protocol.

What will it cost?
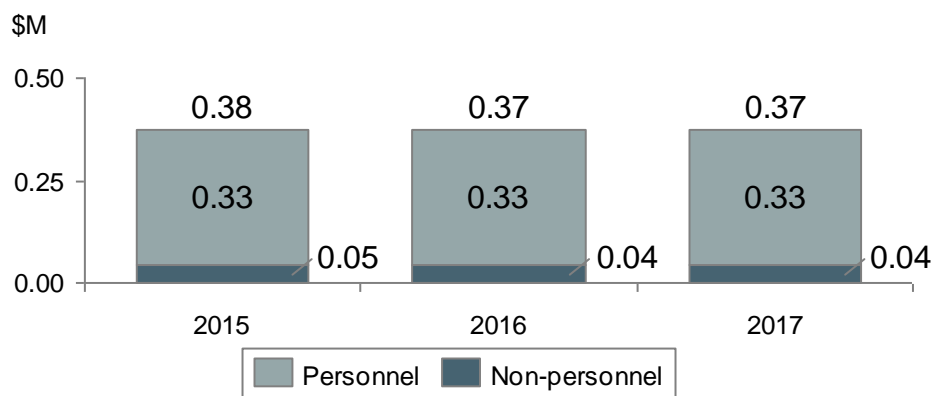
Note: Personnel costs refers to program personnel salaries and benefits

What gains does the district expect?

Performance Return Metrics	YR 1	YR 2	YR 3
% of Effective teachers retained			
First-year teacher value-added measures (VAM)	*Targets are forthcoming based on the continuing work of the Teacher Induction & Coaching Framework working group*		
First-year teacher instructional practice scores			
% of first-year teachers rated Effective or Highly Effective			

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Principal Induction & Development *(See __Appendix E__ for additional detail on programming and costs)*

What is the need? LCS principals, as the instructional leaders of schools, are central to student achievement. However, Lake County has no funding and no formal support system for new principals. Additionally, deeper training for established principals is needed to support them as instructional leaders.

Why this strategy? This strategy will increase teacher effectiveness and ultimately support growth in student achievement through the focused development of strong instructional leaders.

What will the district do?
- Improve the level of support given to principals through professional development, one-on-one mentoring, and professional learning communities.
- Create the role of Principal Coach, tasked with program oversight and implementation, organizing professional development for principals, and meeting with principals regularly to provide feedback.
- Provide tailored, targeted support based on four groupings of staff: targeted assistant principals, first-year principals, second-year principals, and 3+-year principals.

What will it cost?
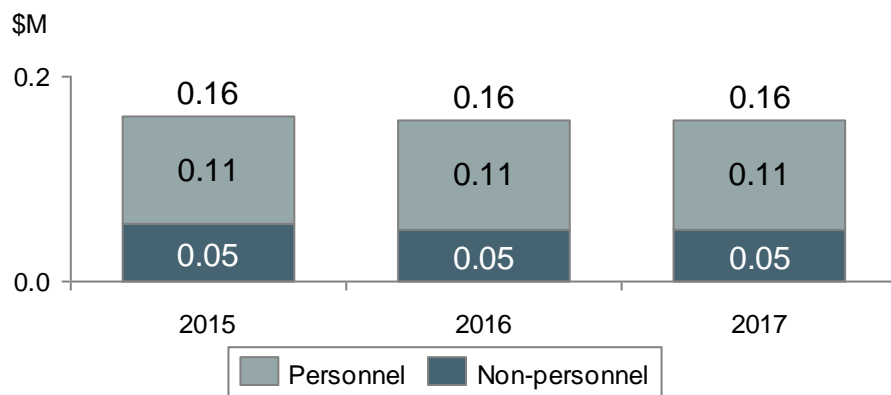
$M

Note: Personnel costs refers to program personnel salaries and benefits

What gains does the district expect?

Performance Return Metrics	YR 1	YR 2	YR 3
% of principals receiving a 4.0 or above on LEADS Principal survey	*Targets forthcoming*		
% of principals rated Highly Effective on the LEADS evaluation	21%	27%	35%
% of principals rated Effective on the LEADS evaluation	75%	70%	65%
% of principals whose FLDOE school grade is an A or B	67%	75%	80%

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Program Evaluation & Innovation Process *(See Appendix F for additional detail on programming and costs)*
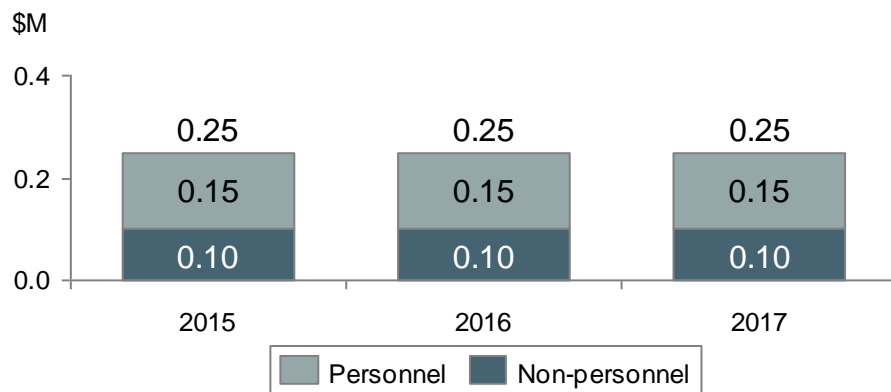
What is the need? LCS does not have an evaluation method that facilitates decision-making about programs aimed at enhancing student learning and achievement. The questions that this process will help the district to answer are: (a) are these programs achieving their stated objectives, (b) are they as good or better than any other available program aimed to achieve the same outcome, and (c) does the district have a set of evaluation metrics that will allow it to make the best decision about whether, how much, and for how long to fund them?

Why this strategy? This strategy will grow initiatives with high academic return on investment (ROI) faster and end programs with low returns sooner to ensure focus on activities that drive student achievement.

What will the district do?
- Institute tools and processes to support an approach to decision-making around investments that is based on a program's projected academic ROI.
- Track the costs and measure the academic returns of funded programs based on data collected and to inform future funding decisions.
- Provide expertise and capacity in the form of staff to support this ongoing effort.

What will it cost?

$M

	2015	2016	2017
Personnel	0.15	0.15	0.15
Non-personnel	0.10	0.10	0.10
Total	0.25	0.25	0.25

Note: Personnel costs refers to program personnel salaries and benefits

What gains does the district expect?

Performance Return Metrics	YR 1	YR 2	YR 3
Return metrics for this instructional priority are forthcoming based on the continuing work of the Program Evaluation & Innovation working group; among those considered will be: • Number of programs tracked at any one time or in a finite period • Stakeholder satisfaction regarding integrity of evaluation process • Stakeholder satisfaction related to effectiveness of program monitoring			

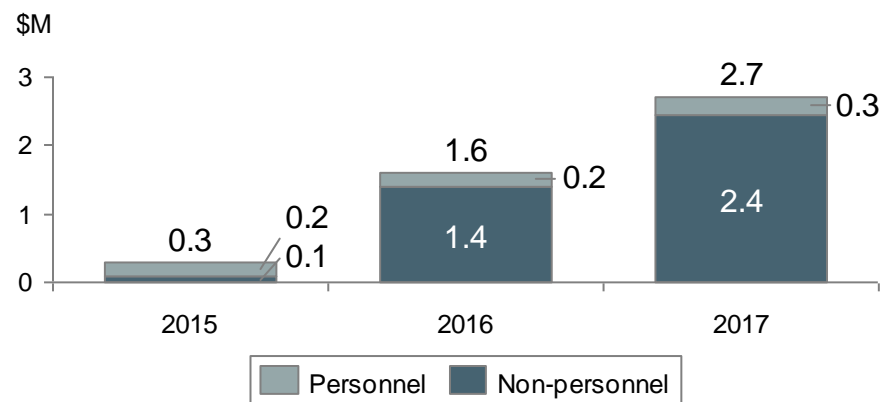**Personalized Learning for Students** *(See Appendix G for additional detail on programming and costs)*

What is the need? Throughout the district, LCS students have a wide variety of starting positions in terms of academic achievement. A one-size-fits-all approach does not meet the diverse needs of students or teachers. By using technology smartly alongside student-centered practices in the classroom, the district can tailor its approach to the academic needs of students to increase student achievement.

Why this strategy? This strategy will equip teachers and classrooms with the tools and practices to better differentiate instruction to drive increased student achievement.

What will the district do?
- Facilitate anytime/anywhere learning.
- Provide student-directed learning: a multi-faceted system of instructional delivery methods that include technology-based, collaborative, and traditional teacher-directed learning.
- Provide continuously-updated learner profiles that will show student progress toward curriculum mastery.
- Develop other components including experiential learning, competency-based learning, flexible learning environments, and a framework for continuous improvement.

What will it cost?

$M

	2015	2016	2017
Total	0.3	1.6	2.7
Personnel	0.2	0.2	0.3
Non-personnel	0.1	1.4	2.4

Legend: Personnel | Non-personnel

Note: Personnel costs refers to program personnel salaries and benefits

What gains does the district expect?

Performance Return Metrics	YR 1	YR 2	YR 3
Student feedback on survey	*Targets are forthcoming based on the continuing work of the Personalized Learning working group*		
Student formative assessment scores			

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Personalized Learning for Teachers and Leaders *(See [Appendix H](#) for additional detail on programming and costs)*

What is the need? By using technology to support teacher professional development, the district can tailor its approach to specific teacher needs to help increase student achievement.

Why this strategy? This strategy will provide development opportunities for teachers in a faster, more targeted manner by using individualized resources to ultimately improve student achievement rates.

What will the district do?
- Embed and differentiate professional development opportunities supported by technology for teachers and leaders.
- Support self-reflection and/or non-evaluative peer coaching, using technological tools to record lessons when applicable/desired.
- Strengthen district culture to continually embrace collaboration.
- Develop a system for improving and updating professional development content.

What will it cost?

$M

Year	Personnel	Non-personnel	Total
2015	0.1	0.9	1.0
2016	0.2	1.0	1.2
2017	0.3	1.0	1.3

Legend: Personnel, Non-personnel

Note: Personnel costs refers to program personnel salaries and benefits

What gains does the district expect?

Performance Return Metrics	YR 1	YR 2	YR 3
Teacher effectiveness ratings			
Value-added measures (VAM)			
Feedback from teacher survey	*Targets are forthcoming based on the continuing work of the Personalized Learning working group*		
Usage rate for personalized learning modules on Safari Montage			
Usage rate for professional development software (currently PD360)			

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Instructional Priorities Costs ($M)			
	2014-15	**2015-16**	**2016-17**
English Language Learners	(1.0)	(1.0)	(1.0)
Struggling Students and Schools	(1.0)	(1.0)	(1.0)
Talent Development Pipeline	(1.4)	(1.6)	(1.6)
Teacher Induction & Coaching Framework	(0.4)	(0.4)	(0.4)
Principal Induction & Development	(0.2)	(0.2)	(0.2)
Program Evaluation & Innovation	(0.2)	(0.2)	(0.2)
Personalized Learning for Teachers and Leaders	(1.0)	(1.2)	(1.3)
Personalized Learning for Students	(0.3)	(1.6)	(2.7)
Total	(5.5)	(7.2)	(8.4)

Note: Some figures have been rounded; for more precise cost breakdown, see Appendices B–H

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LCS baseline financial picture

Creating the first Strategic Finance Plan has been an incredible learning experience
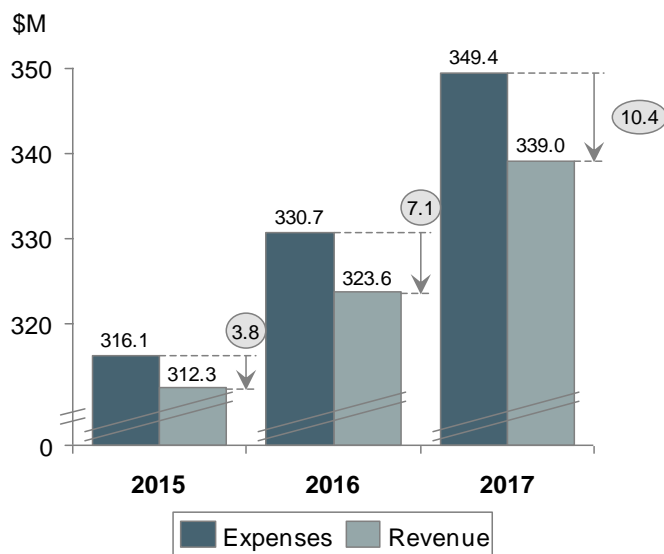
The Strategic Finance Plan process has clarified understanding of the district's revenues and expenditures at a deeper level of detail.

The learnings have validated some initial thought on what the school district does well and provided the community new information on where it can take action to improve.

LCS has an exceptionally lean budget and has historically done a good job of identifying, prioritizing, and protecting mandatory costs so that requirements have been met. Turning to a school-by-school view, school allocation formulas and systems largely distribute resources evenly across the district. Along with this confirmation of overall fiscal responsibility came understanding about allocation across departments. Expenditures on direct instruction as a percent of the total budget were lower than anticipated as a result of both the substantial amount of fixed costs required to run a school district and strategic decisions in previous years.

These key learnings pointed to a number of ways to improve and grow as a district. LCS needs to increase focus on instructional priorities rather than simply thinking of a budget in terms of bottom-line financials. The academic ROI will be the central focus of the budget process in the future. Though equity between school allocations is not a fault, it is imperative that the district creates more room to offer tailored, differentiated resources to schools and students based on their individual needs when possible. In order to support these paradigm shifts, LCS must align the myriad of budgeting processes for various revenue sources, including the General Fund, federal Title funds, federal Exceptional Students Education funds, and the Capital Fund. The district must undergo a culture shift in order to support resources being distributed in holistic terms across the various sources. This will support the district in creating a complete picture of investment opportunities and their strategic alignment to the instructional priorities.

Projecting today's revenues and spending into the next three school years reveals a structural budget gap

$M

Year	Expenses	Revenue	Gap
2015	316.1	312.3	3.8
2016	330.7	323.6	7.1
2017	349.4	339.0	10.4

Legend: Expenses, Revenue

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In addition to funding the instructional priorities, the district needs to close a significant starting budget gap. The baseline represents a projected financial picture if LCS were to make no specific new investments and spend money largely in line with prior years. The baseline is conservative and based on historical understanding of funding levels and necessary expenditures. Absent any significant funding shifts, district expenses will exceed revenues by a significant amount:

- $3.8M in 2014–15
- $7.1M in 2015–2016
- $10.4M 2016–2017

This gap is based on a number of assumptions. Overall, projections are based on historical year-to-year changes in revenues and expenses. Specific additional revenue assumptions include the following:

- Entitlement (e.g., Title) funding is flat due to sequestration
- 1.5% increase in per-FTE state funding
- Annual increase of 500 students

Key expense assumptions include the following

- Available pool of funds for staff compensation increases by 2.5% annually
- Maintenance of reserves calculated at required 4% of total revenue

Instructional priorities costs plus baseline gap total by year

Combining the baseline budget gap with the cost of instructional priorities, the result is a significant funding requirement over the next three years.

$M

Year	2015	2016	2017
Total	9.3	14.3	18.8
Instructional Priorities Costs	5.5	7.2	8.4
Baseline gap	3.8	7.1	10.4

Legend: Instructional Priorities Costs, Baseline gap

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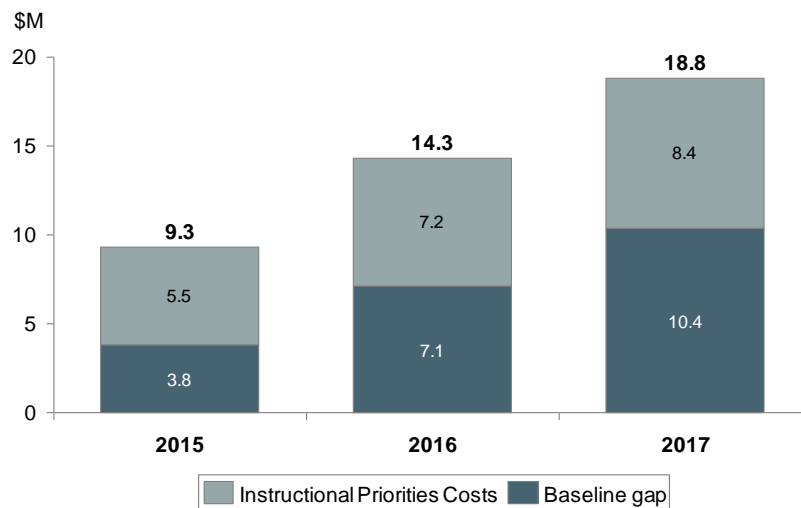
Funding the district's instructional priorities: Budget realignment

Though the listed realignment figures are estimates, LCS is committed to funding these instructional priorities

The estimated dollar savings amounts that follow are approximations based on the work of interdisciplinary district teams to project how the ideas submitted to the EngageLCS effort might be actualized. These teams considered the qualitative impacts (impact on the student experience, feasibility, degree of strategic alignment with the district's instructional priorities), as well as the quantitative figures. LCS is committing to funding these priorities over the next three years, though specific actions or figures may change over time. LCS will determine the specific actions needed to achieve these realignments over the coming months, as the district enters the 2014–2015 budget cycle.

The following areas will drive budget realignment over the plan's three-year time horizon

Area	Where the realignments will come from	Savings by year ($M)		
		Yr 1	Yr 2	Yr 3
Capital expenditure realignment	• Reassign some capital-related expenses from general fund to capital fund	1.5	1.5	1.5
High School Schedule	• Move away from a block schedule	4.6	4.7	4.8
Consolidated purchasing	• Consolidate and standardize purchasing procedures	2.0	3.0	3.0
IDEA funding	• Strategically reduce the amount of ongoing IDEA reserves, spending more of the district's IDEA funding each year *(Note: leads to one-time savings spread over 3 years)*	0.5	0.5	0.5
Maintenance: lawn care	• Create a lawn care team to provide lawn service to all facilities, decreasing custodial staff by attrition	0.5	0.8	0.8
Management discretion	• Continue to pursue additional operational and central office efficiencies	0.3	0.5	0.5
Transportation: bell schedule & software	• Year 1: Efficiencies from implementation of routing software • Years 2 and 3: Align bell schedule so that more students can share routes	0.3	1.6	1.6
Administrative salary	• Exclude district and school administrators from any planned salary increases, until performance-based pay system is established	0.2	0.3	- -
Athletics transportation	• Reduce funding for athletics transportation	0.1	0.1	0.1
Transportation: busing surcharge[1]	• Charge a fee to students utilizing courtesy busing	0.1	0.1	0.1

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Transportation: white fleet	• Outsource white fleet (non-yellow school bus) maintenance	0.04	0.04	0.1
Clerical	• Consolidate clerical resources at both the central office and schools	- -	0.2	0.5
Guidance counselors	• Align counselor allocation ratios and responsibilities to state frameworks and best practices	- -	TBD	TBD

1. Revenue increase as opposed to cost savings; represented here as a savings for explanatory purposes

Details on the realignment opportunities are as follows:

Savings Opportunity Area	Year 1	Year 2	Year 3
Capital Expenditure Realignment[1]	• Use the capital fund to pay for some capital-related expenses currently paid for through the general fund	• Maintain this realignment to maintain the savings	
High School Schedule	• Move all high schools in LCS from a block schedule to some variation of a 6x7 schedule (exact structure to be determined)	• Ongoing savings from the actions in year 1	
Consolidated Purchasing	• Centralize purchasing process to realize greater savings	• Continue with this practice and incrementally increase savings realized	
IDEA funding[2] (Non-recurring savings)	• Strategically decrease amount of IDEA funding annually held in reserve to yield one-time savings each of the next three years		
Maintenance: lawn care	• Create a lawn care team to provide services to all facilities • Through attrition, reduce the # of custodians at each school by approximately 1	• Ongoing savings from the actions in year 1	
Management discretion	• Determine additional operational and central office efficiencies on an ongoing, rolling basis		
Transportation: bell schedule & software	• Utilize routing software to create more efficient routes	• Align middle and high schools to the same bell schedule so that these students can share routes	• Continue efforts from first two years

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Administrative salary[3]	• Exclude district and school administrators from any planned salary increases	• No action
Athletics transportation	• Reduce athletics transportation funding to schools by 25%	• Ongoing savings from Year 1 change
Transportation: busing surcharge	• Continue charging a fee of $1–$2[4] to students not eligible to ride the bus under district guidelines, but elect to ride under courtesy busing (began in 2013)	
Transportation: white fleet	• Contract with multiple repair shops in Lake County to perform maintenance on the district's white fleet (a strategy already in motion by the district)	
Clerical[5]	• No action; further study of clerical roles	• On rolling basis by attrition where possible, pool resources at central office and schools, resulting in a net reduction in staff
Guidance Counselors[5]	• No action; assessment phase for actions in years 2–3, including review of counselors' duties	• Act on recommendations from assessment

1. Given property value increases, LCS expects increases to capital fund starting next year 2. This action leads to one-time savings each of years 1, 2, and 3; this savings will not be possible in year 4 3. Slated implementation of performance pay plan in 2016–2017 4. Students who receive free or reduced-price lunch are charged $1, and other students are charged $2. 5. Realignment actions not slated until Year 2 of the plan

In addition, the district will realize savings associated with the investments themselves

Note: In the pages that follow, these savings are described as the "self-funding" aspect of the priorities.

The district expects that investments in two instructional priorities in particular will yield savings as LCS stops doing certain existing activities in order to ramp up the activities associated with each priority.

First, LCS expects to realize savings in the area of professional development. Three of the instructional priorities directly touch professional development: Teacher Induction & Instructional Coaching, Principal Induction & Development, and Personalized Learning for Teachers.

LCS anticipates that it will stop some existing programs as it adds new ones associated with these priorities. Therefore, the district commits to saving $600,000 of its existing professional development budget in each of the next three years to help fund the priorities.

In addition, LCS is committed to achieving efficiencies as it introduces more technology into the classroom as part of the Personalized Learning for Students instructional priority. Specifically, the district commits to making its investments cost-neutral for a given school after four years. LCS anticipates that in year 3, it will save $300,000 due to these efficiencies.

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In order to balance the starting 2014–2015 budget and fund the instructional priorities in the first year, the district will take action to realign approximately $10M.

Realignment Opportunities		Investment Opportunities	
	2014–15	**Area**	**2014–15**
Shift of expenses out of general fund ($M)		**Baseline ($M)**	
Capital expenditures	1.5	Surplus (gap)	(3.8)
Realignments within general fund ($M)		**IP Costs ($M)**	
High school schedule	4.6	Roll forward from previous year	- -
Consolidated purchasing	2.0	ELL	(1.0)
IDEA funding *(non-recurring)*	0.5	Struggling Students & Schools	(1.0)
Maintenance: lawn care	0.5	Talent Development Pipeline	(1.4)
Management discretion	0.3	Teacher Induction & Coaching	(0.4)
Transportation[1]	0.4	Principal Induction & Development	(0.2)
Administrative salaries	0.2	Program Evaluation & Innovation	(0.2)
Athletics transportation	0.1	Pers. Learning (Teachers/Leaders)	(1.0)
Clerical	- -	*Self funding across PD initiatives*	0.6
Guidance Counselors	- -	Pers. Learning (Students)	(0.3)
Other TBD ideas	- -	*Self funding*	--
Total	**10.1**	**Total: Priorities only**	(5.5)
		Total net of self-funding	(4.9)
		Total including baseline gap	(8.7)
		Net surplus (gap)	**1.4**

1. Includes all three general transportation-related opportunities described on preceding pages; surcharge is a revenue increase depicted here as savings for explanatory purposes

Note: Some figures have been rounded; for more precise instructional priorities costs, see Appendices B-H

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With savings as described, $3.5M of year 3 starting gap of approximately $10.4M remains to be filled

Options being evaluated to fill the year 3 budget deficit:

- Higher savings related to clerical staff in year 3 than current estimate
- Review of guidance counselor role and responsibilities
- Middle school schedule redesign
- Additional reimbursements (revenue increase) for Exceptional Student Education services through Medicaid and other insurance sources
- District ERP system efficiencies (supplies and staff)
- Revision of overall materials and supplies budget
- Introduction of magnet school models
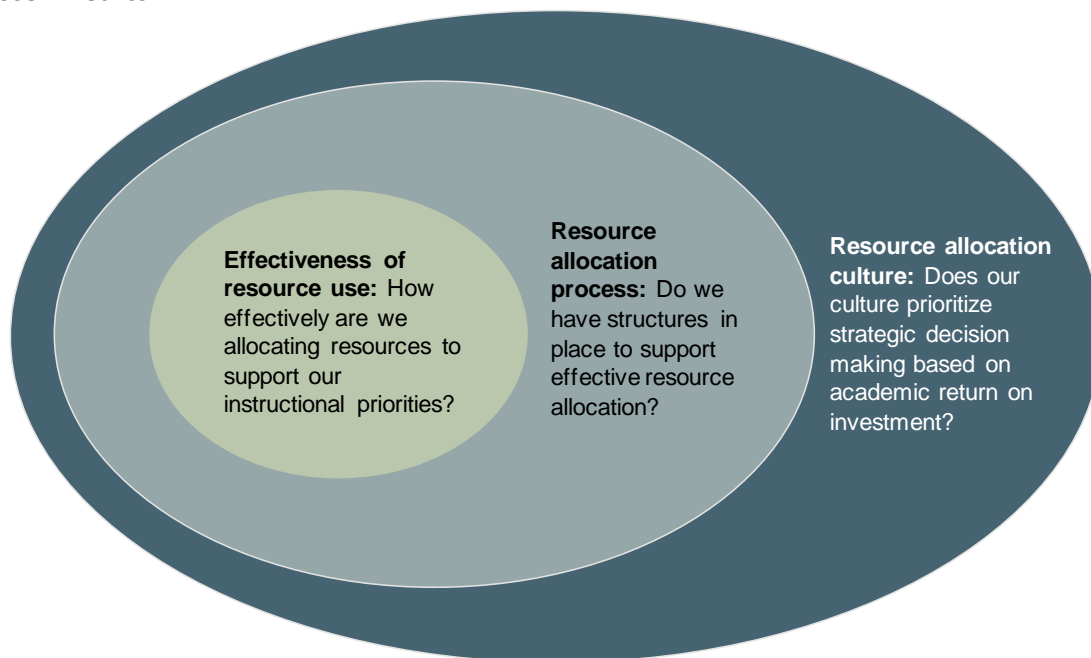- Other opportunities to be identified during the ongoing SFP process

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Three-year financial picture

Realignment Opportunities

	2014-15	2015-16	2016-17
Shift of expenses out of general fund ($M)			
Capital expenditures	1.5	1.5	1.5
Realignments within general fund ($M)			
High school schedule	4.6	4.7	4.8
Consolidated purchasing	2.0	3.0	3.0
IDEA funding (non-recurring)	0.5	0.5	0.5
Maintenance: lawn care	0.5	0.8	0.8
Management discretion	0.3	0.5	0.5
Transportation[1]	0.4	1.7	1.7
Administrative salaries	0.2	0.3	- -
Athletics transportation	0.1	0.1	0.1
Clerical	- -	0.2	0.5
Guidance Counselors	- -	To be determined	To be determined
Other TBD ideas	- -	- -	3.5
Total	**10.1**	**13.3**	**16.9**

Investment Opportunities

	2014-15	2015-16	2016-17
Baseline ($M)			
Surplus (gap)	(3.8)	(7.1)	(10.4)
IP Costs ($M)			
Roll forward from previous yr	- -	1.4	1.0
ELL	(1.0)	(1.0)	(1.0)
Struggling Students & Schools	(1.0)	(1.0)	(1.0)
Talent Development Pipeline	(1.4)	(1.6)	(1.6)
Teacher Induction & Coaching	(0.4)	(0.4)	(0.4)
Principal Induction & Development	(0.2)	(0.2)	(0.2)
Program Evaluation & Innovation	(0.2)	(0.2)	(0.2)
Pers. Learning (Teachers/Leaders)	(1.0)	(1.2)	(1.3)
Self funding across PD initiatives	0.6	0.6	0.6
Pers. Learning (Students)	(0.3)	(1.6)	(2.7)
Self funding	--	--	0.3
Total: priorities only	(5.5)	(7.2)	(8.4)
Total: net of self-funding	(4.9)	(6.6)	(7.5)
Total: incl. baseline gap and roll-forward savings	(8.7)	(12.3)	(16.9)
Net surplus (gap)	**1.4**	**1.0**	**--**

1. Includes all three general transportation-related opportunities described on preceding pages: white fleet, change in bell schedule, and busing surcharge. Surcharge is a revenue increase depicted here as savings for explanatory purposes

Note: Some figures have been rounded; for more precise instructional priorities costs, see Appendices B-H

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Tracking progress

In subsequent years, the SFP will include evaluation of the district's resource allocation processes and outcomes against chosen metrics

Effectiveness of resource use: How effectively are we allocating resources to support our instructional priorities?

Resource allocation process: Do we have structures in place to support effective resource allocation?

Resource allocation culture: Does our culture prioritize strategic decision making based on academic return on investment?

In each SFP, LCS will track progress with these metrics

Effectiveness of resource use
- % of budget realigned from all opportunities towards instructional priorities and baseline gap
- % of planned realignment realized per opportunity ($ realigned divided by $ planned to realign per opportunity
- % of planned investment realized per priority ($ invested in each priority divided by $ planned to invest)
- Narrative of successes and barriers in realizing opportunities
- Performance on established return metrics by priority
- Narrative of successes and barriers around priorities: implementing, achieving returns, meeting program goals

Resource allocation process
- Narrative about degree to which SFP process was followed: priorities determined, specific tradeoffs identified, opportunities prioritized & chosen
- On-time completion of critical milestones by all district initiative teams (yes or no)
- Regularly scheduled School Board updates in place for resource allocation process throughout the year
- Description of how a broader set of teachers, school leaders, and district leaders were involved in work of resource alignment for the year
- Solicitation of community ideas prior to drafting of SFP (yes or no)

Resource allocation culture
- % of principals, teachers, and community members who are aware of resource alignment effort
- % of principals, teachers, and community members who see a difference in the extent to which district leadership are focusing resources on instructional priorities
- % of district leaders proficient in using Cost/ROI tool and processes

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Conclusion

LCS believes that this is an ambitious, courageous plan that will increase student achievement over the next three years. The district welcomes continued community engagement to make radical change and progress on behalf of the students.
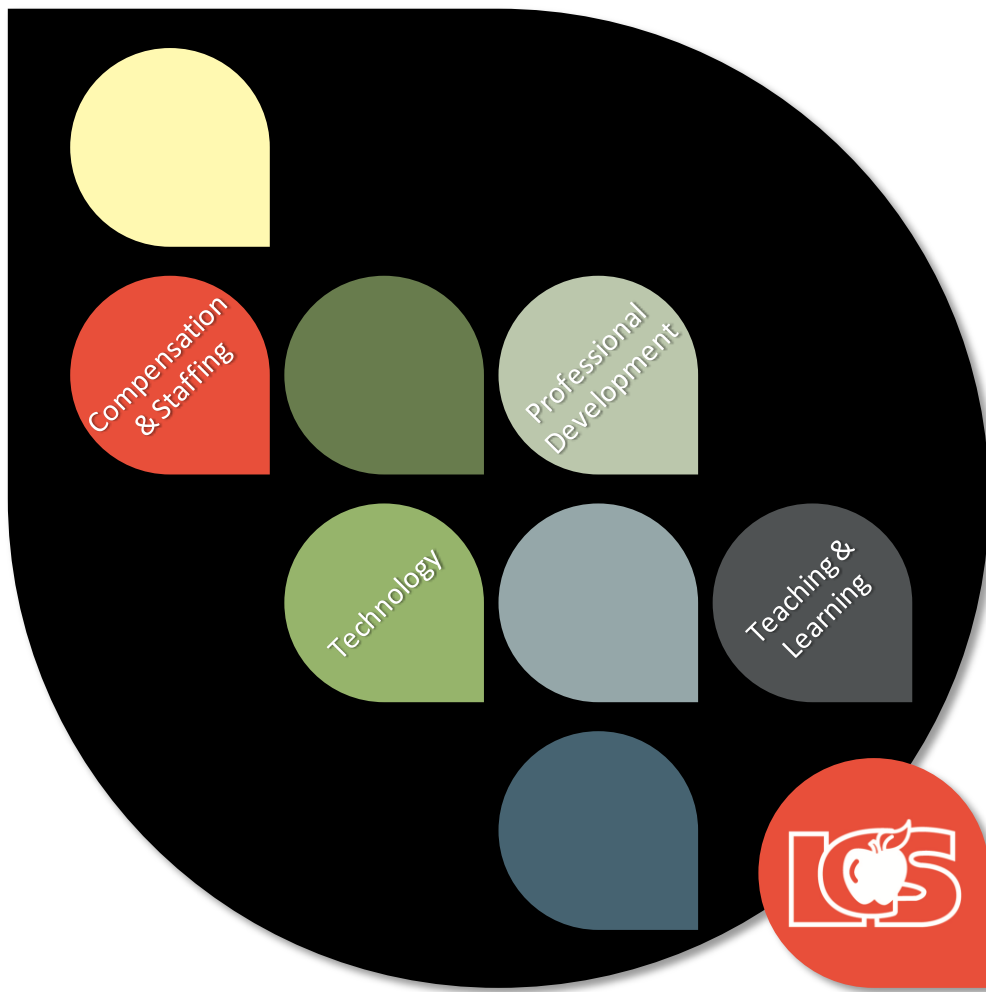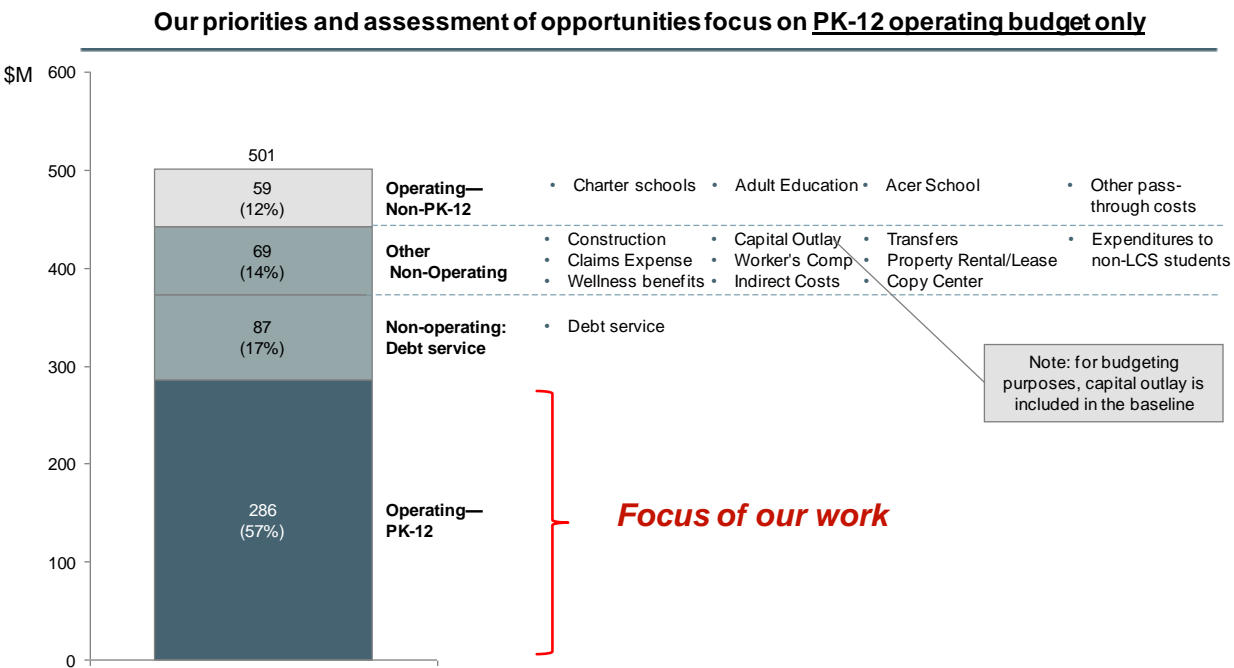
APPENDIX

Appendix A – Supplemental information on plans and stakeholder engagement

The scope of this work is LCS's PK-12 Operating Budget, representing approximately 57% of the total budget

Our priorities and assessment of opportunities focus on <u>PK-12 operating budget only</u>

Operating— Non-PK-12	• Charter schools • Adult Education Acer School • Other pass-through costs
Other Non-Operating	• Construction • Capital Outlay • Transfers • Expenditures to • Claims Expense • Worker's Comp Property Rental/Lease non-LCS students • Wellness benefits • Indirect Costs • Copy Center
Non-operating: Debt service	• Debt service

Note: for budgeting purposes, capital outlay is included in the baseline

Operating— PK-12   *Focus of our work*

501
59 (12%)
69 (14%)
87 (17%)
286 (57%)

Instructional priorities cost by priority area

Note: These cost figures do not include any estimated self-funding of priorities
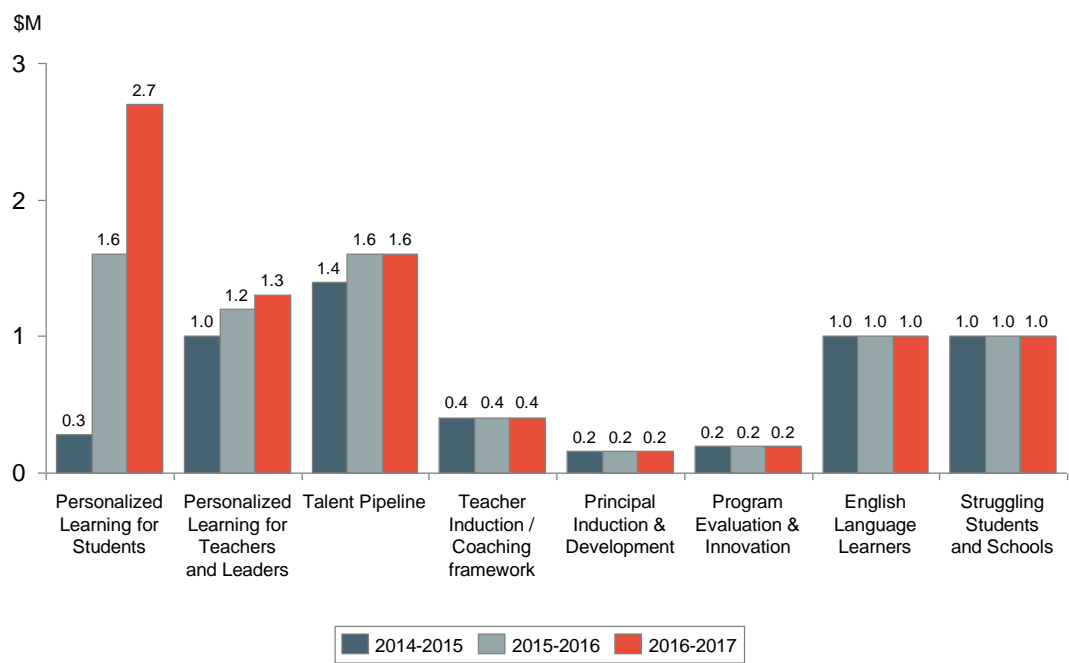
Legend: 2014-2015   2015-2016   2016-2017

Note: Some figures have been rounded; for more precise instructional priorities costs, see Appendices B-H

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List of activities completed as part of the EngageLCS initiative

June 24 — News release: "Lake County Schools secures grant to begin EngageLCS initiative"
June 24 — EngageLCS magazine released (outlets: media, employees, website, social media)
June 27 — District newsletter highlights grant
Aug. 7 — Flier, poster created for EngageLCS
Aug. 12 — PowerPoint created for EngageLCS
Aug. 30 — Mindmixer site launches
Aug. 30 — Web banners added to all school sites
Sept. 3 — News release: "Click & Engage: New online community tool to spark ideas for EngageLCS"
Sept. 6 — District newsletter highlights Mindmixer
Sept. 18 — QR code and flier created for Mindmixer
Sept. 26 — News release: "EngageLCS to release data on Oct. 1 to shed light on how Lake County Schools uses resources"
Sept. 27 — Video created to promote town hall meetings
Sept. 27 — District newsletter highlights resource data
Oct. 1 — News release: 1st phase of EngageLCS resource data is now available"
Oct. 1 — Orlando Sentinel story: "Lake schools gets budget help from Bill Gates foundation"
Oct. 2 — One-on-one interview with Orlando Sentinel
Oct. 2 — Staff town hall meetings
Oct. 4 — WFTV story: "Bill Gates Foundation review shows Lake County spends least on…"
Oct. 11 — Press conference
Oct. 11 — News release: "preliminary list of ideas on shifting funds released for EngageLCS initiative"
Oct. 11 — WFTV story: "Lake County School District getting outside help to show ways to reduce budget"
Oct. 12 — Orlando Sentinel story: "Gates foundation grant spurs new ideas for Lake County Schools"
Throughout September and October – Periodic meetings of the EngageLCS Community Advisory group

Appendix B: Resources for ELL and Struggling Students & Schools

As part of the EngageLCS process, LCS conducted an assessment of current resource use within the district. Based on the resource analysis and interviews with staff and administrators, the EngageLCS Leadership Team identified a need to provide additional funding for initiatives aimed at two subsets of the student population: English Language Learners (ELL) and Level 1 and Level 2 students. (Level 1 and Level 2 students are those who perform below grade level in reading and/or math as indicated by their FCAT assessments.)

Current resource levels and student achievement data make a compelling case for this additional support:

ELL students:
- Less than 28% of ELL students scored satisfactory or above in reading on 2013 FCAT, compared to 46% of all LCS students.
- 2011-12 data from Annual Measureable Objective (AMO) data show that ELL students are not demonstrating proficiency in English language acquisition.
- 61% of ELL students graduated in 2012, compared to 75% of all LCS students.
- LCS spends 70% less in additional funding on ELL students than median of comparison districts.[1]

Level 1 and Level 2 students:
- 44% of students of Lake County schools scored as Level 1 or Level 2 on the 2013 FCAT Reading test.
- 44% of students of Lake County schools scored as Level 1 or Level 2 on the 2013 FCAT Math test.
- 51% of students of Lake County schools scored as Level 1 or Level 2 on the 2013 FCAT Writing test.
- Resources are limited for differentiating instruction for students with less than proficient FCAT scores, and schools do not apply a consistent approach in intervention.
- Despite ESE and Title I funding, administrators report that many schools still lack adequate resources to effectively support Level 1 and 2 students.

This Strategic Finance Plan recommends additional funding directed at these students in order to close the achievement gap between them and their peers.

Objectives

Increase student achievement for ELL students and Level 1 and Level 2 students.

Components / Activities

Through 2014, LCS will use the program evaluation and innovation process to determine which uses of these funds will bring the highest return on investment in terms of student achievement for these targeted groups.

Rationale for Components / Activities

See above: Programming components to be determined.

1. LCS spends 110% of gen ed base funding per ELL student; incremental 10% equates to $600 per student. Comparison districts spend a median multiplier of 130% of their gen ed base on ELL students. This median incremental 30% addition equates to approximately $1900 per student. Comparison districts include: Knox County, Fulton County, Charlotte, Austin, Duval County, Prince George's County, Denver, Marietta. Source: Education Resource Strategies analysis, LCS achievement data

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Timeline

The program evaluation and innovation process will first be applied to programming for ELL students and Level 1 & 2 students. In the spring of 2014, the district will conduct an analysis of programmatic options using the process. The goal of the process will be to determine the set of additional programs that will bring the highest return on investment, where return is defined as academic achievement gains for these students. After this evaluation period is complete and programming is selected, the district will make an implementation plan. The district anticipates that the selected programs will be initiated for the 2014–15 school year.

Costs

The district will allocate approximately $1 million to each of these two sets of programs in each of the three coming school years, for a total of $6 million by 2017. The district will determine precisely how to direct these funds through the program evaluation and innovation process. LCS envisions that the funds will be directed toward teaching and professional development staff, and materials and supplies.

Return Metrics

The district will develop metrics as programs are vetted via the program evaluation and innovation process. Potential metrics will include elements such as those listed below.

Return Metrics	2012–13 Baseline	2014–15	2015–16	2016–17
% of LCS students who are Level 1	TBD	TBD	TBD	TBD
% of LCS students who are Level 2	TBD	TBD	TBD	TBD
Average ELL FCAT reading scores	TBD	TBD	TBD	TBD
Average ELL FCAT math scores	TBD	TBD	TBD	TBD

Appendix C: Talent Development Pipeline

The district needs to establish a clear path to classroom, school, and district leadership in order to best support student achievement. Though the district is making significant progress under Race to the Top (e.g., TEAM and LEADS evaluations), LCS currently does not have an integrated, organized approach to talent management. Compensation for teachers and staff is not closely aligned with evaluation results, and the system does not recognize aspiring teacher leaders or consistently support development of school leaders. Moreover, no processes have been put in place to support succession for district leadership positions.
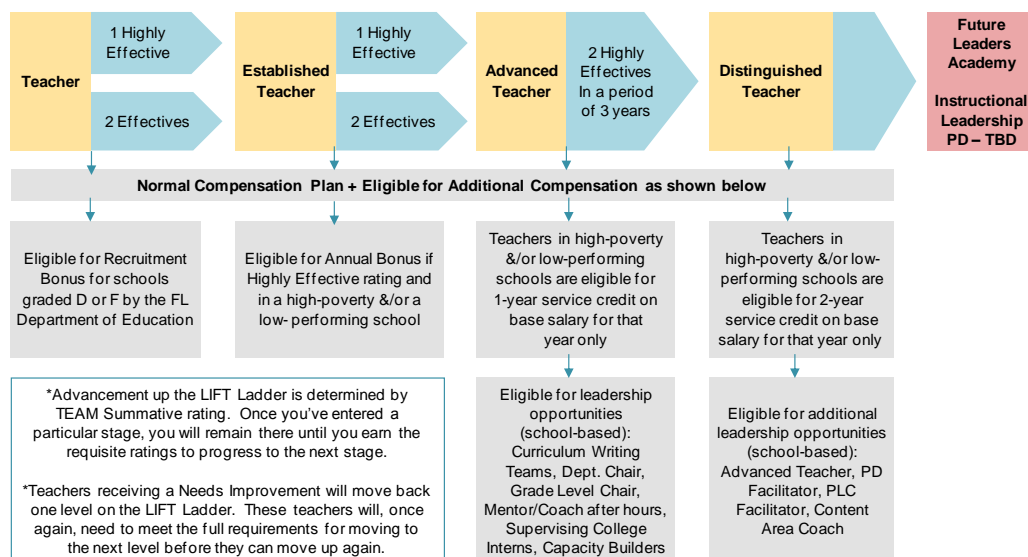
Objectives

The objectives of the Talent Development Pipeline instructional priority are to:
1. Provide transparent pathways and clear processes for promotion and increased responsibility through the creation of a talent development pipeline for teachers, administrators, and district leadership.
2. Align the pipeline with the staff compensation system to provide incentives for staff members to improve and gain more responsibility.
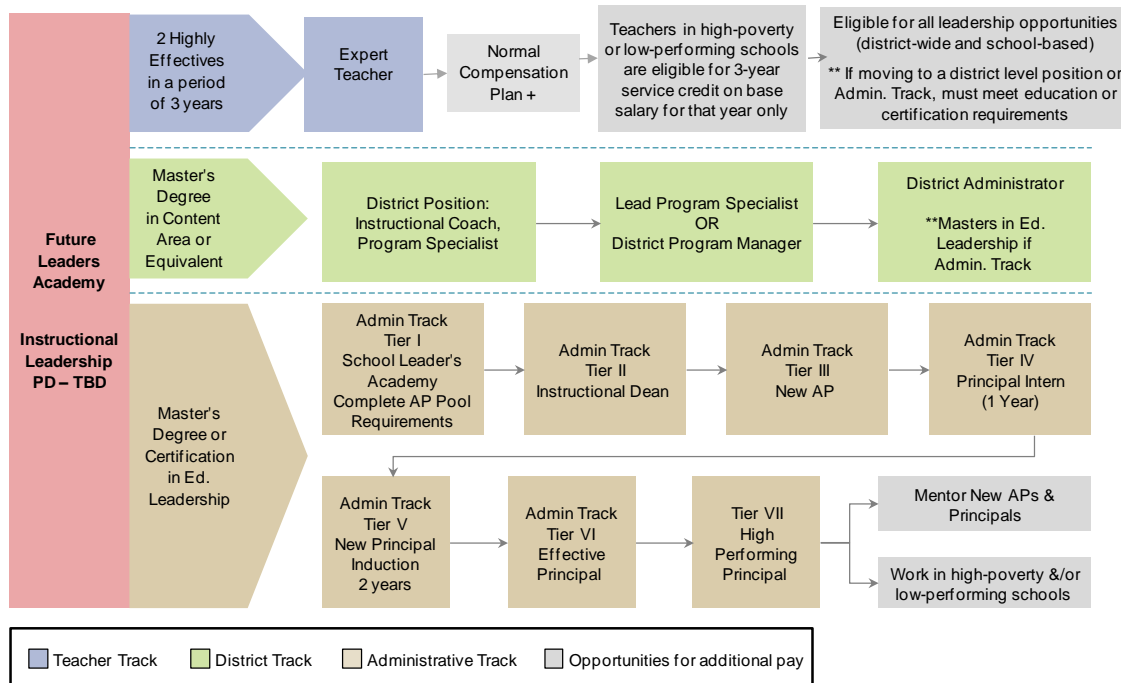
Components / Activities

The program is called LIFT for LCS (Leadership Initiative for Teachers). Through the LIFT program, the district will provide clear pathways for leadership at the teacher, administrator, and district level. The framework below focuses on the teacher pipeline from beginning a teaching career to becoming a distinguished teacher. The pipeline outlines both the career path for teachers based on evaluations that they receive and the additional benefits and responsibilities that they will receive from each stage in the process.

Teacher — 1 Highly Effective / 2 Effectives → **Established Teacher** — 1 Highly Effective / 2 Effectives → **Advanced Teacher** — 2 Highly Effectives In a period of 3 years → **Distinguished Teacher** → **Future Leaders Academy / Instructional Leadership PD – TBD**

Normal Compensation Plan + Eligible for Additional Compensation as shown below

Eligible for Recruitment Bonus for schools graded D or F by the FL Department of Education

Eligible for Annual Bonus if Highly Effective rating and in a high-poverty &/or a low-performing school

Teachers in high-poverty &/or low-performing schools are eligible for 1-year service credit on base salary for that year only

Teachers in high-poverty &/or low-performing schools are eligible for 2-year service credit on base salary for that year only

*Advancement up the LIFT Ladder is determined by TEAM Summative rating. Once you've entered a particular stage, you will remain there until you earn the requisite ratings to progress to the next stage.

*Teachers receiving a Needs Improvement will move back one level on the LIFT Ladder. These teachers will, once again, need to meet the full requirements for moving to the next level before they can move up again.

Eligible for leadership opportunities (school-based): Curriculum Writing Teams, Dept. Chair, Grade Level Chair, Mentor/Coach after hours, Supervising College Interns, Capacity Builders

Eligible for additional leadership opportunities (school-based): Advanced Teacher, PD Facilitator, PLC Facilitator, Content Area Coach

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Once a teacher reaches the Future Leaders Academy stage described in the framework, the teacher can pursue different tracks of leadership at the teacher, administrator, or district level. The framework below outlines each of these tracks.

Effective and Highly Effective staff can move between these tracks to advance in their careers. The plan encourages movement between the classroom leader, school leader, and district leadership paths as staff progresses in the pipeline.

Rationale for Components / Activities

The Talent Development Pipeline Committee started by reviewing sample career ladder plans in use in other districts and/or states. Research included sample career ladders from the following:

- District of Columbia Public Schools, Leadership Initiative for Teachers (LIFT) (2012–2013)
- Georgia Career Ladder Framework (May 2012)
- Union High School District, Avondale, Arizona, Career Ladder Handbook (2007–2008)
- Lake County Schools, Professional Advancement for Career Teaching (PACT) – (March 2004)

The elements from these plans that the committee prioritized for Lake County are 1) emphasis on targeted schools, 2) rewarding teachers for leadership, 3) incentives for teachers to stay in the classroom, and 4) bonuses that function as service credits. The LIFT for LCS Career Ladder was constructed using sound characteristics from each plan, with the bulk of this plan based on the philosophy and structure of the District of Columbia Public Schools Plan.

Research was also completed on Principal Pipeline Development plans across the country including plans from Charlotte-Mecklenburg, Denver, New York City, and Prince George's County. Research from these plans was utilized to develop a career ladder for school-based leaders, which is a continuum from the teacher career ladder plan.

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The district will implement this program beginning in the 2014–15 school year.

Costs

Implementing this pipeline will cost the district approximately $1.4M in the first year and approximately $1.6M in each subsequent year.

$M
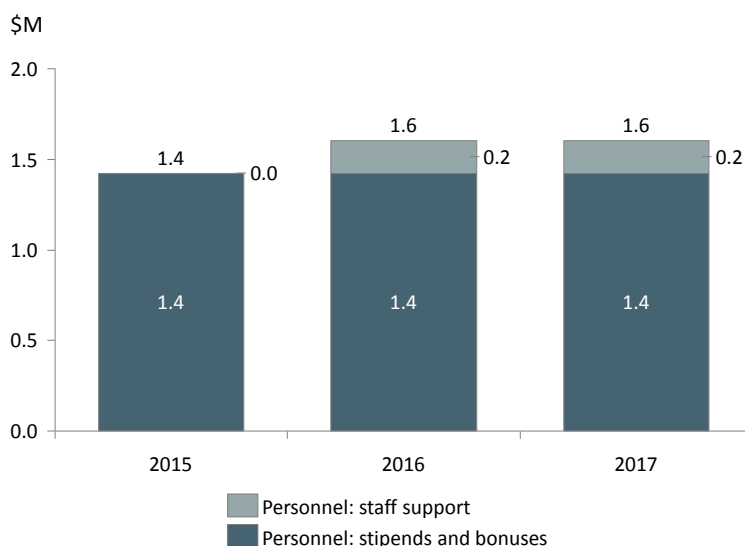
Detailed cost breakdown is as follows:

Item	2015 Estimated cost ($K)	2016 Estimated cost ($K)	2017 Estimated cost ($K)
Program costs			
Bonuses for Highly Effective teachers at target schools	170	170	170
Bonuses for Effective teachers at target schools	680	680	680
Recruitment bonuses for new teachers	85	85	85
Stipends for leadership roles	220	220	220
Stipends for principals leading target schools	80	80	80
Stipends for principals who mentor new principals and APs	160	160	160
Manager of evaluation and compensation (salary and benefits)	- -	92	92
Evaluation and compensation analyst (salary and benefits)	- -	87	87
Total cost	**1,395**	**1,574**	**1,574**

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These metrics focus on retaining highly effective teachers, incentivizing teachers and administrators to work in low-performing schools, and positive responses to a teacher survey.

Return Metrics	2013-14 Baseline	2014-15	2015-16	2016-17
% of teachers with positive value-added measures (VAM)	TBD	81%	82%	83%
Increased retention rate of Highly Effective teachers (% of teachers retained annually)	TBD	70%	78%	86%
Higher turnover of ineffective teachers (% who leave the district voluntarily annually)	TBD	2%	3%	5%
Increased teacher transfer rates from low-need schools to high-need schools	TBD	2%	3%	5%
% of administrators reporting that the pipeline helps to retain effective teachers	TBD	65%	75%	90%
% of teachers reporting that the pipeline contributes positively to motivation to improve instructional practice	TBD	65%	75%	90%

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Appendix D: Teacher Induction and Coaching Framework

Need for this Program

Student achievement is dependent upon the skill and effectiveness of LCS teachers. Both new and veteran teachers need adequate support and mentorship in order to develop and maintain mastery of teaching.

Each year, more than 10% of the district's teaching staff is new to teaching. In 2012–2013, new teachers were served at a 73:1 teacher-to-coach ratio. Because of the high ratio, teachers had only brief contact with their assigned coaches, and interventions were conducted only in critical situations. During 2013–14, the district is providing training for new teachers through a more intense delivery method which will serve as the foundation for future program development. Additionally, the district has no consistent process for training district and school-based coaches across departments. New teachers do not receive the support and advice that they need, and the district has no clear process for new teacher mentorship. The new program will be able to provide sufficient support for LCS teachers, allowing them to grow in the profession and support them in helping their students gain higher achievement.

Objectives

1. Improve the quality of coaching in the district through establishing a district-wide framework for training instructional coaches.
2. Provide new teachers with robust mentoring from instructional coaches, which will increase student achievement and teacher retention.

Components / Activities

Trained district and school-based coaches will mentor and facilitate training of year 1 and year 2 teachers. Teacher Induction will consist of both district-led professional development and weekly visits between teachers and coaches.

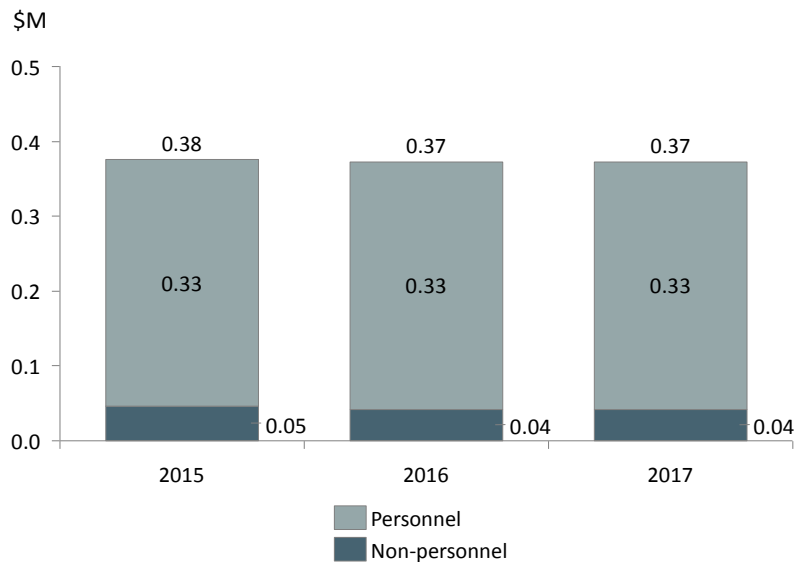| What Is Required?	Why Is It Important?	Who is involved?
Highly trained district new-teacher coaches and school-based new teacher coaches to develop and support new teachers	Builds capacity and sustainability of new teachers to ensure students achieve at the highest levels possible	District coaches and first- and second-year teachers
- Professional development in coaching and mentoring - Consistent process for training and development of new teachers - Coaching ratio of 1:30 for first-year teachers and 1:50 for second-year teachers - Average of 45 minutes per week of face-to-face coaching time 6–8 training days per year	- Increased standards for student achievement (CCSS) - Increased measures of effective instructional practices (TEAM) - Increased measures of instructional leadership (LEADS) - New teacher retention rate	- District new-teacher coaches (8) - Selected school-based new-teacher coaches (20-40) - First- and second-year teachers (300)

Rationale for Components / Activities

- The district will increase teacher effectiveness by establishing a district-wide common protocol for instructional coaching
- Providing new teachers with extensively trained coaches for two years and increasing the ratio of coaches to teachers will increase student achievement for students of those teachers

Timeline

The Teacher Induction and Coaching Framework program will be launched during the fall of 2014 to all first- and second-year teachers. The district is currently using a similar model for teacher induction, so adopting a refined model will not require a long planning process.

Costs

Most of the costs for this program will be personnel costs, including salary for three new-teacher mentors and the salary of a program manager dedicated to the program. Professional development costs are included with the cost of a consultant or facilitator to lead professional development, as well as costs of materials and supplies. The district may seek a partnership with an organization to help with professional development, which would increase the costs of this program. The district will evaluate this option in future years of the Three-year Strategic Finance Plan. Further details on costs are shown in the graph and table below.

$M

Year	Personnel	Non-personnel	Total
2015	0.33	0.05	0.38
2016	0.33	0.04	0.37
2017	0.33	0.04	0.37

Personnel
Non-personnel

Item	2015 Estimated cost ($K)	2016 Estimated cost ($K)	2017 Estimated cost ($K)
Program costs			
Salary for District coaches	175	175	175
Salary of PD consultant / facilitator	75	75	75
Salary for Program Manager	81	81	81
Materials for professional development	5	5	5
Professional development cost	20	20	20
Cost of coaching tools	11	11	11
Travel costs for coaches	5.5	5.5	5.5
Computer for new hires	4	--	--
iPad for new hires	2	--	--
Materials for new hires	0.5	0.5	0.5
Total cost	**379**	**373**	**373**

Return Metrics

Return Metrics	2013-14 Baseline	2014-15	2015-16	2016-17
% of Effective teachers retained	TBD	TBD	TBD	TBD
First-year teacher value-added measures (VAM)	TBD	TBD	TBD	TBD
First-year teacher instructional practice scores	TBD	TBD	TBD	TBD
% of first-year teachers rated Effective or Highly Effective	TBD	TBD	TBD	TBD

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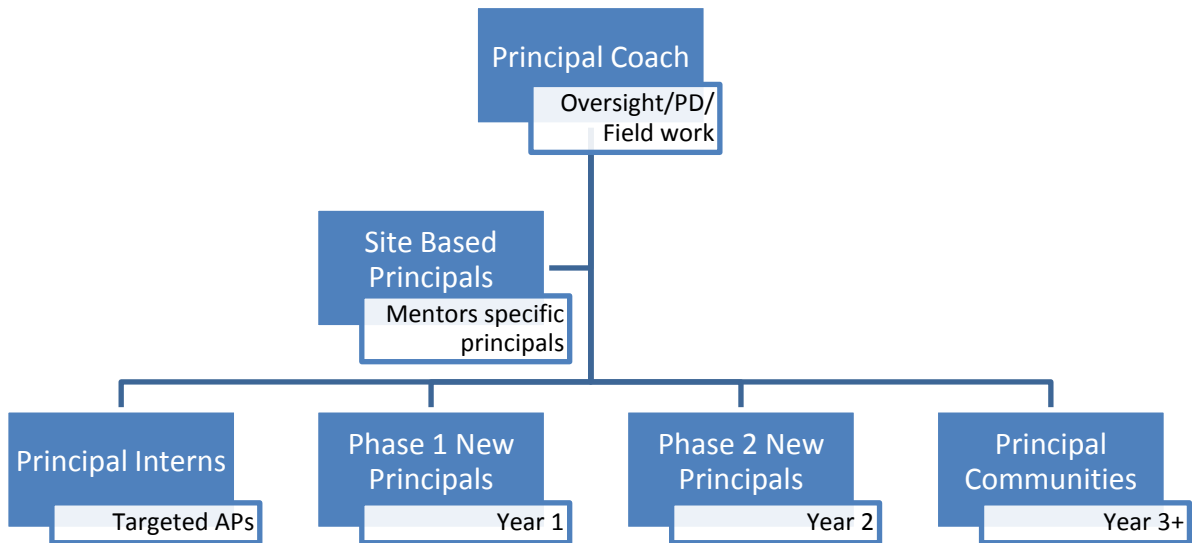# Appendix E: Principal Induction and Development

Principals are central to student achievement as the instructional leaders of LCS schools. LCS must invest in their development to ensure that they are capable of leading teachers effectively. Currently, Lake County Schools has only a limited structure for managing the induction of new principals to the district and has no formal structure for coaching principals. Lake County Schools will need a framework and process in place to ensure that new principals are equipped for their positions and that experienced principals are given tools to continually improve.

Objectives

- Ensure that principals receive in-depth coaching support during their first two years.

- Improve the level of coaching given to all principals and potential principal candidates through professional development, one-on-one mentoring, and professional learning communities.

Components / Activities

The hierarchy of principal induction is indicated in the framework below:

```
                        Principal Coach
                          Oversight/PD/
                          Field work
                               |
                        Site Based
                        Principals
                        Mentors specific
                        principals
          ┌──────────────┬──────────────┬──────────────┐
   Principal Interns  Phase 1 New    Phase 2 New    Principal
                      Principals      Principals    Communities
     Targeted APs      Year 1          Year 2         Year 3+
```

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The induction program will feature one central Principal Coach. The role of this coach will be as outlined below:

Role of Principal Coach		
Program Oversight / Implementation	**Professional Development**	**Field Work**
•Coordinate site-based mentor relationship •Coordinate Principal Mentor cohort groups •Organize professional development •Coordinate New Principal Academy (3 days) •Establish documentation and support materials •Ensure program infrastructure, fidelity & sustainability	•Train principal mentors using train-the-trainer model in partnership with the National Institute for School Leadership •Coordinate New Principal Induction Academies quarterly during phases 1 and 2 •Establish modules/ work sessions •Align principal induction program with other district professional development offerings	•Meet with new principals weekly or bi-weekly; perform joint school walk-throughs •Provide coaching feedback •Meet with experienced site-based principals to sustain relationships and align support •Conduct professional development follow-up

The program will feature structured modules for each cohort: Targeted APs, first-year principals, second-year principals, and 3+-year principals.

This program will be a blended partnership between the district and the National Institute for School Leadership (NISL), a training organization that specializes in executive development. A new position, Mentor Principal Coach, will ensure high standards of implementation fidelity and sustainability of this program. The program includes professional development for all principals and targeted assistant principals who will serve as principal interns.

Timeline			
Planning Time Frame	**Year 1**	**Year 2**	**Year 3+**
2013-2014	**2014-2015**	**2015-2016**	**2016-Beyond**
Jan–June 2014: • Ensure oversight of plans for implementation • Hire new principal coach • Identify site based principal mentors • Identify exiting principals • Identify new principals and principal interns • Establish new intern placement for 2014-2015 school year with exiting principals (2015) • Assign new principals for 2014-2015 school year • Coordinate program development with NISL • Plan new principal academy	**July 2014:** • Link principal coach with new principal phase 1 cohort group & principal intern group • Provide new principal academy • Coordinate breakthrough coach (BTC) training • Prepare modules for new principal phase 1 group • Train site based principal mentors **August 2014–June 2015** • Weekly coaching meetings (90 minutes) • Monitor principal interns • Monitor principal book study • Monitor forums **Quarterly Module Training** October January March May	**July 2015:** • Link principal coach with new principal phase 1 & 2 cohort groups & principal intern group • Provide new principal academy (phase 1) • Coordinate BTC training • Prepare modules for new principal phase 1 & 2 group • Train additional site based principal mentors **August 2015–June 2016** • Weekly coaching meetings (90 minutes) (phase 1) • Bi-weekly mentor meetings (60 minutes) (phase 2) • Monitor principal interns • Monitor principal book study • Monitor forums **Quarterly Module Training & Collaborative PLCs** October January March May	**July 2016** • Link principal coach with new principal phase 1, 2 , & 3 cohort groups & principal intern group • Provide new principal academy (phase 1) • Coordinate BTC training • Prepare modules for new principal phase 1, 2, 3 • Train additional site based principal mentors **August 2016–June 2017+** • Weekly mentor meetings (90 minutes) (phase 1) • Bi-weekly mentor meetings (60 minutes) (phase 2) • Monitor principal interns • Monitor principal book study and forums **Quarterly Module Training & Collaborative PLCs** October January March May

Personnel costs for Principal Induction are salary and benefits for the Principal Mentor Coach. Non-personnel costs include costs for professional development, measurement and evaluation costs for principal and staff surveys, and the cost of principal time in training activities. Costs are further detailed in the graph and table below.
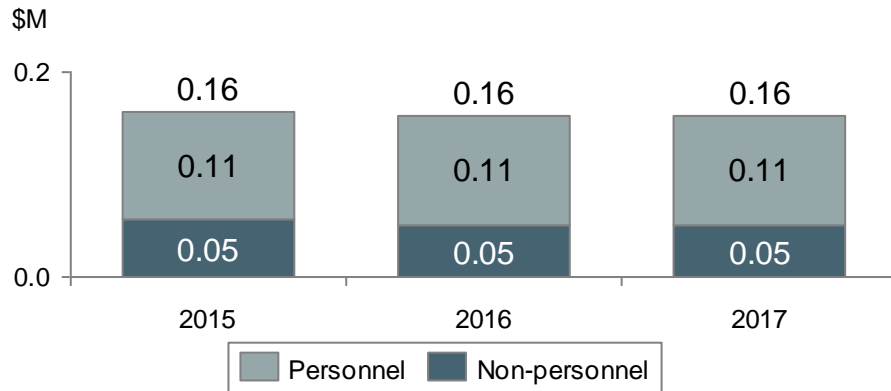
Cost items	2015 Estimated cost ($K)	2015 Estimated cost ($K)	2016 Estimated cost ($K)
Program costs			
Mentor coach salary	106	106	106
District professional development	9.3	9.3	9.3
Travel for professional development	1.1	1.1	1.1
Materials / equipment for new hires	4.1	.4	.4
Stipend for principal mentors	3	3	3
Measurement / evaluation costs	25	25	25
Ancillary costs			
Utilities for extra space	0.6	0.6	0.6
Incremental use of existing resources			
Phase 1 principal time	6.1	6.1	6.1
Phase 2 principal time	4.9	4.9	4.9
District director time	1.4	1.4	1.4
Total	**161.5**	**157.8**	**157.8**

Cost items to be included pending receipt of an anticipated NISL grant	2015 Estimated cost ($K)	2015 Estimated cost ($K)	2016 Estimated cost ($K)
Clerical staff salary	42	42	42
NISL professional development	164.5	82.3	--
Total	**206.5**	**124.3**	**42**

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This Principal Induction program will track performance along the following metrics:

Return Metrics	2013-14 Baseline	2014-15	2015-16	2016-17
% of principals receiving a 4.0 or above on LEADS Principal survey	TBD	TBD	TBD	TBD
% of principals rated Highly Effective on the LEADS evaluation	19%	21%	27%	35%
% of principals rated Effective on the LEADS evaluation	81%	75%	70%	65%
% of principals whose FLDOE school grade is an A or B	62%	67%	75%	80%

These metrics will evaluate principals on feedback from teachers, performance on principal evaluations, and entire school performance. Both the LEADS survey and the LEADS evaluation are measures of scoring principal performance and are within a principal's locus of control. On the other hand, the school grade is more of a cumulative metric that measures some factors outside of a principal's locus of control. Nevertheless, as the instructional leader of a school, a principal should be evaluated on the performance of the school itself, and it is appropriate to incorporate school performance into the evaluation of the principal induction program.

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Appendix F: Program Evaluation & Innovation Process

Need for this Program

Student achievement depends upon the effectiveness of instructional programs. Lake County Schools has no clear, standardized process for evaluating operational and academic return on investment (ROI) for promising programs and current student initiatives. The district defines the academic ROI of instructional programs as the growth in academic achievement of LCS students. For operational programs, the ROI may be expressed in terms of efficiency or effectiveness in conducting the day-to-day operations of the district. As a result of this lack of a clear process, ineffective programs are not necessarily refined or terminated, nor are promising programs given the resources to grow. The district needs a process for identifying, evaluating, implementing, tracking, and reassessing programs.

Objectives
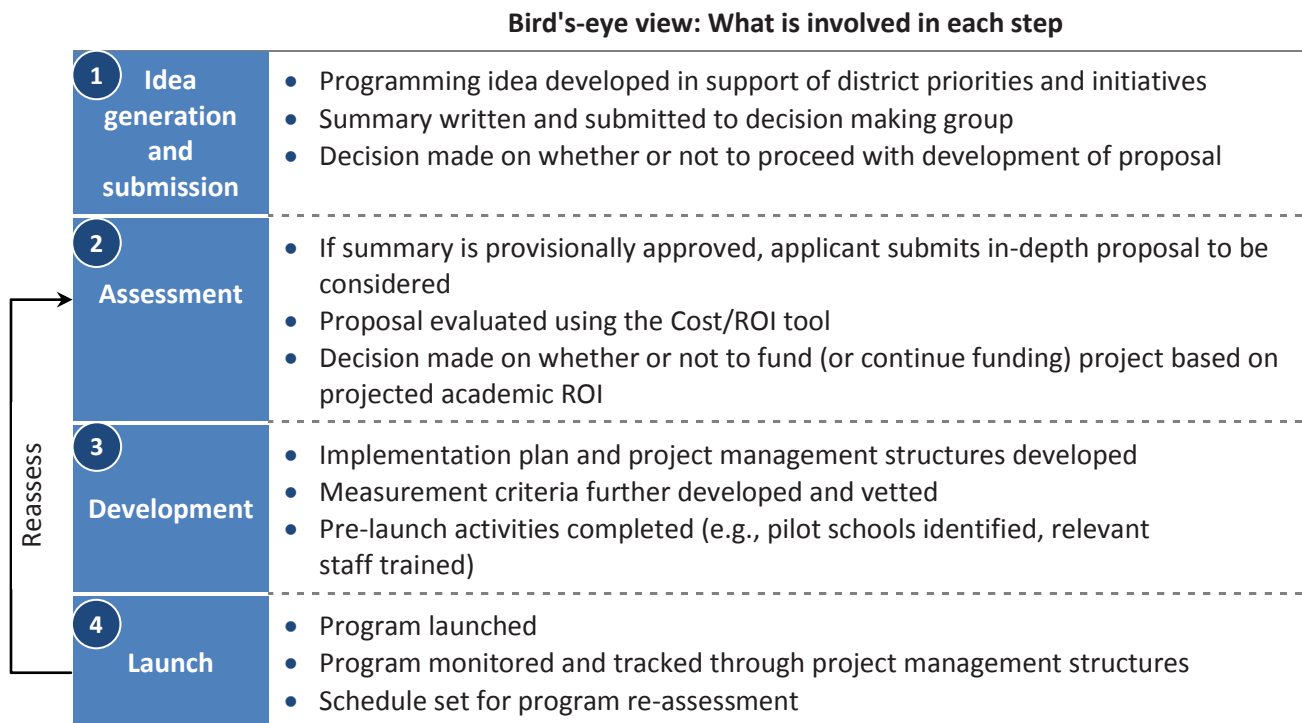
The main objective of this process is to:
1. Provide a framework for rigorously evaluating existing and new programs in order to enable the implementation of programs that will ultimately drive student achievement in the most cost-effective way possible.
2. Implement and culturally embed a standardized set of steps in the program evaluation process, with clearly assigned ownership of actions at each step, and a clear timeline for decision-making.
3. Develop a culture of data-driven decision making through implementation of this process.

Components / Activities

At the center of the process is a tool the district has designed to measure and compare the cost and operational and academic ROI of selected programs. The Cost/ROI tool was created to be versatile enough to evaluate both new and existing programs that are either instructional or operational. It facilitates the projection of comprehensive costs of a program, including direct program costs, ancillary costs, incremental costs due to the use of existing resources, and cost relief the program affords.

The tool supports the tracking of impact evaluation against both a baseline performance level and a projected target.

The process will proceed as follows:

Bird's-eye view: What is involved in each step

1 Idea generation and submission	• Programming idea developed in support of district priorities and initiatives • Summary written and submitted to decision making group • Decision made on whether or not to proceed with development of proposal	
2 Assessment	• If summary is provisionally approved, applicant submits in-depth proposal to be considered • Proposal evaluated using the Cost/ROI tool • Decision made on whether or not to fund (or continue funding) project based on projected academic ROI	
3 Development	• Implementation plan and project management structures developed • Measurement criteria further developed and vetted • Pre-launch activities completed (e.g., pilot schools identified, relevant staff trained)	
4 Launch	• Program launched • Program monitored and tracked through project management structures • Schedule set for program re-assessment	

Reassess (loop from step 4 back to step 2)

Rationale for Components / Activities

This process will allow the district to:
- Proactively examine promising programs and assess projected impacts on student achievement and operations
- Gather full program implementation costs
- Support fidelity of implementation of programs through rigorous monitoring
- Align spending to the district's instructional priorities and Strategic Finance Plan
- Compare different programs with similar objectives based on ROI

Timeline

Initially, the district will use this process to address two instructional priorities: new programs for English Language Learners (ELL) and Level 1 and Level 2 students. (These programs will be incremental to those that are already in place to serve these students.) There are multiple programming options available for these instructional priorities. In order to select the most effective and efficient programs, the district will use this process to evaluate and compare the potential programs' academic ROIs.

The district will assess these programs in spring 2014. Doing so will facilitate refinement of the process so that protocols and training materials for the process may be established as these initial assessments are conducted. Additionally, in 2014 the district will create two personnel positions to manage and support this process as it is rolled out across departments. Starting with the 2014-15 school year, this process will become part of the district's decision-making structure.

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The district will hire two new staff members to manage this process. Additionally, it is expected that the program will consume some existing employee time: applicants and program sponsors to write proposals, district staff members to check accuracy/feasibility of cost and return projections, cabinet-level staff to review applications and make funding decisions. Costs are further detailed in the graph and table below.
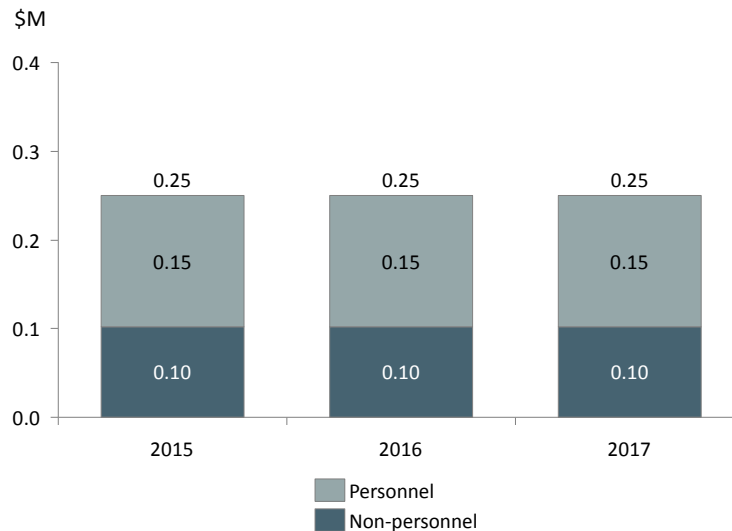
Item	2015 Estimated cost ($K)	2016 Estimated cost ($K)	2017 Estimated cost ($K)
Program costs			
Program Manager salary / benefits	84	84	84
Sr. Accountability Analyst salary / benefits	65	65	65
Professional Development for manager & analyst	3	3	3
Computers for new hires	3	--	--
iPads for new hires	1.5	--	--
Statistical software	3	3	3
Travel for Innovation Manager / ROI Analyst	5	5	5
Ancillary costs			
Materials for new hires	0.5	0.5	0.5
Incremental use of existing resources			
Accountability director oversight	25	10	10
Use of clerical staff time	2	2	2
Use of program owner time	25	40	40
Use of district staff time	33	37.5	37.5
Total costs	**250**	**250**	**250**

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The ultimate success of this tool will be based on the academic ROI of the programs it evaluates and approves for implementation.

However, it is also critical that the district maintain a high level of service quality in the process itself. LCS will establish metrics to track this performance. These metrics have yet to be determined; the following will be among those considered:

- Number of programs tracked at any one time or in a finite period
- Surveyed stakeholder satisfaction regarding integrity of program evaluation process
- Surveyed stakeholder satisfaction related to effectiveness of program monitoring

Appendix G: Personalized Learning for Students

<div style="text-align:center">**Need**</div>

District-wide adoption of personalized learning for students will support student achievement. While LCS has exemplary foundational components of digital support, these models are generally individual pockets of usage and experimentation. Outstanding examples include an all-iPad digital school, individual teacher flipped classrooms, district-wide "Bring Your Own Technology" capacity and TeachLivE Avatar-assisted professional development. Nonetheless, these initiatives currently involve only 15% of LCS teachers. Master planning and deployment of a coordinated multi-channel delivery system to support both teacher and student personalized learning is crucial to move to district-wide adoption.

<div style="text-align:center">**Vision / Objective**</div>

In Lake County Schools the vision for personalized learning is to provide an environment where the learners drive their own learning and connect learning with their own interests and aspirations. In this vision, students become active participants in the design of learning and identify goals and benchmarks for their own learning plans. Using this approach, students develop the skills to use appropriate technology and resources; build networks of peers, experts and teachers for support; and can demonstrate mastery of content in a competency-based system. Students will monitor the progress of their learning and redefine learning activities and goals based on individual learner needs. Teachers in this system will become supporters, facilitators and resources for students developing their own personal learning environments.

The main objective of student-focused personalized learning is to improve student achievement and ensure all Lake County students graduate career/college ready through a comprehensive, integrated system of technology with multiple interactive, easily accessible channels.

<div style="text-align:center">**Components / Activities**</div>

The student-focused personalized learning priority will include the following components:
- Anytime/anywhere learning
  - LCS will provide continuous on-demand access to supported digital resources.
- Learner profiles which include data elements to help educators choose the best educational path for each student
  - LCS will design a system to develop a learner profile for each student.
- Student-directed learning
  - LCS will develop a multi-faceted system of instructional delivery designed to meet the needs of individual students. Delivery methods may include technology-based, collaborative, individualized, experiential and traditional direct instruction.
  - LCS will develop a mechanism to allow students to have some voice and choice in how instruction is delivered and how mastery is evidenced, based on data in the learner profile.
- Flexible learning environments
  - LCS will establish guidelines for learning environments that are flexible and allow for personalized learning.
- Competency or mastery-based learning
  - LCS will develop a process by which students may progress through curriculum content based on mastery of the content, rather than on seat time. In this model, learning is the constant and time is the variable.

- Framework for continuous improvement
  - LCS will create a framework for personalized learning that enables the district to continuously improve the initiative.

All of the activities above are designed to improve student achievement and ensure all Lake County Schools' students are college/career ready. Each item was chosen because it would meet student needs in the following ways:

- Through anytime/anywhere learning, students will have the option to learn at a pace that matches their ability and to pursue extra help or remediation in any gap areas. Students will also have access to technology-delivered tutoring or alternate computer-based content delivery, Khan Academy videos, or other types of digital content delivery.
- A learner profile will help deliver content that meets specific needs of individual students and pushes them towards content mastery in a way that is best suited to their learning needs and style.
- Flexible learning environments offer another personalization strategy that will allow students to learn in the environment (physical and/or virtual) that best suits their abilities.
- By allowing students to progress as they are able to demonstrate mastery, learning for students is personalized as their progress is determined by competency, not time.
- A system for continuous improvement will help determine the impact of personalized learning on student achievement, and the overall success of the initiative.

Timeline

Personalized learning for students will be piloted in year 2015–16 in specific grades (5th–9th) of a feeder pattern of schools. The entire 2014–15 year will be devoted to planning and curriculum writing to support implementation. The projected implementation plan will target approximately 1,600 students in year 2 and 3,000 for year 3 depending on the size of the feeder pattern.

Costs

Student-focused personalized learning costs will ramp-up based on the pilot rollout schedule. The district will incur only planning costs in 2014–15 to prepare for rolling out personalized learning to schools. The costs shown below are based on an experience-based projection from the Bill and Melinda Gates Foundation of $1,000 per student. LCS is determining a roll-out strategy and thus specific costs are not known. However, the district is committed to staying within these cost constraints to deliver personalized learning for students.

The following costs represent total cost for the program ignoring cost avoidance.
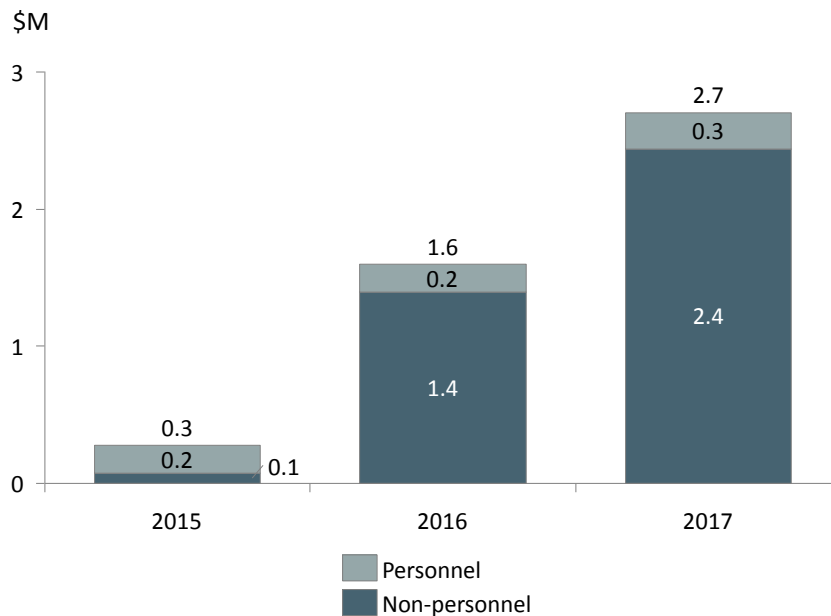
LCS is committed to achieving efficiencies through technology in the following ways: For any period of implementation, the program will achieve enough efficiencies to be cost neutral in four years. Therefore, this document refers to the program as being "self-funding" in nature. This projection is based on an estimate from the Bill and Melinda Gates Foundation. For purposes of developing an initial financial model, the district estimates a straight-line schedule of achieving self-funding (0% in year 1, 33% in year 2, 67% in year 3, 100% in year 4). Since implementation of personalized learning will be staggered across a number of years, this self-funding aspect will apply on a school-by-school basis and will not be applicable at a district level. Using this implementation schedule, approximately $270,000 of costs will be self-funded in 2017.

Return metrics

Since the primary goal of personalized learning for students is to improve academic achievement and prepare all Lake County students to be college/career ready, success criteria for the strategies above would include measures that are typically analyzed to determine student achievement, including: growth in TEAM/LEADS evaluations, and measureable increases in student academic achievement and state summative assessments. However, the effect of personalized learning on many of the summative metrics will take a long time to track and assess. Therefore, in these initial years, the district plans to track the following metrics as leading indicators of success:

Return Metrics	2013–14 Baseline	2014–15	2015–16	2016–17
Student feedback on survey	TBD	TBD	TBD	TBD
Student formative assessment scores	TBD	TBD	TBD	TBD

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Appendix H: Personalized Learning for Teachers and Leaders

Need

District-wide adoption of personalized learning for teachers and leaders will support student achievement by improving effectiveness of instruction. While LCS has exemplary foundational components of digital support, these models are generally individual pockets of usage and experimentation. Outstanding examples include an all-iPad digital school, individual teacher flipped classrooms, district-wide "Bring Your Own Technology" capacity and TeachLivE Avatar-assisted professional development. However, these initiatives currently involve only 15% of LCS teachers. Master planning and deployment of a coordinated multi-channel delivery system to support both teacher/leader and student personalized learning is crucial to move to district-wide adoption.

Objective

The primary objective for personalized learning for teachers and leaders is to improve the effectiveness of instruction and leadership throughout the district through a comprehensive, integrated system of technology with multiple interactive, easily accessible channels.

Components / Activities

The personalized learning plan for teachers and leaders is made up of the following components:
- Self-reflection and/or peer coaching (non-evaluative) that uses technology tools to record lessons, when applicable and/or desired
- Structured models of collaboration
  - Examples include Professional Learning Communities, lesson study, colleague circles, ECET2, online collaboration, and model classrooms.
- Differentiated professional development opportunities
  - Differentiated by mode, topic and skill level.
  - Choice provided on how information and knowledge is acquired.
- Targeted technology professional development as an induction for teachers new to the district
- Embedded technology professional development and ongoing support at each school site
- Enrichment of district culture around collaboration that empowers teachers to embrace challenges of personalized learning in a safe learning environment
- A system for continuous improvement and updating of content

Rationale for Components / Activities

The primary rationale for personalized learning for teachers and leaders is to improve their effectiveness in order to successfully support students toward their highest academic achievement. The activities listed above support this broad rationale in the following ways:
- Self-reflection puts the responsibility (and desire) for improvement on the teacher/leader
- Non-evaluative nature of peer coaching removes the need for a defensive reaction to constructive feedback
- Structured collaboration is another avenue towards establishing a safe environment for working together for improvements in the classroom, and ultimately in student achievement
- Technology provides an easier way to specifically target professional development based on

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teacher/leader needs, skill levels, and interests

- Professional development offerings which are continuously updated to reflect the current and future needs of LCS teachers/leaders are typically of greater interest to the participants, and are likely to have more relevancy in terms of improving student achievement
- Through targeted technology professional development, teacher/leader induction would ensure that new teachers (new to the profession or new to a school) would have immediate access to a variety of technology resources for learning in the classroom
- Embedded technology training and support ensure a continuous and seamless ability to effectively use technology tools to support teaching and learning

Timeline

Personalized learning for teachers and leaders will be launched in the fall of 2014 for selected schools. The district will start by hiring one new professional development staff member and one IT support staff member, with a plan to hire more employees in Years 2 and 3. Personalized learning will be piloted to approximately 600 teachers in the first year. In Years 2 through 4, the remainder of the teachers and leaders throughout the district will receive new workstations to support personalized learning.

Costs

Program costs are for new employees to support personalized learning, professional development software, and new workstations to facilitate personalized learning for teachers and leaders; as well as to help with teaching in a blended learning environment. Ancillary costs are highest in Year 1 since many new employees will be housed in new portable buildings that will have to be moved and renovated to meet the needs of this priority. Some expenses of this initiative can be self-funded through the elimination of current professional development offerings due to increased online offerings through personalized learning. Costs for each year are shown in the graph below with more detail provided in the supporting table.

$M

	2015	2016	2017
Total	1.0	1.2	1.3
Personnel	0.1	0.2	0.3
Non-personnel	0.9	1.0	1.0

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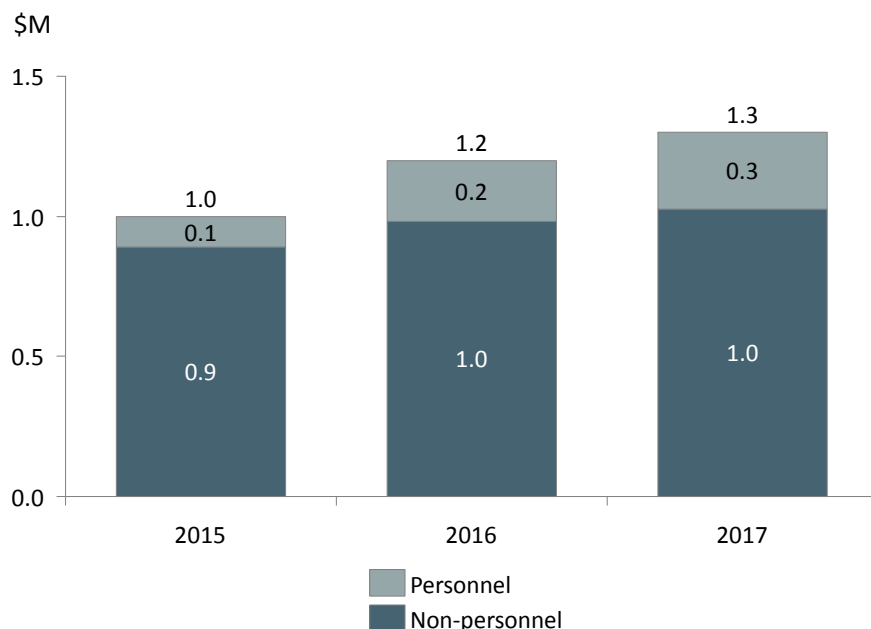
Item	2015 Estimated cost ($K)	2016 Estimated cost ($K)	2017 Estimated cost ($K)
Program costs			
District PD personnel	55	110	110
IT support staff	55	110	165
New teacher workstations	600	1,000	1,000
Software purchased for personalized learning	100	100	100
Ancillary costs			
Incremental internet bandwidth	46	46	46
Cost to move portable classrooms	12	- -	- -
Cost to renovate portable classrooms	160	- -	- -
Cost to operationalize portable classrooms	70	- -	- -
Total cost *(excluding cost avoidance)*	**1,098**	**1,366**	**1,421**

Return Metrics

Success of the personalized learning initiative will be mostly centered on teacher effectiveness ratings, teacher feedback as a proxy for culture change in the district, and participation rates in new online PD modules. Detailed metrics for personalized learning are outlined below.

Return Metrics	2013–14 Baseline	2014–15	2015–16	2016–17
Teacher effectiveness ratings	TBD	TBD	TBD	TBD
Value-added measures (VAM)	TBD	TBD	TBD	TBD
Feedback from teacher survey	TBD	TBD	TBD	TBD
Usage rate for personalized learning modules on Safari Montage	TBD	TBD	TBD	TBD
Usage rate for professional development software (currently PD360)	TBD	TBD	TBD	TBD

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