



PIERCE COUNTY SCHOOL DISTRICT STRATEGIC PLAN

2014-2015

Core Beliefs

We believe:

Trusting, caring relationships with all stakeholders are directly linked to success.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

A variety of instructional approaches will be provided to support their different learning styles.

Students achieve best when they are actively engaged in their educational process and share accountability for their learning.

Prompt and regular attendance by students and staff is essential.

Student and staff wellness contributes to effective teaching and learning.

Continuous and balanced assessment drives instruction and enhances student learning.

Collaborative learning communities are critical for optimum student achievement.

It is important to provide a safe, secure, and quality environment.

Technology integration is essential to enhance instructional and operational processes.

Decisions, both instructional and operational, should be driven by qualitative and quantitative data

Vision

Our vision is for Pierce County graduates to become creative problem solvers excelling in a competitive global environment.

Targets

| | |
|--------------------------|----|
| Grad Rate (4 yr.) | 90 |
| Grad Rate (5 yr.) | 91 |
| Lexile Level - E3 | 80 |
| Lexile Level – E5 | 70 |
| Lexile Level - M | 83 |
| Lexile Level - H | 55 |
| College Ready | 56 |
| Career Ready | 56 |
| Adv. Academics | 70 |
| Stakeholder Satisfaction | 85 |

District Priorities

1. Move beyond ensuring basic mastery of content
2. Increase opportunities for students to participate in Dual Enrollment
3. Increase communication with community by utilizing social media
4. Support teachers and leaders during the implementation of the evaluation process

Mission

Pierce County School System promotes excellence as the standard.

LONG RANGE GOALS

1. Raise the academic challenge and performance of each student.
2. Ensure quality personnel in all positions
3. Provide safe, orderly environments that support learning
4. Develop and manage resources to maximize student learning.
5. Increase stakeholder understanding, trust and support of the school system

Key Strategies 3 – 5 years

- Evaluate instructional methods and programs to determine rigor and relevance to current systems
- Develop partnerships with post-secondary institutions and businesses
- Implement TKES and LKES with fidelity
- Collaborate with post-secondary institutions when hiring teachers at secondary level
- Ensure the financial stability of Pierce County Schools
- Personalize the learning experience and environment for all students and advance student learning

Key Actions (1-3 years)

| Actions to be taken | Timeline | Division(s) Responsible |
|--|-----------|-------------------------|
| Raise the academic challenge of each student by differentiating instructional methods and increasing rigor and relevance | 2013-2016 | Curriculum |
| Implement structures that allow students to progress along the continuum at a pace parallel to their academic and social needs | 2013-2016 | Curriculum |
| Provide support for teachers and leaders to ensure current educational trends are implemented | 2013-2016 | Curriculum |
| Utilize technology as an instructional tool | 2013-2016 | Technology, Curriculum |
| Utilize funding to meet the needs of the school and community | 2013-2016 | Leadership |

**Strategic Plan
Balanced Scorecard -- Elementary Schools
2012-2014**

| Achievement | Target | Actual | Target | Actual | Target | Actual |
|---|-----------|--------|-----------|--------|-----------|--------|
| | 2011-2012 | | 2012-2013 | | 2013-2014 | |
| ELA Mastery | 91.5 | 95.4 | 92.3 | 93.9 | 93 | 93.9 |
| Reading Mastery | 93.4 | 95.8 | 94 | 96.2 | 95.2 | 98.5 |
| Math | 86.8 | 91.2 | 86.8 | 93.7 | 94.6 | 94 |
| Science | 78.4 | 84.5 | 80.3 | 89 | 82.3 | 87.3 |
| Social Studies | 77.2 | 84.2 | 79.3 | 89.5 | 83.4 | 89.8 |
| Post Elementary School Readiness | | | | | | |
| Progress of ELs on ACCESS | 90.6 | 66.7 | 90.6 | 74.5 | 90.6 | 63.6 |
| SWDs | 65 | 84 | 65 | 81.3 | 65 | 80.8 |
| Writing | 100 | 83.5 | 100 | 83.5 | 100 | 71.1 |
| Lexile - Grade 3 (≥ 650) | 100 | 63.3 | 100 | 79 | 100 | 77.9 |
| Lexile - Grade 5 (≥ 850) | 100 | 67.2 | 100 | 70.7 | 100 | 66.3 |
| Career Clusters | 100 | NA | 100 | 99.6 | 100 | 99.4 |
| Student Attendance | 99.4 | 96.5 | 99.4 | 96.4 | 99.4 | 96.2 |
| Predictor for High School Graduation | | | | | | |
| Passing Courses and Meets/Exceeds | 91.6 | 69.3 | 91.6 | 83.8 | 91.6 | 74.9 |
| Meets/Exceeds All Areas | 65.7 | 45 | 65.7 | 45.4 | 65.7 | 46.3 |

**Strategic Plan
Balanced Scorecard – Pierce County Middle School
2012-2014**

| Achievement | Target | Actual | Target | Actual | Target | Actual |
|---|-----------|--------|-----------|--------|-----------|--------|
| | 2011-2012 | | 2012-2013 | | 2013-2014 | |
| ELA Mastery | 91.5 | 96.9 | 92.3 | 95 | 93 | 93.9 |
| Reading Mastery | 93.4 | 97.6 | 94 | 97.6 | 95.2 | 97.9 |
| Math | 86.8 | 92.3 | 86.8 | 92.9 | 94.6 | 92.3 |
| Science | 78.4 | 87.5 | 80.3 | 87.3 | 82.3 | 91.6 |
| Social Studies | 77.2 | 88 | 79.3 | 89.8 | 83.4 | 92.2 |
| Post Middle School Readiness | | | | | | |
| Progress of ELs on ACCESS | 66.5 | NA | 66.5 | NA | 66.5 | NA |
| Least Restrictive Environment (SWDs) | 65 | 77.5 | 65 | 82.2 | 65 | 81.1 |
| Writing | 100 | 87.8 | 100 | 88.2 | 100 | 83.3 |
| Lexile - Grade 8 (>1050) | 100 | 80.4 | 100 | 77.4 | 100 | 81 |
| Ind. Grad Plan & Career Assessments | 100 | 97.5 | 100 | 100 | 100 | 100 |
| Student Attendance | 99.6 | 97.1 | 99.6 | 96.9 | 99.6 | 100 |
| Predictor for High School Graduation | | | | | | |
| Passing 4 Courses and Meets/Exceeds | 88.2 | 72 | 88.2 | 79.3 | 88.2 | 80 |
| Meets/Exceeds All Areas | 59.1 | 41.6 | 59.1 | 42.4 | 59.1 | 46.7 |

Strategic Plan
Balanced Scorecard – Pierce County High School
2012-2014

| Achievement | Target | Actual | Target | Actual | Target | Actual |
|--|-----------|--------|-----------|--------|-----------|--------|
| | 2011-2012 | | 2012-2013 | | 2013-2014 | |
| Ninth Grade Literature | 83.7 | 91 | 83.7 | 92.5 | 86.7 | 94.3 |
| American Literature | 88.7 | 88.5 | 88.7 | 91.4 | 90.8 | 97.4 |
| Coordinate Algebra | N/A | 71.5 | 37.3 | 48.7 | 45.1 | 61.5 |
| Analytic Geo./GPS Geo./Math II | N/A | 70.9 | N/A | 79.9 | 40.3 | 44.2 |
| Physical Science | 77.1 | 85.2 | 79.2 | 95.2 | 81.3 | 89.8 |
| Biology | 71.9 | 89.2 | 74.4 | 88.4 | 89.4 | 92.2 |
| U.S. History | 67.9 | 76 | 70.8 | 85.4 | 73.8 | 87.9 |
| Economics | 75 | 81.4 | 77.3 | 95.6 | 79.5 | 90.1 |
| Post High School Readiness | | | | | | |
| Pathway Completers | 100 | 50.5 | 100 | 53.7 | 100 | 68.1 |
| Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams | 83.3 | 71.9 | 83.3 | 72.1 | 83.3 | 68.8 |
| Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses | 73.9 | 35.4 | 73.9 | 31.5 | 73.9 | 41.1 |
| Georgia High School Writing Test | 100 | 96.8 | 100 | 99.2 | 100 | 96.1 |
| Lexile - American Lit. (≥ 1275) | 100 | 30.3 | 100 | 40.2 | 100 | 51.5 |
| Meets/Exceeds All Areas | 50.7 | 33.5 | 50.7 | 41.5 | 50.7 | 44 |
| Student Attendance | 99.5 | 95.2 | 99.5 | 95.4 | 99.5 | 95.3 |
| Graduation Rate | | | | | | |
| 4 Year Cohort | 100 | 85.4 | 100 | 91 | 100 | 89.1 |
| 5 Year Cohort | 100 | 84.4 | 100 | 86.2 | 100 | 90.2 |