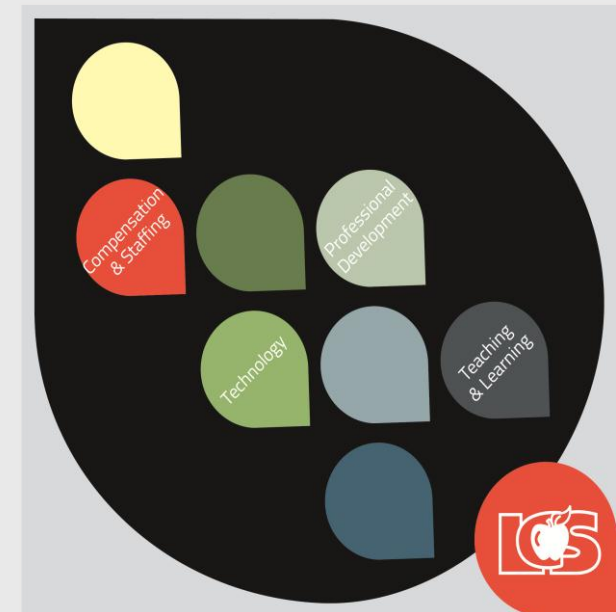
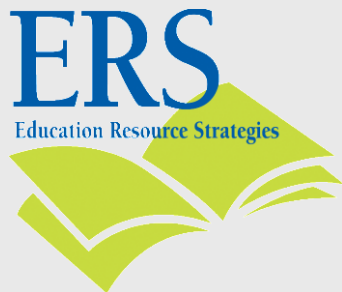


# ENGAGELCS

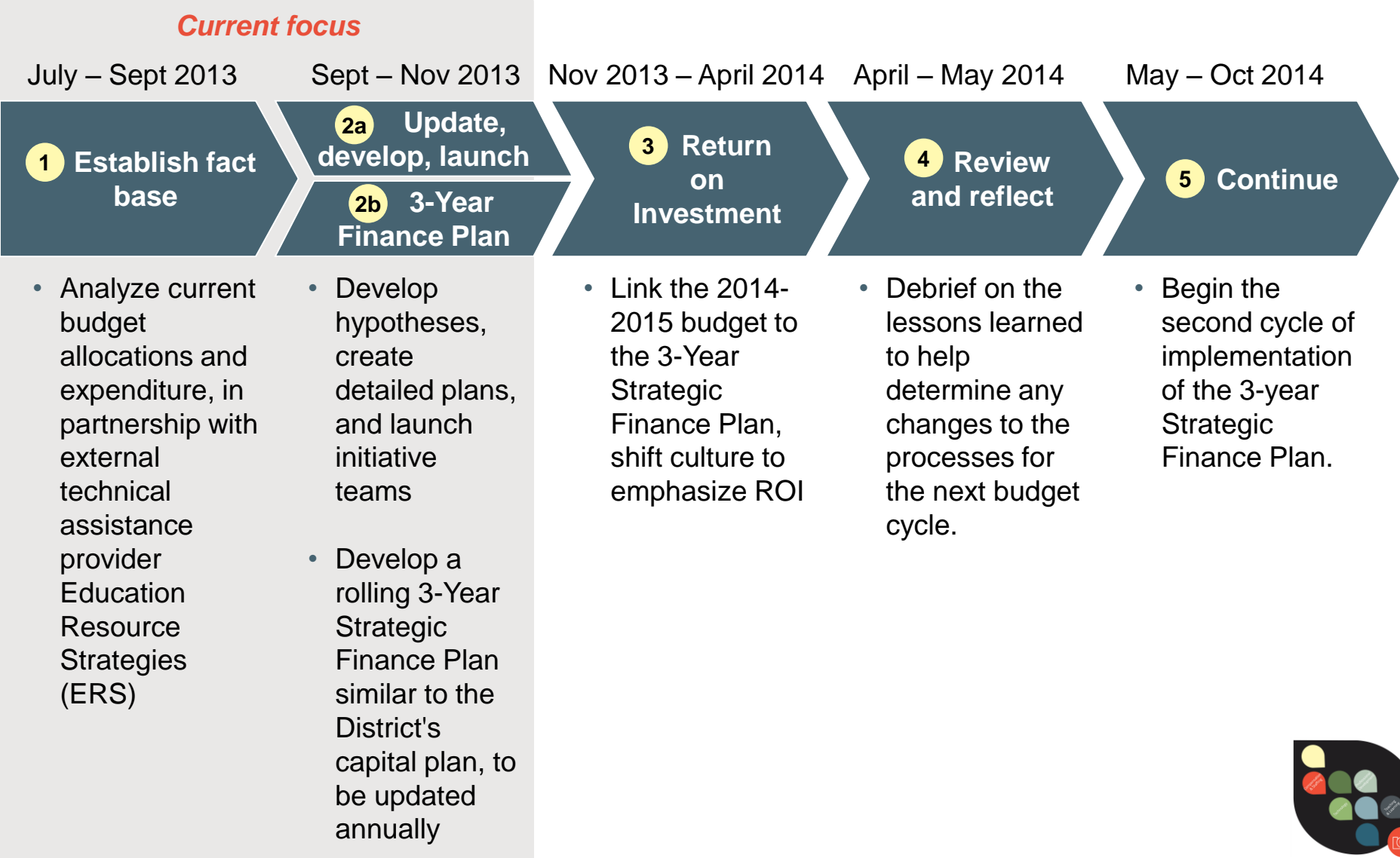
## Instructional Priorities and Resource Use

Updated list of savings and realignment ideas

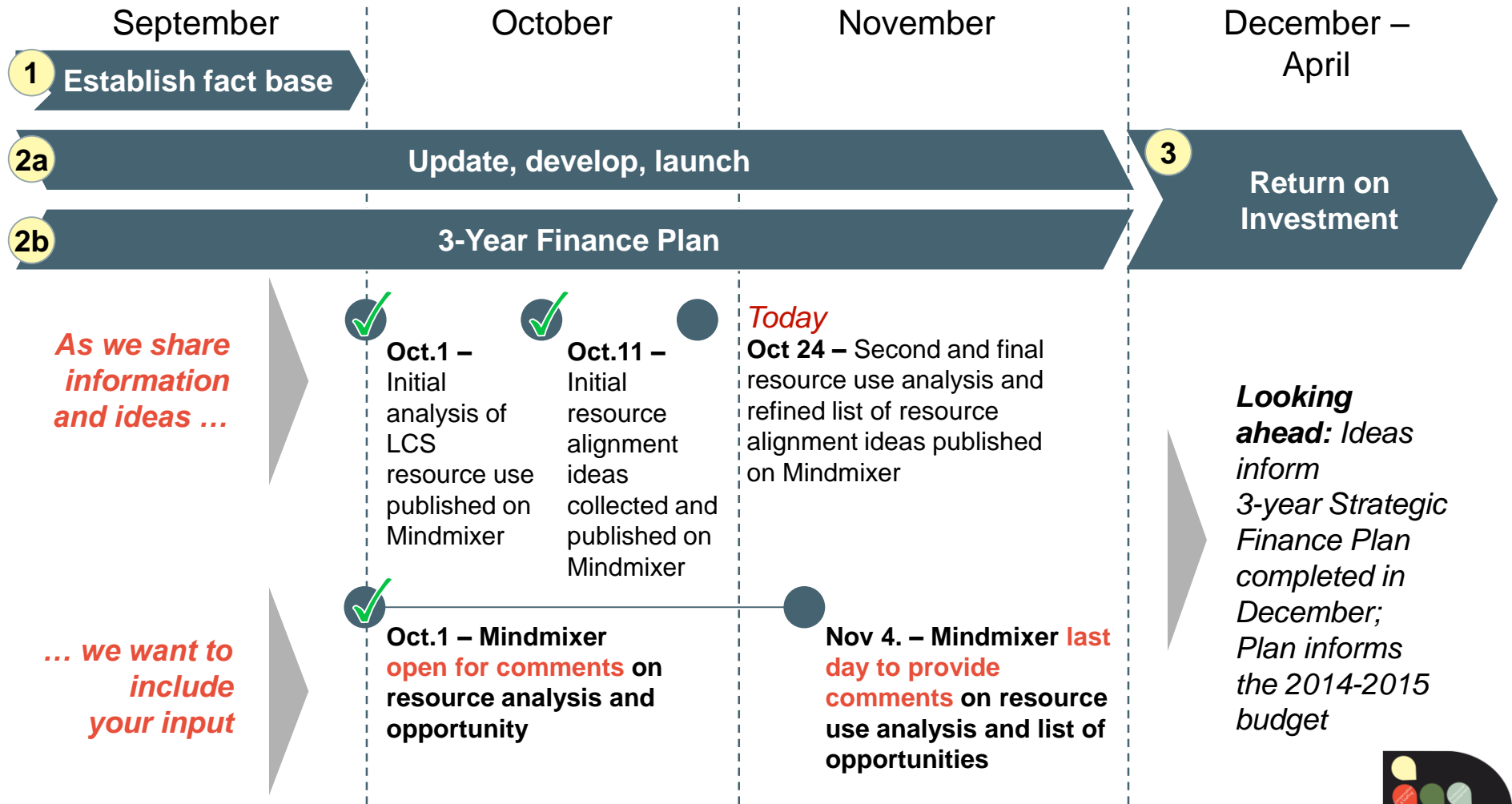
Released: October 24, 2013



# Recall: We are in the second phase of the 18-month EngageLCS initiative



# Today, we are sharing second and final analysis of our spending, and updated ideas on how to spend smarter



# More on where we are headed: This work builds to our 3-year Strategic Finance Plan

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**LCS is producing its first 3-year Strategic Finance Plan**

**We envision that the Strategic Finance Plan will:**

- Include baseline estimate of revenues and expenditures
- Incorporate details of additional investments to fund our instructional priorities
- Include a prioritized list of actions to free resources

**The plan will not touch every area of the budget or, necessarily, every department within the LCS organization**

**The Strategic Finance Plan will inform the 2014-2015 LCS budget**

**Cycle will continue in future years: Rolling 3-year plan will be updated annually similar to district's capital plan**



# Our 4 instructional priorities are at the heart of this process

A core piece of the Strategic Finance Plan is a set of decisions on how we fund our priorities

## Compensation & Staffing

Create a talent development pipeline for teachers and leaders

## Professional Development

Implement a coaching framework for teacher and principal induction and instructional coaches

## Technology & Personalized Learning

Establish personalized learning through digital support for teacher/leader professional development and student instructional delivery

## Innovation in Teaching & Learning

Implement an innovation process to initiate and extend promising initiatives



# Compensation and Staffing

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## The need

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Lake County Schools does not reward teachers for excellence in the classroom, nor does it recognize that some instructional positions require different skill sets. The compensation system for LCS is a one-size-fits-all approach. We know this approach with students does not support increased student achievement, nor does it recognize teacher quality.

## The investment: Where our dollars will go

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- Increased pay for teachers who demonstrate high effectiveness
- Opportunity for effective teachers to earn leadership roles at the department, school, and district level



# Professional Development

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## The need

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We know new teachers need focused and intense support during the first two years of their induction into teaching in order to support academic achievement and to retain our best talent.

Our principals, as the instructional leaders of our schools, are central to our students' achievement. However, Lake County has no funding and no formal support system for coaching new principals.

## The investment: Where our dollars will go

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- Increased time with instructional coaches for new teachers
- Induction program and coaching for new principals
- Rigorous, district-wide protocol for training instructional coaches to assure coaching is high in quality and schools use a unified approach



# Technology & Personalized Learning

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## The need

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Across our schools, our students have a wide variety of starting positions in terms of academic achievement. We know a one-size-fits-all approach does not serve students or teachers. We also know that by using technology smartly in the classroom, we can tailor our approach to the academic needs of students and the developmental needs of teachers. In doing both, we have the opportunity to increase student achievement.

## The investment: Where our dollars will go

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- Anytime / anywhere learning for students supported by technology
- Learning programs for students tailored to individualized need
- Flexible learning environments: small-group learning, group teaching, targeted one-on-one attention
- Technology-supported personalized learning for teachers to aid professional development





# Innovation in Teaching & Learning

## The need

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We have implemented numerous programs aimed at enhancing student learning and achievement. Are these programs achieving the objectives we have put in place? Are they as good or better than any other available program aimed to achieve the same outcome? Looking ahead to new programs, do we have an evaluation method that will allow us to make the best decision about whether, how much, and for how long to fund them?

## The investment: Where our dollars will go

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- Investment in promising and proven instructional programs
- Standardized, centralized process for evaluating innovative programs and determining which to implement, based on weighing costs against projected return (e.g., academic outcomes)



# What follows is a preliminary list of ideas for how LCS *might* divide our budget differently to fund our priorities

## **The following pages list potential ways LCS could shift funds toward our priorities over the next 3 years**

- Formulated based on Resource Map data and analysis so far
- Collected from numerous internal and external stakeholders, including those who have posted ideas on Mindmixer as of Monday, October 21
- List has been refined since October 11 posting—ideas since October 8 have been added in red
- Ideas have been consolidated into common themes

## **These ideas are potential actions based on available data so far, not recommendations**

- Remember, we anticipate narrowing this to a much shorter list of actions to take in the next 3-5 years

## **We expect items to be added and deleted over the coming weeks based on:**

- Input from students, parents, teachers, school leaders, other staff, community members
- Further analysis of our current spending and resource allocation
- Additional research on other districts' practices
- Further research and discussion of the relative impact on students of different investments

## **Ultimately, the district will choose to implement a subset of the ideas brought to the table**

- We are unable to pursue all of the viable ideas, we will prioritize opportunities to pursue based on a number of factors including projected student impact, timeline for change, and potential amount of funding freed

## **A critical part of EngageLCS is open, transparent dialogue with the LCS community**

- This is why we think it is important to share this information at this preliminary stage



# These ideas are sourced from many different stakeholders

These ideas do not necessarily represent the view of the district.

**Ideas have been collected through engagement with stakeholder through various**

- Mindmixer web community (*as of Monday, October 21*)
- Engagement with 200+ staff through discussions in working and advisory groups
- E-mails to 5,000+ employees
- News releases
- Web banners on school websites
- EngageLCS page created on District website
- Posted fliers with QR code linking to Mindmixer
- Town hall meetings with staff
- E-mails to 16,000+ parents and guardians
- Interviews with local print and broadcast news media

**In the spirit of transparency, all ideas collected are represented**

- While similar ideas have been consolidated into common themes . . .
- . . . Ideas have not been filtered out

**This list has been updated since Oct 11 release:  
Ideas collected October 9-21 have been added**



# Purpose of the following pages is to:

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- 1) **Share a comprehensive list of ideas collected**
- 2) **Invite feedback on the ideas**
- 3) **Share everything suggested, without vetting, qualifying, or assessing the ideas**

**Again, these are not recommendations. Ideas will be added and removed from this list as the process moves forward**



# Preliminary ideas collected from multiple stakeholders (I)

New items since October 11 publication (through October 21) are in red

	Position/area	Idea	Summary of reasoning provided by contributor(s)
Compensation	Teacher compensation	<ul style="list-style-type: none"> <li>Increase portion of salary linked to teacher evaluation and reduce portion of salary based on education/experience</li> </ul>	<ul style="list-style-type: none"> <li>Rewarding and retaining our best teachers is an instructional priority</li> </ul>
	Staff and teacher payment scales	<ul style="list-style-type: none"> <li>Decrease or freeze salaries or staffing levels for administrators, upper level support staff, board members</li> </ul>	<ul style="list-style-type: none"> <li>Funnels funding to teachers and classroom, where instructional priorities are centered</li> </ul>
	Differentiated staff salaries or bonuses	<ul style="list-style-type: none"> <li>Differentiate salaries or bonuses for administrative staff based on performance</li> </ul>	<ul style="list-style-type: none"> <li>Pay incentives based on performance would foster a deeper culture of excellence</li> </ul>
Central office	Central office HR/finance staff	<ul style="list-style-type: none"> <li>Reduce central office HR and finance staff</li> <li>Reduce salaries of county (central office) staff</li> <li>Consolidate satellite offices of central office staff</li> </ul>	<ul style="list-style-type: none"> <li>New data, procurement and HR system will dramatically change HR and finance processes, eliminating many manual processes</li> <li>These staff are overpaid when compared to teachers, and there are more staff than needed</li> <li>Current set-up with scattered offices makes communication and alignment of resources more difficult</li> </ul>
	Legal fees	<ul style="list-style-type: none"> <li>Reduce legal fees through standardization (for example: do not require every contract to be reviewed by Legal team; if standard, use a fill-in-the-blank template)</li> </ul>	<ul style="list-style-type: none"> <li>Legal fees are expensive, and most district contracts are standard</li> </ul>

Note: Rationale for spending change provided by contributor of idea and does not necessarily reflect district ideas or policies



# Preliminary ideas collected from multiple stakeholders (II)

New items since October 11 publication (through October 21) are in red

	Position/area	Idea	Summary of reasoning provided by contributor(s)
Operational spending	Transportation	<ul style="list-style-type: none"> <li>Change bell schedule to allow 6th-through 12th-graders to share buses and routes, then decrease from three to two tiers of bus routes (K-5, 6-12)</li> <li>Charge a surcharge to students who take bus</li> <li>Sell advertising space on buses to offset transportation costs</li> <li>Bid bus maintenance contracts to four local contractors in different regions of the county</li> </ul>	<ul style="list-style-type: none"> <li>Based on resource map data, transportation spending higher than peer districts</li> <li>Relatively low # of middle schoolers, with similar geographic footprint to HS, suggests shared routes may be feasible</li> <li>Transportation expense is significant compared to other areas</li> <li>Do not want to eliminate this helpful service, but need to figure out how to make it less costly</li> <li>Cities do so on public buses to fund public priorities</li> <li>Would increase competition and reduce need for spending on lifts and other equipment</li> </ul>
	Custodians	<ul style="list-style-type: none"> <li>Reduce number of custodial staff</li> </ul>	<ul style="list-style-type: none"> <li>When compared to peer districts on a per-student basis, LCS has a relatively high number of custodians</li> </ul>

Note: Rationale for spending change provided by contributor of idea and does not necessarily reflect district ideas or policies



# Preliminary ideas collected from multiple stakeholders (III)

New items since October 11 publication (through October 21) are in red

	Position/area	Idea	Summary of reasoning provided by contributor(s)
Operational spending (cont'd)	Maintenance	<ul style="list-style-type: none"> <li>Optimize number and types of maintenance staff across district to spend most efficiently</li> <li>Better prioritization of maintenance projects that takes school staff input into account</li> <li>Consolidate lawn and maintenance operations by contracting for some services</li> <li>Decrease maintenance spending on older equipment through investing in new equipment</li> <li>Perform some maintenance tasks after school hours</li> </ul>	<ul style="list-style-type: none"> <li>Spending on maintenance and facilities staff higher than peer districts</li> <li>Some school-level maintenance projects could be better timed and prioritized</li> <li>Contracting lawn and maintenance operations would reduce the equipment and staff needed</li> <li>Long-term maintenance costs will be lower if older equipment were replaced</li> <li>Would increase worker productivity due to removal of concern for disruption of classes in session</li> </ul>
	Operations	<ul style="list-style-type: none"> <li>Decrease utilities spending (incl. decreasing staff hours) by using demand management process</li> <li>Utilize e-forms whenever possible</li> </ul>	<ul style="list-style-type: none"> <li>LCS spending in this areas is higher than comparison districts by ~2%</li> <li>Using virtual forms will save on staff time and other resources</li> </ul>

Note: Rationale for spending change provided by contributor of idea and does not necessarily reflect district ideas or policies



# Preliminary ideas collected from multiple stakeholders (IV)

New items since October 11 publication (through October 21) are in red

	Position/area	Idea	Summary of reasoning provided by contributor(s)
Op. Spending	<b>Materials and supplies</b>	<ul style="list-style-type: none"> <li>Stretch supply budgets by more aggressively recruiting online vendors</li> <li>Make payroll information available online, and eliminate printed pay stubs and other payroll information</li> </ul>	<ul style="list-style-type: none"> <li>Online vendors often have cheaper prices than some district-approved vendors; currently not a concrete process for getting them approved</li> <li>Would reduce paper and printing costs without sacrificing employee access to data</li> </ul>
	<b>Professional development</b>	<ul style="list-style-type: none"> <li>Reduce amount of non-coaching activities assigned to instructional coaches</li> <li>Reduce number of instructional coaches or change allocations</li> <li>Increase efficiency through better coordination among departments that plan, deliver programs</li> <li>Better catalog (and eliminate redundant) digital professional development offerings</li> </ul>	<ul style="list-style-type: none"> <li>There are indications that a significant portion of instructional coach time may be spent on non-coaching activities</li> <li>Low teacher-coach ratio compared to other districts; instructional coaches clustered at elementary level</li> <li>Funding and strategy is spread across departments and is not coordinated</li> <li>Currently redundant software being used due; eliminate duplication</li> </ul>

Note: Rationale for spending change provided by contributor of idea and does not necessarily reflect district ideas or policies





# Preliminary ideas collected from multiple stakeholders (V)

New items since October 11 publication (through October 21) are in red

	Position/area	Idea	Summary of reasoning provided by contributor(s)
Prof. dev. (cont'd)	<b>Professional development (continued)</b>	<ul style="list-style-type: none"> <li>• Offer stipend to teachers for independent professional development, decreasing spend on district-driven programs</li> <li>• Reduce county-wide professional development time in favor of school-specific training</li> <li>• Offer more professional development activities during summer</li> <li>• Decrease non-instructional time asked of teachers, e.g., Common Board Wednesday meetings, In-service training; meetings on teacher work days</li> </ul>	<ul style="list-style-type: none"> <li>• Rewards self-motivated personnel without taking away from teacher time spent in the classroom</li> <li>• Allows schools to focus training time on their specific needs and priorities</li> <li>• Would eliminate the cost of substitute teachers and reduce interruption to school curricula</li> <li>• These meetings do not serve a purpose; if teachers cannot be paid more, at least give them some of their time back</li> </ul>
	<b>Secretarial &amp; clerical staff</b>	<ul style="list-style-type: none"> <li>• Reduce number of administrative assistants, secretarial and clerical staff</li> </ul>	<ul style="list-style-type: none"> <li>• Compared to similarly-funded peer districts, Lake has higher staffing levels for these positions</li> </ul>
Staffing	<b>Volunteers</b>	<ul style="list-style-type: none"> <li>• Assign volunteers to perform clerical and some teacher-assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Many volunteers have level 2 security clearance and could relieve teachers of lower-priority tasks such as lunch monitoring</li> </ul>

Note: Rationale for spending change provided by contributor of idea and does not necessarily reflect district ideas or policies



# Preliminary ideas collected from multiple stakeholders (VI)

New items since October 11 publication (through October 21) are in red

	Position/area	Idea	Summary of reasoning provided by contributor(s)
Staffing (cont'd)	<b>Guidance counselors</b>	<ul style="list-style-type: none"> <li>Reduce total number of guidance counselors</li> </ul>	<ul style="list-style-type: none"> <li>Based on resource map data, LCS has more counselors per student compared to the median number of counselors for similarly-funded peer districts</li> </ul>
	<b>Administrative staffing</b>	<ul style="list-style-type: none"> <li>Decrease # of school-based non-load-bearing administrative staff such as assistant principals in favor of more load-bearing staff</li> <li><b>Decrease number of director positions</b></li> </ul>	<ul style="list-style-type: none"> <li>Funds are more effective when spent on staff working hands-on with students rather than administrators</li> <li><b>There appear to be many levels of "director" : directors, senior directors, executive directors; their positions may be redundant</b></li> </ul>
	<b>High school schedule</b>	<ul style="list-style-type: none"> <li>Move from current block schedule to a straight schedule of 7 periods</li> </ul>	<ul style="list-style-type: none"> <li>Current schedule requires more resources to administer; it also under-utilizes our best teachers and does not align to testing windows</li> </ul>
	<b>Class size</b>	<ul style="list-style-type: none"> <li>Selectively increase class size where below state cap</li> </ul>	<ul style="list-style-type: none"> <li>Maximize the students reached by our best teachers; current average student: teacher ratio may be below state cap in some schools</li> </ul>

Note: Rationale for spending change provided by contributor of idea and does not necessarily reflect district ideas or policies



# Preliminary ideas collected from multiple stakeholders (VII)

New items since October 11 publication (through October 21) are in red

	Position/area	Idea	Summary of reasoning provided by contributor(s)
Overall	<b>Exceptional students (ESE)</b>	<ul style="list-style-type: none"> <li>Put processes in place to ensure all available funding received</li> <li>Using appropriate inclusion model, educate special needs students within regular classes, potentially requiring fewer instructors overall</li> </ul>	<ul style="list-style-type: none"> <li>ESE funds district receives do not always align with the level of service provided to students</li> <li>Inclusion models allow ESE staff to reach more students in need of remediation</li> </ul>
	<b>Assessments</b>	<ul style="list-style-type: none"> <li>Decrease funding to assessment initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Interferes with classroom instruction, with lower return on investment than teaching time</li> </ul>
	<b>Personalized learning</b>	<ul style="list-style-type: none"> <li>Increase use of technology to support more personalized learning experience for students</li> </ul>	<ul style="list-style-type: none"> <li>New technology provides the potential for learning to better align with individual students' needs and interests and may be more cost-effective</li> </ul>

Note: Rationale for spending change provided by contributor of idea and does not necessarily reflect district ideas or policies



# Preliminary ideas collected from multiple stakeholders (VIII)

New items since October 11 publication (through October 21) are in red

	Position/area	Idea	Summary of reasoning provided by contributor(s)
Overall (cont'd)	School day length	<ul style="list-style-type: none"> <li>Add 2 hours to the school day Tues-Fri, and move to a 4-day week for students</li> </ul>	<ul style="list-style-type: none"> <li>Could save on operational expenses (e.g., utilities, transportation) while using open time for professional development and non-academic activities (sports/clubs/etc.)</li> </ul>
	Federal title/IDEA funding	<ul style="list-style-type: none"> <li>Utilize comprehensive budgeting process that includes allocating general fund, grant and federal/state entitlement \$ at the same time</li> </ul>	<ul style="list-style-type: none"> <li>Many overlaps between federal/state funding spending categories and general fund spending categories, but separate budgeting processes</li> <li>Combining processes could help identify and eliminate redundant spend, and better maximize resource use</li> </ul>
	Athletics funding	<ul style="list-style-type: none"> <li>Fund athletic programs through parental contributions, and divert savings to instructional priorities</li> </ul>	<ul style="list-style-type: none"> <li>Non-educational programs such as athletics are currently claiming funding that could be put toward instructional priorities</li> </ul>
	Impact fees	<ul style="list-style-type: none"> <li>Charge developers in Lake County impact fees</li> </ul>	<ul style="list-style-type: none"> <li>With the upcoming completion of the Wekiva Parkway extension, development in Lake County will boom</li> <li>Anything that increases the population and strain on educational resources should come with a commensurate cost to offset it</li> </ul>

Note: Rationale for spending change provided by contributor of idea and does not necessarily reflect district ideas or policies



# Other stakeholder input: Collected ideas on areas for

**additional funding (I)** New items since Oct 11 publication (through Oct 21) in red

Position/area	Idea	Summary of reasoning provided by contributor(s)
<b>School staffing</b>	<ul style="list-style-type: none"> <li>Increase # of teacher aides in elementary (particularly for reading)</li> </ul>	<ul style="list-style-type: none"> <li>Class load on elementary teachers does not allow for sufficient personalized intervention</li> </ul>
<b>Class size</b>	<ul style="list-style-type: none"> <li>Selectively decrease class size for some special non-core courses</li> </ul>	<ul style="list-style-type: none"> <li>Some current special non-core class sizes create less than ideal environments for students</li> </ul>
<b>Elementary schedule</b>	<ul style="list-style-type: none"> <li>Implement departmentalization in 4th and 5th grades</li> </ul>	<ul style="list-style-type: none"> <li>Encourages deeper, more thorough lesson planning and instructional delivery</li> <li>Better prepares students for middle school</li> </ul>
<b>Teacher planning time</b>	<ul style="list-style-type: none"> <li>Increase amount of time during school day for planning, collaboration by reducing non-teaching commitments (fewer meetings during planning time, true half-day Weds.)</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative planning leads to higher quality lesson plans and differentiated instruction delivery</li> <li>Difficult to effectively plan collaboratively outside of normal school hours</li> </ul>

Note: Rationale for spending change provided by contributor of idea and does not necessarily reflect district ideas or policies



# Other stakeholder input: Collected ideas on areas for additional funding (II)

New items since Oct 11 publication (through Oct 21) in red

Position/area	Idea	Summary of reasoning provided by contributor(s)
<b>Non-core courses</b>	<ul style="list-style-type: none"> <li>Increase arts and music programming in schools</li> </ul>	<ul style="list-style-type: none"> <li>Some research-based evidence of correlations between arts and music education and student achievement</li> <li>Provides positive outlet for student creativity</li> </ul>
<b>English language learners</b>	<ul style="list-style-type: none"> <li>Increase funding so that ELL students can have a full teacher, rather than an assistant</li> </ul>	<ul style="list-style-type: none"> <li>ELL is a growing high needs population with low achievement rates</li> </ul>
<b>Career and technical education (CTE)</b>	<ul style="list-style-type: none"> <li>Increase funding for alternate academic programming for students not on the college path</li> </ul>	<ul style="list-style-type: none"> <li>Not all LCS students are college-bound; the current requirements may increase dropout rates by overwhelming these students</li> </ul>
<b>Gifted students</b>	<ul style="list-style-type: none"> <li>Increase number of programs for gifted students</li> </ul>	<ul style="list-style-type: none"> <li>Gifted students are not being adequately stretched across all county schools</li> </ul>
<b>Professional managerial staff</b>	<ul style="list-style-type: none"> <li>Increase pay for professional managerial staff</li> </ul>	<ul style="list-style-type: none"> <li>This group has not had raises over the past few years, while their direct reports have; consequently, they are almost making less than their employees. We are losing good managers because of this</li> </ul>
<b>Overall staff</b>	<ul style="list-style-type: none"> <li>Maintain or invest in additional staff positions</li> </ul>	<ul style="list-style-type: none"> <li>LCS has been understaffed for years, with staff members doing much more than they are compensated for and more than they should be doing to be effective</li> </ul>

Note: Rationale for spending change provided by contributor of idea and does not necessarily reflect district ideas or policies



# What you can do: Please continue to share your ideas for how we can fund our priorities and spend differently

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## Continue sharing ideas on Mindmixer

- Mindmixer will be open for your ideas for the upcoming Strategic Finance Plan until November 4, 2013 . . .
- . . . However, dialogue on the site will continue to be a vital input into district decisions going forward
- Please continue to comment on any part of the information that has been released

<http://EngageLCS.mindmixer.com>



# What we will do: We have and will continue to reach out to the community through multiple avenues

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- Mindmixer web community
- Discussions with 200+ staff and community members as part of EngageLCS working and advisory groups
- E-mails to 5,000+ employees
- News releases
- Web banners on school websites
- EngageLCS page created on District website
- Posted fliers with QR code linking to mindmixer
- Town hall meetings with staff
- E-mails to 16,000+ parents and guardians
- Interviews with local print and broadcast news media

