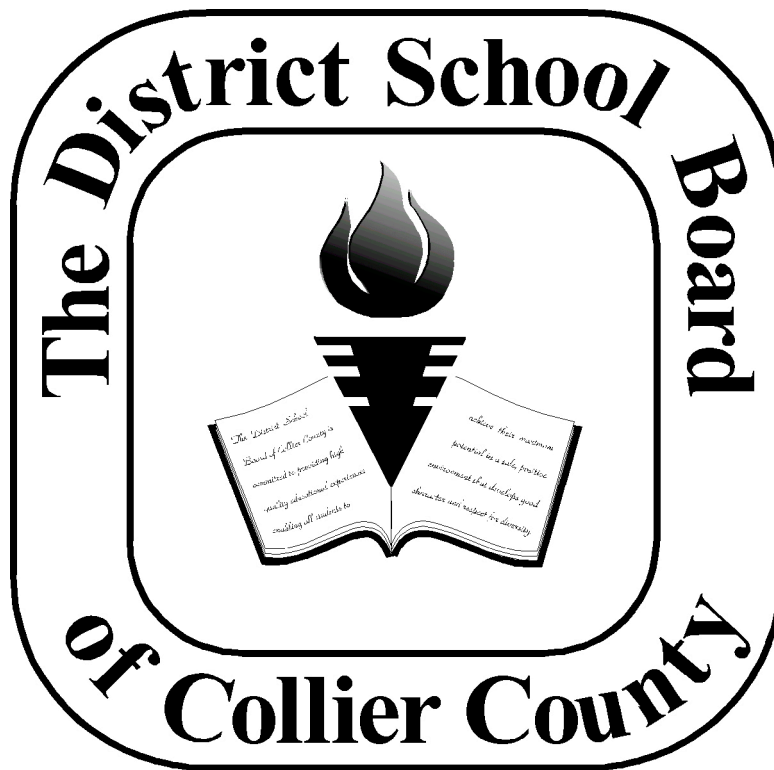


The School District of Collier County

Three-Year Strategic Plan



June 23, 2010

Superintendent, Dr. Dennis L. Thompson

School Board Chair, Kathleen Curatolo

Message from the Superintendent

I am proud to present this strategic plan to the District School Board of Collier County and to our entire community. As superintendent of Collier County Public Schools, I feel fortunate to have the opportunity to lead this school district. As a whole, our work is going well: through the cooperative efforts of our School Board, principals, teachers, our entire staff, and families, our students and schools are generally successful. Yet not all of our students are succeeding. We need to do a better job of ensuring that each student has the opportunities and support to succeed while he or she is in school and after graduation.

We need to move our schools from “good to great,” and it is our intention to use this strategic plan toward that end.

This strategic plan will drive the work of the district for the next three years as we move toward our vision that “*all students will complete school prepared for ongoing learning as well as community and global responsibilities.*” This plan identifies the essential strategies that we will use to meet our goals and will make it clear to all of our stakeholders how we will hold ourselves accountable for our progress.

Clearly, as an organization, we cannot do everything. We will have to make some difficult choices, focusing on the tactics and programs that will benefit our students the most. We know that some of what we are already doing is working. And, we know that other areas need improvement and this process has helped us identify what some of those areas are.

One of the most important aspects of this plan is that it is based on a community vision for education. Without the support of the community, this plan would be only words on paper. But because the community knows the type of education that our children deserve, and they have shared their ideas throughout this entire process, we can be confident that it reflects their values, as well as those of our district and school staff.

And as the community has been a part of shaping this plan, they can both hold us accountable and help to support us in delivering on it.

I would like to thank the School Board for their leadership and support of this work and to the countless individuals and organizations that have participated in the process, including my senior staff, principals, teachers, non-instructional staff, families and other community members. Special recognition goes to our strategic planning team and the eight operational teams – which were comprised of community members, school staff and my senior team – that dedicated substantial time and effort to this process.

I know we have the capacity to become an outstanding district and, by working together, we can help all of our students succeed.

Dr. Dennis L. Thompson
Superintendent

Creating the Collier County Public Schools (CCPS) Strategic Plan

The CCPS strategic planning process was officially launched in August 2009, but the foundation for this work began long before. While there was general consensus in the community that many things were going well with Collier County Public Schools, there was also a desire to help the district move forward in order to become the best school system that it could be.

Starting in early 2008, Connect Now, an independent initiative of The Education Foundation of Collier County, sought to reach out to the community in order to elicit and share the community's collective priorities for improving education and community life. Utilizing input from nearly 55 conversations held throughout Collier County, the Connect Now Congress – comprised of various community members, educators, parents and students – crafted a statement that captured how the community and schools could move forward together. The *Connect Now Community Statement* was published in the Naples Daily News on April 5, 2009, and was the basis of a School Board workshop on April 14, 2009, in which the Board responsively accepted the statement as a starting point for a formal strategic planning process that would set the vision and goals to guide the district's work for the next three years.

In an open, competitive process, CCPS selected Collaborative Communications Group (Collaborative) to facilitate the strategic planning process over a ten-month period.

The strategic planning work had two major phases from September 2009 through June 2010: (1) vision and goal setting and (2) operational planning.

First, the district created its own version of a core statement that could drive all of its decision-making, operational planning and ongoing engagement with the community.

To create this core statement, Collaborative began by leading the School Board and superintendent in a series of workshops from September 2009 to January 2010 to discuss where the district wanted to go and to identify essential strategies that would enable the district to achieve the vision and address any significant challenges. A strategic planning team began meeting in November 2009 to consider ideas coming out of the Board workshops. This team, which was comprised of 38 members from CCPS staff and the community, brought critical insights during the development of the vision statement and stayed engaged in the strategic planning work throughout the 10-month process. In addition, 13 focus groups were held, in which 149 people (community members, students, educators) shared their perspectives. On March 18, 2010, the School Board voted to adopt the vision document to guide the District's priorities.

Next, the district used the vision to create a more detailed plan, including goals, objectives and measures for success, as well as examples of key strategies for meeting goals. As in phase one, school staff, families and the broader community played a critical role in developing the plan.

In order to create this plan, eight operational teams were formed and tasked with developing the operational priorities and overarching strategies to guide the district's work for the next three years. The work of the teams consisted of analyzing the current situation in the district, which included reviewing district data, and setting improvement targets and prioritizing the most effective strategies to make progress toward the goals. Teams of approximately six to ten members were led by two co-chairs: one from the superintendent's team and the other a community member. The rest of the planning team members were a combination of district

employees and community members with knowledge of and expertise in the focus area of the particular operational planning team.

Each team was organized around the key goals and important elements identified in the vision statement:

- **Communications:** This group reviewed district communications overall and devised strategies to build two-way communication and targeted communication strategies.
- **Community Partnerships:** This group developed strategies to eliminate barriers and increase community partnership both directly with schools and in supporting students outside of school.
- **Family/Parent Involvement:** This team explored strengthening partnerships with families that would support improved student achievement and development.
- **Governance:** This team created objectives and strategies for improving the Board and superintendent relationship and partnerships.
- **Human Capital:** This group's focus was on recruiting, training and retaining effective teachers and principals.
- **Operations:** This team examined how operational processes (finance, resources, facilities, etc.) could be improved to better support student learning.
- **Quality Learning Experiences:** This team looked at the quality of curriculum, instruction and assessment in classrooms, with a focus on programming and how to deliver on the goal of "motivated and engaged students."
- **Student, Adult and System Performance:** This group examined accountability systems and performance monitoring – of both staff and students - at all levels.

Operational planning teams met frequently between February and May 2010, during which time their work was shared first with the Board and then the strategic planning team.

Community outreach on the plan included a survey to get feedback on the overall vision and mission and overarching goals and objectives for each of the eight operational goals (see the appendix for detailed results). The survey was distributed to all district staff and to the broader community, including a link for a version in Spanish and Creole. Just over 940 people responded to the portion of the survey that asked for opinions with regard to the proposed goals and objectives and the mission/vision. Of these respondents, nearly 72 percent answered "extremely well" or "very well" to the question: *How well do the vision, mission, goals/objectives overall reflect what you personally want for our schools?*

This final draft will be presented to the School Board on June 17, 2010, where they will consider adopting the goals, objectives and key indicators in the plan. Following that date, the Superintendent and his team will use this document to continue to fine-tune their strategies and work plans in preparation for the 2010-2011 school year, and the subsequent two years. As with all good strategic documents, this plan will only be useful if it is a living document and a meaningful tool for continuous improvement.

Strategic Planning Committee

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Operational Teams

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Sally Tiffany

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Howard Isaacson

School District of Collier County

Where We Are Going: All students will complete school prepared for ongoing learning as well as community and global responsibilities.

How We Get There: By providing exceptional educational opportunities that motivate and engage each student.

Essential Strategies: In order to accomplish our goal, we must

- Provide every school with a principal who builds a collaborative learning community that produces results for all students.
- Ensure that each child has skilled and committed educators.
- Provide a safe, caring and rigorous learning environment with multiple opportunities for student development and success.
- Develop our diverse student body into a community of learners who are intellectually curious and motivated to achieve.
- Collaborate with families as partners in the learning and development of students.

Supporting Strategies: Other important steps will be to

- Dedicate resources to prioritize student learning.
- Invest in the continuous growth of all teachers through relevant grade and subject level professional development and mentoring opportunities.
- Strengthen an ongoing, two-way dialogue between the district and our community.
- Build school communities in which principals, teachers, staff, students and parents value and respect one another and the role that they play in student success.

Values: We believe that

- All students can meet and exceed high performance standards and must be continuously challenged to do so.
- Each person in the school system must be focused on student success.
- We must understand and embrace our students' diverse cultures and learning styles.
- The district and the community, together, are responsible for giving students academic and other essential support so they can focus on learning.
- The school board and superintendent must create and maintain a relationship that is collaborative and trusting, in which all parties have a clear understanding and respect of roles and are working toward shared goals.
- Effective, collaborative work with the community will produce success for students.
- We must base all of our decisions on evidence and the best interest of students.
- We have the ability to meet all state and federal government requirements.

Communications

Goal: To provide clear, timely information and tools that keep the community informed, and engage them in the District's mission.

Objectives:

- Engage our diverse community by building strategic partnerships and platforms for communication.
- Provide communication support to assist individual schools in communicating with the district, other schools, parents, students, staff, businesses, and the media.
- Leverage district resources to enhance two-way communication between the district, schools, parents, and the community.

Communication is key to the work of every school district. To reach our district's vision, parents and other community members must feel they are well informed and involved, and know that two-way communication is a priority. It's not enough for stakeholders to know what's happening in schools – they need to know that there are ways for them to share their ideas and that their opinions will be considered. In fact, the process of decision-making and the way that ideas and plans are communicated is often as important as the plans themselves.

One part of two-way communication is providing timely, clear information to all of those with an interest in CCPS. We know that when employees, families and community members are aware of changes as they're being considered and before they're implemented, this leads to greater transparency, less confusion and smoother implementation. Yet we can do even more to ensure that everyone has information that they need.

Some ways in which we may improve communication efforts are: working with key district departments to ensure that relevant information is being shared; supporting schools in their outreach to families and the community by training principals and sharing communication tools; and identifying and working to overcome barriers to information. For example, many families are non-native English speakers or lack access to electronic communications, which we must consider in our plans if we hope to reach everyone.

The other component of two-way communication is seeking and receiving input from the community. We will continue to seek input from students, families, teachers, other school staff and the broader community and identify clearly the ways in which they can give their input. We will proactively reach out to seek feedback, identify and develop partnerships to develop trust and improve our ability to reach out to populations who have been previously uninvolved.

Important indicators for communications – or the way that the district will know if it is being successful in this area – are that people will feel and will actually be more informed. There will be greater trust of the information and of the source. They will know how and where to get information and how they can share their ideas, and they will know that their ideas are being considered.

Objective 1: Engage our diverse community by building strategic partnerships and platforms for communication.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	<p>Gauge the extent to which the community (w/in and outside district) feels informed and engaged and trusts the district with a baseline survey.</p> <p>Website hits</p> <p>Number of partners</p> <p>Input from partners</p> <p>Monitor number and quality of engagements (as rated by participants, via surveys).</p>	<p>Surveys indicate that community members (w/in and outside district) feel more informed, engaged and trusting.</p> <p>Increase in website hits</p> <p>Increase in number of partners</p> <p>Increase in input</p> <p>Increase in number of engagements and increase in quality of experience (as rated by participants, via surveys).</p>
Strategies	<ul style="list-style-type: none"> • Adopt a “reach out – pull in” philosophy in getting appropriate district and school information out to stakeholders, while seeking feedback and intentionally listening to input received. • Build relationships with key community groups to be targeted using a variety of communications tools to increase awareness and appreciation of district and schools. • Develop Speakers Bureau offering a menu of topics and a variety of presenters including principals. Seek follow-up feedback. 	

Objective 2: Provide communication support to assist individual schools in communicating with the district, other schools, parents, students, staff, businesses, and the media.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	Agreement at table on strategies and development of vehicle for sharing success stories/lessons learned.	Full implementation of vehicle; continued assessment/modifications as needed.
	Number of success stories	Increase in number of success stories
	Number of trainings	Increase in number of trainings
	Number of users and posts	Increase in number of users and posts
	Extent to which internal and external stakeholders feel supported and informed.	Internal and external stakeholders feel better supported and informed (survey data).
	Survey baseline brand awareness.	Singular message shared universally; Decreased number of improper brand applications.
Strategies	<ul style="list-style-type: none"> • Provide support, training and opportunities to share best practices for school leadership, as well as training for working with their staffs. Actions would include: <ul style="list-style-type: none"> ○ Form internal communications committee to include teachers and principals to determine best practices to be shared. Personally visit all principals to seek their input regarding communications. ○ Develop a communication vehicle to allow teachers and administrators to share successes and lessons learned. ○ Bring employees and students onto the PR team. Provide regularly scheduled PR support and ambassador training for school and district staff and students. • Build framework and guidelines for branding consistency and support for schools to utilize templates, including ones for school newsletters, Web sites and other tools. • Work with schools to identify which communication vehicles that work best for their school community and provide appropriate support (i.e. translators). 	

Objective 3: Leverage district resources to enhance two-way communication between the district, schools, parents, and the community.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	<p>Establish forums and determine appropriate number; monitor attendance.</p> <p>Develop mechanisms to measure public opinion; collect baseline data.</p> <p>Amount of input received</p> <p>Extent to which stakeholders believe that they are being listened to and district is using feedback constructively.</p> <p>Initial number of staff serving as members of key community groups and organizations.</p> <p>Establish a process for collecting information on a routine basis from all key departments; members of key departments are effectively providing info to communications department.</p>	<p>Increase in attendance</p> <p>Increase in approval rating</p> <p>Increase in input received</p> <p>Increase in stakeholder belief that they are being listened to and district is using feedback constructively.</p> <p>Increase in number of staff serving as members of key community groups and organizations.</p> <p>Key departments are routinely sharing pertinent information and surveys indicate that community members feel more informed of changes.</p>
Strategies	<ul style="list-style-type: none"> • Coordinate community conversations and forums including an educational and informational series of meetings held in diverse locations. • Use emerging technological tools (such as Turning Point Audience Response System) to measure public opinion during community conversations. • Build capacity and develop mechanisms that foster continual engagement with all stakeholders by encouraging input and assuring a commitment to listen intently and use the feedback constructively. • Encourage district and school leadership staff to serve as members of key community groups and organizations. • Ensure that the Communications Services Department is drawn into early discussion regarding curricular or other relevant changes needed to be communicated internally and externally. 	

Community Partnerships

Goal: To nurture and engage an active community of families, organizations and volunteers who will work with the district to help all students succeed.

Objectives:

- Increase community understanding and buy-in of district needs, goals and priorities.
- Increase community support of initiatives to meet district needs, goals and priorities.
- Ensure that all schools have the needed level of community support to help all students succeed.
- Create partnerships that will help overcome cultural, language and other barriers in this diverse community.

For us to meet the needs of all students, and particularly those facing myriad challenges, support from the community is crucial. Students, the community members who get involved and the community as a whole benefit from outside engagement in schools.

While there is a significant amount of community involvement in CCPS, there is much untapped support in the community as well as inconsistency across schools. For example, some schools have a surplus of volunteers while others do not, often due to the scheduling challenges of working families. We must identify our district's top priorities and communicate that information in order to align community efforts with the true needs of schools and students.

There will be district-wide needs, as identified by the strategic plan, and there will also be needs of individual schools. The community can help meet both types.

While the district's top priorities may change over time, some areas identified as being crucial by the community partnerships team include supporting students and families with cultural, language and other barriers; teacher professional development and student global awareness and opportunities.

As with communication, this is a two-way street: We must be proactive and help the community understand the needs of students and schools, but also ask them play a role in developing strategies to meet them. If the community is involved regularly in addressing challenges, the result will be greater buy-in and long-term sustainability.

To accomplish the goals for community partnership, we will work closely with existing partners, seek out additional relationships and ensure that all partners are contributing time and resources to the tasks that will have the greatest impact on student achievement.

Key indicators for community partnerships are: The community understands the needs of the district; overall involvement efforts will be targeted to where they are needed most and can have the greatest impact for students; and community members feel that they are being invited to participate, their input is being utilized, and their efforts are having a positive impact.

Objective 1: Increase community understanding and buy-in of district needs, goals and priorities.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	Survey community partners (cover all sectors, i.e. businesses, nonprofits, donors, etc.) to measure how much they understand the district's priorities and the unique needs of schools and students.	Increase in understanding by community partners of the district's priorities and the unique needs of schools and students.
Strategies	<ul style="list-style-type: none"> • Ask schools to identify their greatest needs. • Plan meetings/events to highlight positive things happening in individual schools. • Plan meetings/events to bring students and families from different schools together. 	

Objective 2: Increase community support of initiatives to meet district needs, goals and priorities.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	<p>Number of partners seeking out the district to be involved (including individuals and organizations).</p> <p>Community involvement with specific programs, i.e. professional development, internships for students.</p>	<p>Increase in number of partners seeking out the district to be involved.</p> <p>Increase in community involvement with specific programs, i.e. professional development, internships for students.</p>
Strategies	<ul style="list-style-type: none"> • Create marketing materials that demonstrate need and make the case for why partners should provide support. • Ask community members to identify their strengths/what they have to offer and to share ideas about how they can best support students and schools. 	

Objective 3: Ensure that all schools have the needed level of community support to help all students succeed.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	Number of volunteers and volunteer hours for each school; set goals for each school.	Progress toward goals set for each school, with the most progress in schools with low numbers in year 1.
	Total (entire district) number of partners	Increase in number of partners
	Total number of volunteer hours	Increase in total number of volunteer hours
	Total number of donors (organizations and individuals)	Increase in total number of donors
Total amount of financial contributions	Increase in total amount of financial contributions	
Strategies	<ul style="list-style-type: none"> • Establish a proactive or “Advancement Model” approach to engage partners (both volunteers and funders). • Connect partners to students/projects/schools where they can have the greatest impact and help meet district priorities. 	

Objective 4: Create partnerships that will work toward overcoming cultural, language and other barriers in this diverse community.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	Number of partnerships with organizations serving diverse populations.	Increase in number of partnerships with organizations serving diverse populations.
	Number of partnerships with organizations providing support for needy students and families (i.e. health, food, tutoring).	Increase in number of partnerships with organizations providing support for needy students and families (i.e. health, food, tutoring).
	Attendance	Improved attendance
	Academic performance	Improved academic performance
Strategies	<ul style="list-style-type: none"> • Reach out to organizations serving diverse populations. • Identify specific barriers to learning for diverse students and families, including those with language, economic and learning needs. 	

Family/Parent Involvement

Goal: To collaborate with families as full partners in the learning and development of their children.

Objectives:

- Build a positive school connection with families and parents that overcomes cultural and language barriers.
- Involve families and parents in student learning.
- Create a school calendar that increases student achievement and development and family involvement.

The positive role that families play in student achievement has been well documented. We know that students do better when their families are actively involved in their education; thus, we must ensure that each school creates a climate that makes families comfortable and gives them meaningful opportunities to participate and support their children. We must also recognize the unique needs of students and families and explore an academic calendar that will improve student achievement and development.

It's important to note that this plan uses the word "families" instead of "parents," recognizing that not all students live with their parents, but may have the support of other family members or guardians.

An important step in engaging families is to simply get them comfortable with being involved in their children's education. CCPS must identify and address possible language, cultural and other barriers to involvement and help make families at ease engaging with principals, teachers and other families. Families must be able to understand and access information, including tools to know how well their students – and their schools – are doing.

We must also provide programs and initiatives to help build families' capacity to support their children's learning. Families will benefit from relevant programs and workshops that will give them specific knowledge and skills to help improve their children's achievement and development, and also from strategies that allow them to share ideas across families and school communities.

Finally, we at CCPS recognize that one important strategy for eliminating the achievement gap is to give students and families the time on task needed to truly improve achievement and development. We need to explore revising the school calendar and perhaps consider non-traditional models and schedules (i.e. year round school) that meet the needs of our 21st century community and enable all students to increase academic progress.

Key indicators of success for family/parent involvement are: Families are involved in meaningful ways that help them support their children; an increase in the number and the quality of family contacts with the school community; and a recognizable improvement in student outcomes such as attendance and academic performance.

Objective 1: Build a positive school connection with families and parents that overcomes cultural and language barriers.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	<p>Number of contacts between parent and teacher and parent satisfaction level</p> <p>Number of parents involved in student-led conferences</p> <p>Number of parents who have attended school events (and number of parents who attend 1, 2, 3, etc. events)</p>	<p>By end of the 2012-2013 school year, there will be a 20% increase in the number of contacts between families/parents and teachers and the parent satisfaction level with parent/teacher interaction will be at least 80% as evidenced in a parent survey.</p> <p>By the end of the 2012-2013 school year, the majority of parents will be involved in at least one student-led individual conference as evidenced in a parent survey.</p> <p>By the end of 2012-2013 school year, the majority of parents will have attended at least 2 school-based events as evidenced in a parent survey and reports from schools.</p>
Strategies	<ul style="list-style-type: none"> • Develop new and/or continue methods to measures parent involvement and satisfaction, including: <ul style="list-style-type: none"> ○ Create and implement survey at the school level (measure # conferences/ contacts with teacher, ease of contact with teacher, satisfaction level with interaction). ○ Consider immediate satisfaction survey when parents interact with teachers. Make survey and drop box available in school front offices. ○ Implement mechanism to track all parent conferences (student led or teacher). Use data warehouse model for data collection. ○ Utilize surveys to determine the number of school events parents attend (PTA/PTO, academic, music, enrichment, social, etc.) • Train staff in student led conferences at individual schools (training exists for pilot schools). 	

Objective 2: Involve families and parents in student learning.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	Student tardiness	Decrease in student tardiness
	Student attendance	Increase in student attendance
	Percentage of ethnically diverse parent volunteers in the schools where their children attend.	Increase of ethnically diverse parent volunteers in the schools where their children attend.
	All schools will offer at least one workshop designed to build the capacity of parents to support their child’s learning, with topics selected based on parental interest. Monitor attendance and participation.	By end of 2012-13 school year, all schools will offer 2-3 workshops/year designed to build capacity of parents to support their child’s learning, with topics selected based on parental interest as evidenced in meeting agendas. Attendance/ participation will have increased at least 10% each year as evidenced in attendance rosters.
	Academic Booster Clubs shall be considered at high schools that do not currently have an ABC.	By end of the 2012-13 school year, Academic Booster Clubs shall be established at majority of high schools.
	Guidelines shall be established for timeliness and accuracy of GRADEBOOK data; by the end of year one a monitoring system shall be established that flags teachers falling outside these guidelines.	By the end of the 2012-2013 school year, the majority of teachers will be in compliance with the guidelines established for timeliness and accuracy of GRADEBOOK data as evidenced by error/flagging reports.
	A district-wide parent organization shall be formed with representatives from all school parent organizations invited to participate; at least two meetings shall be held.	By the end of the 2012-2013 school year, representatives of the majority of parent organizations shall have attended at least one meeting of the district wide parent organization, and at least three meetings per year are held as evidenced in attendance rosters.
An online forum has been established and publicized, with district department representatives serving as moderators; set participation rate and satisfaction baseline.	By end of the 2012-13 school year, customer satisfaction survey will be given to end users to assess the online forum effectiveness; participation rates will increase.	

Strategies	<ul style="list-style-type: none"> • Create and make accessible a list of resources for types of family/parent workshops (break down by elementary, middle and HS needs). • Identify desired topics for parent workshops through parent surveys. • Establish Academic Booster Clubs (ABC) at district High Schools. • Increase accuracy and timeliness of GRADEBOOK data. • Increase interactions and sharing of best practices between parent organizations at different schools. • Enhance an online forum where parents and students can have questions answered by each other as well as by administration.
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Objective 3: Create a school calendar that increases student achievement and development and family involvement.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	<p>By the end of year 1, the committee shall present a report on their findings.</p> <p>If applicable, pilot programs will be designed to be implemented in year 2.</p>	<p>By the end of the 2012-2013 school year, additional recommendations of the ad-hoc committee will be implemented as appropriate and feasible</p> <p>By the end of the 2012-2013 school year, success of pilot programs (if any) will be evaluated and a determination made as to the appropriateness of expansion. Indicators of success would include:</p> <ul style="list-style-type: none"> ○ Increased attendance ○ Improved student test data ○ Increased graduation rates
Strategies	<ul style="list-style-type: none"> • Establish an ad-hoc committee of parents, educators and administrators to review data and literature on the impact of school hours and school calendars on educational growth and retention of knowledge. • Survey stakeholders on the desirability of various changes to the school calendar and school hours. • Explore ways to modify the school schedules to allow teachers the opportunity to interact with parents (i.e., parent conference day two times/year, trading evening hours for free time on early release day). 	

Governance

Goal: To develop an effective governance model that will help build a collaborative relationship that inspires trust between the school board and superintendent and empowers all parties to work toward shared goals.

Objectives:

- Establish and implement a governance model to guide school board members and the superintendent in their work to achieve the district vision.
- Ensure understanding by all stakeholders – internal & external – of the adopted governance model and build community support for the model.

If we are to realize our vision as a district, effective governance must be an integral part of our strategic plan. The superintendent and school board must understand clearly and honor their respective roles and be committed to working together toward a shared vision. In turn, the community must understand the roles of both entities, as well as their own, in effective governance. A governance model that is used and communicated well will help make this all happen.

School board members and the superintendent each play a unique role in school system governance. The school board provides stewardship and direction for the system through its adoption of policies, creates a platform for community input and holds the superintendent accountable for measurable outcomes. The superintendent is responsible for implementing policy and driving the daily work of the district. But while their responsibilities are different, they are intricately connected; all parties should be acting in partnership and working toward the same goals.

The community has an important role as well in effective governance. Community members should hold district leaders accountable for student achievement and development and share their perspectives productively and constructively through appropriate venues. By making the roles of the superintendent and school board members and district processes clear, we will help the community understand the best way to give feedback and to honor the respective roles of all leaders.

Putting a governance model in place will support long-term sustainability of school system governance, no matter who is serving as superintendent or on the School Board. The WOW-governance model provides structure and tools for reflection and evaluation. This is a proactive model: all parties – the School Board, superintendent and community – know what to expect and where and how it is appropriate for them to engage in the work of our district.

Key indicators of progress for governance are: The school board and superintendent understand their roles and are adhering to them, as measured by self-evaluations and feedback from the community; and the community has a clear understanding of the governance model and believes the Board and superintendent are working together to achieve a shared vision.

Objective 1: Establish and implement a governance model to guide school board members and the superintendent in their work to achieve the district vision.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	<p>Governance model is adopted by the School Board and all structural elements are in place.</p> <p>Baseline survey to gauge community understanding of the role of the school board and whether or not they believe the school board is adhering to its role.</p> <p>Community adherence to role of school board (i.e. requests of Board members to intervene inappropriately/engage in issues outside their areas of responsibility).</p>	<p>Full implementation and evaluation of the Governance Model.</p> <p>Board self-evaluation with community input.</p> <p>Increased community understanding of the role of the school board and increased belief that the school board is adhering to its role.</p> <p>Increase in community adherence to role of school board (i.e. fewer requests of Board members to intervene inappropriately/engage in issues outside their areas of responsibility).</p>
Strategies	<ul style="list-style-type: none"> • Governance Team designs and recommends a governance model: “Way of Work – Collier” (WOW–Collier). • Superintendent recommends approval and the School Board adopts WOW–Collier governance model. • Superintendent and School Board begins implementation of the WOW-Collier governance model by putting the structures in place: <ul style="list-style-type: none"> ○ School Board Annual Calendar ○ Post-Board meeting reflection sessions ○ Training calendar ○ Communication Plan ○ Policies Review Plan ○ Superintendent Evaluation ○ School Board Self-Evaluation ○ Joint Board/Superintendent annual evaluation of the Governance Model with community input 	

Objective 2: Ensure understanding by all stakeholders – internal & external – of the adopted governance model and build community support for the model.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	<p>A plan for communicating the “Way of Work – Collier” (WOW-Collier) governance model is adopted by the School Board and fully implemented.</p> <p>Baseline results of survey to internal and external stakeholders to gauge understanding of the WOW-Collier governance model.</p>	<p>Continued communications with adjustments made based on stakeholder input.</p> <p>Increase in understanding of the WOW-Collier governance model by internal and external stakeholders, as measured by stakeholders survey.</p>
Strategies	<ul style="list-style-type: none"> • A plan is developed to communicate the WOW-Collier governance model by the Communication Team. • Superintendent recommends and School Board approves the communications plan. • The Superintendent and his administrative staff, with Board members’ support, begin implementation of the communications plan. • Survey is designed and annually administered to various stakeholder groups to determine understanding of the WOW-Collier governance model. • Adjustments are made to the communications plan based on stakeholders’ input. 	

Human Capital

Goal: To ensure that each employee is dedicated, collaborative and builds and participates in an inclusive learning community that supports student development and achievement.

Objectives:

- Recruit effective, highly qualified employees.
- Train and support effective, highly qualified employees.
- Retain effective, highly qualified employees.
- Ensure equitable distribution of effective, highly qualified employees.
- Build leadership qualities and capacity for employees across the district.
- Develop an evaluation system that is used consistently across the district to support continuous improvement of all employees and improve student achievement and development.
- Revise the current compensation system to reflect emerging state and national trends linking compensation system to employee evaluation and when appropriate, student performance.

Employees – the principals, teachers and support staff who serve our students every day – are the backbone of our work in the district. In order to meet our vision, every employee must be focused on the achievement and development of all students. We must use the best tools and programs to recruit, train and support and retain the most effective employees. And although there is currently uncertainty about state mandates regarding evaluation and compensation of employees, we must ensure that whatever we do, it follows our core value: that we will have the most effective, highly qualified employees in place for students and that we will judge their effectiveness on a number of factors, possibly including – but not limited to – the growth and development of their students.

We have many screening, support, training and evaluation tools in place, but we are committed to reviewing them and developing new or additional tools where necessary. As a district, we attract many talented, effective educators every year, but we must continue to market our school system effectively and ensure that we are staffing our schools with the most effective employees possible.

We must provide professional development and support that is relevant and appropriate and ensure that our teachers have the feedback that they need to continually improve their instruction and have a voice in articulating what is needed to support their instruction. We must distribute effective, high quality employees fairly across our entire system and compensate all staff fairly for their hard work.

Key indicators that we are making progress in human capital are: We are retaining our most effective employees; teachers and other staff feel supported in classroom instruction (i.e. professional development, adequate resources, mentoring and other opportunities) and other duties; and there is a fair distribution of staff (schools that are identified as needing more highly qualified staff will have their needs met).

Objective 1: Recruit effective, highly qualified employees.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	Rate of employee retention	Increase in employee retention
	Number of teachers hired using various tools/strategies that are successful in the classroom and are being retained (i.e. recruitment fair, Web site).	Increase in number of teachers hired using various tools/strategies that are successful in the classroom and are being retained.
	Adjustments to marketing/recruitment tools include current Information; baseline survey given to determine how many candidates rate tools as useful in their decision to work at CCPS.	Increasing number of candidates rate tools as useful in their decision to work at CCPS.
	Number of effective leaders identified/hired through the district's Leadership Development Program (survey of School Board Members, district leaders, principals, assistant principals, deans, activities coordinators, team leaders/department chairs, teacher leaders).	Increase in number of effective leaders identified/hired through the District's Leadership Development Program.
	Presence of local businesses at recruitment fair	Increase in local business presence at recruitment fair
	Document relationships with education programs of local universities	Increase in number and quality of relationships with education programs of local universities

Strategies	<ul style="list-style-type: none"> • Develop an outcome-based incentive program for school district employees that attracts effective staff and improves student achievement and development (see also objective #3). • Refine recruiting tools to identify and attract the most effective employees, including: <ul style="list-style-type: none"> ○ Careful screening process ○ Review of existing job descriptions and development of new ones as needed to ensure that applicants and supervisors understand what these individuals are expected to do ○ Positive Marketing of CCPS <ul style="list-style-type: none"> ▪ Lifestyle ▪ Family Friendly ▪ Professional Growth Opportunities ▪ Professional Learning Communities (PLC's) ○ Annual recruitment fair to identify candidates. ○ Web sites ○ Journals ○ "Your Time to Shine" video • The District's Leadership Development Program will use the survey data to plan all Leadership Development Programs for the 2011 – 2012 school year. • Develop Chamber of Commerce partnerships. • Develop working relationship with local colleges and universities that have teacher preparatory programs in order to address preparation needs.
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Objective 2: Train and support effective, highly qualified employees.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	Results from surveys, the Consolidated Planning process and HR evaluation instruments will indicate the effectiveness of training quality leaders in the District's Leadership Development Program.	Increased effectiveness of the District's Leadership Development Program
	Establish an ad hoc committee including CCPS staff and university faculty to investigate teacher training needs.	Fully established collaboration between CCPS and university faculty that is working to address teacher training needs.
	Employees rate professional development programs as relevant and effective.	Increase in number/percentage of employees that rate professional development programs as relevant and effective.
	Employees feel supported in their work.	Increase in number/percentage of employees that rate that they feel supported in their work.

<p style="text-align: center;">Strategies</p>	<ul style="list-style-type: none">• Implement/refine leadership development and training, including:<ul style="list-style-type: none">○ The District’s Leadership Development Program will provide quality professional development experiences to all leaders throughout the district.○ In addition to our current programs (Aspiring Leaders, Preparing for the Principalship, Principal Mentoring Programs, Monthly Meetings, Administrative Academies, Harvard Training, and School Board Training) the District’s Leadership Development Program will work with the Harvard trained principals to implement collaborative partnerships among all schools in a given high school feeder pattern to ensure that there is a seamless educational experience for students in grades Pre-K to 12.• Implement/refine teacher professional development, including:<ul style="list-style-type: none">○ Peer Teacher Refresher○ Streamline Clinical Educator Training (on-line component)• Identify and expand successful professional development programs for all employees.
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Objective 3: Retain effective, highly qualified employees.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	Exit interview data: percentage of employees leaving because they're unhappy in job (vs. relocation, family factors, etc.)	Lower percentage of employees leaving because they're unhappy in job
	Retention rates of effective employees; exiting of ineffective employees	Increase in retention rates of effective employees; increase in exiting of ineffective employees
	Number of effective teachers coming from alternative certification programs	Increase in number of effective teachers coming from alternative certification programs
	Mentoring: Feedback from mentors and mentees	Increase in positive feedback from mentors and mentees
	Partnerships w/higher education opportunities/ grants	Increase in number and quality of partnerships w/higher education opportunities/grants
	Continued analysis of Gallup survey data	Improvement in teacher feedback in Gallup survey data
	Review of current process for staff development registration and tracking of MIP Points	Ongoing review of staff development registration and tracking of MIP Points
	The Data Warehouse survey will include a section to determine if the current incentives for working in a leadership position or in a leadership position in a low performing school are adequate. Additional suggestions for incentives, especially non-monetary incentives will be reviewed and implemented when appropriate.	Leader retention rates and exit interview data will be reviewed from the previous three years and will indicate that more quality leaders are choosing to remain in our district, or are taking advantage of leadership opportunities in other districts.
Number of high performing principals	Increase in the number of high performing principals	
Strategies	<ul style="list-style-type: none"> • Collaborate w/teacher preparatory programs • Engage in opportunities to Reenergize/Motivate <ul style="list-style-type: none"> ○ Retreats ○ Lecture series ○ PLCs • Analyze alternative certification programs • Engage in ongoing teacher engagement data (Gallup) 	

	<ul style="list-style-type: none"> ○ Feedback from 1st year teachers ○ Feedback from 3rd year teachers • Action Research Project option in lieu of Portfolio for Professional Service Contract (PSC) Teachers • Expand PLC Opportunities <ul style="list-style-type: none"> ○ Internal Journals ○ Teacher Leaders ○ Additional Teacher Choice in • The District will provide incentives for Quality Leaders to remain in the district and/or to work in low performing schools (2 year contracts, Title 1 principals will have the opportunity to serve as summer school principals, opportunity to attend the Harvard Program, etc). • The Leadership Development Program and the Harvard 12 group will work to establish partnerships among all schools in a given high school's feeder pattern. Minutes of these meetings will be maintained on the Angel program. • The District will use the Consolidated Planning Process and HR evaluation instruments to identify High Performing Principals.
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Objective 4: Ensure equitable distribution of effective, highly qualified employees.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	Set targets for principals and teachers of high need schools.	Meet targets of high need schools.
	Set targets for non-instructional positions across the district that are difficult to staff.	Meet targets for non-instructional positions across the district that are difficult to staff.
Strategies	<ul style="list-style-type: none"> • Identify high need schools and analyze qualifications of existing principals and teachers. • Work with school leaders to identify positions of greatest need. • Identify non-instructional positions across the district that are difficult to staff. • Use marketing/recruiting tools and incentives to attract effective, high quality employees to high need schools. 	

Objective 5: Build leadership qualities and capacity for employees across the district.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	Applicant pool of effective leaders	Larger/improved applicant pool of effective leaders
	Assessment results	Improvement in assessment results
	Issues and topics related to the field of athletic administration will be included in district administrator training courses.	
	Percentage of athletic and activities	All active athletic and activities coordinators

	<p>coordinators that meet requirements.</p> <p>Retention rate of qualified athletic/activities coordinators</p>	<p>will meet the requirements (those holding the position in 2009-2010 will be grandfathered).</p> <p>Increase in retention rate of qualified athletic/activities coordinators</p>
Strategies	<ul style="list-style-type: none"> • Work with the community to help recruit leadership that has the necessary skills and abilities to assist with the current challenges of the District (The existing District Leadership provides information on the current and upcoming challenges to a diverse community group, i.e. Connect Now Congress) and provides what they feel would be the necessary attributes of a leader to achieve the desired results). • Utilize self-assessment tools at the Board level for continuous improvement. (Individual self-evaluations, Post Board evaluations, Florida School Board Association self-evaluations, SACS/CASI district evaluation, 360 degree assessment/evaluation). • Build and implement an annual calendar of training based on the results of all the assessments/evaluations for continuous improvement. • The district will take steps to formalize the professional standing of high school activities coordinators (a valued and critical member of the administrative team at most high schools, the athletics/activities director position has been perceived as a quasi-administrator in the school district, without formal certification criteria), including: <ul style="list-style-type: none"> ○ The job description for activities coordinators will be updated to include the requirement that candidates hold a valid teaching certificate, a master's degree in educational leadership or a related field, and a minimum of three (3) years experience coaching at the high school level. ○ The district will develop new, or improve existing, leadership training programs that include aspiring athletic/activities coordinators, with the focus of training in all aspects of administering a comprehensive high school athletic/activities program. ○ The district will recognize and reward advanced professional certification in the field of Athletic Administration with salary incentives and tuition reimbursement. 	

<p>Objective 6: Develop an evaluation system that is used consistently across the district to support continuous improvement of all employees and improve student achievement and development.</p>		
Indicators of Progress	Year 1 (Baseline)	Year 3
	<p>Training: All instructional staff utilize the new professional growth plan documents.</p> <p>Support/Retention: Continue to train all employees on the specific recognition and engagement</p>	<p>Training: The new professional growth plan document will be located on Data Warehouse and all employees will utilize the form.</p> <p>Support/Retention: Consistently use Gallup information and strategies throughout the district.</p>

	<p>strategies</p> <p>Evaluation: Administrators and selected employees beginning with teachers would analyze and give input on all evaluation, assessment, and observation processes.</p> <p>All administrators and employees will receive training on all evaluation, assessment, and observation processes.</p> <p>Administrators adhere to the minimum number of formal/informal observations and types of feedback to be completed.</p>	<p>Evaluation: All evaluation, assessment, and observation processes are analyzed and updated.</p> <p>All stakeholders know the processes and the processes are conducted with consistency within the school and district.</p> <p>All stakeholders know minimum number of formal/informal observations and types of feedback to be completed by administrators.</p> <p>Observations and feedback are consistent within the school and district.</p>
<p>Strategies</p>	<p>Training:</p> <ul style="list-style-type: none"> • Utilize new professional growth plan document <p>Support/Retention:</p> <ul style="list-style-type: none"> • Develop specific recognition and engagement strategies <ul style="list-style-type: none"> ○ Drop In The Bucket ○ Strengths ○ Engagement: Culture of Camaraderie <p>Evaluation:</p> <ul style="list-style-type: none"> • Conduct SWOT analysis on all evaluation, assessment, and observation processes: <ul style="list-style-type: none"> ○ S = Strengths ○ W = Weaknesses ○ O = Opportunities ○ T = Threats • Continuous training of administrators and employees on all evaluation, assessment, and observation processes: <ul style="list-style-type: none"> ○ CTAS ○ CWT ○ Non-instructional classroom ○ Non-instructional clerical ○ Administrative ○ Non-bargaining unit employees • Develop a minimum number of formal/informal observations and types of feedback to be completed by administrators. • Supervisors will use job descriptions to evaluate Team Leaders and Department Chairs. 	

Objective 7: Revise the current compensation system to reflect emerging state and national trends linking compensation system to employee evaluation and when appropriate, student performance.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	Impact on student performance	Positive impact on student performance
	Teacher retention	Increase in teacher retention
	Equitable distribution of high quality teachers	More equitable distribution of high quality teachers
Strategies	<ul style="list-style-type: none"> Define “incentives” including direct and indirect, monetary and non-monetary incentives. Establish buy-in for all stakeholders. Analyze and determine the collective bargaining issues. Identify sustainable resources. Identify incentive options; e.g., pay plans, bonus plans, etc. Target what incentives should promote; determine what benchmarks the incentives should be tied to. Establish measurement criteria; i.e., how are we going to measure? 	

Operations

Goal: To provide the environment and prioritize resources and tools to best support learning, as financially feasible.

Objectives:

- Improve reporting to increase staff, family and community access to information about operations.
- Continue, expand and enhance the Consolidated Planning process.
- Review the system for acquisition, distribution and use of instructional materials and equipment to ensure that it is tied to student and school needs and revise as necessary.

Operations supports the work of the district – ensuring the achievement and development of students – by providing material and financial resources and managing the effective implementation of programs and services. While the work of operations is somewhat “invisible” if it is done well, we need to ensure that families and the community understand this work and have access to relevant, timely information regarding any plans or changes to programs, services or facilities.

As with most other areas in this plan, sharing information about operations promotes transparency and awareness and helps to prevent misunderstandings and misperceptions. We know that when families and the community know about potential changes – or emergency situations – and have the opportunity to ask questions and give input, they will be more likely to understand and embrace them.

Consolidated planning – a comprehensive district process that considers the unique academic and financial needs of each individual school – requires a large time commitment, but we believe it promotes equity and results in better outcomes for students. We are committed to continuing this process and exploring ways to improve it to better utilize and streamline resources.

Providing the most effective instructional materials and equipment will help improve student achievement and development. We are committed to reviewing how we acquire and distribute these materials, keeping financial limitations and unique student and school needs in mind.

Key indicators of progress in operations are: Principals and other staff feel that they have adequate and appropriate resources to support student achievement and development; and staff, families and other community members report that they feel well informed about operations.

Objective 1: Improve reporting to increase staff, family and community access to information about operations.		
Indicators of Progress	Year 1 (Baseline)	Year 3
		Ratings of staff, families and community members regarding access to operations information and the understandability and usability of documents (source: feedback from operations subcommittee, surveys and focus groups)
Strategies	<ul style="list-style-type: none"> Review budget, planning and other major documents and modify as needed to include an explanation guide and summary. Implement focus groups to gauge understanding and usability of documents. Work with the district communications office to include key operations information in multiple forms of communication, as designated in the district's communication plan (see Communications, objective 1, strategy 1). 	

Objective 2: Continue, expand and enhance the Consolidated Planning process.		
Indicators of Progress	Year 1 (Baseline)	Year 3
		Evaluation of Consolidated Planning process by principals Evaluation of Consolidated Planning process by district Administrators
Strategies	<ul style="list-style-type: none"> Include informational technology in Consolidated Planning. Analyze other connections between Capital Plan and Consolidated Planning. 	

<p>Objective 3: Review the system for acquisition, distribution and use of instructional materials and equipment to assure that it is tied to assessment of student and school needs and revise as necessary.</p>		
Indicators of Progress	Year 1 (Baseline)	Year 3
	<p>Feedback on revised Technology Plan from key staff and administrators.</p> <p>Plan includes a balanced budget within current budget restraints.</p> <p>Report and recommendations on use of electronic textbooks.</p>	<p>Feedback on implementation from key stakeholders.</p> <p>Quarterly review of plan and implementation by Tech Committee members.</p> <p>Implementation of recommendations on electronic textbooks.</p>
Strategies	<ul style="list-style-type: none"> • Reconstitute the Technology Committee. • Committee reviews and modifies the Technology Plan to provide for the allocation of technology resources within budgetary constraints that best support learning. • Phase in the implementation of the plan as feasible. • Track and research the development of electronic textbooks as a learning tool and implement as feasible and practical. 	

Quality Learning Experiences

Goal: To provide a safe, caring, rigorous learning environment, for a diverse student body, that offers multiple opportunities for success and supports student achievement and development.

Objectives:

- Create and maintain a safe, caring learning environment with minimal disruptions where all students have a sense of belonging, and are respected and accepted by teachers, peers and the community.
- Create and maintain a teacher□guided instructional program focused on advancement through the levels of *Bloom's Taxonomy* and the interactive engagement of students with teachers, peers and resources.
- Ensure all students are immersed in data□driven, evidence□based curricular programs that provide diverse learning experiences and multiple opportunities to master the Florida educational standards.

As a district, creating a learning environment that will support maximum student achievement and development is our top priority. In fact, each individual component of this strategic plan supports the work of providing quality learning experiences for all students. To meet our vision, we must provide an environment that is rigorous – in both instruction and curriculum – with minimal disruptions so students and teachers can focus on learning. Teachers need our support so they can advance student learning and address the diverse learning needs of students.

Every student is entitled to a safe, caring learning environment with minimal disruptions. Clearly, physical safety is important, but we also believe that emotional safety is key to learning. Students, and teachers, should feel safe with sharing ideas, thoughts and concerns; risk taking is important.

We must support teachers and help build their skills to create and sustain this type of learning environment.

Educators know that learning does not just “happen”; it is a complex process that requires engagement of student with teacher, student with student, and student with learning materials. At CCPS, we define learning as advancement through *Bloom's Taxonomy* – a model that classifies learning levels from the least to most complex. Teachers following this model must begin with the end in mind, creating lessons that will move students to higher levels of thinking, and we must provide the support so teachers can do this effectively for all students, no matter what their skill levels or learning challenges may be.

In order to meet the learning needs and interests of all students, we must continue to provide rigorous and relevant courses beyond the minimum requirements and explore possibilities for expansion. This includes higher-level courses, such as AP and the laureate program; and specialized courses, including gifted programs; and possibly online courses.

Key indicators for quality learning are: Qualitative data that measures student sense of belonging and respect; measures of how well teachers are guiding student learning, such as student achievement data measures outlined in the three-year plan; and participation rate and performance on AP courses.

Objective 1: Create and maintain a safe, caring learning environment with minimal disruptions where all students have a sense of belonging, and are respected and accepted by teachers, peers and the community.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	Number of students who indicate that they have a sense of belonging and are respected and accepted by teachers, peers and the community (Gallup Student Survey results) Number of PBS schools	Increase in number of students who indicate that they have a sense of belonging and are respected and accepted by teachers, peers and the community Increase in number of PBS Model Schools
Strategies	<ul style="list-style-type: none"> • Implement, maintain and refine programs in all schools to support safe, caring learning environment, such as: <ul style="list-style-type: none"> ○ PBS, ○ Love and Logic ○ Character Education ○ District Stakeholder Consortium ○ Mentoring programs. • Create inter-school video opportunities for collaborative projects. 	

Objective 2: Create and maintain a teacher guided instructional program focused on advancement through the levels of Bloom’s Taxonomy and the interactive engagement of students with teachers, peers and resources.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	3rd Grade Retention	Decrease in 3rd Grade Retention
	Middle School core course completion in 3 years	Increase in students completing middle School core courses in 3 years
	Number of freshmen earning 5 credits	Increase in number of freshmen earning 5 credits
	Test scores (refer to 3-year plan)	Increase in test scores (refer to 3-year plan)
Music Performance Assessment	Improvement in Music Performance Assessment	
Strategies	<ul style="list-style-type: none"> • Provide support/professional development to teachers, including: <ul style="list-style-type: none"> ○ Monitor CWT and lesson plans for Bloom’s taxonomy implementation ○ Implement PS/RTI (Response to Intervention) ○ Implement PLC across all levels 	

	<ul style="list-style-type: none"> ○ Implement Differentiated Instruction • Implement student-led conferences across all levels • Conduct Data Chats with students • Train and implement Lesson Study • Train and implement PROMiSE (math and science) • Continue to refine Freshmen Academy practices • Participate in Music Performance • Assessment in all secondary schools
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Objective 3: Ensure all students are immersed in data-driven, evidence-based curricular programs that provide diverse learning experiences and multiple opportunities to master the Florida educational standards.

	Year 1 (Baseline)	Year 3
Indicators of Progress	FCAT Developmental Scale Scores Algebra 1 pass rate Participation and performance in AP courses, dual enrollment and laureate program	Increase in FCAT Developmental Scale Scores Increase in Algebra 1 pass rate Increase in participation and improved performance in AP courses, dual enrollment and laureate program
Strategies	For Teachers: <ul style="list-style-type: none"> • Conduct AP training • Conduct dual enrollment training • Implement standards-based instruction and assessment School Initiatives: <ul style="list-style-type: none"> • Implement pre-laureate program in K- 8 • Implement study skills curriculum in K-8 • Increase inclusion opportunities • Increase laureate program participation • Increase participation in honors courses • Implement unique curriculum for targeted students • Increase gifted cluster classes in middle school and high school • Increase availability of high school courses for middle school students • Increase number of students earning Industry Certification District initiatives: <ul style="list-style-type: none"> • Expand SIOp opportunities • Expand ELO (Extended Learning Opportunity) • Fully implement PS/RTI • Expand summer intersession • Implement virtual school legislation 	

Student, Adult and System Performance

Goal: To enhance the current accountability system so that it supports and enables all stakeholders to use evidence/data for decision-making.

Objectives:

- Interconnect the district's data systems (academic and non-academic) with a common interface and reporting tools that allow for the integration and interaction of data elements.
- Empower and assist staff to understand and use data to inform instruction and facilitate decision-making at all levels district-wide, including families and the community.
- Develop or acquire progress-monitoring assessments to enhance student achievement and development.
- Develop an accountability system for district departments that supports schools and classrooms in their mission of student achievement and development.

As a district, we have two primary requirements for gathering information: (1) We need to be able to assess the performance and progress of every student and employee and (2) we need to have information available that helps us determine our best use of resources. In order to accomplish both of these goals, we need a comprehensive, unified data system that is user-friendly, and we must create processes for supporting staff to effectively use this system.

Improving and integrating our system will help give us a better understanding of what's happening across all schools and all classrooms and for each individual student.

Our most important work as a district is ensuring that all of our students are advancing academically and developmentally. By reviewing data on student and teacher performance, we can gauge where we are doing well and where we need to improve and we can identify who needs additional or different types of support. Teachers need to be able to access and use student data so that they can see where students are struggling and then modify their instruction when appropriate.

We are committed to making all decisions based on evidence. This means that when we have to make choices, for example, about curriculum, programs or any other resources, we need to do so based on what will have the greatest impact on student learning. Having the appropriate data system and providing all staff the ability to use it will ensure that we are meeting this objective.

Key indicators for student, adult and system performance are: staff feel supported in using data and are actually using it to make decisions; schools feel supported in using data for decision-making; and the district can adequately gauge progress.

Objective 1: Interconnect the district’s data systems (academic and non-academic) with a common interface and reporting tools that allow for the integration and interaction of data elements.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	Comprehensive Analysis of Data Systems Interconnectivity Report completed	All academic district data systems are interconnected with a common interface and reporting tools (Year 3) All other data systems are interconnected with a common interface and reporting tools (Year 5)
Strategies	<ul style="list-style-type: none"> • Form committee of database managers to review district data system • The committee prepares a report of its findings and develops a proposal for inter-connecting data systems. • The plan is submitted to the Superintendent for approval. • Upon approval, the plan is implemented in phases until full implementation. 	

Objective 2: Empower and assist staff to understand and use data to inform instruction and facilitate decision-making at all levels district-wide, including families and the community.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	<p>At least 50% of staff has completed training on use of data for decision-making.</p> <p>Percentage of staff that rate data systems as user-friendly.</p> <p>Beta test of software for user-friendly data system completed for student data.</p>	<p>At least 80% of district and school decisions are backed up by data.</p> <p>Increase in percentage of staff that rate data systems as user-friendly.</p> <p>Full implementation of user-friendly data system for student data (Year 3).</p> <p>Full implementation of user-friendly data system for all data (Year 5).</p>
Strategies	<ul style="list-style-type: none"> • Design and launch user-friendly data systems and provide support to allow for ease of use by staff resulting in an effective and efficient organization. Includes: <ul style="list-style-type: none"> ○ Designing and develop pre-formatted common, uniform data reports for use by schools and teachers ○ Utilizing the district’s email system to communicate new data reports to staff ○ Creating Data Training & Support Liaison position in every school. ○ Establishing dedicated Data Warehouse “help desk” for teacher access 	

	<ul style="list-style-type: none"> ○ Designing professional development around common data reports using a variety of delivery systems, e.g., webinars, early release day workshops, on-demand training videos ○ Developing a training calendar for the Data Use Professional Development ○ Presenting the initiative to Principals and Department heads ○ Scheduling training sessions for the Superintendent’s Cabinet and School Board members ○ Monitoring implementation through the integrated Data Warehouse system ○ Hiring project manager and programmer for the development of the user-friendly data system <ul style="list-style-type: none"> • Develop software • Beta test software • Monitor implementation • Prepare annual status report
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Objective 3: Develop or acquire progress-monitoring assessments to enhance student achievement and development.		
Indicators of Progress	Year 1 (Baseline)	Year 3
	Progress monitoring assessment tools are in use in Reading and Math classes, as measured by Data Warehouse monitoring data. Student achievement and development measures	Progress monitoring assessment tools for all subjects and grade levels are in use throughout the school district, as measured by Data Warehouse monitoring data. Improvement in student achievement and development measures
Strategies	<ul style="list-style-type: none"> • Conduct needs assessments relative to progress monitoring assessments. • Prepare RFP for the development of test items and assessments. • Work with selected vendor in developing or acquiring customized progress monitoring assessments. • Train teachers and school and district administrators on the use of progress monitoring assessments. • Monitor usage and implementation and make necessary adjustments. • Prepare annual status report. 	

Objective 4: Develop an accountability system for district departments to ensure that schools and classrooms are supported in their mission of student achievement and development.		
	Year 1 (Baseline)	Year 3
Indicators of Progress	<p>An accountability system for district departments utilizing the results of the “Survey of Support Services to Schools” has been developed and approved by the Superintendent.</p> <p>The “Survey of Support Services to Schools,” administered to principals to gauge the level of support provided by district departments, has been reviewed, updated and implemented.</p> <p>Percentage of schools and classrooms that feel supported in their mission of student achievement and development.</p>	<p>The results of the accountability system for district departments are routinely used to gauge organizational effectiveness and efficiency.</p> <p>Increase in the percentage of schools and classrooms that feel supported in their mission of student achievement and development.</p>
Strategies	<ul style="list-style-type: none"> • Review and revise, if needed, the “Survey of Support Services to Schools.” • Develop an accountability plan for district departments using the results from the survey: <ul style="list-style-type: none"> ○ Continue to administer the “Survey of Support Services to Schools” to principals and provide results to department heads, executive directors, chiefs and superintendent. ○ Use the survey results to develop action plans for each department. ○ Each department head annually reports the status and progress made on the action plan to their respective executive directors & Chiefs. • Each Chief submits a report to the superintendent. 	