Strategic Plan

2023-2028

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Superintendent Message

It is an honor to be part of the Charlotte County School District, and I am deeply grateful for the support our community extends to our students, staff, and district. Our shared dedication to delivering an exceptional education experience for all students is paramount, and we recognize the importance of a Strategic Plan to guide and unite our efforts. The Strategic Plan is not a static document but a dynamic one, consistently evaluated by the School Board, staff, and the community. If policies and standards change, we will adjust the Strategic Plan accordingly and keep moving forward.

We are committed to providing regular progress updates to the School Board, staff, and stakeholders, ensuring transparency and adaptability in our pursuit of educational excellence. We extend our sincere appreciation to The Center for Model Schools for their facilitation of the Strategic Planning process. Special gratitude is also extended to our district administrators, board members, principals, teachers, staff, and community stakeholders who dedicated their time and expertise to this committee.

This 6-month endeavor has relied on the commitment of individuals who share a common goal –Success for All. The Strategic Plan stands as our district's commitment to the students and their future. As we embark on its implementation, we eagerly anticipate monitoring our achievements over the next five years, guided by the principles and goals outlined in this comprehensive plan.

Sincerely,

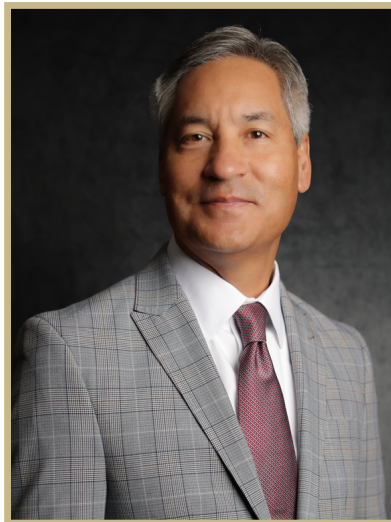*Mark Vianello*

School Board Members

Cara Reynolds
District 1

Kim Amontree
District 2

Robert Segur
District 3

John LeClair
District 4

Wendy Atkinson
District 5

Strategic Planning Leadership Team

School Board

Kim Amontree

Assistant Principals

Dr. Paul Curtis

Community

Bob White
Derek Rooney
Donna Barrett
Jaha Cummings
Todd Rebol

SAC Chairs

Andi Vazquez
Cheri Dame
Rosalyn Roberts-Gauthier

Instructional Staff

Bonnie Powell
Jennifer Blanchette
Nancy Dillon

District Staff

Brian Granstra
Carmel Kisiday
Claudette Smith
Jack Ham
Kristy Johnson
Lisa Oberdier
Rebecca Marazon
Susan Flores

Support Staff

Andell Napoleon
Carmen Blake
John Bowen
Nancy Basile

Union Presidents

Gina Morella
Mark Holt

Student Government President

Juliana Ramirez
Madison Underwood
Rose LaSalle Lowder

Principals

Bob Bedford
Matt Kunder
Sheila Brown

Strategic Planning Purpose

The Charlotte County District Strategic Plan is a comprehensive process by which all stakeholder representation is at the table to discuss the strengths, weaknesses, opportunities, and challenges that exist for the district. The goal of the process is to ensure that a strategic plan is created that aligns Charlotte County Schools to a set of goals which it aims to achieve. Without a strategic plan, everyone may have his/her own set of goals; this ends up creating misalignment and confusion. Through the strategic planning process, the district is unified with one voice that moves the organization forward.
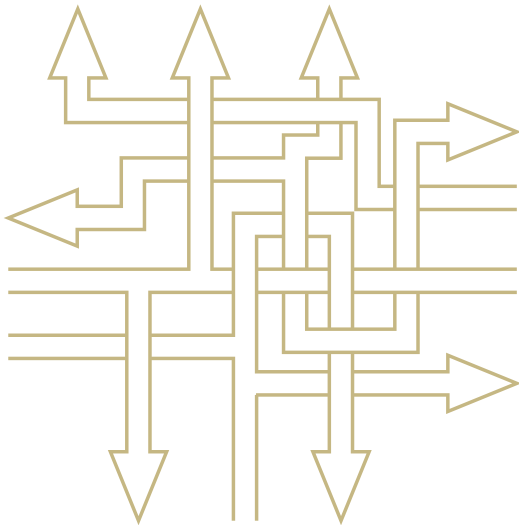
Figure: Each Individual Goal   **Figure: Unified voice of goals**
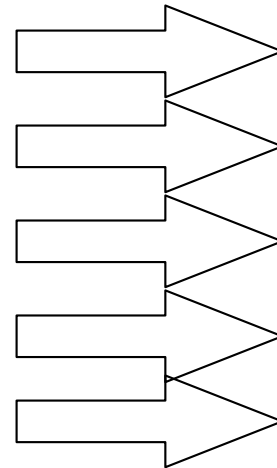
Strategic Planning Process

A historical record will be maintained for each of the following steps of the process:

Step 1: Meet with the Superintendent and leadership team to discuss and make decisions around the needs, desires, process steps, timeline, lead team, Focus Groups, Instructional Review Process, and other key information that will assist in the creation of the strategic plan.

Step 2: Develop an overview of the work including purpose and key benchmarks for the strategic plan development.

Step 3: Create a diverse stakeholder lead team for the project

PHASE ONE: Collective Learning

- Conduct Instructional Review Process related to rigorous, relevant and engaging learning environments
- Conduct Focus Groups with identified groups regarding input on role of school, district and community for student learning
- Analyze other pertinent date (ie. academic, behavioral, attendance, perceptual)

PHASE TWO: Creation of Strategic Plan

- Develop emerging themes based on data collection
- Set priorities, goals and action steps based on themes
- Establish dates, metrics and responsibility
- Make modifications along the way based on continued learning, input, and/or recommendations
- Approve strategic plan by Board of Education
- Create communication plan including talking points/elevator speech for internal stakeholders

PHASE THREE: Implement the Plan

- Support, monitor and adjust implementation of plan with advisory sessions for district leaders
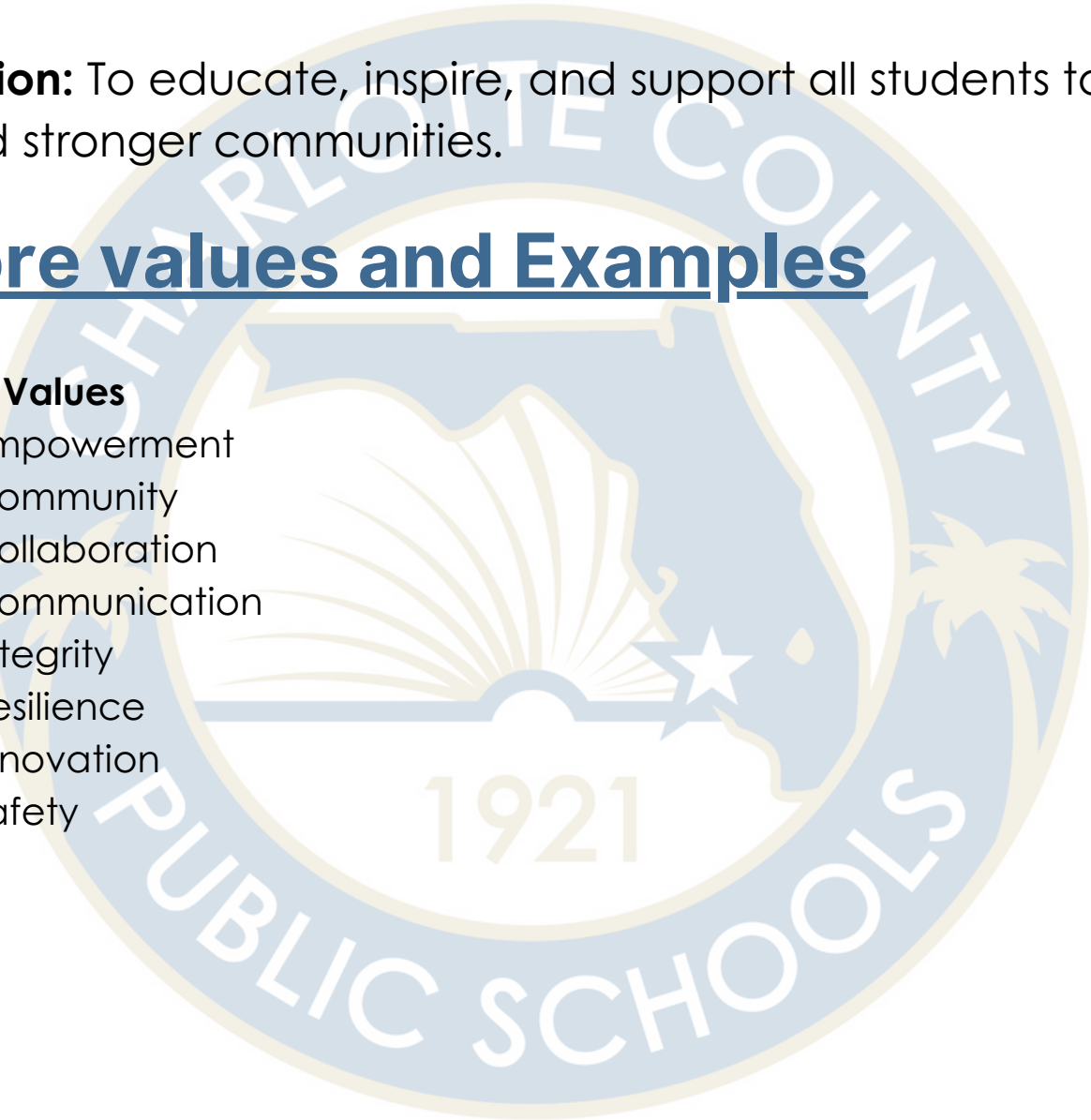
Vision & Mission Statement

Vision: Success for All!

Mission: To educate, inspire, and support all students to build stronger communities.

Core values and Examples

Core Values
- Empowerment
- Community
- Collaboration
- Communication
- Integrity
- Resilience
- Innovation
- Safety

Core Values & Examples

Empowerment- We empower students to reach their full potential.

Community- We build community partnerships to enhance learning for all students.

Collaboration- We are committed to collaborating with all stakeholders to meet the needs of all students.

Communication- We are committed to transparent communication to strengthen our community.

Integrity - We practice being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values.

Resilient - We will be resilient so we can succeed no matter what challenges we face.

Innovation- We encourage creative thinking, adaptability, and the use of cutting-edge educational practices.

Safety - Our schools must be a safe and secure place for all.

PHASE ONE: COLLECTIVE LEARNING SUMMARY

The main purpose of a Strategic Plan is to identify specific goals and objectives designed to achieve student academic outcomes and bring coherence and alignment to the work within the framework of the district. Once the goals and objectives are identified, the critical classroom, school, and district systems and structures that are important for support are identified. Finally, KPIs (Key Performance Indicators), metrics, timelines, and responsible parties are identified to ensure proper implementation, monitoring, and adjusting take place.

The main purpose of the Strategic Planning Leadership Team was to provide critical input about the knowledge, skills, abilities, and innovative thinking Charlotte County students need to inform the life decisions they will make upon graduation and how best to support them from a system's level.

The resulting Mission, Vision, and Core Beliefs were an ongoing, iterative process that the planning team revisited throughout the process as they learned and discussed various elements of the overall plan as it was crafted.

To this end, the Strategic Planning Leadership Team met during the COLLECTIVE LEARNING process to study and collaborate around both qualitative and quantitative data. As well, they were also given study material between each session and encouraged to research a variety of topics in order to inform the process as it moved forward.

The following dates and activities comprised the pre-work and two strategic planning meetings during the COLLECTIVE LEARNING phase:

- **September 6, 2023:** 1st Strategic Planning Meeting Agenda

  - Conditions for Student Success: Operating Norms
  - Ideal Teaching and Learning Environments: Start with the end in mind. What does a student-centered teaching and learning environment look like rooted in research and best practice?
  - Pertinent Data: Review of both qualitative and quantitative data to include results of the Instructional Review Process.
  - Collaboration Around Important Questions: Based on the data and what a student-centered teaching and learning environment looks like, what does our data say we need to do?

- **September 11-15, 2023:** Instructional Process Review

  - Three Center for Model School Consultants were in the field and each school, including observing student learning and conducting interviews with students, teachers and staff, parents, community members, etc. All interviews and student observations were aligned, assessed, and calibrated using the Center's Curriculum Instructional Review Rigor, Relevance, Engagement, and Relationships Rubrics.

- **October 2-13, 2023:** Focus group meetings across the district.

- **October 4, 2023:** 2nd Strategic Planning Meeting

  - Draft Mission, Vision, Core Beliefs: Initial statements created based on current information
  - Collaborative Analysis Around Pertinent Data: continued analysis to identify appropriate goals
  - Goals drafted: Based on analysis, initial goals were created
  - Themes identified: Based on the emerging goals, four themes emerged: Teaching and Learning, Communication, Professional Development, and Resources.

PHASE TWO: CREATION OF PLAN SUMMARY

Following the analysis of data and identification of goals rooted in the analysis, the planning team moved into **Phase Two: Creation of the Plan.**

During this phase of the work, objectives and action steps were identified for executing the goals. Additionally, Key Performance Indicators and Metrics were identified for measuring progress towards the goals and informing any necessary adjustments, accountability and support needed as the plan is implemented. Responsible parties ensuring implementation were identified.

Another critical element in this phase is identifying the necessary skills, abilities, and knowledge required for building instructional leaders to effectively support and hold accountable the work. Additionally, key supports needed from the district to support the instructional leaders and necessary district systems and structures for supporting the goals were also identified.

The following dates and activities comprised the three meetings during the Creation of the Plan phase:

- **October 11, 2023:** 3rd Strategic Planning Meeting
  - Goals-Objectives-Action Steps: Began identifying specific goals, objectives and subsequent action steps needed to execute in order to achieve the goal.
  - Vision-Mission-Core Beliefs: Continued refinement of all three using specific frames designed to reflect and identify precise language.
  - Rationale for goals and objectives established.
  - Identified student impact for each goal identified.

- **October 18, 2023:** 4th Strategic Planning Meeting
  - KPIs and Metrics: Identified possible KPIs and Metrics identified for measuring progress and outcomes.
  - Goals-Objectives-Action Steps: Continued refining goals, objectives and subsequent action steps needed to execute in order to achieve the goal.
  - Vision-Mission-Core Beliefs: Continued refinement of all three using specific frames designed to reflect and identify precise language.

- **October 25, 2023:** 5th Strategic Planning Meeting
  - Finalized draft of Vision-Mission-Core Beliefs
  - Goals-Objectives-Action Steps: Continued refining goals, objectives and subsequent action steps needed to execute in order to achieve the goal.

- **November 8, 2023:** 6th Strategic Planning Meeting
  - Meeting with Principals for feedback.
  - Finalized draft of Vision-Mission-Core Beliefs
  - Finalized Priorities, Objectives, and Actions

- **November 29, 2023:** 7th Strategic Planning Meeting
  - Meeting with Principals for feedback.
  - Finalized draft of Vision-Mission-Core Beliefs
  - Finalized Priorities, Objectives, and Actions
  - Developed membership for Strategic Plan Steering Committee

PHASE THREE: IMPLEMENTATION OF STRATEGIC PLAN

Outlining the steps to a successful implementation of the CCPS Strategic Plan is imperative to provide clarity and understanding of expectations Additionally, educational stakeholders need to understand this plan was created with the students front and center: WHAT IS BEST FOR THEM AND THEIR LEARNING so they are prepared innovators and critical thinkers, upon graduation, and can make informed choices about their life's path. EVERY element of this plan is about how to successfully make this a reality for your students.

It is also important that stakeholders understand this is a living, breathing plan that will be adjusted as it is implemented over the years due to many factors including data, funding, staffing, state and national laws, federal guidance, etc.

Finally, a Strategic Planning Steering Committee will need to be identified who will regularly monitor the overall plan, understand the current status and why, and be able to communicate about that with others so a continued broad and comprehensive awareness and understanding of the work is established.

COMMUNICATION OF THE PLAN

December, 2023 to March, 2024

December 12, 2023: Board Workshop and Presentation

January 2024: Establish a Strategic Plan Steering Committee (a combination of district and school leaders in addition to teachers and other staff members) to lead the plan implementation.

January-March, 2024: Principal Development, Training with all Staff, Presentations to Community

PRIORITY AREAS/GOAL STATEMENTS:

Priority 1: Students

Goal: We will ensure all students graduate ready for enrollment, enlistment, or employment.

Priority 2: Staff

Goal: We will provide our staff with the tools and resources needed to promote student success.

Priority 3: Community

Goal: We will engage our community through effective two-way communication.

Priority 4: Resources

Goal: We will purposefully allocate resources that maximize success for all.
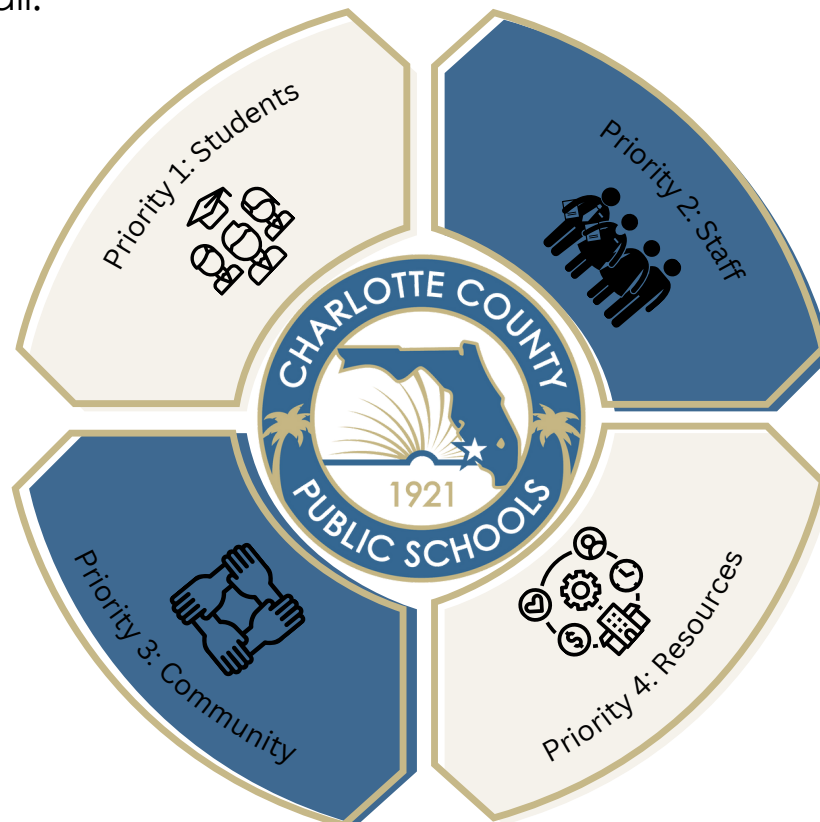
OVERALL KEY PERFORMANCE INDICATORS:

Student Performance:

- Proficiency in Reading and Mathematics
- Growth in Reading and Mathematics
- Graduation Rate
- On Track to Graduation
- Percentage of Graduates Selecting a Post-Secondary Pathway

District Performance:

- District Grade
- State Ranking

PRIORITY ONE: STUDENTS
ACTION PLAN

Priority One: We will prepare all students to graduate ready for enrollment, enlistment, or employment.

Objective/Strategy One: Establish frameworks/systems to ensure rigorous and engaging instruction in every classroom for every student.

Action Steps:

Spring 2024: Evaluate the impact of current systems, curriculum, personnel allocations, and initiatives in the district to ensure the success of all learners

- Conduct an instructional programs/practices audit/assessment to investigate instruction and use of programs across the district.
  - Walk through classrooms at each level/school to identify current levels of rigor, relevance, engagement and instructional model(s). Provide data to the Steering Committee and School Leadership.
  - Review and examine the level of implementation of all resources used in the classroom.
  - Identify ways to reduce the number of programs/instructional tools that are not being used with fidelity (Take "things" off the teachers' plates).

- Research and evaluate instructional models
  - Conduct review of instructional models in high performing districts
  - Use data gathered to identify possible instructional models within the district that could be leveraged.

Summer/Fall 2024: **Adopt model/framework of effective instruction for implementation (may vary by level)**

- Consistent implementation of a Multi-Tiered System of Supports (MTSS) framework across disciplines and grade bands to support the academic, behavioral, and mental health needs of all students, including Students with Disabilities (SWDs), students with advanced learning needs, and English Language Learners (ELL).

- Successful implementation of MTSS across disciplines and grade bands through ongoing planning, continuous improvement, and sustaining/expanding efforts.

Fall, 2024: Establish a system of professional learning that embraces and is aligned to the four priorities of the District Strategic Plan (working with Priority 2 Team)

- District-delivered & school-based professional learning which adheres to the state-adopted professional learning standards.

Objective/Strategy Two: Provide Individualized pathways for students to become employed, enlisted, or enrolled post-graduation.

Action Steps:

Spring/2024: Continue the development and implementation of the CCPS Career Planning Guide

- Actively recruit business and community partners, establish structured partnerships, and engage them in a diverse array of activities to promote CTE programs of study, ensuring alignment with workforce needs.

- Review offerings at different levels related to the 3 Es based on local, state, and national economic trends.

- Hold the 3 Es events for every level

- Principals collaborate related to events that engage parents

- Increase communication of the 3 Es offerings

2024-2025 School Year: Create and Adopt Profile of a Graduate that includes key characteristics needed to be successful in 3 Es (ex: communication skills, problem-solving, etc.)

- Establish key checkpoints for all students at each grade level

- Create district-wide middle school and high school course progressions - progressions that will address all levels of learners with a concentrated effort of securing and protecting courses that are designed for enrichment and Intervention

Objective/Strategy Three: Develop and utilize a district-wide, data protocol to drive instruction.

Action Steps:

Fall, 2024: Evaluate the current reality related to collaboration and collective efficacy.

- Use of data to guide instruction, school improvement planning, etc.
- Collaboration supports (time, training, protocols)

Spring 2025: Adopt a district-wide data protocol that includes the following:

- District-wide data warehouse for all grade bands to enter and store data to increase ease and efficiency of access for teachers, schools, and district personnel.
  - Review alternative data warehouses to EDIS.
- A process to review Tier 1 instructional data to determine effectiveness.
  - Establish district-wide walk-through rubrics (with variations depending on grade band).
  - Develop procedures for review of Tier 1 data at all levels: District, School, and Teacher. Identify (minimum) Tier 1 data required for review and develop processes/procedures that are consistent throughout the district for this review.
  - Provide "look-fors" to schools when Tier 1 instruction is not effective (e.g., fidelity of instruction, learning environment, learners missing necessary skills, etc.)

- ○ Provide a list of district supports / resources and personnel that can be accessed if additional support/guidance is needed (e.g., C&I, PDC, ESE, model teachers for these interventions etc.)

- A process to review Tier 2 instructional/intervention data to determine effectiveness.
  - ○ Develop fidelity checklists for the most used Tier 2 interventions that are consistent across the district.
  - ○ Develop procedures for review of Tier 2 data at all levels: District, School, and Teacher. Develop processes/procedures that are consistent throughout the district for this review.
  - ○ Provide "look-fors" to schools when Tier 2 instruction/intervention is not effective (e.g., fidelity of intervention, learning environment, intervention not targeting correct skill(s), etc.)
  - ○ Provide a list of district supports / resources and personnel that can be accessed if additional support/guidance is needed (e.g., C&I, PDC, ESE, model teachers for these interventions etc.)

- A process to review Tier 3 instructional/intervention data to determine effectiveness.
  - ○ Develop fidelity checklists for the most used Tier 3 interventions that are consistent across the district.
  - ○ Develop procedures for review of Tier 3 data at all levels: District, School, and Teacher. Develop processes/procedures that are consistent throughout the district for this review.
  - ○ Provide "look-fors" to schools when Tier 3 instruction/intervention is not effective (e.g., fidelity of intervention, learning environment, intervention not targeting correct skill(s), etc.)
  - ○ Provide a list of district supports / resources and personnel that can be accessed if additional support/guidance is needed (e.g., C&I, PDC, ESE, model teachers for these interventions etc.)

Objective/Strategy Four: We will implement with fidelity, a school wide Positive Behavioral Interventions and Supports (PBIS) system within the current MTSS framework.

Action Steps:
Spring, 2024
- The district Positive Behavioral Interventions and Supports (PBIS) team will collaborate with Priority 4 steering committee to identify funding sources to support the implementation
- Create a staff allocation plan that supports school-based MTSS coach positions that support priority 4 and 1
- Create an annual calendar that identifies the following dates/times:
  - District Team Meetings
  - Meetings with PBIS project staff (quarterly at minimum)
  - District contact live and recorded meetings
  - Point of contact (POC) meetings
  - Training

Ongoing:
- Identify needed training and plan for ongoing support on an annual basis.
- Utilize PBIS tiered intervention to support and reinforce student and staff attendance.
- The district team will review the district PBIS profile on an annual basis to determine how to allocate support and resources to our schools.
- Identify tools to measure fidelity of PBIS implementation and train necessary members to implement.
- Collaborate with priority 3 steering committee to increase visibility and consistency of the PBIS message across the district.

Invite superintendent and cabinet to the end-of-year PBIS committee meeting to review data and share action plan for the following school year

Objective/Strategy Five: The district will provide high quality evidence-based resiliency and mental health support/services through a multi-tiered system of support (MTSS).

Action Steps:
Spring, 2024
- Through an audit / alignment of resources a resource map of SBMH supports will be created at each tier for school-wide use.
- Review various data sources to determine highest need school(s) and student populations
- Review the effectiveness and fidelity of current practices for Tier 1 resiliency skills education

Fall, 2024
- Integrate employment soft skills Into Tier 1 resiliency education
- Support schools that are not effective with Tier 1 resiliency skills (fewer than 80% of students) In developing an evidence-based Intervention plan to support school needs

2024-25 School Year

- Examine the possibility of a school-based mental health professional learning specialist (PLS) to plan for differentiated training based on staff needs for Tier 2 and 3
- Ensure that crisis response procedures are used with fidelity across the district
- Collaborate with priority 3 steering committee to increase visibility of school and community mental health resources.
- Create a staff allocation plan that supports priority 4

PRIORITY ONE DASHBOARD

Priority One: We will prepare all students to graduate ready for enrollment, enlistment, or employment.

Objective/ Strategy	Performance Indicators	Measurement Tools	Baseline	Annual Goal
1. Establish frameworks/ systems to ensure rigorous and engaging instruction in every classroom for every student.	% of students meeting/exceeding growth targets. (consider also including separate indicators for ESE & ELL students - the need for this is evidenced by CS&I and ATS&I school designation status by the state)	State Assessment- Growth	Tentative Increases of 5% each year	
	% of students achieving proficiency on state assessments in Spring.	State Assessment- Proficiency	% plus, additional 3% each year	
		State Assessment Internal Assessment	3rd Grade Reading Proficiency- Baseline plus 5% each year	

PRIORITY ONE DASHBOARD

Priority One: We will prepare all students to graduate ready for enrollment, enlistment, or employment.

	Objective/ Strategy	Performance Indicators	Measurement Tools	Baseline	Annual Goal
2.	Provide multiple pathways for students to become college and/or career ready.	Profile of a graduate created.	Progress toward profile of a graduate On Track Graduation Status Graduation Rate Percentage of Students 3E Ready	Grad Rate Post-secondary pathway Post secondary pathways Percentage of Graduates with completed profile	
		Number of pathways developed per year	Progress related to pathways	Number of pathways	

PRIORITY ONE DASHBOARD

Priority One: We will prepare all students to graduate ready for enrollment, enlistment, or employment.

	Objective/ Strategy	Performance Indicators	Measurement Tools	Baseline	Annual Goal
3.	Develop and utilize a district-wide, data protocol to drive instruction	Adoption of district-wide data protocol	Observation Protocol (yet to be developed)	Not Present	

PRIORITY ONE DASHBOARD

Priority One: We will prepare all students to graduate ready for enrollment, enlistment, or employment.

Objective/ Strategy	Performance Indicators	Measurement Tools	Baseline	Annual Goal
4. All schools will implement, with fidelity, a school wide PBIS system within their current MTSS framework.	Reduction in campus disruptions as measured by the reduction in total # of office discipline referrals by 2% by the end of each school year. % of students receiving an office discipline referral that results in out-of-school suspension will reduce by 2% by the end of each school year. Consider adding PIC data goal. Will need to get a baseline first.	Office Discipline Referrals (ODR) and Out-of-School Suspension data access through FOCUS & EDIS		
	Total # of office discipline referrals due to drug, alcohol, or tobacco infractions will decrease by 2% Increase the number of schools with PBIS certification.	Office Discipline Referrals (ODR) for drug, alcohol, tobacco infractions		

PRIORITY ONE DASHBOARD

Priority One: We will prepare all students to graduate ready for enrollment, enlistment, or employment.

	Objective/ Strategy	Performance Indicators	Measurement Tools	Baseline	Annual Goal
5.	The district will provide high quality evidence-based resiliency and mental health support/services through a multi-tiered system of support (MTSS).	% of students pass resiliency, mental health, and substance use/abuse Suite 360 lessons with 80% or better. % of students engaging In positive coping strategies.	Suite 360 Lesson Post-test scores		

Key Performance Indicators for Priority One: Overall Indicators

Student Growth
Student Proficiency
Graduation Rate
Graduation On Track Status
Office Discipline Referrals

PRIORITY TWO: STAFF
ACTION PLAN

Priority Two: We will provide our staff with the tools and resources needed to promote student success.

Objective/Strategy One: Provide targeted and personalized professional learning for all staff.

Action Steps:
Spring 2024: Establish district and school priorities and goals aligned with a professional learning plan.

- Align professional learning with Area Goals
- Develop a professional learning district plan in late Spring/Summer to focus on instructional priorities in Priority One.
- Develop staff survey to provide feedback to committee
- Identify best practices for professional learning in the district (direct learning, conferences, side-by-side coaching, etc.)

Summer 2024
- Support Principals to create professional development plans based on input and goals (strategic plan and school improvement plans)
  - Schools submit professional learning plans to committee for review/alignment
  - Professional learning plans part of school improvement process/budgeting process
- Provide school and department professional learning time
  - District and school professional learning calendar established prior to school year.

PRIORITY TWO: STAFF
ACTION PLAN

Objective/Strategy Two: The district will create/find additional opportunities for professional learning training that aligns to the other priority areas.

Action Steps:
Spring/Summer 2024
- Audit past professional learning opportunities in district and outside of the district
    - Review past practices/feedback data
    - Align with different groups to provide pathways for adults

Ongoing
- Survey the staff before and after training/professional learning time
    - Before, during, and after school year feedback gathered
    - Identify facilitators based on instructional strengths
- Record training for learning (Professional Learning warehouse)
    - Investigate professional learning warehouse/storage location for training
    - Provide virtual coaching for teachers/leaders needing support
- Career and college readiness for teachers (micro-credentials, higher degrees, etc.)
    - Annual meetings with all staff members related to future goals
    - Pipelines/pathways for staff members to learn/promote (teacher to admin for example)

Ongoing
- Bring a professional learning plan to district leadership each year for approval that aligns to the other priority areas and supports the goals of the strategic plan.

PRIORITY TWO: STAFF
ACTION PLAN

Objective/Strategy Three: The district will effectively recruit and retain staff.

Action Steps:

Spring/Summer 2024
- Review research and data both within and outside of the district to determine the main reason(s) why staff stay or leave district positions.
  - Develop an action plan related to the identified areas (e.g., salary, insurance, feelings of accomplishment/appreciation, feelings of support in difficult situations, etc.)
- Review current methods of recruitment in comparison to other districts with increased rates of staff recruitment/retention.

By Spring 2025
- Develop an action plan related to the identified areas
  - Align goal with priority 4
  - Increase awareness of and access to wellness resources
  - Increase opportunities for staff recognition through PBIS at the community, district, and school level to include staff attendance
  - Review job descriptions and ensure that staff are working within their scope of practice
  - Early release days (investigate alternate schedules)

Ongoing
- Develop/revise entrance and exit interviews/surveys with staff members joining or leaving the district. Use data to guide planning.
- Assist current staff with certification (initial or infield).

PRIORITY TWO DASHBOARD

Priority One: We will provide our staff with the tools and resources needed to promote student success.

	Objective/ Strategy	Performance Indicators	Measurement Tools	Baseline	Annual Goal
1.	Provide targeted and personalized professional learning for all staff.	% of teachers/staff members participating in professional learning (PL)	Sign in sheets/online participation tracking	TBD	
		% of participants reporting PL was meaningful and related to overall goals of district	Survey developed by committee	TBD	
2.	The district will create/find additional opportunities for professional learning training that aligns to the other priority areas.	Number of days/hours devoted to PL throughout the school year	PD Calendars	TBD	
		Record of PL topics/sessions reported each month	Record of pd topics/sessions	TBD	

PRIORITY TWO DASHBOARD

Priority Two: We will provide our staff with the tools and resources needed to promote student success.

	Objective/ Strategy	Performance Indicators	Measurement Tools	Baseline	Annual Goal
3.	The district will effectively recruit and retain staff.	% of staff retained each year. % of staff celebrating 5, 10, 15, etc. year anniversaries with the district. Average length of time in leadership positions. Number of vacancies that remain on the first day of school.	Human resources data	TBD	

Key Performance Indicators for Priority Two: Overall Indicators

Teachers Participating in Professional Learning
Teachers Satisfaction regarding Professional Learning
Time Allocated to Professional Learning
Resources Allocated to Professional Learning
Staff Retention
Leadership Longevity
Vacancies first day of school

PRIORITY THREE: COMMUNITY *ACTION PLAN*

Priority Three: We will engage our community through effective two-way communication.

Objective/Strategy One: The district will create and utilize a consistent communication and engagement plan.

Action Steps:
Spring 2024: Evaluate current communications practices

- Conduct review of communication methods from past year
- Survey parents and students (secondary) regarding preferred form of communication
- Examine school communication plans

- Audit the available methods to communicate
  - Website, school messenger, email list, push notification, etc.
  - Examine each with a focus group for feedback from the district lens (parents, staff, etc.)

By Fall 2024: Create district communication plan that is reviewed/revised each year

- Examine other district communication plans
- Limit communication methods to three preferred modes and to limited days (Tuesday/ Thursday unless necessary)
- Assign responsibilities for maintaining effectiveness of modes (example: website updating)
- Communicate/ consistently follow plan to parents and other stakeholder groups

Fall, 2024: Create school communication plans that are reviewed/revised each year

- Present to the public relations lead in the district for review
- Collaboratively create at each school with faculty
- Communicate to parents and other stakeholder groups
- Identify strengths and weakness on school based level

Objective/Strategy Two: We will promote and enhance our engagement of the community at the school and district level.

Action Steps:

Ongoing

- Volunteer sign-up on website, have an ask for community, call-to-action, Wishlist
- Community Partners/ Matched with needs in schools
- Consistent social media engagement with community

PRIORITY THREE DASHBOARD

Priority Three: We will engage every group in our community through transparent communication and a variety of feedback methods.

Objective/ Strategy	Performance Indicators	Measurement Tools	Baseline	Annual Goal
1. The district will create and utilize a consistent communication and engagement plan.	% of schools that present communication plan to the district prior to the school year	School Plans/Feedback from school community members	TBD	
	Adoption of district communication plan and review each school year	District Plan/Feedback from community members	TBD	
	Number of website visits.			
2. We will promote and enhance our engagement of the community at the school and district level.	% of schools that plan quarterly events before the start of the school year	School reports/tracking data.	TBD	
	Number of community members attending events	Attendance process/tracking	TBD	
	% of potential students in county that are on reassignment	Attendance process/tracking		
	% of students on reassignment.	Attendance process/tracking		

PRIORITY THREE DASHBOARD

Priority Three: We will engage every group in our community through transparent communication and a variety of feedback methods.

Key Performance Indicators for Priority Three: Overall Indicators

Use of Communication Plan
Number of Engagement Events
Number of Engaged Parents (percentage)
Website Traffic Metric

PRIORITY FOUR: RESOURCES
ACTION PLAN

Priority Four: We will purposefully allocate resources that maximize success for all.

Objective/Strategy One: Systematically analyze and review facilities to support services for improved district outcomes.

Action Steps:

Fall 2024: Conduct evaluation of learning environments (including classroom technology) in each school
- Develop/find walkthrough rubric to gather information from each classroom
- Collaborate with Goal 1 and 2 Steering Committees to review instructional needs/environment
- Research/learn from physical environment experts to determine student needs
- Develop long-term plan for consistent education environments in every building

Spring 2025 Adopt long-range facilities plan
- Collect demographic data related to growth
- Review school boundaries/transportation routes.

Ongoing
- Updates to facilities plan based on need (yearly)

Objective/Strategy Two: Create a funding model that considers both student enrollment and school needs represented in the district strategic plan and School Improvement Plan.

Action Steps:

2024-2025 School Year:
- Collaborate with Steering Committees to review well-being and safety fiscal needs to support adequate Implementation of priority area goals.
- Investigate best practices for funding models of high performing school districts.
- The funding model should take into account unique school needs based on metrics from priorities 1-3.

By Fall, 2025
- Install a staffing plan that is based on enrollment and other factors impacting each school community.

Objective/Strategy Three: The district will ensure safety needs are met for students, staff, and the greater community.

Action Steps: Audit/Align Family Resources.
- Re-introduce the district Climate survey which includes Mental Health as well as Safety & Security questions for students, parents, and school staff.
- Conduct the Tri-Annual Public Safety Tour with local first responders and report specific findings and recommendations within the Florida Safe Schools Assessment Tool (FSSAT).
- Complete annual individual school risk assessments and record those findings within the FSSAT.
- Implement the Guardian Program for the start of the 2024-25 school year.
- As part of the facilities audit, create a safety assessment/report of all schools.

Objective/Strategy Four: The district will work improve recruitment and retention of CCPS employees.

Action Steps: Create a plan to improve employee benefits.
- Investigate districts that have used innovative creative solutions to provide better benefits.
- Consider rehiring a wellness/fun coordinator for staff to design and implement programs to improve wellness of employees both mental and physical.
- Provide education for employees on how to maximize their benefits -Example - how do HSAs work to save taxes, wellness credits to lower their deductible each year, how to use clinics for free prescriptions and labs, and ancillary benefits like rental cars.

PRIORITY FOUR DASHBOARD

Priority Four: We will purposefully allocate resources that maximize success for all.

	Objective/ Strategy	Performance Indicators	Measurement Tools	Baseline	Annual Goal
1.	Systematically analyze and review facilities to support services for improved district outcomes.	Creation of standards for educational environments	Walkthrough data (combined with Goal 1 walkthrough data)	TBD	
		Progress toward long-range facilities plan to provide for students and staff	Steps toward plan completion	TBD	
2.	Create a funding model that considers both student enrollment and the unique school needs represented in the district strategic plan and School Improvement Plan.	% of expenditures spent on instructional needs	Per pupil expenditure	TBD	
		Student to teacher ratio Student to admin ratio Average classroom size	Data Dashboard	TBD	
		Resources allocated to each priority area.	Internal measure/metrics		

PRIORITY FOUR DASHBOARD

Priority Four: We will purposefully allocate resources that maximize success for all.

	Objective/ Strategy	Performance Indicators	Measurement Tools	Baseline	Annual Goal
3.	The district will ensure safety needs are met for students, staff, and the greater community.	District safety audit to make safety improvements each year	Safety reports	TBD	
		Assault/battery incidents per 1,000 students as reported on SESSIR Yet to be determined.	Assault/battery incidents Safety Survey (staff, students and parents)	TBD	
4.	The district will work to improve recruitment and retention of CCPS employees.	% of employees retained % of employees promoted Internal employee survey	HR reporting Survey Data FL Data Dashboard (Experience Educators)	TBD TBD	

PRIORITY FOUR DASHBOARD

Priority Four: We will purposefully allocate resources that maximize success for all.

Key Performance Indicators for Priority Four: Overall Indicators

Percentage of School Facilities Considered Up to Date
Percentage of Classrooms Considered Up to Date
Student Proficiency
Graduation Rate
Graduation On Track Status
Office Discipline Referrals

Connect with us

Location

1445 Education Way, Port Charlotte, FL

Phone Number

941.255.0808

Website

www.yourcharlotteschools.net

Instagram

@yourcharlotteschools

Facebook

https://www.facebook.com/yourcharlotteschools/