STRAIGHTIC PLAN
2017-2019

YEAR 3 | 2018-2019

- Early Childhood Education
- College and Career Readiness
- Science, Technology, Engineering, Arts, and Math
- Highly Talented and Engaged Workforce
- Student Achievement
- Maintain Fiscal Responsibility
- Communication and Community Engagement
KAMELA PATTON, Ph.D.
Superintendent
Collier County Public Schools

The 2017-2019 Strategic Plan continues the emphasis on Student Achievement along with exciting new initiatives and expansion of successful practices. The Strategic Plan is designed to provide a college and career pathway for every student.

The creation of the 2017-2019 Collier County Public Schools Strategic Plan was a collaborative process. Parents, community members, community-based organizations, and Collier County Public Schools employees participated through multiple forums to provide constructive, thoughtful, and valuable input. On behalf of the District, I wish to express gratitude for the numerous contributions to the development of this plan.

We continue to build on the strong foundation that exists within Collier County Public Schools as we work collaboratively to make “Today’s Learners - Tomorrow’s Leaders.”

Thank you,
Kamela Patton, Ph.D.
Superintendent

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VISION
All students will complete school prepared for ongoing learning as well as community and global responsibilities

MISSION
By providing exceptional educational opportunities that motivate and engage each student

BELIEFS
> 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
EXECUTIVE summary

Collier County Public Schools is a fast-growing and rapidly changing district, serving over 48,000 students. Our ever-changing student population is ethnically and economically diverse. Over the past decade, demographics have shifted significantly. The infographic on the following page shows the statistics which present the unique challenges in our public schools. Thus, the Strategic Plan is responsive to our demographic diversity in order to meet the needs of all students.

The development of the Strategic Plan has been a comprehensive process that spanned over a year’s time. The process for gathering input has been inclusive from the planning and development stage to gathering input from parents, community-based organizations, and employees. Additionally, national and local strategic plans from other districts and businesses were reviewed as part of the development of the 2017–2019 Strategic Plan.

Seven overarching goals have been established with 37 Key Performance Indicators. Key Performance Indicators (KPI) are the driving force of the plan. Each is a three year goal and is Specific, Measurable, Attainable, Realistic/Relevant, and Time-bound (SMART). Strategies are the actions that will be taken to achieve the goals set forth in the plan and are updated annually.

During the course of the 2018-2019 school year, Collier County Public Schools will launch the last year of the three year Strategic Plan to address needs facing our schools. The plan is grounded on research and best practices, including:

- Recommendations from AdvancED (International Accrediting Agency) (Appendix A)
- An extensive review process of 23 strategic plans from other school districts nationally and from local organizations (Appendix B)

Key definitions and terms within the Strategic Plan can be found in Appendix C.

The graphic representation of the Strategic Plan is circular to symbolize the connectedness of all goals supportive of student achievement.
AT-A-GLANCE
Collier County Public Schools Fast Facts

- **58 Schools**
  - 29 Elementary Schools
  - 10 Middle Schools
  - 8 High Schools
  - 1 K12 School
  - 1 Alternative Center
  - 2 Technical Colleges
  - 7 Charter Schools

- **48,000 Students**
  - 50% Hispanic
  - 12% Black
  - 34% White
  - 4% Other
  - 55% From Non-English Homes
  - 66% Economically Needy
  - 52% Male
  - 48% Female

- **3,200 Teachers**
  - 48% Teachers with advanced degrees

- **5,500 Active Volunteers**

- **2,700 Graduates**

- **40,500 Networked Computers**
  - 1.5-to-1 Ratio Computers to Students

- **4,255 Community Education Classes**
  - 49 Adult Post-Secondary Programs
  - 120 Community Education Classes
  - 4,255 Students in Adult & Community Education Program

- **364 Buses**
  - 11,445 Bus Stops
  - 5,014,654 Miles Driven Yearly

- **116 Schools**
  - 48,000 Students
  - 3,200 Teachers
  - 5,500 Active Volunteers
  - 2,700 Graduates
  - 40,500 Networked Computers

- **7,206,598 Meals Yearly**
  - 14,000 Breakfasts Daily
  - 26,000 Lunch Meals Daily
GOAL 1
EARLY CHILDHOOD EDUCATION

KEY PERFORMANCE INDICATORS

KPI 1.1
Collaborate with community-based organizations to develop nine pre-kindergarten learning resources that can be utilized by District and community stakeholders to promote kindergarten readiness

2018-2019 STRATEGIES

> Create three early learning resources, provided in three languages, with a new theme for community providers and parents to promote literacy, social-emotional well-being, and Science, Technology, Engineering, Arts, and Math (STEAM) Education

> Share the three early learning resources with community partners (Early Learning Coalition and Head Start Policy Council), monitor usage, and collect feedback for refinement of resources
### EARLY CHILDHOOD EDUCATION

#### KPI 1.2
Increase professional learning opportunities for community childcare providers by three

**2018-2019 STRATEGIES**

- Review feedback from professional learning opportunities provided, make adjustments, and deliver the third targeted professional learning opportunity for community early learning providers
- Administer pre/post professional learning assessments to measure effectiveness and program enhancements of the third professional learning opportunity, collect and analyze baseline data
- Modify, refine, and expand online resources for community stakeholders on the District website

#### KPI 1.3
Collaborate with community-based organizations to promote a kindergarten transition event at all elementary schools

**2018-2019 STRATEGIES**

- Revise and enhance CCPS Pre-K Stars on Tour initiative
- Revise survey on initiatives and analyze data for future enhancements

#### KPI 1.4
Conduct nine parent institutes at each Title I elementary school for parents of students in pre-kindergarten to grade three

**2018-2019 STRATEGIES**

- Analyze effectiveness of reach and enhance District Parent Institute events based on survey feedback and continue to provide childcare and translation services at all Parent Institute events and transportation for the annual Title 1 Parent Summit
- Develop and implement three additional new workshops based on literacy, mathematics, and science integrated with fine arts

#### KPI 1.5
Attend all community-based Future Ready Collier (FRC) meetings to contribute and provide leadership toward overall community goals for early childhood

**2018-2019 STRATEGIES**

- Sustain collaboration with Future Ready Collier through continued participation and analysis of feedback
- Continue communication of initiatives and outcomes through the District website and other venues
GOAL 2
COLLEGE AND CAREER READINESS

KEY PERFORMANCE INDICATORS

KPI 2.1
Increase Career and Technical Education (CTE) courses aligned with the 2017-2019 CTE plan by seven percent

2018-2019 STRATEGIES

> Implement year three of the three-year CTE plan inclusive of professional learning for, and promotion of, new CTE courses
> Review and align CTE programs (sequence of courses) to regional and state occupation lists
**GOAL 2**

**COLLEGE AND CAREER READINESS**

**KPI 2.2**

Provide six academy and entrepreneurial experiences in middle and elementary schools to promote awareness

**2018-2019 STRATEGIES**

> Enhance awareness of academy and entrepreneurial programs in Career and Technical Education (CTE) through continued articulation to middle and elementary school students and parents through publications, information nights, videos, and STEAM Village

> Transition Entrepreneurship Clubs in all middle schools to Entrepreneurship Courses utilizing feedback from the 2017-18 school year

**KPI 2.3**

All students who complete a sequence of courses through the National Academy Foundation (NAF) will participate in a work-based learning experience

**2018-2019 STRATEGIES**

> Monitor implementation of work-based learning experience plans for each high school to ensure 100% student participation and continue to provide professional learning

> Continue collaboration with District advisory groups to improve student work-based learning experiences, inclusive of student internships

**KPI 2.4**

Afford all students in grades five and seven the opportunity to participate in College and Career Readiness experiences and document reflections in a digital platform

**2018-2019 STRATEGIES**

> Analyze feedback and enhance the College and Career Readiness experiences in all elementary schools ensuring all grade five students are provided the opportunity to participate in an interest survey, career day, and written activity

> Analyze feedback and continue to monitor written reflections in a digital platform for the College and Career Readiness experiences in grade seven at all middle schools
**KPI 2.5**

**Provide students in grades eight through twelve an electronic platform to develop, refine, and enhance their personal college and career readiness**

**2018-2019 STRATEGIES**

- Incorporate Pathway for College and Career Readiness tasks into a digital platform and implement appropriately by grade level; monitor student usage and completion of tasks related to the following components: student self-advocacy and reflection; academic goals; college/career connections; and financial awareness

- Monitor and enhance professional learning by District staff to support parental and organizational awareness of the Pathway for College and Career Readiness Plan and its digital platform

- Implement the grade eight Pathway for College and Career Readiness Plan

- Analyze feedback and make enhancements to the college and career readiness experience – visiting a Collier County technical college – for identified students in all high schools

- Provide First Responders Career Fair for identified high school students

**KPI 2.6**

**Attend all community-based Future Ready Collier (FRC) meetings to contribute and provide leadership toward overall community goals for College and Career Readiness**

**2018-2019 STRATEGIES**

- Sustain collaboration with Future Ready Collier through continued participation and analysis of feedback

- Continue communication of initiatives and outcomes through the District website and other venues
GOAL 3

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, AND MATH (STEAM)

KEY PERFORMANCE INDICATORS

KPI 3.1
Embed one STEAM challenge at each grade, kindergarten through five, in all elementary schools

2018-2019 STRATEGIES

- Expand STEAM school-based exploration challenges to all first grade classrooms
- Provide targeted professional learning opportunities to enhance content knowledge and build capacity to deliver instruction in STEAM in kindergarten
- Create and pilot a STEAM challenge for kindergarten
GOAL

3

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, AND MATH (STEAM)

KPI 3.2
Increase STEAM challenges related to three secondary courses

2018-2019 STRATEGIES

> Continue to support the physical science course STEAM challenge in all high schools by implementing enhancements based on feedback from the previous year
> Analyze feedback and enhance the Fine Arts STEAM challenge in all high schools
> Analyze feedback and enhance the engineering coding challenge in all high schools
> Sustain targeted professional learning opportunities to enhance content knowledge and build capacity to deliver STEAM instruction in secondary schools

KPI 3.3
Provide opportunities for students to participate in Project Lead the Way (PLTW) engineering curriculum in all middle schools

2018-2019 STRATEGIES

> Analyze feedback and enhance elective course in each middle school, utilizing Project Lead the Way (PLTW) resources
> Provide professional learning through PLTW for teachers at each middle school

KPI 3.4
Provide uniform opportunities for students to participate in the Passport to Focus on Arts and Music Education (Passport to FAME) initiative at all schools

2018-2019 STRATEGIES

> Enhance Passport to Focus on Arts and Music Education (FAME) opportunities, including additional information on STEAM careers, to provide visual and performing arts experiences for all schools
> Continue professional learning opportunities to support teachers and community partners in implementation of Passport to FAME
> Implement template for reflection on a digital platform Districtwide
GOAL 4
HIGHLY TALENTED AND ENGAGED WORKFORCE

KEY PERFORMANCE INDICATORS

KPI 4.1
Build capacity of instructional staff to deliver high-quality impactful instruction as evidenced by a five percent increase in the percentage of overall teacher ratings provided for research-based essential elements in the instructional evaluation model

2018-2019 STRATEGIES

➢ Analyze iObservation data and provide additional professional learning activities for new teachers and to address areas for development
➢ Expand and enhance digital resources reflective of participant feedback and iObservation data analysis
➢ Continue to monitor and discuss observation data trends with school leaders and utilize feedback to inform future professional learning activities
➢ Refine and expand the CCPSedu Professional Learning Academy to meet the needs of year one teachers at all schools
GOAL 4
HIGHLY TALENTED AND ENGAGED WORKFORCE

KPI 4.2
Improve instructional leadership preparation as demonstrated by an increase in the final average leadership practice scores of first and second year assistant principals and principals by three percent

2018-2019 STRATEGIES

> Enhance required shadowing experiences and training on the evaluative model for Aspiring Leaders and assistant principals in their first or second year of service

> Continue to provide professional learning activities for leadership development aligned to elements contained in the school leadership evaluation model

> Monitor and discuss observation data trends with school and District leaders and utilize feedback to refine leadership preparation programs

KPI 4.3
Improve employee retention rate of Category 1 teachers by three percent

2018-2019 STRATEGIES

> Analyze feedback to enhance coordination of District and school level initiatives to promote retention and monitor effectiveness

KPI 4.4
Develop and implement plan to increase participation in new District-sponsored benefits and wellness initiatives by ten percent

2018-2019 STRATEGIES

> Monitor employee participation rates in enhanced benefits and wellness programs and gather feedback

> Expand enhanced benefits and wellness programs for employees

> Enhance communications plan to inform employees of benefits and wellness programs
KPI 4.5
Develop and implement three additional District level employee recognition initiatives

2018-2019 STRATEGIES

> Expand recognition plan to incorporate new District initiatives
> Seek additional community partnerships to support employee recognition activities

KPI 4.6
Establish a Cultural Competence Workgroup which will meet six times to develop plans to further promote cultural awareness

2018-2019 STRATEGIES

> Utilize outcomes from Cultural Competency Work Group meetings to develop cultural awareness and sensitivity resources for implementation at all schools
> Implement one new strategy at the District level to enhance diversity recruitment
> Model for administrators at least one new cultural awareness and sensitivity communication activity created by the Cultural Competency Workgroup for use at school sites
> Analyze feedback and enhance communication plan to share District level initiative with stakeholders

KPI 4.7
Support the creation of early teacher recruitment pipelines through the development and implementation of six “Grow Your Own” initiatives

2018-2019 STRATEGIES

> Expand the teaching academy to one additional high school; collect and analyze feedback
> Develop a comprehensive plan for existing CCPS non-instructional employees to obtain a teaching degree
GOAL 5
STUDENT ACHIEVEMENT

KEY PERFORMANCE INDICATORS

KPI 5.1
Increase by three percent students in grades three through eleven scoring level three or higher on statewide assessments for English Language Arts, Math, Science, and Social Studies

2018-2019 STRATEGIES

ENGLISH LANGUAGE ARTS

- Increase the percentage of students in grades three through ten who score level three or higher in English Language Arts by one percent

- Increase the percentage of students in grades four through ten demonstrating learning gains in English Language Arts by one percent
KPI 5.1 (continued)

**MATH**
> Increase the percentage of students in grades three through eight who score level three or higher in mathematics by one percent

> Increase the percentage of students in grades four through eight demonstrating learning gains in mathematics by one percent

> Increase the percentage of students who score level three or higher on high school Math End-of-Course (EOC) exams by one percent

**SCIENCE**
> Increase the percentage of students in grades five and eight who score level three or higher in science by one percent

> Increase the percentage of students who score level three or higher on Biology EOC

**SOCIAL STUDIES**
> Increase the percentage of students who score level three or higher on Civics EOC exam by one percent

> Increase the percentage of students who score level three or higher on US History EOC exam by one percent

**CROSS-CURRICULAR ACHIEVEMENT SUPPORT**
> Monitor student progress and provide professional learning opportunities after analysis of results from curriculum-based assessments to support targeted instruction

> Continue to utilize a Districtwide protocol for data/accountability interpretation inclusive of strategies for teachers’ professional learning that is aligned with the District’s practice of Data Dialogues

KPI 5.2
Implement the Cambridge program in all elementary and middle schools to provide advanced learning opportunities for students identified as gifted or high achieving

**2018-2019 STRATEGIES**

> Monitor and enhance professional learning and support for middle school teachers implementing Cambridge Secondary based on feedback

> Analyze feedback, enhance, and monitor Cambridge Primary, grades three through five, at all elementary schools

> Provide ongoing professional learning to teachers for implementation of Cambridge Primary in grades three through five

> Implement Cambridge Primary, kindergarten through grade two, at all elementary schools and monitor implementation
KPI 5.3
Increase average District middle school acceleration points by five percent

2018-2019 STRATEGIES

> Monitor and enhance system to ensure participation of identified middle school students in accelerated opportunities in order to increase middle school acceleration points by one percent

> Monitor and refine communication to advise students and parents of opportunities for acceleration options

> Monitor and refine opportunities to acquire industry certification into non-traditional Career and Technical Education (CTE) courses

> Monitor and refine plan to increase the number of CTE certified teachers

KPI 5.4
Increase average District high school acceleration points by five percent

2018-2019 STRATEGIES

> Monitor and refine system to ensure participation in accelerated opportunities of students in the graduation cohort in order to increase high school acceleration points by one percent

> Monitor and refine the opportunities to earn industry certification through high school course sequences or non-traditional CTE courses
**KPI 5.5**
Develop support plans for students identified by the Student Success Program (SSP) in all schools

**2018-2019 STRATEGIES**

> Analyze and enhance Student Success Plans for students at risk, kindergarten through grade twelve, and monitor interventions through the Student Success Program and Data Dialogues

> Monitor and refine Student Success Plans (SSP) identified through the Early Warning System in all elementary schools, grades kindergarten through five

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**KPI 5.6**
Increase District graduation rate by two percent

**2018-2019 STRATEGIES**

> Analyze and enhance Graduation Success Plans for students at risk in grades nine through twelve, and monitor interventions through Data Dialogues

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**KPI 5.7**
Increase Collier Online Virtual Education (COVE) offerings by six courses

**2018-2019 STRATEGIES**

> Continue to grow the number of COVE courses

> Expand COVE M/J Spanish, Beginning and M/J Spanish for Spanish Speakers, Beginning for advanced learners in fifth grade in identified schools
GOAL 6
MAINTAIN FISCAL RESPONSIBILITY

KEY PERFORMANCE INDICATORS

KPI 6.1
Comply with three percent State mandated fund balance in accordance with School Board Policy and strive to maintain five percent of its general fund revenues in the strategic and contingency reserve

2018-2019 STRATEGIES

➢ Provide five meetings/opportunities for input from District and school administrators, parents, and community members for suggestions on spending reductions

➢ Monitor strategic and contingency reserve through monthly financial reports to the Board, September through May, and share reserve balance information by posting to District website
KPI 6.2
Create a series of six communication strategies to increase transparency and understanding of the budget process

2018-2019 STRATEGIES

> Share budget information at Board Budget Work Session, Superintendent’s District Advisory Council, and on the District’s website

> Create two new platforms through which to share budgetary information and increase public awareness

KPI 6.3
Conduct a series of twelve Consolidated Planning meetings to enhance alignment of financial resources to support District academic goals

2018-2019 STRATEGIES

> Conduct four Consolidated Planning meetings to discuss District initiatives and prioritize academic needs to determine budgetary priorities, constraints to support academic initiatives, and leverage resources and human capital
GOAL 7
COMMUNICATION - PARENT AND COMMUNITY ENGAGEMENT

KEY PERFORMANCE INDICATORS

KPI 7.1
Demonstrate a thirty percent increase in informational reach to students, parents, and community members

2018-2019 STRATEGIES

- Continue to gather, analyze, and quantify communications data
- Analyze feedback from parents on how they utilize current communication strategies, channels, and tools
- Continue collaboration with schools to enhance communication plans that inform parents of opportunities to participate in school events and support student academics
**KPI 7.2**
Enhance the Communication Plan inclusive of forty-two meetings with students, parents, and community members

**2018-2019 STRATEGIES**

- Conduct three end-of-year Superintendent's Roundtable Discussions with high school seniors
- Conduct four Chief Executive Officer (CEO) Briefings
- Conduct a Districtwide Principal for the Day program
- Conduct two Parent Teacher Association/Organization (PTA/PTO) and School Advisory Council (SAC) Districtwide networking meetings
- Conduct four Superintendent District Advisory Council (SDAC) meetings
- Conduct two Symposiums

**KPI 7.3**
Conduct twelve meetings with community groups to provide event support, messaging input, assistance, and volunteer service for the District and schools

**2018-2019 STRATEGIES**

- Analyze feedback and strengthen communication channels evaluated as parents and community members' preferences
- Conduct four communications-based advisory council meetings inclusive of parents and community members to discuss and implement the District and school engagement plans

**KPI 7.4**
Conduct twelve opportunities for the community to engage District administrators utilizing multiple digital tools to increase engagement and to create an interactive forum for feedback

**2018-2019 STRATEGIES**

- Create and market five opportunities for parents and community members to engage District administrators to provide real-time interactive events
- Evaluate feedback and implement enhancements to real-time interactive events
GOAL 7
COMMUNICATION - PARENT AND COMMUNITY ENGAGEMENT

KPI 7.5
Develop nine communication tools highlighting Collier County Public Schools for the District and the business community to recruit and retain employees/employers to the region

2018-2019 STRATEGIES

> Create specific marketing brochures, fact sheets, and pride-building community events to showcase the educational quality of Collier County Public Schools

> Evaluate feedback to enhance the bi-annual orientations for targeted businesses to learn about the school system

> Evaluate feedback to enhance traveling presentation of CCPS initiatives to inform parents, local businesses, trade groups, and community organizations

KPI 7.6
Create thirty communications to employees highlighting District news and events through a uniform platform

2018-2019 STRATEGIES

> Produce monthly communication to employees highlighting District news and events
AdvancED Accreditation: Commendations and Required Actions

AdvancED Accreditation Process
AdvancED is an international agency accrediting 34,000 schools and school systems in more than 70 countries serving 20 million students.

In February 2017, Collier County Public Schools welcomed a team from AdvancEd for an accreditation review. Prior to their visit, they were provided with 35,000 documents, 10,000 artifacts, and 32,000 stakeholder surveys. The team of 10 evaluators (five from Florida and five from outside the state) conducted their on-site External Review, providing the District with additional lenses through which to see our school system.

During the External Review, AdvancED selected 18 schools / 128 classrooms to visit. The team interviewed a total of 382 stakeholders, consisting of:

- 1 Superintendent
- 5 Board Members
- 115 Administrators
- 25 Teachers
- 36 Support Staff
- 94 Parents, Community Members, and Business Partners
- 106 Students

The AdvancED External Review results in an Index of Educational Quality rating, a listing of powerful practices, as well as opportunities for improvement, which are listed below.

### Index of Educational Quality

<table>
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<tr>
<th>Category</th>
<th>CCPS Rating</th>
<th>AdvancED Network Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL SCORE</td>
<td>329.51</td>
<td>278.34</td>
</tr>
<tr>
<td>Teaching and Learning Impact</td>
<td>326.19</td>
<td>268.94</td>
</tr>
<tr>
<td>Leadership Capacity</td>
<td>315.83</td>
<td>292.64</td>
</tr>
<tr>
<td>Resource Utilization</td>
<td>358.75</td>
<td>283.86</td>
</tr>
</tbody>
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### Powerful Practices

- The Collier County Public Schools superintendent and leadership teams foster a highly effective culture consistent with the system’s purpose and direction.
- System and school staff employ a wide-range of electronic, print, and in-person communication strategies to effectively engage stakeholders in support of the system’s purpose and direction.
- Collier County Public Schools demonstrates outstanding resource management and makes wise and effective use of public and private funds to address the learning and developmental needs of children.

### Opportunities for Improvement

- Develop and implement a continuous program of professional development for teachers that is aligned with the district’s practice of data dialogues.
- Enhance the system’s programs that enable parents to provide academic support for their children.

### Improvement Priorities

(Progress must be reported back to AdvancEd within two years)

- Develop a structure for quality implementation of school board professional development based on the system’s core values, strategic plan, and current CCPS board policy.
**APPENDIX B**

**Strategic Plan Reviews**

**Southwest Florida Employer Strategic Plans**
> Arthrex, Inc.
> Collier County Government
> Collier County Sheriff’s Office
> Florida Gulf Coast University
> Hodges University
> NCH Healthcare System
> Publix Super Markets
> The Ritz-Carlton, Naples

**Large School Districts**
> Charlotte-Mecklenburg School District
> Fulton County School District
> Hillsborough County School District
> Miami-Dade County School District
> Palm Beach School District

**Benchmark Florida School Districts**
> Escambia County School District
> Lake County School District
> Manatee County School District
> Marion County School District
> Osceola County School District
> Pasco County School District
> Sarasota County School District
> Seminole County School District
> St. Lucie County School District
> Volusia County School District
## 2017-2019 Strategic Plan Definitions

<table>
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<tr>
<th>TERM / ACRONYM</th>
<th>DEFINITION</th>
<th>GOAL / KPI</th>
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| **Acceleration Points** | In middle school, acceleration points are based on the percentage of eligible students who passed a high school level EOC assessment or industry certification.  
In high school, acceleration points are based on the percentage of graduates from the graduation rate cohort who earned a score on an acceleration examination (AP, IB, or AICE) or a grade in a dual enrollment course that qualified students for college credit or earned an industry certification. | 5.3 |
| **Cambridge** | An education program that combines a world-class curriculum and high-quality support for teachers in more than 1,000 schools in over 100 countries.  
Resources are relevant internationally, yet culturally appropriate for teaching and learning in local schools. | 5.2 |
| **Career and Technical Education (CTE)** | Preparatory courses for a wide range of high-skill, high-demand careers that match regional and state employment opportunities.  
CTE uses cutting-edge, rigorous and relevant curriculum to prepare students to enroll in post-secondary programs or directly enter the job market. | 2.1 |
| **Interest Survey** | A survey on the MyCareerShines website (www.floridashines.org), the Florida Department of Education's (FDOE) career information and planning system, that allows students to rate activities they enjoy, personal qualities, and school subjects. Results are aligned with career clusters that match student preferences. | 2.4 |
| **CASTLE** | Collier Area STEAM Teaching and Learning Environment | 3 |
| **Category 1 Teachers** | Teachers in the first three years of consecutive service in the District, regardless of prior experience | 4.3 |
| **CCPS** | Collier County Public Schools | 1, 3, 4, 7 |
| **CEO** | Chief Executive Officer | 7 |
| **College and Career Readiness** | Students have the knowledge, skills, and academic preparation needed to succeed in:  
- Introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation  
- Postsecondary workforce education  
- A job that offers gainful employment and career advancement | 2.4 |

For further details see: FDOE at [http://www.fldoe.org/schools/higher-ed/fl-college-system/college-career-readiness.stml](http://www.fldoe.org/schools/higher-ed/fl-college-system/college-career-readiness.stml)
<table>
<thead>
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<th>TERM / ACRONYM</th>
<th>DEFINITION</th>
<th>GOAL / KPI</th>
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<tbody>
<tr>
<td>Collier Online Virtual Education (COVE)</td>
<td>Online curriculum supporting full and part time credit program for students in grades four through twelve</td>
<td>5.7</td>
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<tr>
<td></td>
<td>Provides opportunities for initial credit in such classes as Health Opportunities and Physical Education (HOPE) as well as Credit Recovery and Grade Forgiveness for student in high school</td>
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<tr>
<td></td>
<td>Online courses can be taken during the school day or outside regular school hours</td>
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<tr>
<td></td>
<td>All courses are taught by certified CCPS teachers</td>
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<tr>
<td></td>
<td>For more details reference the Collier Online Virtual Education COVE Staff Handbook</td>
<td></td>
</tr>
<tr>
<td>Consolidated Planning</td>
<td>Collaboration and cooperation among District departments and schools to leverage the District's general and special revenue funds and human capital in support of student achievement and development</td>
<td>6.3</td>
</tr>
<tr>
<td>Contingency Reserve</td>
<td>Funds set aside by Board policy to sustain day to day operations of the District in case of a contingency situation or financial emergency</td>
<td>6.1</td>
</tr>
<tr>
<td></td>
<td>The Superintendent has the authority to utilize the Contingency Reserve and shall report such use to the Board at a subsequent Board meeting</td>
<td></td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>A set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations</td>
<td>4.6</td>
</tr>
<tr>
<td></td>
<td>Culture implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competence implies having the capacity to function effectively</td>
<td></td>
</tr>
<tr>
<td>District Goals</td>
<td>Overarching results to be achieved by the District through efforts directed by and monitored through Key Performance Indicators (KPI) and related strategies</td>
<td>All</td>
</tr>
<tr>
<td>Early Learning Coalition of Southwest Florida (ELC)</td>
<td>Community-based organization serving Collier families with the goal that children ages birth to five have access to quality early education experiences</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>ELC works towards this goal in partnership with CCPS, FDOE Office of Early Learning, and Workforce Development Board to increase availability of early learning programs and professional development opportunities and to secure funding and resources</td>
<td></td>
</tr>
<tr>
<td>Early Warning System (EWS)</td>
<td>System utilizing predictive data (attendance, suspensions, course failure) to identify and reveal patterns and root causes of off-track or at-risk students and target interventions</td>
<td>5.5</td>
</tr>
<tr>
<td>ELA</td>
<td>English Language Arts</td>
<td>5</td>
</tr>
</tbody>
</table>
# 2017-2019 Strategic Plan Definitions

<table>
<thead>
<tr>
<th>TERM / ACRONYM</th>
<th>DEFINITION</th>
<th>GOAL / KPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOC</td>
<td>End-of-Course (Assessment)</td>
<td>5</td>
</tr>
<tr>
<td>FDOE</td>
<td>Florida Department of Education</td>
<td></td>
</tr>
<tr>
<td>Future Ready Collier (FRC)</td>
<td>A partnership of community members, organizations, and businesses working to ensure every child shows up ready for school and every young person enters adulthood on a path for growth. Stakeholders work together to develop strategies and review results ensuring improvement for our community by creating a stronger economy.</td>
<td>1.5, 2.6</td>
</tr>
<tr>
<td>Graduation Success Plan</td>
<td>Based on the data in the Early Warning System, this is a plan created to identify the needed interventions to address at-risk or off-track students.</td>
<td>5.6</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources</td>
<td>4</td>
</tr>
<tr>
<td>Key Performance Indicator (KPI)</td>
<td>Three-year measure supporting a District goal to be obtained by the end of the 2017-2019 Strategic Plan</td>
<td>All</td>
</tr>
<tr>
<td>Kindergarten Readiness</td>
<td>A statewide kindergarten screening instrument assesses the readiness of each student for kindergarten, known as the Florida Kindergarten Readiness Screener (FLKRS), and must be administered to all public school kindergarten students within the first 30 days of each school year. The results of this screening provide valuable information about a child's readiness for school, help teachers develop lesson plans to meet each child's individual needs, and offer useful information to parents. Beginning with the 2017-18 school year, the FLKRS assessment will be administered through Star Early Literacy®, which will replace the FLKRS Work Sampling System (FLKRS-WSS).</td>
<td>1.2</td>
</tr>
<tr>
<td>KPI</td>
<td>Key Performance Indicator</td>
<td>All</td>
</tr>
<tr>
<td>Learning Gains</td>
<td>Measurement of growth from one year to the next year. Learning gains may be demonstrated in English Language Arts and Mathematics</td>
<td>5.1</td>
</tr>
<tr>
<td>NAF</td>
<td>National Academy Foundation – a national network of education, business, and community leaders who work together to ensure high school students are college, career, and future ready. NAF academies are small, focused learning communities that provide a rigorous, industry-validated career themed curriculum that incorporates current industry standards and practices, literacy strategies, and STEM integration For more information: <a href="http://www.naf.org">www.naf.org</a></td>
<td>2</td>
</tr>
</tbody>
</table>
### 2017-2019 Strategic Plan Definitions

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<tr>
<td>Non-traditional</td>
<td>Participation in a CTE program traditionally dominated by one gender (e.g. girls in engineering or computer science, boys in early childhood education or nursing)</td>
<td>5.3</td>
</tr>
<tr>
<td>Parent Institute</td>
<td>Targeted workshops for parents of students enrolled in Title I schools based on individual site needs</td>
<td>1.4</td>
</tr>
<tr>
<td>Pathway for College and Career Readiness Plan</td>
<td>Grades eight through twelve student self-advocacy plan highlighting academic excellence, college/career connections, and financial awareness</td>
<td>2.5</td>
</tr>
<tr>
<td>Positive Behavior Interventions and Supports (PBIS)</td>
<td>PBIS is a research-based, school-wide systems approach to improve school climate and create safer and more effective schools. Focuses on improving a school’s ability to teach expectations and support positive behavior for all students</td>
<td>5.5</td>
</tr>
<tr>
<td>Project Lead the Way (PLTW)</td>
<td>Activity-project and problem based curriculum that guides instruction in middle and high school engineering and technology courses in which students identify problems, find unique solutions, and lead their own learning related to engineering and the application of engineering principles. Courses include but are not limited to automation, robotics, design, modeling, aeronautics, computer integrated manufacturing, principles of engineering, digital electronics, civil engineering and architecture, and computer science. For further details see: Our Programs <a href="http://www.pltw.org/our-programs">www.pltw.org/our-programs</a></td>
<td>3.3</td>
</tr>
<tr>
<td>PTA/O</td>
<td>Parent Teacher Association/Organizations</td>
<td>7</td>
</tr>
<tr>
<td>SAC</td>
<td>School Advisory Council</td>
<td>7</td>
</tr>
<tr>
<td>SDAC</td>
<td>Superintendent’s District Advisory Council</td>
<td>6, 7</td>
</tr>
<tr>
<td>Stars on Tour</td>
<td>A CCPS initiative allowing private providers and their students to learn about the elementary school in their zone and assist students in preparation for kindergarten</td>
<td>1.3</td>
</tr>
<tr>
<td>State Accountability Formula</td>
<td>State formula used to determine school grades which provide an easily understandable metric to measure the performance of a school. Parents and the general public can use the school grade and its associated components to understand how well each school is serving its students</td>
<td>5.3</td>
</tr>
<tr>
<td>STEAM</td>
<td>Science, Technology, Engineering, Arts, and Math</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>TERM / ACRONYM</td>
<td>DEFINITION</td>
<td>GOAL / KPI</td>
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<tr>
<td>STEAM Challenge</td>
<td>Using cross-curricular content knowledge and strategies from science, math, and related arts (technology and fine arts) courses, students apply inventive, artistic design approaches within engineering towards finding successful solutions to a complex problem. One challenge is assigned towards the end of the school year during science classes specific to a certain grade level (grade two in 2016-17), or secondary science course (Physical Science in 2016-17) District-wide</td>
<td>3.1</td>
</tr>
<tr>
<td>Strategic Reserve</td>
<td>Funds set aside by Board policy to sustain day to day operations of the District in case contingency situation or other financial emergency. The Strategic Reserves may be expended only by an affirmative vote by at least four (4) Board Members</td>
<td>6.1</td>
</tr>
<tr>
<td>Strategy</td>
<td>Each three-year KPI is guided by multiple strategies which are reviewed annually and revised based on changing needs specific to the KPI, as this provides the flexibility required of a “living document”</td>
<td>All</td>
</tr>
<tr>
<td>Student Success Plan</td>
<td>Based on the data in the Early Warning System, this is a plan created to identify the needed interventions to address at-risk or off-track students.</td>
<td>5</td>
</tr>
<tr>
<td>(SSP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work-Based Learning</td>
<td>Job shadowing or internship experience in which a student learns about a specific career. Calculated as the percentage of students included as graduates in the FY16 graduation rate who, while in high school, participated in one work-based learning experience. NAF Track Completers – those who complete 3 one semester courses.</td>
<td>2.3</td>
</tr>
<tr>
<td>Experience (WBL)</td>
<td></td>
<td></td>
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</tbody>
</table>