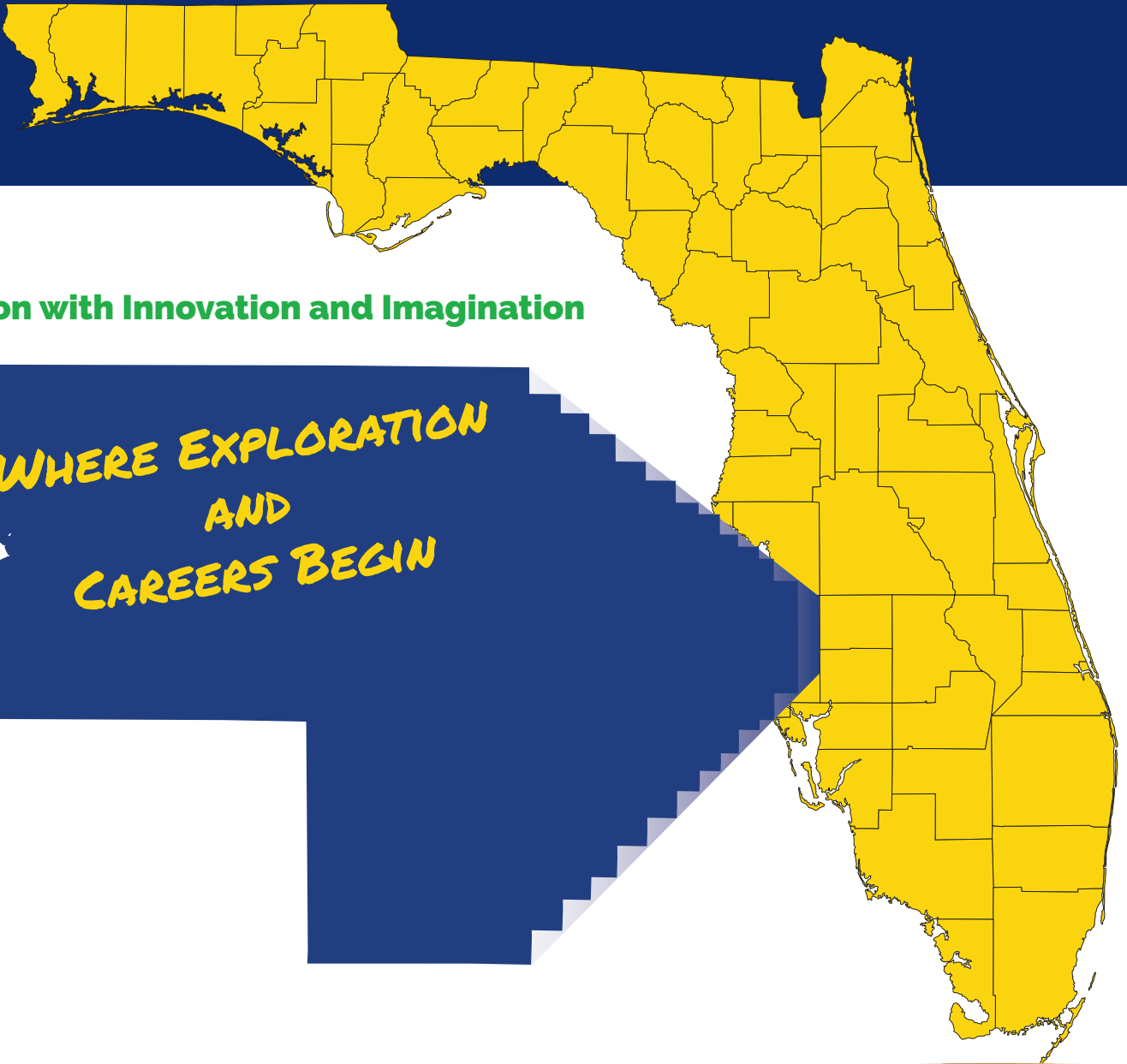


READY 2026

Strategic Plan



Education with Innovation and Imagination

**WHERE EXPLORATION
AND
CAREERS BEGIN**

Strategic Plan Year Review

August 2023 - June 30, 2024

Table of Contents

READY TO LEARN

Kindergarten Readiness / Grade-Level Proficiency

1. Refine the elementary instructional model to strengthen the focus on foundational literacy skills in meeting each student's needs 10
2. Utilize screening tools and evidence-based programs to support students with substantial reading needs, such as dyslexia 11
3. Increase ES enrollments in accelerated courses and identification of gifted and talented students 12
4. Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades 13
5. Continue to partner with community-based agencies to ensure expanded Pre-K learning opportunities and alignments 14
6. Expand the availability of relevant literacy training and reading materials for first-time parents and families 15

READY FOR LIFE

Acceleration and Innovative Learning / College, Career Readiness

1. Improve easy access to quality family resources that support student learning 16
2. Ensure that all staff are trained to respond to students impacted by trauma and adverse childhood experiences, including highly effective student services and mental health supports 18
3. Provide unique and highly personalized support for English Language Learners 19
4. Create an instructional model centered around real-world skills, civic involvement, financial literacy, and arts integration 21
5. Expand visual and performing arts programs across all schools 22
6. Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning 24
7. Implement additional research-based initiatives that support first generation college students by expanding literacy-building opportunities and critical thinking elements in secondary classrooms 25
8. Expand acceleration opportunities for all middle and high school students 26
9. Advance career-centered programs across the District to provide quality post-high school education and employment opportunities 27

Strategic Plan Progress

Strategic Plan Tracking for each goal, strategy and metric will be updated regularly at <https://www.ManateeSchools.net/strategicplanning>



READY TO GROW

Staff Hiring and Retention / District Financial Stability / Safety and Security

1. Develop a competitive employee salary schedule to keep and attract the best talent and continue to provide quality customer service to our staff and parents 31
2. Strengthen our new employee orientation and development program to foster, promote, and retain extraordinary educators and staff 32
3. Develop an innovative leadership development program and succession-planning model to attract and support quality school and District leaders 34
4. Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible 35
5. Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools 36
6. Maintain our robust security readiness and safety system across the District 37
7. Promote our schools and District as remaining highly competitive and uniquely designed to produce top-notch graduates, great neighbors, and responsible citizens 38



About This Plan

After successfully building a strong infrastructure and foundation over the last three years through the previous strategic plan, the School District of Manatee County now must focus on future growth and opportunities, so that by 2026 it is **READY** to be at the top of all school Districts in the State of Florida.

By specifically concentrating on early learning and literacy, our young students will be **READY TO LEARN** and better prepared to succeed in later grades as they articulate through school.

Then, as they reach middle and high school, our innovative and imaginative initiatives and acceleration programs will enable them to be **READY FOR LIFE** beyond graduation: in college, career, or a specialized vocation.

As the world rapidly changes around us, the school District must adapt to these extraordinary challenges by being **READY TO GROW** and face a very competitive and expanding employment market.

This new Strategic Plan will ensure that we are

READY 2026✓

READY TO LEARN:

Kindergarten Readiness / Grade Level Proficiency

1. Refine the elementary instructional model to strengthen the focus on foundational literacy skills in meeting each student's needs

Department of Curriculum and Instructional Services

Strategy 1: Provide professional learning to teachers and paraprofessionals in classroom instructional strategies and resources designed to improve phonological awareness, reading comprehension and phonics skills, fluency, vocabulary

Metric 1: Demonstrate 100 percent fidelity of use of instructional high-quality resources strategies and resources as evidenced by classroom visits

Metric 2: Increase the percentage of students demonstrating growth per state progress monitoring assessments increased by at least two percentage points per school year

Metric 3: Decrease by 2 percent annually the number of students demonstrating a need for Tier2/Tier 3 support per Multi-Tiered Systems of Support (MTSS) interventions as evidenced in Focus through the MTSS platform

Metric 4: Monitor students who received support to ensure student and program success and viability

Metric 5: Increase professional learning for all teachers and paraprofessionals in literacy best practices including Exceptional Student Education (ESE) teachers and staff

Metric 6: Increase the percentage of ESE students showing grade-level proficiency (Kindergarten - 10th grade) as evidenced by at least two percentage points per school year



Willis Elementary students plant an EarthBox during Farm-to-School Week

Ready to Learn

1. Refine the elementary instructional model to strengthen the focus on foundational literacy skills in meeting each student's needs.

Strategy 1: Provide professional learning to teachers and paraprofessionals in classroom instructional strategies and resources designed to improve phonological awareness, reading comprehension and phonics skills, fluency, vocabulary.

Metric 1 & Metric 5

Provided Professional Development focused on foundational literacy skills.

- Conducted Academic Excellence Walks at every elementary school to monitor instruction and align support.
- University of Florida Lastinger Center delivered science of reading professional learning to all elementary administrators, literacy coaches, ESE/ESOL specialists, and district specialists.
- Piloted a small group instructional framework supported by University of Florida Lastinger Center at one Title I school.
- Ongoing PD aligned to the B.E.S.T. Standards including science of reading, data driven instruction, small group instruction, vocabulary development, summarization, and writing.
- RAISE schools participated in universal writing webinars facilitated by State Regional Literacy Directors.
- Intensive RAISE schools received individualized support from our State Regional Literacy Director.
- 3 District trainers introduced FDOE Practice Profiles to teachers.
- Partnered with United Way to support paraprofessionals working with cohorts of 1st grade students at 8 of the Big 10 schools in reading development, foundational skills, and reading interventions.
- Conducted in-person Reading Endorsement sessions.
- District leadership and intensive RAISE schools attended the Just Read FL! Summer Literacy Institute.
- 3 Elementary Principals and 1 AP completed FDOE/FCRR Literacy Leadership Professional Development series. (Total of 7 Elementary administrators have completed series since 2022-2023 school year.)

Metric 2

Measured growth of overall ELA and Math from FAST PM1 to PM2 to PM3.

Subject	PM1 to PM3 Scale Score Growth	District Learning Gains
ELA	80%	57%
Math	93%	58%

Metric 3, Metric 4 & Metric 6

Growth as evidenced by PM3 data. To aid in supporting MTSS, PD has occurred:

- Self-paced training modules on Schoology for MTSS Facilitators for both Academics and Behavior to address team structure, problem solving, use of instruction and interventions, and data monitoring for Tier 1 and Tier 2 – AND – both in person and virtual training for Branching Minds.
- Training modules using branching Minds as a platform for IST Chairs/Members and suggested for all members to address systems, structures, problem solving, use of interventions, data monitoring, and compliance procedures for Tier 3 and beyond.
- Continued data monitoring of ESE student literacy growth and Federal Index data related to SWDs. Curriculum maps are being updated for self-contained classrooms to boost literacy for all students.

2. Utilize screening tools and evidence-based programs to support students with substantial reading needs, such as dyslexia

Department of Curriculum and Instructional Services

Strategy 1: Successfully implement a screening tool to identify students in need of further evaluation and evidence-based interventions in District schools

Metric 1: Increase the number of interventions students with dyslexia-like characteristics are receiving after screening as a result of needs identified through the screening.

Metric 2: Increase the percentage of students closing achievement gaps per state progress monitoring assessment as evidenced by two percentage points per school year



Nolan Middle School students read in their Media Center

Ready to Learn

2. Utilize screening tools and evidence-based programs to support students with substantial reading needs, such as dyslexia.

Strategy 1: Successfully implement a screening tool to identify students in need of further evaluation and evidence-based interventions in District schools.

Metric 1

- Administered final EarlyBird screener to all PreK-1st grade students at Bashaw Elementary.
- Screener showed students at-risk for dyslexia-like characteristics and showed end of year word reading ability.
- Provided an additional training for teachers and paraprofessionals at Bashaw in EarlyBird data analysis, instructional decision making based on data, and resources to support instruction for students exhibiting dyslexia-like characteristics.
- First year implementation of Lexia Core 5 in K-5, which is built on the science of reading and has tools to provide interventions to students at all levels of reading.
- Provided University of Florida Lastinger Center science of reading professional learning series to administrators, literacy coaches, ESE/ESOL specialists, and district specialists that included in-depth strategies to use with students that exhibit characteristics of dyslexia.
- Piloted use of the CORE Phonics Survey to target areas of need for foundational skill instruction in K-2.
- Implemented In Tandem (explicit, systematic phonological awareness and phonics resource) for kindergarten and grade 1 small group instruction to focus on skills and strategies grounded in the science of reading and supportive of students who exhibit characteristics of dyslexia.

Metric 2

- In kindergarten through second grade, we increased student scores to 54% proficiency in ELA and 58% proficiency in mathematics.

Students	ELA Proficiency PM1	ELA Proficiency PM3	Math Proficiency PM1	Math Proficiency PM3
All K-2	16%	54%	11%	58%

3. Increase Elementary School enrollments in accelerated courses and identification of gifted and talented students

Department of Curriculum and Instructional Services

Strategy 1: Design an elementary scheduling model to increase the number of students accessing advanced literacy and math content

Metric 1: Increase the percentage of students in grades 3-5 enrolled in accelerated course content

Metric 2: Increase the percentage of students enrolled in gifted and in accelerated courses who show proficiency / mastery on state standardized assessments

Strategy 2: Expand District testing for gifted to include additional measures, methods, and grade levels to increase the number of students screened and identified, especially in Federal Index Subgroups

Metric 1: Increase the number of additional screener(s) identified and update the evaluation procedures currently in place with increased opportunities for screening

Metric 2: Increase the number and percentage identified as gifted and number and percentage identified as talented

Strategy 3: Enhance District resources for accelerated and gifted students and their families, including enrichment activities, academic competitions, and at-home supports, especially in Federal Index Subgroups

Metric 1: Develop more District resource sites and create opportunities for more accessibility for all students and families

Metric 2: Increase the number and variety of District field trips and related enrichment activities

Metric 3: Increase the amount of student-parent workshops and resource fairs designed to help families navigate the transition to middle school, high school and post-secondary options

Strategic Plan Progress

Strategic Plan Tracking for each goal, strategy and metric will be updated regularly at <https://www.ManateeSchools.net/strategicplanning>

Ready to Learn

3. Increase Elementary School enrollments in accelerated courses and identification of gifted and talented students.

Strategy 1: Design an elementary scheduling model to increase the number of students accessing advanced literacy and math content.

Metric 1

Accelerated Math

- Accelerated Curriculum Maps revised (3A/4A) and developed (5A) and posted for 23-24 school year.
- 5A teachers identified and participated in an initial training on 6th grade B.E.S.T. Standards facilitated by Curriculum.
- Teachers of accelerated math courses were offered monthly collaborations with district curriculum specialists.
- 23-24 Acceleration Guide developed and shared with schools; students identified for 3A, 4A, and 5A and parent notifications sent home.
- Summer self-paced Schoology courses developed for students to review and reinforce math skills.

Accelerated ELA

- Continued ongoing training for Accelerated ELA teachers.
- ELA Acceleration Pacing Guides revised and posted for 23-24 school year.
- 23-24 Acceleration Guide developed and shared with schools; students identified for 3-5 ELA Acceleration and parent notifications sent home.

Grade Level	Total Students	Accelerated ELA Enrolled #	Accelerated ELA Enrolled %	Accelerated ELA Proficiency #	Accelerated ELA Proficiency %	Accelerated Math Enrolled #	Accelerated Math Enrolled %	Accelerated Math Proficiency #	Accelerated Math Proficiency %
3, 4, 5	13875	2149	15%	1916	89%	3328	24%	3114	94%
3	4914	663	13%	601	91%	1097	22%	1012	93%
4	4574	758	17%	672	89%	1223	27%	1161	95%
5	4387	728	17%	643	89%	1008	23%	941	94%

Strategy 2: Expand District testing for gifted to include additional measures, methods, and grade levels to increase the number of students screened and identified, especially in Federal Index Subgroups.

Metric 1

- Students performing at or above benchmark on district or state assessments can automatically be screened for Gifted without a nomination form.
- Schools have the choice of 3 screening tools to screen students for Gifted.

Metric 2

- Developed and disseminated information to schools regarding Gifted characteristics to observe in mono/bilingual students.
- Paid Summer PD offered for teachers to increase educators with the gifted endorsement.
- Teachers of gifted students develop and propose field trips and enrichment activities based upon the needs of their individual students.
- Created a plan to identify underrepresented populations of students in the Florida Policy and Procedures Guide for Manatee County.

Strategy 3: Enhance District resources for accelerated and gifted students and their families, including enrichment activities, academic competitions, and at-home supports, especially in Federal Index Subgroups.

Metric 1, 2, 3

- More enrichment resources were added, and community fairs were held. Increased focus on this area in the 2023-2024 school year.

4. Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades

Department of Curriculum and Instructional Services

Strategy 1: Enhance the District's new educator onboarding program to include pairing new teachers with veteran teachers and offering professional development that includes evidence-based literacy strategies

Metric 1: Increase the percentage of new teachers who report satisfactory feedback regarding first year onboarding and professional development

Metric 2: Increase the percentage of new teachers hired who are retained after year one and year three

Metric 3: Increase the percentage of new teachers with progress toward obtaining a reading endorsement or reading certification

Strategy 2: Ensure that a District coaching academy is in place, includes professional learning around best practices in literacy, and supports coaches with earning the new state Coaching Endorsement

Metric 1: Increase the number and percentage of District schools supported by an on-site instructional coach

Metric 2: Increase the percentage of District classrooms with evidence of effective literacy instruction (per classroom visits)

Metric 3: Increase the number and percentage of coaches completing the state coaching endorsement program or another recognized coaching endorsement program



Rogers Garden-Bullock Elementary School Volunteer Appreciation Day

Ready to Learn

4. Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades.

Strategy 1: Enhance the District's new educator onboarding program to include pairing new teachers with veteran teachers and offering professional development that includes evidence-based literacy strategies.

Metric 1

- Surveys are being completed by HR for new teachers.

Metric 2

- Only one year retention rate of new teachers, as this will serve as the baseline for the new strategic plan. We will track the same teachers in three years.
- % retention rate of new teachers after three years. 2020-2021- 243 new teachers hired; 2021-2022- 182 of them retained, or 75% retention rate of new teachers after one year. 2023-2024- 100 of them retained or 42.

Metric 3

- Of the 243 new teachers hired- 33 of them have progress towards reading endorsement through completion of Competencies and 45 of them are Reading Endorsed. That would mean 14% towards reading endorsement and 19% endorsed. Of the remaining 100 new teachers 35 of them have completed the Reading Endorsement through completion of competencies and 5 of them are Reading Endorsed through state assessments.

Strategy 2: Ensure that a District coaching academy is in place, includes professional learning around best practices in literacy, and supports coaches with earning the new state Coaching Endorsement.

Metric 1

- Schools receive support from on-site instructional coaches fulltime or receive weekly support from district specialists.
- 21 Elementary Coaches across 21 schools.
- 6 Secondary Coaches across 6 schools.

Metric 2

- Classroom walk through tools developed with specific look-for's for effective literacy instruction. Continual evidence will be gathered.
- University of Florida Lastinger Center delivered science of reading professional learning to all elementary administrators, literacy coaches, ESE/ESOL specialists, and district specialists that included look-for's around best practices in literacy instruction.
- Conducted Academic Excellence Walks at every school to monitor instruction and align instructional support.
- Learning opportunities for teachers, paraprofessionals, administrators were well attended to study and implement effective literacy instruction in both elementary and secondary classrooms which include self-contained ESE classrooms.

Metric 3

- K-12 Coaches participated in monthly Coaching Academies that include half day of content, curriculum, and instruction professional learning and half day coaching professional learning.
- 19 literacy coaches and district specialists completed the FCRR Literacy Coach Endorsement.

READY TO LEARN:

Kindergarten Readiness / Grade Level Proficiency

5. Continue to partner with community-based agencies to ensure expanded Pre-Kindergarten learning opportunities and alignments

Department of Curriculum and Instructional Services

Strategy 1: Expand availability of year-round literacy support and reading materials, aligned with early learning curriculum and at Campaign for Grade-Level Reading community partner sites/locations

Metric 1: Measure the increases through the community partner's end-of-year survey results

Strategy 2: Develop both face-to-face and virtual literacy programs, aligned with Pre-Kindergarten standards, for early learning parents with Campaign for Grade-Level Reading community partners

Metric 1: Develop and expand multilingual training with community partners

Metric 2: Increase the number of families taking part in virtual and in-person events

Strategy 3: Develop volunteer training for community-based volunteers that aligns opportunities

Metric 1: Develop with community-based agencies a best practice literacy-based in-person or virtual training and increase participation annually

Strategy 4: Integrate early learning concepts and hands-on activities across subjects to increase family engagement and exposure to literacy

Metric 1: Percentage of community-based partners that show an increase in serving unduplicated clients

Metric 2: Increase the percentage of families who report that Soar in 4 is engaging, relevant, and impactful



Ready to Learn

5. Continue to partner with community-based agencies to ensure expanded Pre-Kindergarten learning opportunities and alignments.

Strategy 1: Expand availability of year-round literacy support and reading materials, aligned with early learning curriculum and at Campaign for Grade-Level Reading community partner sites/locations.

- 100% complete – we have implemented monthly Soar in 4 events at The Bishop Museum of Science and Nature and Soar in 4 Story Time at 5 library branches twice a month. Community partners have adopted literacy outreach initiatives such as give away libraries and have provided free family literacy events.
- Started Soar in 4 Lab for opening in 2025.
- Hosted two "Ready for Kindergarten" breakfasts to allow time for PreK teachers to collaborate with Kindergarten teachers on standards, student instruction and attendance.

Strategy 2: Develop both face-to-face and virtual literacy programs, aligned with Pre-Kindergarten standards, for early learning parents with Campaign for Grade-Level Reading community partners.

- 100% complete – Distributed *First Teacher: A Parent's Guide to Growing and Learning* in English and Spanish to families and community partners that attended Soar in 4 events and Soar in 4 Story Time groups. Provided *Look, Talk, Play Smithsonian's Resource Guide* in English and Spanish to CGLR partners for distribution to families. Provided Florida's Early Learning and Developmental Standards information with coordinating at home engagements for families and community partners in English and Spanish at all Soar in 4 events.
- Complete - Provided Professional Development focused on foundational literacy skills.

Strategy 3: Develop volunteer training for community-based volunteers that aligns opportunities.

- 100% complete – Collaboratively provided on-line early learning family engagement opportunities with PBS Learning. Soar in 4 hosted a Back-to-School Event with MCR Health at The Ringling Museum. 2,500 attendees had access to physicals, immunizations and school supplies.

Strategy 4: Integrate early learning concepts and hands-on activities across subjects to increase family engagement and exposure to literacy.

- 100% complete – CGLR volunteers serving the LWR Rotary Books for Kids programs, the Dive into Reading program, Soar in 4 events, and/or Day 4 Hope participated in literacy training. Each program has expanded.
- 100% complete – 40 Carrots and Soar in 4 Story Time, report an increase in serving unduplicated clients. CGLR partners share they have increased free family literacy events at their locations.
- 100% complete – Soar in 4 collaborated with Results First to create an individualized plan for accurate data tracking and levels of family engagement.

6. Expand the availability of relevant literacy training and reading materials for first-time parents and families

Department of Curriculum and Instructional Services

Strategy 1: Work with community partners to ensure that first-time parents and families have access to books and related child development materials to support at-home learning before entering kindergarten

Metric 1: Increase the number and percentage of families with children ages 0 to 3 who have sufficient resources at home

Metric 2: Increase the number and percentage of families with children ages 0 to 3 attending District and community resource events

Metric 3: Increase the percentage of kindergarten students meeting state kindergarten readiness rates for literacy

Strategy 2: Develop both face-to-face and virtual literacy training for new parents and families specific to oral language development

Metric 1: Develop training that is easy to locate, parent-friendly, and multilingual

Metric 2: Increase the number and percentage of new parents and families taking part in literacy training and events

Metric 3: Increase the percentage of kindergarten students meeting state kindergarten readiness rates for literacy

Strategy 3: Design an information campaign for new families to support their understanding of what our public schools offer and what is expected of children entering kindergarten

Metric 1: Increase the number and percentage of eligible families who enroll their students in District kindergarten seats

Metric 2: Link District and state Read-at-Home plans on District and school websites for easy accessibility and communication with families at family nights and parent conference

Metric 3: Develop a recorded family-friendly webinar to introduce families to kindergarten Benchmarks for Excellent Student Thinking (BEST) standards



Blackburn Elementary School

Ready to Learn

6. Expand the availability of relevant literacy training and reading materials for first-time parents and families.

Strategy 1: Work with community partners to ensure that first-time parents and families have access to books and related child development materials to support at-home learning before entering kindergarten.

- 100% complete – Soar in 4 Story Time is offered monthly at 5 library branches. Give Away Libraries have been provided to all Title I elementary schools. The First 1,000 Days participates monthly at Soar in 4 events.
- 100% complete – Provide monthly Soar in 4 and Soar in 4 Story Time events. Community partners provide free additional early learning literacy activities for families.
- Completed - The Patterson Foundation is providing a Kindergarten Readiness Bag to all incoming kindergarten students. The Early Learning Task Force provided a transition to kindergarten breakfast for pre-kindergarten and kindergarten teachers. This event fostered articulation to kindergarten conversations. Participants created action plans to engage families and provide transition support.

Strategy 2: Develop both face-to-face and virtual literacy training for new parents and families specific to oral language development.

- On-going – Soar in 4 Story Time is provided bi-monthly at county library locations. Facilitators provided parent education for early learning literacy and vocabulary skills, developmental milestone information and bi-lingual community and on-line resources such as VROOM and PBS Kids.

Strategy 3: Design an information campaign for new families to support their understanding of what our public schools offer and what is expected of children entering kindergarten.

- On-going – Soar in 4 Story Time is provided bi-monthly at county library locations. Facilitators provided parent education for early learning literacy and vocabulary skills, developmental milestone information and bi-lingual community and on-line resources such as VROOM.
- Completed - The Patterson Foundation provided a Kindergarten Readiness Bag to all incoming kindergarten students. The Early Learning Task Force provided a transition to kindergarten breakfast for pre-kindergarten and kindergarten teachers. This event fostered articulation to kindergarten conversations. Participants created action plans to engage families and provide transition support.

1. Improve easy access to quality family resources that support student learning

Department of Curriculum and Instructional Services

Strategy 1: Create parent-friendly curriculum documents containing grade-level expectations that outline what students are learning and must master as they transition across grades

Metric 1: Ensure that curriculum resources are available annually and easily accessible for students and families in multiple languages

Metric 2: Develop a search engine provided for students and families to locate materials efficiently to support learning, along with support for closing students learning gaps

Metric 3: Increase the number and percentage of unique log-ins to the District resource website by school, grade, and student subgroups

Strategy 2: Host quarterly resource workshops by level (Elementary, Middle, High) to support families across the District

Metric 1: Increase the number of workshops scheduled and available as designed and inclusive of Exceptional Student Education (ESE), English Language Learner (ELL) families

Metric 2: Ensure annually that family-friendly training materials are available specific to increasing the use of FOCUS "parent portal" software

Metric 3: Increase the number and percentage of families with FOCUS "parent portal" accounts and percentage logging in weekly, monthly

Strategy 3: Develop a school-based family outreach model designed to inform parents about student progress and promote family involvement

Metric 1: Develop a District evidence-based family engagement model with feedback from relevant stakeholders

Metric 2: Train a school family engagement designee in the family outreach model for both in-person and virtual modes

Metric 3: Increase the number and frequency of parent surveys per year

Metric 4: Increase the number of parents engaged in Student Advisory Councils (SAC)/ Parent Teacher Organizations (PTO) per school year

Metric 5: Increase the number of and frequency of volunteer participation District-wide per school year

Strategy 4: Ensure that school counselors, social workers, and Graduation Enhancement Technicians (GETs) create family intervention plans for those students with excessive absences (more than 10 percent days absent)

Metric 1: Decrease the number and percentage of schools that have students with 10 percent or more days absent

Metric 2: Increase the number of students with family intervention plans

Ready for Life

1. Improve easy access to quality family resources that support student learning.

Strategy 1: Create parent-friendly curriculum documents containing grade-level expectations that outline what students are learning and must master as they transition across grades.

Metric 1, 2

- As documents are created, they are translated by the district translator for families to be able to access.
- All materials and resources have been listed on the updated curriculum and instruction webpage.
- Included parents on the Portrait of a Graduate committee to build better resources for family-friendly learning tools.

Strategy 2: Host quarterly resource workshops by level (Elementary, Middle, High) to support families across the District.

Metric 1, 2, 3

- Held 54 meetings/workshops for parents of English Language Learners, which is an increase from 2022-2023.
- Schools began to utilize the New Worlds Reading support (partnership between FDOE and UF Lastinger) for family engagement nights.
- The ESOL Department has been assisting Spanish and Haitian Creole speaking parents to access schools' annual open houses and/or back to school nights with Focus parent portal information readily available, and data is reviewed to see if events are successful.

Strategy 3: Develop a school-based family outreach model designed to inform parents about student progress and promote family involvement.

- Parent Family Engagement Specialist position created to support family outreach and support for ESE students. Cabinet members attend SAC meetings throughout the year to share the latest District information.
- ESE Agency Fair at MTC provides an opportunity for parents to learn about community organizations that can support students with disabilities.

Strategy 4: Ensure that school counselors, social workers, and Graduation Enhancement Technicians (GETs) create family intervention plans for those students with excessive absences (more than 10 percent days absent).

- Increased involvement with our community partners to form a multiple agency task force which has increased services to families who have been chronically absent.
- Hosting career-based fairs in 24-25 in addition to post-secondary education night which in September increased our Truancy Court interventions in frequency of dates and with specific focus on grades 2-5.

Strategy 5: Continue to host community events for families that provide access to needed resources.

- Continue to market to families our MCR Health Clinics at Manatee EL, Daughtrey EL, and Southeast HS.

Strategy 5: Continue to host community events for families that provide access to needed resources

Metric 1: Increase the number of community resource events/fairs such as Soar In 4 and Community, Hispanic Fairs, etc.

Metric 2: Increase the number of families assisted by providing access to physical and mental health screenings

Department of Technology

Strategy 1: Implement enterprise notification service offerings for teachers and school/District leadership to continually improve communications

Metric 1: Expand the use of enhanced text messaging features to all schools

Metric 2: Transition the manateeschools.net website to a robust, innovative, and intuitive design

Strategy 2: Expand parent engagement through MySDMC SSO (Single Service Sign-on)

Metric 1: Implement Choice for Voluntary Pre-Kindergarten (VPK) or Exceptional Student Education Pre-Kindergarten (EPK) by December 2022 through FOCUS Student Information System (Parent Portal)

Metric 2: Develop progress monitoring for VPK-EPK through FOCUS and Gradebook



Johnson K-8 Students

Ready for Life Department of Technology

Strategy 1: Implement enterprise notification service offerings for teachers and school/District leadership to continually improve communications.

Metric 1

- 100% complete – New implementation scheduled for July 2025.

Metric 2

- 100% complete – New implementation scheduled for July 2025.

Strategy 2: Expand parent engagement through MySDMC SSO (Single Service Sign-on).

Metric 1

- Completed

Metric 2

- Completed

READY FOR LIFE:

Acceleration & Innovative Learning / College, Career Readiness

2. Ensure that all staff are trained to respond to students impacted by trauma and adverse childhood experiences, including highly effective student services and mental health supports

Department of Curriculum and Instructional Services

Strategy 1: Develop and execute professional learning for teachers and staff specific to increasing student engagement and trauma-informed instruction (responding to trauma) as evident by Florida Statute

Metric 1: Develop and execute annually professional learning in classroom management, student engagement

Metric 2: Develop and execute professional learning in trauma-informed instruction (responding to trauma)

Metric 3: Develop a model classroom(s) at each school to showcase best practices in instruction

Metric 4: Increase the percentage of teachers and staff trained in classroom management (engagement), trauma-informed instruction, and youth mental health (state professional learning)

Strategy 2: Design District response teams to support the unique needs of each school and community in order to provide safe and positive school climates as evident by Florida Statute

Metric 1: Ensure Student Services and Exceptional Student Education (ESE) supports (school-based and District-based) are fully staffed to meet each school's needs

Metric 2: Formulate District response teams to include alignment of social workers, psychologists, behavior, and ESE supports by community feeder pattern

Metric 3: Biannually assess whether needs are being addressed in terms of student behavior and mental health, especially for students identified as MTSS Tier II and III

Metric 4: Continue and enhance the use of the Handle with Care program.



Samoset Elementary School Cafeteria Staff

Ready for Life

2. Ensure that all staff are trained to respond to students impacted by trauma and adverse childhood experiences, including highly effective student services and mental health supports.

Strategy 1: Develop and execute professional learning for teachers and staff specific to increasing student engagement and trauma-informed instruction (responding to trauma) as evident by Florida Statute.

- Created lessons to support FDOE Resiliency Standards.
- Partnered with the MEF to earn a grant focused on supporting FDOE Resiliency Standards.
- Schools reported instructional staff have written observable classroom behavior management plans that are aligned with CHAMPs at the beginning of current school year. All schools had at least one CHAMPs coach on their faculty who was trained over the summer. These coaches delivered training to their instructional staff in August across all schools on the same day.
- All required SDMC staff have been trained in Youth Mental Health First Aid Training.

Strategy 2: Design District response teams to support the unique needs of each school and community in order to provide safe and positive school climates as evident by Florida Statute.

- The ESE Department works closely to allocate resources to schools based on the numbers of students identified as SWD's.
- Additionally, district staff are assigned to schools using a metric which includes the numbers of SWD's at each site, the total school size and the amount of support required at that site based on historical data (Tiered supports).
- The district staff worked together to assign staff to schools based on a plan for Tiered support based on State data tied to learning gains in literacy and mathematics.
- District behavior specialists will provide professional learning for school-based behavior specialists.
- Worked with the MEF to provide resiliency resources and training to staff.
- Planned and delivered a Wellness Symposium for Students in September 2024.
- Provided the film *Screenagers* for parents and students in three locations during the past school year to promote student wellness and safety on the internet.

3. Provide unique and highly personalized support for English Language Learners

Department of Curriculum and Instructional Services

Strategy 1: Expand Dual Language (DL) Programs in our existing elementary schools and create a plan to move into secondary schools to help close the achievement gap between English Learners and non-English Learners

Metric 1: Increase the number of schools with dual language programs

Metric 2: Develop and execute a finalized plan to create a dual language program in middle schools

Metric 3: Assess annually the data of dual language programs to ensure increased student achievement

Strategy 2: Develop a newcomer program that assists recently arrived students with a 10–12 week program within the school day to help English Language Learners acclimate to school in the United States

Metric 1: Assess the data annually to ensure increased student achievement

Strategy 3: Grow the English Language Development classes in secondary schools to assist English learners to be successful with academic content in middle and high school

Metric 1: Assess the data annually to ensure increased student achievement

Strategy 4: Continue to provide students with digital devices through the TECH4STUDENTS program – technology beyond the classroom initiative

Metric 1: Increase annually the number of digital devices through the TECH4STUDENTS program



Ready for Life

3. Provide unique and highly personalized support for English Language Learners.

Strategy 1: Expand Dual Language (DL) Programs in our existing elementary schools and create a plan to move into secondary schools to help close the achievement gap between English Learners and non-English Learners.

- We currently have 5 schools with dual language programs at Daughtrey K-4, Rogers K-4, Braden River EL K-3, Palmetto K-1, and Prine K-1).
- ELA Proficiency for all Dual Language students compared to all non-Dual Language students, our Dual Language students had higher PM3 proficiency rates for ELA in KG, 1st, and 3rd Grade and had either higher PM1 to PM3 proficiency growth or higher levels of students meeting K-2 Expected Growth for all grade levels.
- Math Proficiency for all Dual Language students compared to all non-Dual Language students, our Dual Language students had significantly higher PM3 proficiency rates for Math in all grades KG-3rd Grade (avg 14% difference) and had both higher PM1 to PM3 proficiency growth and higher levels of students meeting K-2 Expected Growth across grades KG-2nd.

Strategy 2: Develop a newcomer program that assists recently arrived students with a 10–12-week program within the school day to help English Language Learners acclimate to school in the United States.

- We will have data at the end of the school year, but teachers are very supportive and love the materials.
- ESOL has worked with Curriculum to order materials for all secondary schools to implement with newcomers.

Strategy 3: Grow the English Language Development classes in secondary schools to assist English learners to be successful with academic content in middle and high school.

Metric 1

- 12 secondary schools offer English Language Development courses.

Strategy 4: Continue to provide students with digital devices through the TECH4STUDENTS program – technology beyond the classroom initiative.

Metric 1

- The ESOL department has worked closely with IT to deliver devices to students through the TECH4Students program.
- We handed out 75 devices at an event for Haitian families and are working to distribute nearly 200 more to students.
- The ESOL department is working with IT to ensure that students enrolled in the middle school science program (Camp Creator) that have not received devices are getting them.

4. Create an instructional model centered around real-world skills, civic involvement, financial literacy, and arts integration

Department of Curriculum and Instructional Services

Strategy 1: Integrate civics literacy and community involvement into core subjects to increase student access to civics content and the principles of citizenship for all students

Metric 1: Develop District curriculum maps/resources that reflect the integration of civics literacy across subject areas that support student learning across all Federal Index Subgroups

Metric 2: Increase the percent of students completing community service hours across grade levels as evidenced by Bright Futures qualifications met by Federal Index Subgroups

Metric 3: Increase the percentage of students passing state civics assessments at End-of-Course (EOC) and the percentage scoring satisfactorily on the Florida Civic Literacy Assessment (FCLE)

Metric 4: Integrate critical thinking and current events into extracurricular activities

Strategy 2: Integrate art concepts and hands-on projects and performances across subjects and grade levels to increase student engagement and exposure to the arts

Metric 1: Develop District curriculum maps/resources that reflect the integration of arts across subject areas and grade levels

Metric 2: Increase the percentage of classrooms showing evidence during classroom visits of presentations and hands-on projects

Metric 3: Increase the percentage of students who report on climate surveys that school is engaging, relevant, and interesting

Strategy 3: Develop an engaging high school financial literacy course and infuse financial literacy content into math courses across grade levels

Metric 1: Ensure annually math curriculum maps/resources reflect financial literacy concepts across all grades and student interests

Metric 2: Increase the percentage of high school students by subgroup completing a financial literacy course before graduation

Strategic Plan Progress

Strategic Plan Tracking for each goal, strategy and metric will be updated regularly at <https://www.ManateeSchools.net/strategicplanning>

Ready for Life

4. Create an instructional model centered around real-world skills, civic involvement, financial literacy, and arts integration.

Strategy 1: Integrate civics literacy and community involvement into core subjects to increase student access to civics content and the principles of citizenship for all students.

Metric 1 & Metric 4

- Professional development sessions specific to Civics Literacy completed, with several led by the FDOE Civics Captains and Coaches; Additional opportunities forthcoming.
- Curriculum map revisions to include alignment of new Civics standards and resources completed.
- Florida Civics Seal of Excellence Course available to all teachers, year two of implementation.
- Schools participated in the Civics Debate Initiative to provide students the opportunity to apply their knowledge.
- Advanced Coursework integrating civic literacy including government policies, statutes, and laws embedded in reading passages.
- National Honor Societies, and other student-led organizations who integrate critical thinking and current events.

Metric 2

- Updated Policy for Bright Futures approved this year to allow for work hours or volunteer hours as per state statute. It will again be updated in 2023-24 to reflect CLT option for Bright Futures pending SBE rule development.
- In 2023, 2811 students documented hours toward Bright Futures requirements.
- Senior handbook produced and published.
- Community Service hours across federal index subgroups gained via participation as judges and leaders across various competitions.
- Participation in federal holiday recognitions by various student organizations.

Metric 3

- Civics Quarter 2 benchmark proficiency 73%, EOC 69%
- FCLE: 9% increase in SDMC overall proficiency, to 49% overall

Strategy 2: Integrate art concepts and hands-on projects and performances across subjects and grade levels to increase student engagement and exposure to the arts.

Metric 1

- Woz Ed Science/STEM at all elementary and middle schools.
- Guy Harvey Curriculum at Anna Maria Island, expanding to King MS and Manatee HS.
- Essential Elements Interactive Method Books provided for all Secondary Band & Orchestra students.
- Digital Theatre+, Art of Education, and Music Play Online Digital Curriculum platforms with cross-curricular content provided for all Theatre, K-12 Visual Art, and K-5 Music.

Metric 2

- Art Intensives, Honors Ensembles, Music Festivals were increased and provided by partner supported arts integration in content area instruction, resources, enrichment experiences, and professional development.
- Elementary ELA Acceleration (Research and Inquiry projects)
- Increase of student participation in school and regional STEM Fair Competition.

Strategy 3: Develop an engaging high school financial literacy course and infuse financial literacy content into math courses across grade levels.

- Personal Finance and Money Management and Math for Data and Financial Literacy courses offered for students in Grades 9-12.
- Personal Finance and Money Management course required for all students beginning with those entering Grade 9 in the 23-24 school year.

5. Expand visual and performing arts programs across all schools

Department of Curriculum and Instruction Services

Strategy 1: Build District inventory and create systems for refreshing/replacing equipment that ensures quality materials, instruments, and related arts resources are available equitably across all schools

Metric 1: Ensure District refresh/replace, and arts millage budget(s) are available and based on each school's enrollment, course enrollment, and unique needs

Metric 2: Verify District and school inventory systems are in place via a common tracking method for accountability and resource planning

Metric 3: Increase the percentage of students enrolled in visual and performing arts programs across all schools as measured by course offerings, student schedules

Strategy 2: Develop District level supports for all schools and teachers

Metric 1: Equip a visual and performing arts curriculum and instruction team to enhance curriculum maps, professional development, and instructional strategies to build diverse and robust programs.

Metric 2: Provide and increase professional development for all visual and performing arts teachers to bring relevance and sustainability to all art programs

Metric 3: Upgrade visual and performing arts classrooms and performance areas at all schools

Strategy 3: Increase visual and performing arts course offerings across all schools that are unique to each school's student needs and interests

Metric 1: Ensure a wide variety of visual and performing arts courses are offered for students at secondary schools to register for each year based on student interests

Metric 2: Increase the percentage of students enrolled in visual and performing arts programs across all schools each year

Strategy 4: Develop arts magnet programs in one District elementary, middle and high school

Metric 1: Build a sustainable magnet program to allow student growth from elementary to middle to high school

Metric 2: Conduct a needs assessment at designated magnet schools (Manatee Elementary, Lee Middle, Bayshore High) to determine future capital project improvements

Metric 3: Assess annually the student interest at each school to determine course offerings and visual and performing arts program expansion

Ready for Life

5. Expand visual and performing arts programs across all schools.

Strategy 1: Build District inventory and create systems for refreshing/replacing equipment that ensures quality materials, instruments, and related arts resources are available equitably across all schools.

Strategy 2: Develop District level supports for all schools and teachers.

Strategy 3: Increase visual and performing arts course offerings across all schools that are unique to each school's student needs and interests.

Strategy 4: Develop arts magnet programs in one District elementary, middle and high school.

- Over \$41,000 for Non-Contractual Hourly pay for music and art teachers to sponsor after-school visual and performing arts clubs and activities.
- Over \$40,000 provided for professional conference attendance for music and art teachers.
- Over \$65,000 for music festival student registration fees, conference registrations, and professional membership fees – providing VPA teacher PD and student access to enrichment activities.
- Over \$512,000 for visual and performing arts program supplies and equipment special requests.
- Successfully conducted five 2-week summer music and art camps, providing full-day VPA instruction for over 600 middle school participants.
- Student and teacher recruiting plan includes flyers, posters, school performances, teachers to visit feeder programs, social media, and common registration forms.
- Over \$1.5 million distributed to schools to support instructional materials and musical, theatre, dance and art equipment purchases.
- Over \$108,000 provided for professional development.
- Continued analysis of student elective registration sheets to help identify schools that should receive additional allocations for arts program.
- Financial support provided to all three arts magnet programs to help support the creation, promotion, and bolstering of arts programs.
- Development of "Bradenton Reads! A Community Unites Around Literacy through the Arts," a City of Bradenton and SDMC partnership that will use the Arts to develop literacy skills in the students of the three Community Redevelopment Agency (CRA) districts in the city of Bradenton. These three CRA districts are home to Ballard EL, Manatee EL, and Rogers Garden EL.
- Expanded the District Music Lending Library, adding over 100 new scores, octavos, and Music Reference Books and created a shared digital catalog.
- \$259,000.00 to expand the District Music Instrument inventory of band and orchestra instruments.
- Created a shared digital instrument inventory.

6. Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning

Department of Technology

Strategy 1: Enhance the productivity and educational experiences of all students and staff by implementing innovative and cost-efficient technology solutions

- Metric 1: Digitize all active student and active employee records by 2023
- Metric 2: Create innovative learning centers in all school media centers by 2025
- Metric 3: Upgrade audio and video display technology in all cafeterias by 2025
- Metric 4: Upgrade FIBER Infrastructure across all schools by 2025
- Metric 5: Digitize all inactive student and inactive employee records by 2026

Strategy 2: Maintain a technology refresh plan that provides equitable, sustainable, and relevant technology resources to all students and staff

- Metric 1: Maintain and support a District staff and student device refresh plan annually
- Metric 2: Upgrade all school network infrastructure ERATE category 2 eligible equipment by 2026.
- Metric 3: Refresh approximately 300 multifunction devices and 1,200 desktop printers in schools and support sites with solutions that feature sustainable costs and capacity needed to support instruction and operations
- Metric 4: Upgrade audio/video technology in high school auditoriums and athletic fields by 2026
- Metric 5: Upgrade Printing Services with cost-efficient production equipment that produces quality printed material for classroom use and parent communications by 2024.

Strategy 3: Provide a safe, secure, and seamless connectivity experience to all users supporting the educational goals of all schools

- Metric 1: Implement and maintain 1:1 cloud-ready management wireless access points in all instructional classrooms and common areas
- Metric 2: Evaluate on-premise enterprise applications and critical core systems (Enterprise Resource Program [ERP]) for cloud readiness annually
- Metric 3: Evaluate and implement cabling infrastructure retrofit projects at select schools to increase bandwidth and improve the user experience by 2026.

Ready for Life

6. Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning.

Strategy 1: Enhance the productivity and educational experiences of all students and staff by implementing innovative and cost-efficient technology solutions.

Metric 1:

- 100% complete. All schools completed. Employee active records completed.

Metric 2:

- 39 media centers completed. 9 scheduled for completion by 2026.

Metric 3:

- 42 completed, 6 scheduled for completion by 2026.

Metric 4:

- On schedule for completion by July 2025.

Metric 5:

- On schedule for completion by June 2026.

Strategy 2: Maintain a technology refresh plan that provides equitable, sustainable, and relevant technology resources to all students and staff.

Metric 1:

- On schedule.

Metric 2:

- 15 schools (Middle & High) completed. 32 (Elementary/K-8) schools completed.

Metric 3:

- 100% complete.

Metric 4:

- Scheduled for completion by 2026.

Metric 5:

- 100% complete.

Strategy 3: Provide a safe, secure, and seamless connectivity experience to all users supporting the educational goals of all schools.

Metric 1:

- Completed.

Metric 2:

- Ongoing.

Metric 3:

- MHS and LRHS project completed – October 2024.

7. Implement additional research-based initiatives that support first-generation college students by expanding literacy-building opportunities and critical thinking elements in secondary classrooms

Department of Curriculum and Instructional Services

Strategy 1: Expand District implementation of Advancement Via Individual Determination (AVID) elective across all District middle and high schools in order to scaffold and support educators and students to encourage college and career readiness across all Federal Index Subgroups

Metric 1: Increase the offerings of the AVID elective to empower schools to create changes that are sustainable and measurable

Metric 2: Build tools to help educators implement and refine instructional practices at each school to meet student interest

Metric 3: Increase the number of AVID schools in elementary and secondary from 10 to 15 and increase the number of instructional staff trained in AVID strategies.

Strategy 2: Provide college readiness testing opportunities and highly effective learning opportunities to close the gap on students demonstrating college and career readiness

Metric 1: Utilize the PSAT in 8th grade to support student learning by analyzing data and building in support for all learners prior to entering high school

Metric 2: Increase the number of students scoring college ready per the ACT/SAT by subgroup

Metric 3: Build additional after-school and summer bridge programs designed to close gaps in learning for students based on PSAT/SAT and ACT data.

Strategy 3: Develop career-planning tools for students and families that support college-and-career pathways

Metric 1: Conduct a needs assessment and research review conducted to determine District needs and products available to meet these needs

Metric 2: Increase the number and percentage of parents and students logging into the new system

Metric 3: Increase the number and percentage of students enrolling in college or career pathways per review of high school schedules

Metric 4: Increase the number of students in each subgroup demonstrating proficiency in literacy skills by equipping teachers with professional development in reading instruction and support

Ready for Life

7. Implement additional research-based initiatives that support first-generation college students by expanding literacy-building opportunities and critical thinking elements in secondary classrooms.

Strategy 1: Expand District implementation of Advancement Via Individual Determination (AVID) elective across all District middle and high schools in order to scaffold and support educators and students to encourage college and career readiness across all Federal Index Subgroups.

Metric 1

- Addition of AVID at Palm View K-8; elective currently in grade 6; expanding elective to grade 7 and AVID elementary program to grade 5 in 2023-24.
- Number of high school AVID elective courses increased from 24 to 28 (+17%).

Metric 2

- Self-paced professional learning courses via MyPGS/Schoology focused on AVID instructional strategies.
- Increase usage of focused notetaking and content-related interactive notebooks.
- Provide additional instructional support for VPA teachers with added PLCs, support staff, and mentorship.

Metric 3

- Teachers from Bayshore Elementary High School, Bayshore High, Braden River Middle, Buffalo Creek Middle, Lee Middle School, Palmetto High, and Southeast High attended AVID professional development summer 2024.

Strategy 2: Provide college readiness testing opportunities and highly effective learning opportunities to close the gap on students demonstrating college and career readiness.

Metric 1

- Approximately 3000 students took the PSAT 8 in November 2022.
- Offered the PSAT for the first time to all 8th grade students.

Metric 2

- College Board training for administration and counselors focused on data analysis, individualized practice/remediation, and AP Potential.
- The addition and continued use of supplemental programs and resources to increase highly effective learning in core content areas.
- Coaching opportunities for school leaders on ACT/SAT.

Metric 3

- Title 1 Summer Bridge Programs planned for summer 2023.
- Addition of science-research summer camp aimed at increasing data collection and analysis relevant to the ACT Science Component.

Strategy 3: Develop career-planning tools for students and families that support college-and-career pathways

- Implementation of Xello during the 23-24 school year. Xello is a K-12 tool for career exploration and planning, as well as work-based learning coordination to support the delivery of on-the-job training, pre-apprenticeship, and internship opportunities. Parents and guardians will be able to view their child's college and career progress through Xello.

READY FOR LIFE:

Acceleration & Innovative Learning / College, Career Readiness

8. Expand acceleration opportunities for all middle and high school students

Department of Curriculum and Instructional Services

Strategy 1: Increase literacy proficiency in secondary schools for all students

Metric 1: Increase the percentage of English Language Arts proficiency across all Federal Index Subgroups closing achievement gaps in under-performing student groups

Metric 2: Increase professional learning to administrators, teachers, and paraprofessionals specific to phonological awareness, phonics, fluency, vocabulary, and comprehension

Strategy 2: Increase enrollment across all subgroups in Dual Enrollment (DE), Advanced Placement (AP), AICE Cambridge (AICE), and International Baccalaureate (IB) to provide robust and challenging programs and diploma options for all learners

Metric 1: Increase the variety of accelerated coursework options for students to meet students' varying needs and interests.

Metric 2: Increase the percentage of students in all Federal Index Subgroups enrolled in accelerated coursework both on and off campus.

Metric 3: Increase the percentage of teachers trained and credentialed (example: Master's Degree) to teach DE, AP, AICE, or IB courses

Metric 4: Increase the percentage of students in middle schools and high schools taking at least one accelerated course by two percentage points each year

Strategy 3: Design and market District choice and magnet offerings available and unique to each middle school and high school

Metric 1: Increase the amount of high-quality, accelerated choice options available at each middle school and high school

Metric 2: Increase the number of visits to school websites and attendance at District choice fairs



Southeast High School Graduation

Ready for Life

8. Expand acceleration opportunities for all middle and high school students.

Strategy 1: Increase literacy proficiency in secondary schools for all students.

- 2 Secondary District Specialists completed Train the Trainer for State Reading Endorsement.
- 1 District Specialist completed train-the-trainer for UF Lastinger Coaching Endorsement.
- 2 District Specialists and 2 Secondary Reading coaches attended FDOE Literacy Practice Profiles Train-the-Trainer.
- Semester 1 professional development focused on literacy instruction, including: Understanding Foundational Literacy 6-12, Rhetoric & Fallacies Pedagogy, Secondary Vocabulary Development, Lexia: Data Driven Instruction, NoRedInk: Grammar & Convention Skills, SIPPS Symposium.

Students	ELA Proficiency (K-10) PM1	ELA Proficiency (K-10) PM3	Math Proficiency (K-8) PM1	Math Proficiency (K-8) PM3
Districtwide	29%	51%	18%	57%

Strategy 2: Increase enrollment across all subgroups in Dual Enrollment (DE), Advanced Placement (AP), AICE Cambridge (AICE), and International Baccalaureate (IB) to provide robust and challenging programs and diploma options for all learners.

Strategy 3: Design and market District choice and magnet offerings available and unique to each middle school and high school.

Metric 1

- Addition of AICE diploma program (DP) at Bayshore HS.
- Addition of AICE courses at Bayshore HS, and Palmetto HS.
- Addition of IB MYP program at King MS in grade 6.
- Addition of Pre-AP courses at Braden River MS, Haile MS, Mona Jain MS, and Nolan.

Metric 2

- Subgroup enrollment increases in academic dual enrollment at SCF and USF, Advanced Placement courses, AICE courses, and IB courses.

Metric 3

- AICE English General Paper (EGP) teachers are participating in a training course to better understand their course content and expectations.
- Increase the percentage of teachers trained and credentialed (example: Master's Degree) to teach DE, AP, AICE, or IB courses.

Metric 4

- Increased enrollment in AVID elective in grades 6-12; by 334 students across the district; all students must be enrolled in at least one accelerated course.
- Increased the percentage of students in middle and high schools taking at least one accelerated course.

9. Advance career-centered programs across the District to provide quality post-high school education and employment opportunities

Department of Adult, Career, and Technical Education (CTE)

Career and Technical Education (K-12)

Goal 1: To provide quality career and technical education programs at all instructional levels that will prepare students for a diverse technical landscape that supports the local workforce needs of our community

Strategy 1: Increase the number of students earning Industry Certification (IC)

Metric 1: Increase the number of IC offered in each high school program

Metric 2: Increase the number of IC tests offered with the status of pass/fail

Metric 3: Increase the number of students passing ICs

Strategy 2: Increase the number Work-Based Learning Opportunities

Metric 1: Increase the offering of On-The-Job training (OJT) courses

Metric 2: Develop Summer internships and document the quantity of student participation

Metric 3: Survey teachers on the quantity of job shadowing experiences by program

Metric 4: Develop opportunities with pre-apprenticeship alignment for future development

Metric 5: Increase student participation in Career and Technical Student Organization Competitions

Strategy 3: Increase exposure to postsecondary options

Metric 1: Annually track the number of CTE students who visited Technical Colleges for tours or events

Metric 2: Annually track the number of CTE students who visited State Colleges for tours or events

Metric 3: Annually track the number of CTE students who visited Universities for tours or events

Metric 4: Annually increase the amount of postsecondary informational events at our secondary schools

Ready for Life - ACT

9. Advance career-centered programs across the District to provide quality post-high school education and employment opportunities.

Department of Adult, Career, and Technical Education (CTE)

ACT Goal 1: To provide quality career and technical education programs at all instructional levels that will prepare students for a diverse technical landscape that supports the local workforce needs of our community.

ACT Goal 1, Strategy 1: Increase the number of students earning Industry Certification (IC).

- ACT staff worked with schools to identify the new or expanded industry certification (IC) offerings available from the state. (FLDOE continues the process of aligning ICs to the state and local workforce needs, this process has reduced the number and types of ICs available to the secondary programs). 2020-2021 - 389 Registered Career Theme Courses, 2021-2022 - 331. Registered Career Themed Courses, 2023-2024 - 326. There was a reduction of 5 from the previous year.
- ACT staff worked closely with school registrars, college & career advisors and administrators to ensure the accuracy of the reported data. This process included cross-referencing teacher provided data with state reported information to ensure all certifications are captured.
- IC Data collection is currently in process for the 2023-2024 school year and will not be finalized until after October 31, 2024.
- ACT staff provided professional development through MyPGS for teachers to become proficient in their related industry certifications in addition to: ACT Compliance training, Certification testing procedures, Specific Industry Certifications, How to run Career Technical Student Organizations, Curricular Sessions, New Teacher, New Technology Student Association Advisor Training, VEX Robotics, Small Curricular Group/Collaborative Planning Meeting, Rabbit Laser Use, Online Industry Certification Preparation on Certiport, LearnKey, LinkedIn Learning and Adobe Exchange.
- ACT made peer mentoring available to teachers through our "Programs in Practice" initiative.
- ACT continued to work with FLDOE to increase the number and quality of industry certifications that are funded by the state.
- ACT provided quality test prep and curriculum products that enhanced the student experience and helped them have continued success on the industry certification test.

ACT Goal 1, Strategy 2: Increase the number Work-Based Learning Opportunities.

- Increased the number of OJT students by more than 10%.
- ACT Staff worked with local business and industry associations to develop local employment opportunities. Which can include internships, job shadow, industry tours and OJT experiences.
- A summer camp program at MTC for career exploration through discovery in MTC programs occurred for about 50 students.
- Teacher survey data indicates that they are happy with the quality of the work-based learning opportunities given to their students.
- ACT staff has partnered with the Career Source Suncoast to apply for multiple pre-apprenticeship grants to offer a local Construction pre-apprenticeship program. While the grants were not selected, the partnership continues to grow and implementation of a high school pre-apprenticeship program in Construction is expected to start in 2025-26.
- We are working with local business and industry partners within the advisory committees to provide pre- apprenticeships where the programs can lead to viable adult apprentices at the postsecondary level.
- There has been an increase in the participation of students in the CTSO local/district events. State and national participation at competitions are ongoing and will not be completed until July 2024.
- ACT through the Perkins Grant hired a Work-Based Learning teacher on assignment to work closely with the OJT teachers and CTSO advisors with work-based opportunities for the students.
- The WBL teacher audited the OJT teachers to make sure timecards and paperwork were done correctly to be in compliance with state reporting.
- The WBL teacher has worked with new teachers to implement CTSOs where there haven't been any in the past.

ACT Goal 1, Strategy 3: Increase exposure to postsecondary options.

- There were 954 students that participated in college tours for this year.
- ACT focused on MTC and SCF tours this year. Expansion to USF is expected to occur for 2024-2025.
- There were also multiple AVID and AICE College Tours that occurred at many high schools.
- There were 9 FAFSA workshops held across the district during the 2023-2024 year.
- Each high school held a Senior night in the fall and a Junior night in the Spring.
- Postsecondary night for all SDMC students/parents was held at MTC in the Fall.
- Junior night for all SDMC Juniors to help prepare for Senior year was held at MTC in the Spring.
- All SDMC high schools held a college/career fair in 2023-2024.
- All high schools held meetings with seniors who were CTE program completers with SCF and MTC representatives. More than 700 undecided seniors were assisted.

READY FOR LIFE:

Acceleration & Innovative Learning / College, Career Readiness

Goal 2: To use secondary career and technical education programs to deliver quality instruction to enhance employability skills and provide exposure to local employment opportunities

Strategy 1: Increase the amount of business and community partnerships

Metric 1: Increase the number of high school program advisory committee meetings annually to ensure business and community input and participation

Metric 2: Increase the number of guest speaking opportunities from business and industry partners in each program annually to ensure exposure to business and community leaders

Metric 3: Increase the number of career-centered field trips offered at the elementary, middle, and high school levels annually to ensure exposure to business and community opportunities

Strategy 2: Increase the amount of Workplace Skills curriculum throughout the District

Metric 1: Increase the amount of industry-standard behaviors taught in each program collected annually

Metric 2: Increase the amount of industry-standard ethics taught in each program collected annually

Metric 3: Increase the amount of industry-standard expectations taught in each program collected annually

Metric 4: Increase the number of March to Success and/or Armed Services Vocational Aptitude Battery (ASVAB) tests administered annually

Manatee Technical College (MTC)

Goal 1: Expand workforce development education for high-skill, high-wage occupations to meet the local needs of our fast-growing economy

Goal Description [Educational Programs]: All Manatee Technical College programs will be competitively filled based on factors recognized as predictors of success for the specific program All MTC programs will have full enrollment based on the availability of space and equipment All programs will have a completion rate of 80 percent or higher. All programs will have a licensure pass rate of 90 percent or higher or a student industry-certification rate of 90 percent or higher. All programs will have a placement rate of 90 percent or higher.

Strategy 1: Use program evaluations completed by current students for program improvement to increase student retention

Metric 1: Increase enrollment in each program

Metric 2: Increase the completion rate annually of each program

Strategy 2: Use national program certifications for program improvement

Metric 1: Increase the number of industry certifications earned and/or licensure pass rate of each program annually

Ready for Life - ACT (continued)

ACT Goal 2: To use secondary career and technical education programs to deliver quality instruction to enhance employability skills and provide exposure to local employment opportunities.

ACT Goal 2, Strategy 1: Increase the amount of business and community partnerships.

- ACT programs held advisory council meetings in the fall and are in the process of scheduling/holding their spring meetings. 33 separate advisory council meetings were held.
- ACT staff has been working closely with organizations like GCBX and SAMA to connect business and industry to the classroom. The SAMA workforce committee (including ACT staff) has developed a partnership to connect classrooms with guest speakers and industries that support their activities.
- Multiple schools participated in Manufacturing Month tours with local businesses.
- MTC hosted more than 250 high school students at the GCBX Construction Rodeo in March.

ACT Goal 2, Strategy 2: Increase the amount of Workplace Skills curriculum throughout the District.

* Xello - a college and career readiness software for K-12 students helps build the skills, knowledge and plans for future success regardless of background, ability or pathway. This program was implemented in the SDMC following a planned roll out. Some elementary, all 8th and 9th grades and CTE students were trained on the use of the program. Further implementation will continue in the 2024-2025 school year.

Teachers are encouraged to develop the "career ready" practices that are a part of ALL CTE course frameworks:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly, effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career path aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural/global competence.

Manatee Technical College (MTC)

MTC Goal 1: Expand workforce development education for high-skill, high-wage occupations to meet the local needs of our fast-growing economy.

MTC Goal 1, Strategy 1: Use program evaluations completed by current students for program improvement to increase student retention.

MTC Goal 1, Strategy 2: Use national program certifications for program improvement.

- For close out of the 2023-2024 school year MTC student enrollment based on headcount was 1,800 for Career and Technical Education and Adult Education enrollment was 1,282. For enrollment based on instructional hours over the 2022-2023 school year the data listed below as follows:
- Career and Technical Education student enrollment increased 12.3%, with instructional hours increasing 12.1%.
- Adult Education enrollment increased 23.2%, with instructional hours increasing 41.1%.
- Apprenticeship enrollment increased 97.8%, with instructional hours increasing 114%.
- Overall increase at MTC for the funded instructional hours is 21.67%.
- The best news is MTC went from 1,044,965 clock hours in 2022-2023 to a grand total of 1,271,497 clock hours in 2023-2024. This is a record for MTC as the most clock hours in the 61 year history of the school.

Strategy 3: Strengthen the school's placement and follow-up program

Metric 1: Increase the placement rate of each program annually

Strategy 4: Conduct a comprehensive local needs assessment to ensure programs are adequate in size, scope, and quality and aligned with local labor market needs

Metric 1: Conduct an assessment every two years

Strategy 5: Increase hybrid and distance learning programs to meet the needs of our students and community

Metric 1: Increase the percentage and number of hybrid and distance learning programs offered each year

Goal 2: Keep pace with the growth of Manatee County by expanding educational opportunities for students and business and industry

Goal Description [Physical Resources]: Manatee Technical College will continually improve its state-of-the-art equipment and facilities

Goal Description [Human Resources]: In the year 2025, Manatee Technical College will be fully staffed to provide the services, programs, and leadership for the college

Strategy 1: Monitor regional demand list for local job needs

Metric 1: Compare regional demand list to programs offered/requested by business and industry

Strategy 2: Provide professional development to staff to meet industry needs.

Metric 1: Increase the variety of professional development to staff aligned with business and industry needs

Strategy 3: Build additional school facilities in Manatee County to increase the educational opportunities to both Career and Technical and Adult Education students.



Technology Student Association (TSA)



SkillsUSA

Ready for Life - MTC

MTC Goal 1, Strategy 3: Strengthen the school's placement and follow-up program.

MTC Goal 1, Strategy 4: Conduct a comprehensive local needs assessment to ensure programs are adequate in size, scope, and quality and aligned with local labor market needs.

MTC Goal 1, Strategy 5: Increase hybrid and distance learning programs to meet needs of our students and community.

- MTC has expanded the program offerings to meet the needs of our students and community. In addition, we are proud that the licensure rate for 100% of the programs is 80% or above, and the placement rate for 77% of the programs is above 80%.
- Progress monitoring for the 2023-2024 school year was focused on data-driven decision making, ensuring continuous improvement and student success through regular assessments and targeted interventions. Progress Monitoring Tools included regular use of formative assessments, summative assessments, benchmarks, quizzes, and curriculum-specific learning management system usage (i.e. Cengage, Milady, AWS, ASE, Canvas, etc.). Targeted interventions include small group instruction, tutoring and mentoring through the MTC tutoring center, behavioral support plans/personal improvement plans.
- The Comprehensive Local Needs Assessment was completed in the 2023-2024 school year; Manatee Technical College is meeting or exceeding all requirements for 1) labor market alignment, 2) size, scope, and quality, and 3) programs of study.
- For the 2023-2024 school year, Fundamental Foodservice was a new 600-hour program to replace the longer Professional Culinary program, Dual Enrollment was offered for the first time for the Practical Nursing (LPN) program, and Massage Therapy was expanded to East Campus in a hybrid format. These courses were added and have had student enrollment. MTC continues to add hybrid courses to the Course Catalog within the Council of Occupational Education (COE) allowances to meet the needs of our students and community.

MTC Goal 2: Keep pace with the growth of Manatee County by expanding educational opportunities for students and business and industry.

MTC Goal 2, Strategy 1: Monitor regional demand list for local job needs.

MTC Goal 2, Strategy 2: Provide professional development to staff to meet industry needs.

MTC Goal 2, Strategy 3: Build additional school facilities in Manatee County to increase the educational opportunities to both Career and Technical and Adult Education students.

- Professional Development opportunities for staff to date have included: FACTE, WEEDAC Data training, COE training, Adult Education Career Counselor off-site Industry training, ACE of Florida, Regional IET training, ACTE leadership training, NC3 Train the Trainer, Region 8 Collaborative training, A.I. Symposium, and Business/Industry Field Trips for the programs and students. The above training is ongoing for staff. Professional development surveys are done annually our staff to ensure that we are providing relevant training for instructors.
- The additional facilities for MTC Main Campus are still in the planning stages but the need has never been higher due to the unprecedented student enrolment.
- Law Enforcement Firing Range and Driving Pad – Site changed, plans developed, budget secured, the groundbreaking ceremony took place May 2023. The new Training Facility is scheduled to open January 2025.
- Aviation Maintenance program – Groundbreaking ceremony took place June 2023, school board workshop May 2023. Current stages of design taking place now, outside consultant hired to facilitate FAA approval processes U.S. Economic Development Administration (EDA) grant applied for to help fund the cost for an aviation maintenance hangar.

READY TO GROW:

Staff Hiring and Retention / District Financial Stability / Safety and Security

1. Develop a competitive employee salary schedule that will attract the best talent and continue to provide quality customer service to our staff and parents

Department of Operations

Strategy 1: Continue to analyze and adjust salary schedules to remain competitive relative to current workforce standards and benefits

Metric 1: Monitor surrounding districts and local similar employers to ensure our salary is competitive to the current market

Metric 2: Increase the offer/acceptance rate by site/position

Strategy 2: Provide focused and cost-effective recruitment, selection, and hiring sources

Metric 1: Improve the number of qualified candidates per hire ratio by implementing a screening process for a good fit

Metric 2: Develop an applicant tracking system to trace the source of hire and to identify cost-effective recruiting channels

Metric 3: Increase efficiently in the time to fill positions by division, department, and hiring manager

Strategy 3: Continue to provide quality customer service to our staff and parents

Metric 1: Increase the number of surveys deployed during a school year to staff and parents

Metric 2: Increase opportunities with community, higher education, and business partners to enhance and expand the incentives for current and future employees



A large group from Barbara A. Harvey Elementary School attend the Excellence in Education Awards together to cheer on their favorite nominee, with help from Marty the Marauder.

Ready to Grow

1. Develop a competitive employee salary schedule that will attract the best talent and continue to provide quality customer service to our staff and parents.

Strategy 1: Continue to analyze and adjust salary schedules to remain competitive relative to current workforce standards and benefits.

Metric 1:

- Currently, market-based salary analysis is being done for job description and position revisions when warranted. A comprehensive salary study was completed in 2021-2022 school year for all SAMP positions at pay grades D10 and above, Principals, Assistant Principals, Registered Nurses, and Licensed Nurses. Based on the findings, the salary schedules for the above-mentioned were adjusted to meet the market. Non-Bargaining, Paraprofessional, and AFSCME employees start at \$15.00 minimum hourly rate effective July 1, 2022, i.e. SDMC implemented Amendment 2 four years ahead of the proposed timeline where 2026 was the target year for \$15.00 minimum hourly rate in Florida. Current salary schedules were updated on the website to include referendum funds for all positions eligible.

Metric 2:

- Recruiting Task Force has been using enhanced marketing techniques, communicating competitive salaries available, and hosting monthly job fairs. We had a 46% increase in Operations Job Fair attendees from 2023. We had a 22% increase in Teacher/Para Job Fair attendees from 2023.

Strategy 2: Provide focused and cost-effective recruitment, selection, and hiring sources.

Metric 1:

- Prescreening questions added to the first stage of application process to prescreen candidate qualifications for fit. We have expanded prescreening questions throughout Operations Department.

Metric 2:

- Source of hire options added to registration process to track and inform effective recruiting channels. We have compiled data from 2024/2025 school year and determined the following about how candidates have heard about job fairs, and used it in further marketing campaigns:
- Operations - 44% social media, 36% Word of Mouth, 9% district website, 7% mass call/text, 4% signage.
- Teacher/Para - 60% district website, 21% social media, 14% word of mouth, 5% other.

Metric 3:

- Improving the efficiency of job fairs by implementing one-stop hiring events to include interviews, drug testing, fingerprinting, and job-specific preliminary onboarding. Implementing electronic reference form to streamline time it takes in application process. Effective use of FLDOE teacher certification priority processing program to fast-track clearance of instructional personnel. Use of "Pathways to Teaching" presentations to reach alternative candidates.

Strategy 3: Continue to provide quality customer service to our staff and parents.

Metric 1:

- Will evaluate data from the most recent surveys deployed to staff and parents. Operations management is currently using courses related to customer service on LinkedIn Learning at monthly meetings.

Metric 2:

- Work on going to continue to add opportunities for current and future employees to increase retention.

2. Strengthen our new employee orientation and development program to foster, promote, and retain qualified educators and staff

Department of Operations

Strategy 1: Retain and recruit talented staff to provide instructional, operational, and support services of the highest caliber

Metric 1: Determine the best methods to retain existing staff and recognize them for performance

Metric 2: Ensure that appropriate staff safety and accountability professional learning is completed per school year

Metric 3: Continually evaluate staff coverages to ensure the adequacy of allocations

Strategy 2: Deliver meaningful, relevant, and engaging new hire onboarding and professional learning

Metric 1: Decrease the amount of time and steps from candidate acceptance to their start date by streamlining the process

Metric 2: Provide onboarding and job-specific induction or professional learning and track evaluation of professional learning

Strategy 3: Enhance methods to seek input from teachers and staff

Metric 1: Increase the number of surveys deployed during a school year to staff and teachers

Metric 2: Develop a process to obtain the reasons why an employee leaves the District and analyze the results

Strategy 4: Utilize efficient and timely teacher certification processes and procedures

Metric 1: Increase the number of teacher certification appointments held per month.

Metric 2: Increase the number of teacher certifications processed per month.

Metric 3: Increase the number of temporary certifications issued per month.

Metric 4: Increase the number of certification renewals processed per month.

Metric 5: Increase the number of Add Endorsements processed, number of Subject Add applications processed, number of District certifications (MTC) issued, Number of Adjunct Certifications issued per quarter

Strategy 5: Build and maintain a new employee health and wellness center for employee healthcare needs

Metric 1: Assess the quality of care provided as measured by staff surveys annually

Ready to Grow

2. Strengthen our new employee orientation and development program to foster, promote, and retain qualified educators and staff.

Strategy 1: Retain and recruit talented staff to provide instructional, operational, and support services of the highest caliber.

Metric 1:

- Recruitment and retention task force, representative of each employee group, identified and prioritized staffing needs for critical areas within the organization for targeted hiring events (i.e. trade workers, health care, critical shortage areas for teachers). A refresh training for hiring managers is being planned to increase retention efforts and to refine exit interview questions to inform priority improvement areas for the district (i.e. culture, belonging, pay structure). We are currently exploring avenues to fill critical vacancy areas by using a staffing agency.

Strategy 2: Deliver meaningful, relevant, and engaging new hire onboarding and professional learning.

Metric 1:

- Provide applicants a list of required documents at time of offer. Communicate with applicants regarding missing documents. Include hiring managers in emails so they can assist as well. Include hiring managers in communications with applicants so they are updated in hiring cycle and can assist with prompting applicants through the process.

Metric 2:

- Conduct New Hire Orientation every 2 weeks at the beginning of every pay period. Review Safety, Payroll, Benefits, District Policies and Practices. SDMC Information Technology and Certification staff on-site and available at Orientation.

Strategy 3: Enhance methods to seek input from teachers and staff.

Metric 2:

- An exit survey is sent to employees upon termination. Note that the exit survey only gives aggregate analysis from the beginning of time (2019-current), so we cannot specifically track and compare improvement year over year at this time.
- As of 10/13/2024, the overall results state that 70% responded favorably. Evaluating current processes for refinement by employee group and then will include process training for hiring managers to ensure leave reasons are captured for analysis.

Strategy 4: Utilize efficient and timely teacher certification processes and procedures.

Metric 1:

- Process established for automated scheduling of certification appointments to provide a wider range of opportunities to accommodate instructional staff. Appointments held during semester one 2023-2024 increased by nearly 14%. Additionally, Certification Specialists were assigned to schools and sites to provide more personalized customer service.
- 124 new hire appointments were held during Quarter 1 and 2 and 81 new hire appointments during Quarter 3 and 4.

Metric 2:

- A tracking form was developed to more accurately identify certification needs and timelines for instructional staff.
- 176 Certifications processed related to new hires or changes in course assignment and over 400 certifications were processed for renewal.
- Certification department reviewed 360 new hires from March to September 2024 to verify certification status. 37 teachers were placed on the state's priority processing list to expediate their certification.

Metric 3:

- Training was provided on the process for issue requests related to temporary certificates resulting in an upgraded approach for submissions. 77 Temporary Certificates were issued from 1/24-8/24.

Metric 4:

- A new process was developed that divides certificate renewal procedures among three certification specialists. This process will expediate the number of certificate renewed each month.

Metric 5:

- Add Endorsements, District Certifications, and Adjunct certificate training will be provided to all certification specialists so all team members will be able to process these non-traditional educator certifications.

READY TO GROW:

Staff Hiring and Retention / District Financial Stability / Safety and Security

3. Develop an innovative leadership development program and succession-planning model to attract and support quality school and District leaders

Department of Operations

Strategy 1: Develop and retain a customer service focused and highly qualified operational team

Metric 1: Increase operational staff completion of industry certifications annually

Metric 2: Operational staff complete 100 percent of professional development portfolio professional learning aligned with core job responsibilities, leadership course, and succession planning

Metric 3: Provide teachers with a sustainable professional development plan for the use of interactive display panels across all schools

Metric 4: Provide an on-demand Information Technology Video Learning Library

Strategy 2: Develop high-quality PeopleSoft professional learning courses to improve efficiency

Metric 1: Maintain and enhance professional learning tools to include job aids, videos, and quick guides

Metric 2: Establish PeopleSoft learning paths for specific job functionalities and ensure staff is trained annually

Strategy 3: Enhance our New Leaders Program

Metric 1: Customize leadership pathways aligned to career ladders

Metric 2: Evaluate organizational system by department to identify core competencies and skills for succession plan professional learning

Metric 3: Increase the amount of job shadowing opportunities and professional learning

Strategic Plan Progress

Strategic Plan Tracking for each goal, strategy and metric will be updated regularly at <https://www.ManateeSchools.net/strategicplanning>

Ready to Grow

3. Develop an innovative leadership development program and succession-planning model to attract and support quality school and District leaders.

Strategy 1: Develop and retain a customer service focused and highly qualified operational team.

Metric 1:

- Operational employee work calendars have been adjusted to increase utilization on in-service dates. They will continue to be analyzed to allow for as much group training for required industry and compliance training and certifications. By adjusting the calendar, we can minimize the loss of productivity and utilize in-service and pre-service days. Operations (i.e., Food Service and Transportation) utilizes the group training model and then provides sign-in sheets to mark completed staff.

Metric 2:

- Employee-centered emails and notifications to operational staff, including their supervisor, with reminders and completion updates for the required training. The operational management staff is working on identifying leaders and increasing assigned tasks to give greater opportunities for succession planning.

Metric 3:

- In late fall, we launched email notifications to employees with reminders and documentation for needed professional development. We are currently working on an HR dashboard, which may include additional information to aid supervisors in identifying employees' progress. We will begin front-loading staff into compliance courses to ensure enrollment in the correct course and to provide emails when due dates are approaching.

Metric 4:

- In addition to district compliance and special needs training, we continued our LinkedIn learning efforts for on-demand training in a number of different areas.

Strategy 2: Develop high-quality PeopleSoft professional learning courses to improve efficiency.

Metric 1:

- 766 Job Aids, 81 Videos, 206 process related documents.

Metric 2:

- 6 learning paths complete.

Strategy 3: Enhance our New Leaders Program.

Metric 1:

- Identifying advancement opportunities within the organizational structure and leadership skills and capabilities required to be successful in the position along with learning opportunities that will broaden knowledge base. (currently implementing IT Gears to Leadership, administrative cohorts for Aspiring Leaders and Principals).

Metric 2:

- Established a recruitment and retention task force representative of each employee group to work with department heads to identify leadership positions and evaluate core competencies for leadership roles.

Metric 3:

- Identifying current job shadowing opportunities and professional development offerings by leadership positions within departments (currently identifying for operations = Food Service and Nutrition, IT; instructional = teacher leaders, Assistant Principal, Principal).

4. Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible

Department of Operations

Strategy 1: Focus on critical factors leading to efficient use of financial resources that highlight the importance of public stewardship

Metric 1: Enhance procedures for oversight of contracts at all levels of capital expenditures

Strategy 2: Undertake strategies and actions to support effective energy planning

Metric 1: Reduce overall energy/utility consumption and expenditures to promote and protect the environment while enhancing operational efficiency



The admin team from Palmetto High School, led by Principal Monica DeLesline, agrees to being slimed, after students raise \$650 for United Way Suncoast in just three days.

Ready to Grow

4. Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible.

Strategy 1: Focus on critical factors leading to efficient use of financial resources that highlight the importance of public stewardship.

Metric 1

- Furthered implementation with Design and Construction Professionals on the District's Operational Procedures Manual focusing on tracking expenditures of General Conditions, Labor Burden Rate, and formalize review methodology for Pay Applications and Project Closeout.
- New District's Design Standards and Specification Guidelines incorporated in current active projects ensuring quality assurance and construction quality.
- Continuing as necessary refinement of format for Guarantee Maximum Price Submittals (GMP) to ensure adequate Bid Coverage, well Defined Project Scopes, and tracking of critical expenses.
- New K-8 Campus under construction with the elementary school completion scheduled for 7/2025 and the middle school completion scheduled for 4/2026.
- Witt Elementary School Addition & Renovation project at final stages of Construction Project Audit.

Strategy 2: Undertake strategies and actions to support effective energy planning.

Metric 1

- Construction progressing as scheduled for Multiple Capital Projects (Tara ES, Blackburn ES, Haile ES, Oneco ES) that include enhanced Building Envelopes (Roof & Wall Assemblies), Mechanical System Upgrades, and a focus on Sustainable Design Parameters. Palm Sola scheduled to commence construction with the same sustainable goals.
- Maintenance Department continues to focus on energy conservation by identifying and replacing inefficient lighting with LEDs at Stadiums, Gymnasiums, Parking Lots,
- and Media Centers, and Classrooms along with chillers and other HVAC infrastructure components.
- Installation of FP&L charging stations at Matzke Compound for new electric bus fleet is complete and fully operational. Currently researching the possibility of incorporating electric white fleet vehicles through the Enterprise vehicle leasing program.
- Working with Design and Construction Professionals to incorporate Green Building Initiatives with a heightened focus on appropriate material usage, recycled content, water usage, occupant health and wellness, and building resilience and adaptation.

READY TO GROW:

Staff Hiring and Retention / District Financial Stability / Safety and Security

5. Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Department of Operations

Strategy 1: Establish consistent operational procedures and practices focusing on the retention of asset value and program adequacy to support school innovation and student achievement

Metric 1: Analyze facility adequacy each school year

Metric 2: Ensure appropriate technologies are in place to enhance safety through all operations

Metric 3: Develop an appropriate school bus replacement cycle and implement a comprehensive white fleet lease program

Strategy 2: Enhance communications with School and District based stakeholders regarding the implementation and status of critical responsibilities.

Metric 1: Enhance the usage of Smart Sheets to allow for reliable project communication.

Metric 2: Continue development of reporting methodologies to enhance details provided to school, District, and community based stakeholders.

Metric 3: Develop opportunities to celebrate department successes.

Metric 4: Provide exceptional Food Service offerings to students.

Metric 5: Enhance on-time performance for Transportation Services and increase communications with parents.

Strategy 3: Every four years the School Board will renew the 1-Mill referendum to continue to recruit and retain staff and provide quality education to our students



Palmetto High School
Tiger Battalion JROTC

Ready to Grow

5. Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools.

Strategy 1: Establish consistent operational procedures and practices focusing on the retention of asset value and program adequacy to support school innovation and student achievement.

Metric 1

- Updated cost data assessed to establish priorities for the 2023-24 Five (5) year Capital budget for School Board approval. Continual monitoring and assessing inflationary activity, material and labor availability to create accurate Facility Cost Index (FCI) for real time construction costs.

Metric 2

- Board meetings scheduled in 2024 to present new security technologies and techniques.

Metric 3

- White Fleet Lease program in effect. Four (4) electric buses on assigned full-time routes. In addition, seven (7) diesel buses purchased and expected to be delivered in Fall of 2024. An additional ten (10) buses ordered to continue replacing aging vehicles, with expected delivery in Winter of 2025. New buses have enhanced safety features to ensure student safety.

Strategy 2: Enhance communications with School and District based stakeholders regarding the implementation and status of critical responsibilities.

Metric 1

- 100% Complete. Security Related Work Orders generated by schools for weekly reporting to Cabinet.

Metric 2

- Monthly PMIS Reports communicate LWRHS New Classroom, SEHS New Science Classroom and PHS New Replacement Buildings Projects all completed as scheduled, 2 new turf fields completed at BRHS & PHS. New school projects; North County and East County K8 are under construction and tracking toward 7/2025 completions. New elementary schools are under design for Artisan Lakes and Rye Ranch and CM interviews scheduled for both projects with 7/2026 completions scheduled.

Metric 3

- Successful ground breakings conducted at Blackburn ES and Haile MS with stakeholder groups. Plans for future project starts and completions under review for implementation.

Metric 4

- Food and Nutrition Services (FNS) continues to purchase high quality products from recognized brands including; Tyson, Smuckers, General Mills, Kellogs, Jennie-O and Land O'Lakes. Menus are developed by Registered Dietitians following all U.S. Department of Agriculture regulations and include input from students & staff. FNS completed a successful U.S.D.A. Administrative Review which included procurement, resource management and menu compliance. Students participated in "pop up" events and on-site taste surveys which provided feedback for menu development. Two Summer Food Service buses were replaced with newer models and retrofitted for community meal service.

Metric 5

- Staff continue to improve on internal processes to expedite operations, with an intentional focus on providing excellent customer service. The district implemented Let's Talk platform prior to the start of the 2024-2025 school year. The system has stabilized after a rough technical roll-out. External consultant retained to assist with hiring strategies to attract more driver applicants, which continues to help improve on-time performance, which are being monitored weekly by Sr. Leadership staff.

Strategy 3: Every four years the School Board will renew the 1-Mil referendum to continue to recruit and retain staff and provide quality education to our students.

- Completed.

6. Maintain our robust security readiness and safety system across the District

Department of Curriculum and Instructional Services

Strategy 1: Develop classroom management professional learning for all teachers and staff and ensure that behavior plans are evident across schools

Metric 1: Increase the number and percentage of teachers and staff trained in SPARK (CHAMPs) professional learning

Metric 2: Increase the number and percentage of classrooms with classroom management plans in place that are evident and observable

Metric 3: Decrease the number and percentage of students receiving referrals / Out of School Suspension (OSS) by quarter / compared to previous years

Strategy 2: Ensure that data management and student information systems are in place to log Multi-Tier Systems of Support (MTSS) plans in response to student misbehavior and interventions

Metric 1: Ensure a new MTSS data system is developed and teachers and staff receive professional learning to use the system

Metric 2: Decrease the number and percentage of students with an MTSS intervention plan for behavior

Metric 3: Decrease the number and percentage of students with repeated referrals and-or OSS (more than 1)

Department of Safety and Security

Strategy 1: Maintain Alyssa's Alert Centegix Crisis Alert System and ensure all schools, departments, and staff maintain 100 percent compliance

Metric 1: Ensure all employees wear a Centegix Crisis Alert System badge and are trained annually by October 1st.

Strategy 2: Continue annual Active Assailant Response Professional Learning across the District

Metric 1: Ensure all employees receive professional learning annually by October 1st.

Strategy 3: Strengthen threat assessment teams and continue to verify the coordination between school personnel and law enforcement

Metric 1: Conduct monthly threat assessment meetings

Strategy 4: Enhance school locations with physical security enhancements

Metric 1: Conduct a Florida Safe Schools Assessment every year by October 1st

Strategy 5: Maintain a working relationship with Manatee County Emergency Operations Center (EOC)

Metric 1: Attend required meetings and participate in exercises

Strategy 6: Execute tabletop exercises at each school every year

Metric 1: Train staff in advanced tabletop exercises in active assailant and weather-related emergencies

Ready to Grow

6. Maintain our robust security readiness and safety system across the District.

Department of Student Services

Strategy 1: Develop classroom management professional learning for all teachers and staff and ensure that behavior plans are evident across schools.

- We saw a reduction in elementary referrals and OSS in the first semester, as compared to last year. This was the second straight year of reductions coming out of the pandemic. Middle and high schools were more of a mixed bag and stayed roughly the same. after experiencing increases across the board last year.
- All schools reported all their instructional staff having written, observable classroom behavior management plans that are aligned with CHAMPs at the beginning of the current school year. This was the first year of collecting data and it will serve as a baseline for each year of the plan.
- All schools had at least one CHAMPs coach on their faculty who was trained over the summer. These coaches delivered training to their instructional staff in August across all schools on the same day.

Strategy 2: Ensure that data management and student information systems are in place to log Multi-Tier Systems of Support (MTSS) plans in response to student misbehavior and interventions.

- Initial Branching Minds MTSS training for all MTSS Facilitators provided by District Specialists and Branching Minds.
- Initial MTSS Module training for Intensive Support Team Chairs/Members.
- MTSS Facilitator meetings/trainings on support of MTSS at the school site.
- Quarterly IST Chair meetings/trainings on systems and procedures of IST.
- Branching Minds Workgroup meetings to review strengths and opportunities for development with the new platform to include using reports for monitoring of fidelity.
- Initial Focus demonstration/training for ESE Specialists, GETs, Behavioral Specialists, and School Social Workers.

Strategy 3: Strengthen threat management teams and continue to verify the coordination between school personnel and law enforcement.

- Created an interagency threat assessment leadership team representing district staff, as well as representatives from all local law enforcement agencies, and community mental health agencies.
- The group will continue to meet each month to review policy, procedures, and threats involving high risk students.

Department of Safety and Security

Strategy 1: Maintain Alyssa's Alert Centegix Crisis Alert System compliance.

- All employees wear a Centegix Crisis Alert System badge and are trained annually by 10/1. Completed.

Strategy 2: Continue annual Active Assailant Response Professional Learning across the District.

- Ensure all employees receive active assailant professional learning annually by 10/1. Completed.

Strategy 3: Enhance school locations with physical security enhancements.

- Conduct a Florida Safe Schools Assessment every year by October 1. Completed.

Strategy 4: Maintain a working relationship with Manatee County Emergency Ops Center (EOC).

- Attend required meetings and participate in exercises and continue to attend regular meetings with Manatee County EOC staff and work with them in real situations around county. Completed

Strategy 5: Execute tabletop exercises at each school every year.

- Train staff in advanced tabletop exercises in active assailant and weather-related emergencies. Conducted active assailant tabletop exercises in every school. Completed

READY TO GROW:

Staff Hiring and Retention / District Financial Stability / Safety and Security

7. Promote our schools and District as remaining highly competitive and uniquely designed to produce top-notch graduates, great neighbors, and responsible citizens

Department of Communications and Family Engagement

Strategy 1: Continue to accentuate and publicize student, school, and employee successes through our District Good News web page, MSTV, social media, and additional platforms including live streaming services

Metric 1: Produce an average of 10 Good News stories and 2 MSTV Good News feature videos each month during the school year

Metric 2: MSTV and the high school TV production programs will work together to live-stream an average of 6 events per month during the school year month.

Strategy 2: Continue to promote our District as a state leader in introducing innovative and imaginative academic opportunities for our students

Metric 1: Develop a District-wide directory of innovative academic, arts, and extracurricular programs by school

Metric 2: Highlight innovative programs each month on our Good News page, social media, and MSTV videos

Metric 3: Feature an innovative program monthly during School Board recognitions

Strategy 3: Work with our schools to help them communicate and promote innovative programs, features and characteristics that make them uniquely special

Metric 1: Develop School Advocacy Teams (SATs) at each school to focus on identifying and communicating programs, features, and Good News stories that make them attractive to prospective students and parents

Metric 2: Utilize updates to the District's websites to promote the positive strengths of each school

Metric 3: Reinstate the School Choice Showcase as a way for schools to meet and speak directly to students and parents from across Manatee County about their individual schools and the advantages of public education

Strategy 4: Provide parents and employees increased access to the Superintendent and District Leaders

Metric 1: Have the Superintendent and members of the Senior Cabinet individually visit a School Advisory Council or Faculty meeting six times per school year each to make a presentation and answer questions

Metric 2: Hold quarterly Town Hall meetings in different parts of the county with the Superintendent and District Leaders present

Ready to Grow

7. Promote our schools and District as remaining highly competitive and uniquely designed to produce top-notch graduates, great neighbors, and responsible citizens.

Strategy 1: Continue to accentuate and publicize student, school, and employee successes through our District Good News web page, MSTV, social media, and additional platforms including live streaming services.

Metric 1

- In year two, we averaged more than 11 Good News stories and approximately 7 videos a month, for a total of 132 Good News stories and 80 videos.

Metric 2

- In year two, we live-streamed 78 events, including football, volleyball, boys' and girls' basketball, softball, graduations, the EEA Awards and Migrant Awards Ceremony. These events received more than 32,500 views on YouTube alone.

Strategy 2: Continue to promote our District as a state leader in introducing innovative and imaginative academic opportunities for our students.

Metric 1

- Directory being developed and should be completed by January 2024.

Metric 2

- Accomplished and ongoing.

Metric 3

- Developing. The district is transitioning to a broader expansion of marketing efforts to promote our schools to current and prospective students.

Strategy 3: Work with our schools to help them communicate and promote innovative programs, features and characteristics that make them uniquely special.

Metric 1:

- Developing. New marketing efforts are being created to meet the changing needs of the educational marketplace in Manatee County.

Metric 2:

- Developing. The creation of school snapshots and the use of direct mail will help promote district schools.

Metric 3:

- Accomplished and ongoing. A District-wide School Choice Fair was held at MTC's main campus on December 2, 2022.

Strategy 4: Provide parents and employees increased access to Superintendent and District Leaders.

Metric 1:

- Developing. District Leadership representatives visited 35 schools this year to speak to School Advisory Councils or Faculties.

Metric 2:

- Developing. Held four Superintendent Search Community Forums in different parts of the county this past school year.

Strategy 5: Recognize and celebrate employees for reaching employment milestones, exemplary actions, and notable accomplishments

Metric 1: Work closely with Human Resources to devise positive, practical, and appropriate ways to honor employee milestones each month

Metric 2: Recognize examples of extraordinary employee successes at School Board meetings

Strategy 6: Continue to enhance and improve communications to all areas of Manatee County

Metric 1: Enhance working relationships with radio stations and other media outlets that connect with families and communities that can be difficult to reach.

Metric 2: Continue to build strong relationships with all community members through activities like Resource Fairs, other programs, and events

Strategy 7: Continue to increase and strengthen community partnerships

Metric 1: Continue to strengthen existing community partnerships and increase the number of new partnerships with private businesses, non-profits, and faith-based agencies.

Metric 2: Increase and promote volunteer opportunities for the community through community and district initiatives



Learning Facials Specialty at Manatee Technical College

Strategy 5: Recognize and celebrate employees for reaching employment milestones, exemplary actions, and notable accomplishments.

Metric 1:

Developing plans to honor employees by years of service. Working to have a plan in place December 2023.

Metric 2:

Ongoing. Employees recognized at Board meetings include District Principal of the Year Carol Ricks, Assistant Principal of the Year Adrienne Vos, Florida National Program Administrator of the Year Megan Johnson, the ESOL and Federal Program Departments and Congressional Teacher Award winners Lori Catalani, Stephanie Wajszczuk, Kathleen Brown, Kendall Carrier and Ann Fluery.

Strategy 6: Continue to enhance and improve communications to all areas of Manatee County.

Metric 1:

Relationships have been developed with media outlets like SOLMART Media (Spanish speaking radio stations) and Tempo News to get important information to students and families that may not be reached by traditional media. We continue to look for additional outlets in other areas of the county.

Metric 2:

A Community Resource Fair in July had more than 3,000 attendees, free physicals, haircuts, food, clothing and more. More than 300 people attended a Haitian Creole Family Night at Bayshore Elementary in November, and in December a night for families of Ukrainian students was held at Buffalo Creek Middle in December to help students adjust to schools in the United States and provide support. Approximately 1,500 people attended a Community Resource Fair on March 4th, at MTC. Services included free health and dental screenings, school and bus registrations, and applications for job opportunities with the district. A back-to-school Community Resource Fair is scheduled for Saturday, July 29th, at MTC from 10 a.m. to noon. It will feature free backpacks and school supplies for the first 1,000 students as well free school physicals, dental screenings, vaccinations and more.

Strategy 7: Continue to increase and strengthen community partnerships.

Metric 1:

The number of active Business Partners increased from 194 in 2022-23, to 230 in 2023-2024, a 19 percent increase. The number of partnership requests (partnerships with multiple schools) increased from 272 in 2022-23, to 610 in 2023-24, a 124 percent increase.

Metric 2:

We approved 7,298 volunteer applications this school year. Volunteers devoted 71,519 hours of service, 800 hours more than last year.