

SCHOOL YEARS 2022-2025



SCHOOL BOARD OF MONROE COUNTY, FLORIDA **STRATEGIC PLAN**

Monroe County School District

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www.KeysSchools.com

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A MESSAGE FROM THE SUPERINTENDENT

It is my honor to share our 2022-25 Strategic Plan, which illustrates a well-defined picture of success for the Monroe County School District. The Plan is divided into three areas: Goals with measures to indicate success, Strategies and Key Activities. The goals themselves set the path for our journey; the Strategies were developed to define and support the goals and the Key Activities are the specific steps we are going to take to create success. We also spent time outlining the Core Values of our District. Our Core Values specify the need to create a sense of belonging for all students, parents and the community while embracing integrity, respect and fiscal responsibility as our way of doing things. Because of the level of thoughtfulness and expertise that has gone into the plan, I hope you will find it to be both comprehensive and actionable. The Strategic Plan Committee, Principals, Assistant Principals, teachers, staff, parents, students, and community members will see their ideas represented in the Plan.



The Strategic Plan is designed to leverage the important work the District has been leading and building upon that work in bold, innovative ways so we may be even more responsive to the needs of our students and school community. We must now focus intently on the things that our research, data and common sense tell us will set our students on a path of joy and success.

The first two goals give specific actions for increasing student achievement and delineate many activities pertaining to student health and well-being. By using these markers for success, it is clear that over the next three years, we can make steady progress toward success. The latter two goals deal with recruiting, retaining and recognizing a premier workforce and student safety. We hope to be able to continue to support the teachers that we currently employ by continually adjusting salaries upward as the budget will allow and using other means to recognize and support them. Housing remains a serious issue in the Keys and we hope to make inroads into solving this problem for Monroe County School District staff over the next four years.

We certify that we will guarantee a safe and secure environment for all of our students and staff and have incorporated that need in the Plan. Our partnerships with local law enforcement agencies and mental health agencies put us in the forefront in the state for having a unified countywide approach to school safety and mental health and we look forward to continually fulfilling our goal of 100% accuracy and compliance with all school safety regulations.

With this plan, we are establishing a new, inspiring vision of how we can improve student achievement and close opportunity gaps. The Monroe County School District looks forward to uniting together with all valued members of our community to bring inspiration and excellence to every student every day.

Yours in education,

A handwritten signature in black ink that reads "Theresa Axford". The signature is written in a cursive, flowing style.

Theresa Axford, Superintendent

THE SCHOOL BOARD



Bobby Highsmith
out-going Nov. 2022
District 1



Darren Horan
in-coming Nov. 2022
District 1



Andy Griffiths
District 2



Mindy Conn
District 3



John Dick
District 4



Dr. Sue Woltanski
District 5

OUR MISSION | VISION | CORE VALUES

After listening to our community and holding up our District Goals as our primary drivers, the School Board has developed the following Mission, Vision, and Core Values to outline, respectively what we do, why we do it, and how we believe core values are central to the work that we do.

MISSION

Working together to inspire and bring excellence to every student every day.

VISION

We strive passionately to create healthy, happy and engaged students who are successful and productive.

CORE VALUES

We promote a **Sense of Belonging** for all students, staff and families in the Monroe County School District, we create an environment where all students can find success no matter their race, ethnicity, birthplace or other preference.

We believe that **Respect** for ourselves and all others is essential for an effective and productive system. We are honest and trustworthy and treat others as they wish to be treated and we appreciate individual cultures and backgrounds.

We believe that **Integrity** must guide all of our actions in carrying out the mission of the School District and with integrity, we will remain professional, positive and build relationships with one another that promote success.

We believe that **Fiscal Responsibility** is fundamental to the ongoing success of our organization. Through it we can continue to allocate funds based on students' needs with clear priorities to support the work that occurs in the classroom.



OUR DISTRICT

AWARD WINNING DISTRICT

The State Board of Education has named the Monroe County School District to the prestigious category of high-performing school districts in 2021. This distinction was established in 2007. The State Board of Education designates academically high-performing school districts each year based on their district grade, school grades, class size compliance and financial audit reports. The most recent designation was in October 2021 and is based on 2018-19 school grades (or 2020-21 if opted into), 2019-20 financial reports and 202-21 class size compliance. There are sixteen other districts in this category.



DISTRICT ACCREDITATION

Monroe County School District also has an Accreditation from Cognia, formerly AdvanceEd, which was awarded in September 2019. This designation is nationally recognized and is awarded to districts that meet rigorous standards with productive learning environments, equitable resource allocation that meet the needs of learners and effective leadership. Earning accreditation from the Cognia Accreditation Commission means that Monroe County Schools is accredited and recognized across the nation as a district that meets Cognia Standards of Quality and maintains commitment to continuous improvement.

OUR DISTRICT cont'd

OTHER HONORS

We boast four schools with Platinum status, one with Gold status and three with Silver for the PBIS Model School Designation. We see the power of Positive Behavior and Intervention Support through fewer incidents of disruptive behaviors in the classroom, less referrals and less out of school suspensions.



Financial Distinctions include: Eight years straight with Recognition for Excellence in Financial Reporting by the Association of School Business Officials.

Student Distinctions include: Class of 2022 -1.7 million college scholarships offered to the Senior Class; 2.6 million Community Scholarships; 2.2 million Take Stock in Children Scholarships; and 1.2 million Bright Futures Scholarships.

Students are accepted at top universities such as Duke, Harvard, Yale, University of Pennsylvania, UCLA, Brown, Georgetown, University of Florida, Florida State, U.S Naval Academy and Stetson to name a few.

65% of students across the District attend two or four year schools for post-secondary education.



DISTRICT PROGRAMS

Although still fledgling, the Monroe Occupational and Vocational Education (M.O.V.E) program represents an outstanding partnership between the School District and local businesses by having high school students answer want ads for needed positions and working as paid interns if selected. From this vantage point, students can determine career pathways and occupy much needed positions for local businesses.



Other distinctive career and technical education offerings include: Project Lead the Way - an innovative and hands-on bio-technical learning experience, Automotive Maintenance and light repair, Building Construction Technologies, Fire Fighting/Emergency Medical Responder, Engineering Pathways, Fashion Design and Applied Information Technology, to name a few.

OUR PLANNING PROCESS

DEVELOPING THE STRATEGIC PLAN

To develop the 2022-2025 Monroe County School District Strategic Plan, we used our four District goals established by the School Board to guide the process.

The goals include:

1. Academic Success
2. The Whole Child
3. A Premier Workforce
4. Safety and Security

We began the process in February 2022 by distributing a survey to parents/guardian and teachers/staff to gather input and understand the hopes, challenges and needs. Combined, we received 1,261 responses.

Between March and June, we travelled to all 10 schools and throughout Monroe County and held 73 focus groups with parents/guardians and teachers/staff. The purpose of the focus groups was to elicit viable solutions to the most common challenges identified in the surveys.

Focus group participants were invited to email or call us with more ideas. We fielded dozens of calls and emails with more suggestions. We held three Zoom focus groups for middle and high school students from every school, and organized special sessions in Creole and Spanish for non-English speaking families.

Once all of the input was received, a small Task Force led by the Superintendent drafted the plan with the help of experts in the district. The draft plan was prepared in June 2022.

labor partners
educational partners

hundreds of
participants

employees
parents
students
civic partners

We shared the draft plan at two school board meetings, as it was being developed. Upon completing a fully drafted plan, we organized four retreats for input from public school principals, the District Planning Team, Charter School principals and the School Board.

In September 2022, each school SAC reviewed the plan for one final round of input before the final plan was approved.

The process of developing a plan that truly matters was dependent on having meaningful and equitable stakeholder input. We listened. We asked for viable solutions. We shared various iterations, and made changes to ensure that the plan is achievable and to ensure long-term, wide-spread ownership and commitment.

OUR PLANNING PROCESS Cont'd

WHAT WE HEARD

Several important themes emerged throughout our engagement process.

Across Monroe County, stakeholders shared:

"My number one concern is that my children are challenged according to be their capabilities to be the best they can be."
 CSHS Parent

"We need more support for guidance counselors, teachers, and more mental health support for students."
 KWHS Parent

"We need more anti-bullying education and more education on emotions... In middle school especially kids struggle with understanding how or why they are feeling the way they do, how to express what they are feeling to another student or an adult, and what are some positive ways to cope or deal with the emotions."
 HOB Teacher

"Kids need to remain curious, seek education, and want to make it to graduation and beyond. I think their curiosity needs to be encouraged more than mainstreamed."
 GAE Teacher

"... Teachers need things taken off their plates so they have more time to focus on the students and we need to be able to use planning for dynamic lesson planning and authentic grading."
 CSHS Teacher

"Get parents and guardians involved, keep them informed and ask for feedback...We must also reach the most vulnerable groups in our community."
 POI Parent



OUR PLAN AT A GLANCE



To effectively implement the Strategic Plan we have divided it into four goal areas. Each of the areas gives strategies and key activities that propel the strategies into action. We will assign different departments, the teachers and principals to manage the implementation of the plan. There is also a companion document to the plan, which delineates specific areas of responsibility and timelines.

THE FOUR AREAS OF THE STRATEGIC PLAN ARE:

**1. Promote Success
for All Students**

**2. Develop the
Whole Child**

**3. Recruit and Retain
Premier Work Force**

**4. Maintain Safe
Environments**



GOAL 1

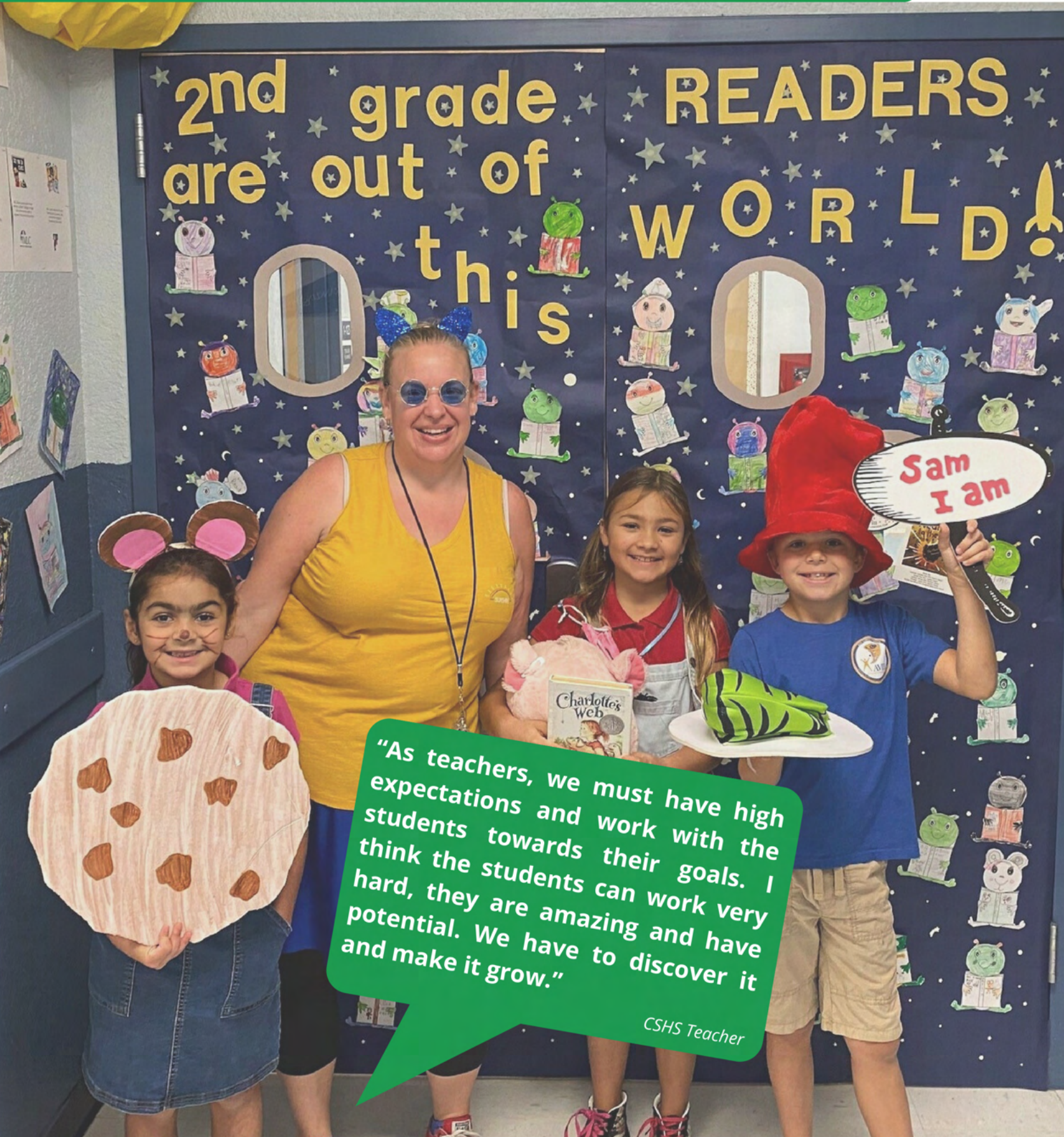
**PROMOTE
ACADEMIC
SUCCESS****Rigorous, Relevant, Personalized Programs
to Meet Individual Student Needs**

GOAL DESCRIPTION: Increase learning for all students by ensuring that every student's potential is maximized through access to rigorous, relevant, and personalized instruction to meet individual needs. Support the appropriate training for staff and the allocation of resources to foster student growth with the understanding that the partnership between District staff, schools, students, parents, and the community is essential to propel students toward success.

PRIORITY STRATEGIES

1. Enhance and expand educational opportunities for all students and their families.
2. Maximize learning for all students by providing intensive support with diagnostic testing and appropriate learning materials to address individual needs, and by decreasing achievement gaps.
3. Provide engaging extended day learning opportunities that meet the personalized needs of all students.
4. Promote effective communication that increases productivity and strengthens relationships.
5. Support students' readiness and success through access to accelerated, specialized, college and career instructional opportunities.
6. Ensure consistent implementation of student attendance and disciplinary policies.

OUTCOME METRICS FOR GOAL 1



"As teachers, we must have high expectations and work with the students towards their goals. I think the students can work very hard, they are amazing and have potential. We have to discover it and make it grow."

CSHS Teacher

GOAL 1 OUTCOME METRICS

1. Increase successful academic outcomes.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Graduation Rate	92%	92%	92%	94%	96%
Completion Rate ¹		86%	87%	88%	89%
General Education Development (GED)	6	3	5-10	5-10	5-10

2. Increase reading achievement in grade 3.

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
56%	64%	70%	76%	82%

3. Increase the percentage of students in grades 3-10 making learning gains in ELA and in Math.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
ELA	46%	51%	56%	61%	62%
Math	42%	50%	53%	59%	62%

4. Increase the high school acceleration rate.²

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
56%	60%	64%	68%	78%

5. Increase student attendance rates at all grade levels.

Grade Levels	2021-2022 ³	2022-2023	2023-2024	2024-2025
K-2	ADA ⁴ 92% CA 20%	ADA 94% CA 7.0% or less	ADA 95% CA 6.0% <	ADA 96% CA 5.0% <
3-5	ADA 92% CA 20%	ADA 94% CA 7.0% <	ADA 95% CA 6.0% <	ADA 96% CA 5.0% <
6-8	ADA 92% CA 18%	ADA 94% CA 7.0% <	ADA 96% CA 6.0% <	ADA 97% CA 5.0% <
9-12	ADA 90%	ADA 95%	ADA 95%	ADA 96%

(1) Completion refers to students who have met all attendance requirements and earned required credits but did not pass required exams. The District does not have data for 2020-2021 due to COVID.

(2) Acceleration rate refers to: 1. A passing score on an Advanced Placement test; 2. a Dual Enrollment credit with a grade of C- or higher; or, 3. a passing of an industry certification assessment in a career and technical course pathway.

(3) Data for 2020-2021 was not attainable due to COVID.

(4) ADA refers to Average Daily Attendance. CA refers to Chronic Absenteeism, defined as 21 days in the state of Florida.



PRIORITY STRATEGIES: HIGH-QUALITY INSTRUCTION | Academic Success**PRIORITY STRATEGY 1**

Enhance and expand educational opportunities for all students and their families.

DESCRIPTION

Establish an atmosphere within schools that helps all students achieve success through improved learning environments, standards-based curriculum, and targeted instruction that is rooted in evidence-based practices. Empower parents as partners in their children's education by establishing a culture that is welcoming to all families and community partners.

KEY ACTIVITIES

- I. Expand the use of AVID and other research-based instructional practices to support high-quality instruction, learning, and student achievement.⁵
- II. Implement a newcomer program to support quality instruction and student achievement.
- III. Establish diversity ambassador clubs at schools to develop and share resources such as a multilingual welcome video and handbook that provides guidance and support on social and academic norms and expectations for success.
- IV. Develop a newcomer vignette card that offers educators a newcomer's profile and recommended tasks for their initial weeks in classes.
- V. Implement appropriate instructional strategies based on continuous progress monitoring of students' individual goals.

(5) Advance Via Individual Determination (AVID) is a suite of instructional delivery practices for beginning to advanced teachers to maximize student potential and learning



PRIORITY STRATEGIES

Cont'd

PRIORITY STRATEGY 2

Maximize learning for all students by providing intensive support with diagnostic testing and appropriate learning materials to address individual needs and by decreasing achievement gaps.

DESCRIPTION

Meet the personalized learning needs of students through teacher training, the allocation of resources, and support to teachers.

KEY ACTIVITIES

- I. Develop master schedules that meet the needs of all students with careful consideration for the most vulnerable students.
- II. Provide ongoing professional learning with options for live training, high-impact teaching strategies, and resources to keep pace with dynamic changes in education. ⁶
- III. Ensure that school administrators, teacher mentors, or coaches visit classrooms twice per month to provide guidance and coaching.
- IV. Provide professional learning opportunities to teachers, paraprofessionals, and school staff to enhance support to ESE and EL learners, including Individual Education Plans (IEPs).
- V. Explore creative scheduling with students' interests in middle and high school.
- VI. Support VPK and K-2 attendance and literacy proficiency in order to achieve reading competency by grade 3.

(6) New teachers should receive training and criteria for professional competencies up front.



HIGH-QUALITY INSTRUCTION | Academic Success**Cont'd****PRIORITY STRATEGY 3**

Provide engaging extended-day and year-long learning opportunities that meet the personalized needs of all students.

DESCRIPTION

Provide tutoring opportunities in a multimodal format to increase access, equity, and rigor for all learners by offering in, before, or after school tutoring and summer school credit retrieval and enrichment opportunities.

KEY ACTIVITIES

- I. Explore options for a 24/7 virtual tutoring component through established programs.
- II. Implement a 9th-grade course on Career and Personal Development.
- III. Expand school programs to provide credit recovery options.
- IV. Expand the MOVE tutoring program.
- V. Provide opportunities for before-school and after-school teacher-led instruction, and include breakfast and transportation where possible.

PRIORITY STRATEGY 4

Promote effective communication that increases productivity and strengthens relationships.

DESCRIPTION

Implement a comprehensive communication plan to inform, empower and connect with students, staff, families, and the community. Two-way communication initiatives will provide opportunities to educate, share news, give and receive feedback, and increase awareness of District and school events.

KEY ACTIVITIES

- I. Streamline and expand user-friendly systems of communication through an app that can be used by all, and through social media to ensure information is shared clearly and consistently.
- II. Increase parent use of Focus for academic monitoring and messaging.
- III. Establish a video Parent Resource Library on the District website.
- VI. Provide translation services for non-English speaking families.
- V. Share the Superintendent's bulletin with all staff.



HIGH-QUALITY INSTRUCTION | Academic Success**Cont'd****PRIORITY STRATEGY 5**

Support students' readiness through access to accelerated, specialized, college and career instructional opportunities for post-secondary experiences.

DESCRIPTION

Ensure that all students are prepared for success after graduation by increasing enrollment in accelerated learning opportunities to help students advance their college education and/or careers.

KEY ACTIVITIES

- I. Identify students through AP Potential for advanced coursework ensuring the inclusion of minority and at-risk students.
- II. Share information with parents about rigorous course opportunities and benefits.
- III. Provide support for Advance Placement and CTE teachers through professional learning opportunities.
- IV. Explore the expansion of CTE programs based on student interests and the availability of resources.

PRIORITY STRATEGY 6

Ensure consistent implementation of student attendance and disciplinary policies.

DESCRIPTION

Increase student accountability and student attendance by improving communication between administration, students, parents, and teachers.

KEY ACTIVITIES

- I. Improve processes of communication between teachers and administrators on student discipline by revisiting processes in each school.
- II. Provide classroom management training to teachers to reduce incidents of disrespect and disruption.
- III. Launch a "Be There" campaign as part of the iBElieve curriculum with students, staff, families, and businesses who hire students for after-school jobs to encourage consistent attendance.
- IV. Reinvigorate school attendance teams to return to consistent attendance data collection, policies, and procedures.
- V. Continue recognition ceremonies to reward students for attendance.
- VI. Improve school climate by offering more electives, clubs, and athletics that inspire students to come to school.



GOAL 2

DEVELOP THE
WHOLE CHILD

Character, Relationships, Collaboration, Creativity

GOAL DESCRIPTION: Develop character education and life skills through specialized curriculum offerings. Promote relationship building through communication and collaboration with peers and teachers. Foster student well-being both mentally and physically and promote creativity through partnerships with local arts, theater, cultural and environmental organizations.

PRIORITY STRATEGIES

1. Increase access to mental health services and providers based on budget restructuring.
2. Partner with local agencies to provide resources for students and their families who struggle with food and housing insecurity and trauma.
3. Integrate Healthy Living Initiatives (HLI) with iBElieve and Positive Behavior Interventions and Supports (PBIS) and explore the modifications of Purpose Prep at the secondary level.
4. Develop and disseminate to schools best practices for teacher-student relationship building, communication, HLI instructional delivery, empowerment language, and PBIS implementation.
5. Provide training to parents and staff on existing MCSD resources that relate to the whole child.
6. Increase campus supervision and education to reduce vaping, smoking, drug and alcohol use, and to promote healthy choices.
7. Foster student creativity and self-knowledge through partnerships with local art, theater, cultural and environmental organizations.

OUTCOME METRICS FOR GOAL 2



“What I care about most is my children’s emotional wellbeing, feeling accepted for who they are, and developing a love of learning”.

SLS Parent

GOAL 2 OUTCOME METRICS

1. Improve students’ emotional regulation, grit, self-management, and abilities to cope with challenging feelings.

	2021-2022 ⁷		2022-2023		2023-2024		2024-2025	
Grades	3-5	6-12	3-5	6-12	3-5	6-12	3-5	6-12
Emotional Regulation	45% ⁸	47%	48%	50%	51%	53%	54%	56%
Challenging Feelings	53% ⁹	49%	56%	52%	59%	55%	62%	58%
Grit	56%	50%	59%	53%	62%	56%	65%	59%
Self-Management	45%*	62%	48%	65%	51%	68%	54%	71%

2. Increase the percentage of students identified in the Fall as Tier 2 who improve to Tier 1 by the Winter screening.

	2021-2022	2022-2023	2023-2024	2024-2025
Fall to Winter Improvement Percentage for T2	38% ¹⁰	52%	66%	80%

3. Improve teacher perception of school climate, including student enthusiasm, relationships between teachers and students, and students helping each other.¹¹

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
59%	52%	58%	64%	70%

4. Reduce drug, tobacco, and alcohol-related incidents, including vaping.

Infraction	2021-2022	2022-2023	2023-2024	2024-2025
Drugs	36	30	25	20
Tobacco	52	40	30	20
Alcohol	2	1	0	0
Vaping (non THC)	35	30	25	20

(7) This data refers to new screening programs in 2021-2022. There is no data from the prior year.

(8) Percentages refer to the number of students who report favorably on student surveys (E.g., 45% of students in grades 3 – 5 report that they are able to control/manage their emotions).

(9) Challenging feelings refer to the percentage of students who report the absence of challenging feelings.

(10) 38% of students who were identified as Tier 2 moved to Tier 1. Tier 1 refers to students responding well to Healthy Living Initiatives (HLI) instruction. Tier 2 refers to students who are identified as “at-risk” and require supportive measures in small groups. Tier 3 refers to students who require one-on-one support with social workers.

(11) Data source: Panorama Teacher Surveys.

PRIORITY STRATEGIES: DEVELOP THE WHOLE CHILD | Character

PRIORITY STRATEGY 1

Increase access to mental health services and providers based on budget restructuring.

DESCRIPTION

Develop a budget and plan to increase the number of school mental health providers who support the emotional well-being of students, and help them overcome challenges such as trauma, food insecurities, and other life stressors. This additional support will promote students’ abilities to focus on academic learning, commitment, and success.

KEY ACTIVITIES



- I. Hire additional school social workers
- II. Capitalize on partnerships with Thriving Minds, SEDNET, and the University of South Florida to identify and apply for grants that could fund additional positions.¹²

*(12) Thriving Minds is a program utilized in schools to help children overcome anxiety, learning issues, and behavioral issues through coping strategies. **Students with Severe Emotional Disturbance (SEDNET)** is a network of agencies that provides assistance to youth and families.*

PRIORITY STRATEGY 2

Partner with local agencies to provide resources for students and their families who struggle with food and housing insecurity and trauma.

DESCRIPTION

Establish partnerships with local non-profit organizations, civic and community groups to connect families with services to support their basic needs including, food, clothing, safety, and shelter. MCS D recognizes that these basic needs must be met in order for students to come to school ready to learn.

KEY ACTIVITIES

- I. Create a needs assessment per school to match students and families with local resources, support, and services.
- II. Continue to invite local agency partners to District combined school counselor and school social work meetings to share information on resources and to explore new strategies for meeting the needs of struggling students and their families.
- III. Expand the promotion of community resources to students and families.



PRIORITY STRATEGIES

Cont'd

PRIORITY STRATEGY 3

Integrate Healthy Living Initiatives (HLI) with iBElieve and Positive Behavior Interventions and Supports (PBIS) and explore the modifications of Purpose Prep at the secondary level.¹³

DESCRIPTION

Promote a culture of physical and mental wellness that supports student success by aligning the key programs utilized in District schools to teach HLI as a meaningful, integrated, and consistent program that helps students at all levels grow.

KEY ACTIVITIES

- I. Gather parent feedback on student needs, and address them accordingly.
- II. Develop an instructional matrix that aligns the various programs that support HLI to create a cohesive approach to delivery.
- III. Share the matrix through professional learning with teachers, parents, and Guidance Care Center school-based prevention counselors, and evaluate its effectiveness annually.
- IV. Identify per school a specific block of time each week when HLI instruction and other student well-being and prevention programs are implemented.
- V. Analyze the impact of PBIS's implementation on school climate.
- VI. Encourage physical activity and diet as a means to healthy living through daily announcements and other methods.

*(13) **Healthy Living Initiatives (HLI)** is a generic term used to describe programs that support the emotional and physical health of students. **iBElieve** is a curriculum adopted by the Monroe County School District that supports key principles in schools including attendance, respect, and tolerance. **Positive Behavior Intervention and Supports (PBIS)** is a program of activities implemented throughout the school year in grades K-5 to support kindness and respect. **Purpose Prep** is a digital platform used in secondary education to promote emotional and social wellness*



PRIORITY STRATEGIES:

Cont'd

PRIORITY STRATEGY 4

Develop and disseminate to schools best practices for teacher-student relationship building, communication, and empowerment language.

DESCRIPTION

Share best practices from schools throughout the District that build trust, cooperation, support, and open channels of communication between teachers, students, and their parents. Encourage individuals and schools to adopt these practices, and to grow the culture of each school in positive ways that support learning.

KEY ACTIVITIES

- I. Share best practices in relationship building through all sources of communication.
- II. Feature at least one “best practice” in each principal and school faculty meeting.
- III. Expand communication between teachers, students, and parents.

**PRIORITY STRATEGY 5**

Provide training to parents and staff on existing MCSD resources that relate to the whole child.

DESCRIPTION

Develop and deliver training to parents via videos, live presentations, and written materials on efforts within the District to support the whole child including protocols for entering student documentation and referrals in Focus, the MTSS intervention and referral process, protocols for crises situations, and roles and responsibilities of the school-based mental health providers.

KEY ACTIVITIES

- I. Utilize award ceremonies and other parent-attended events as mini-information sessions.
- II. Produce short “Did You Know?” videos as part of the parent resource library in multiple languages that explain specific programs and interventions. Send them out throughout the school year.
- III. Provide “At a Glance” or FAQs on support programs and resources on the school website and via social media (E.G: What is a 504 and how does it work?).
- IV. Provide classroom management training to teachers to reduce incidents of disrespect and disruption.

PRIORITY STRATEGIES:

Cont'd

PRIORITY STRATEGY 6

Increase campus supervision and education to reduce vaping, smoking, drug and alcohol use, and to promote healthy choices.

DESCRIPTION

Develop security plans per school to educate students on the dangers and risks associated with drugs, vaping, smoking and alcohol use and assign staff in high-risk areas and times during the school day to monitor activity and ensure the safety of all students and staff.

KEY ACTIVITIES

I. Conduct an anti-vaping campaign in middle and high schools that includes videos and live panels with health educators and law enforcement personnel.

II. Create and implement school-based supervision plans through safety teams to increase hall and bathroom monitoring using incident site maps in each school.

III. Investigate the need per school for additional vaping sensors and install as needed.

IV. Engage community partners and businesses in efforts to support positive behaviors that promote school safety.

PRIORITY STRATEGY 7

Foster student creativity and self-knowledge through partnerships with local art, theater, cultural and environmental organizations.

DESCRIPTION

Establish innovative opportunities and partnerships to provide students with access to the arts, culture, music, and environmental education to grow their minds, expose them to new intellectual and experiential opportunities, and heighten their awareness of and passion for the arts and culture. These efforts will enhance their academic learning, and contribute to a well-rounded education.

KEY ACTIVITIES

I. Develop partnerships with local art, theater, cultural and environmental organizations to expand opportunities for students to engage with the arts and the environment.

II. Explore opportunities to provide passenger vans for each school to be used for student field trips.

III. Expand MCSD curriculum offerings that support the arts to allow for greater student exploration of and development of artistic talents.

IV. Help students become stewards of the environment through curriculum offerings and experiential opportunities.



**GOAL 3****A PREMIER
WORKFORCE****Recruit, Recognize and Retain**

GOAL DESCRIPTION: Develop a premier workforce by recruiting, retaining, and investing in personnel. Our workforce represents one of our most valuable assets. Staff should be supported with monetary growth, opportunities for training, networking, and increased recognition and support.

PRIORITY STRATEGIES

1. Make competitive salary increases a priority for staff.
2. Develop a longevity bonus schedule to express to teachers and staff appreciation for their long-term commitments.
3. Provide free before and after school care for District employees to school-aged children in schools where it is offered.
4. Create a District employee appreciation card through which discounts are negotiated with selected businesses, including supermarkets, restaurants, and recreational companies.
5. Reimburse staff for added credentials or licenses in relation to their occupation.
6. Prepare a "Did You Know?" informational brochure to explain benefits and tax incentives offered to District employees.
7. Explore the possibility of 11-month contracts for specified staff in at-risk areas and in roles where summer employment would facilitate the opening of schools.

OUTCOME METRICS FOR GOAL 3

"Retaining teachers should be the number one issue. They are the front line workers. Pay teachers enough so they can own a home and have a future."

MHS Parent



GOAL 3 OUTCOME METRICS

1. Increase employee retention rates (excluding retirees and releases.)

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning/First Time Teachers ¹⁴					
Teacher	88%	85%	85%	85%	85%
Support	80%	79%	79%	79%	79%
Substitutes	75%	85%	85%	85%	85%
Instructional Non-Teacher	85%	78%	78%	78%	78%
Administration	93%	88%	88%	88%	88%

2. Increase teacher attendance rates.¹⁵

2022-2023	2023-2024	2024-2025

(14) Retaining beginning teachers is a separate category as attrition rates tend to be higher nation-wide for this group. Baseline data will be established in 2022-2023.

(15) Due to COVID, accurate data has been difficult to capture. 2022-2023 will be a baseline year.

PRIORITY STRATEGIES:

PRIORITY STRATEGY 1

Increase staff compensation and financial support.

DESCRIPTION

Support salary enhancements for teachers and staff with a view towards maximizing opportunities for longevity.

- I. Make competitive salary increases a priority for staff.
- II. Develop a longevity bonus schedule to express to teachers and staff appreciation for their long-term commitments.
- III. Provide free before and after school care for District employees to school-aged children in schools where it is offered.
- IV. Create a District employee appreciation card through which discounts are negotiated with selected businesses, including supermarkets, restaurants, and recreational companies.
- V. Reimburse staff for added credentials or licenses in relation to their occupation.
- VI. Prepare a "Did You Know?" informational brochure to explain benefits and tax incentives offered to District employees.
- VII. Explore the possibility of 11-month contracts for specified staff in at-risk areas and in roles where summer employment would facilitate the opening of schools.

PRIORITY STRATEGIES:

Cont'd

PRIORITY STRATEGY 2**Assist employees with finding affordable housing.**¹⁶**DESCRIPTION****Build workforce housing on School District-owned land where possible, and provide updated guidance on housing for newcomers and employees who need to relocate within the Keys.****KEY ACTIVITIES**

- I. Develop workforce housing for District employees on Trumbo Road and seek opportunities for other developments throughout the Keys.
- II. Create and disseminate a virtual Housing Resource Guide with information on housing for new or relocating employees.
- III. Liaise with local governments to be apprised of and support workforce housing policies at the municipal, county, and state levels.¹⁷
- IV. Seek a contract employee to assist with housing for District employees.

(16) The School District has limited capacity to develop new housing due to land availability, finances and state-determined limits on construction based on hurricane evacuation models, but leadership realizes the dire need to support employees on this issue as far as possible.

(17) Municipalities in Monroe County are engaged in efforts to regulate transient rentals, support changes to height restrictions, zoning and land development regulations that would support workforce housing.

PRIORITY STRATEGY 3**Promote an exceptional employee experience that supports staff morale and retention.****DESCRIPTION****Improve staff morale through an enhanced employee recognition program, active listening, systematic response to employee needs, and providing training to the front lines on exceptional customer service.****KEY ACTIVITIES**

- I. Continue to grow the employee recognition programs as a part of school-based plans to improve school climate.
- II. Produce an annual analysis of exit interviews to better understand the reasons behind employee departure, and establish annual retention plans accordingly.
- III. Provide customer service training to District employees.
- IV. Explore remote work and meeting options for District staff where feasible.
- IV. Encourage the use of suggestion boxes with systems for responding to ideas and needs in all schools.



- VI. Conduct "Stay" Interviews annually to understand what employees want and need to remain with the District.

PRIORITY STRATEGIES:

Cont'd

PRIORITY STRATEGY 4**Support and improve teacher attendance.****DESCRIPTION**

Improve teacher attendance through awareness efforts that highlight the importance of continuity for students in the learning process.

KEY ACTIVITIES

- I. Produce a "Did You Know" presentation for teachers to help them understand the impact their attendance has on student success.
- II. Increase rewards for the attendance incentive program, and include SAC recognition.
- III. Publish teacher and staff attendance statistics by school on a monthly basis.
- IV. Create a "pop-up" message that employees receive when they file an absence that shows the number of days they have missed to date.

**PRIORITY STRATEGY 5****Enhance and expand the Grow Our Own Program.****DESCRIPTION**

Capitalize on existing talent and promote internal growth within the District by expanding the Grow Our Own program.

**KEY ACTIVITIES**

- I. Produce a short promotional video on the "Grow Our Own Program" and distribute it to the staff, the community and parents multiple times per year.
- II. Actively recruit promising paraprofessionals and staff by requesting principals to nominate individuals for the program.
- III. Expand Florida Future Educators of America (FFEA) clubs in high schools and develop in middle schools.

PRIORITY STRATEGIES:

Cont'd

PRIORITY STRATEGY 6**Hire a more diverse instructional staff that reflects the student population.****DESCRIPTION****Extend recruiting efforts to mirror District demographics.****KEY ACTIVITIES**

- I. Publicize employment opportunities with community-based organizations.
- II. Assign staff to attend community events to recruit and share information about the benefits of joining the Monroe County School District.
- III. Expand marketing efforts through social media, national recruitment sites, and directly with universities that have large Hispanic and Black populations to attract employees and provide information about the School District.

**PRIORITY STRATEGY 7****Improve professional learning.****DESCRIPTION****Create an optimal professional learning experience by diversifying professional learning opportunities to allow for more choice, including live options for training, and by reducing follow-up requirements for teachers.****KEY ACTIVITIES**

- I. Offer professional learning opportunities that are individualized to teachers' needs using Canvas and other resources.
- II. Offer professional learning on topics identified as most desirable by educators, including student motivation, student engagement, and classroom management.
- III. Reduce requirements to obtain recertification points, by allowing teachers to submit a lesson plan and student artifact only.
- IV. Expand opportunities for non-instructional staff.



SAFETY FOR ALL

Maintain safe environments for all and develop
100% proficiency with safety protocols and training

GOAL DESCRIPTION: Create and maintain secure and safe environments by ensuring that all safety protocols and procedures are understood and followed by students, staff, and visitors.

PRIORITY STRATEGIES

1. Ensure school safety for all staff, students and visitors.
2. Increase security in school hallways and bathrooms to prevent disruptive and destructive behaviors.
3. Prevent bullying and aggressive actions that don't meet the threshold of bullying, on and off campuses, and foster inclusive environments.

OUTCOME METRICS FOR GOAL 4



"We truly appreciate our school's emphasis on the children's mental and physical safety. It makes us as parents feel at ease."

CSHS Parent

GOAL 4 OUTCOME METRICS

1. Ensure that staff and students are educated and trained on all safety procedures.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Completion of required safety drills	100%	100%	100%	100%	100%
Percentage of teacher participation in training on safety protocol	100%	100%	100%	100%	100%

2. Reduce incidents of property damage, vandalism, or defacement of school property.

Number of Incidents ¹⁸	2022-2023	2023-2024	2024-2025

(18) Incidents of vandalism are currently recorded only if the costs exceed \$1,000. As a result, there were only two incidents recorded in Monroe County in 2021-2022. Schools will be required to record all incidents in the future regardless of cost. Baseline data will be gathered in the 2022-2023 school year.

PRIORITY STRATEGIES:

PRIORITY STRATEGY 1

Ensure school safety for all staff, students and visitors.

DESCRIPTION

Ensure that all staff and students are educated in safety protocols and procedures in the event of fire, active school shooting, unapproved entry, and other related security concerns.

I. Train all school staff and students in safety protocol.

II. Ensure that all staff is engaged in monitoring buildings for safety compliance and SROs conduct daily walk-throughs on campus to monitor compliance.

III. To the extent possible, secure SRO backup coverage at schools when the lead SRO is not on campus.



PRIORITY STRATEGIES:

Cont'd

PRIORITY STRATEGY 2

Increase security in school hallways and bathrooms to prevent disruptive and destructive behaviors.

DESCRIPTION

Ensure the safety of students and staff and the protection of school property by monitoring hallways, bathrooms, and other areas in which aggressive or destructive behaviors may occur.

KEY ACTIVITIES

- I. Identify and address disruptive behaviors of students that may lead to serious infractions through threat assessments and by providing appropriate interventions.
- II. Create and implement school-based supervision plans through safety teams to increase hall and bathroom monitoring using incident site maps in each school.

PRIORITY STRATEGY 3

Prevent bullying as well as aggressive actions that don't meet the threshold of bullying, on and off campuses, and foster inclusive environments.

DESCRIPTION

Provide ongoing education to parents and students on anti-bullying policies to ensure a solid understanding of the definition, school District and State regulations, and options for victims and witnesses to access support.

KEY ACTIVITIES

- I. Expedite ongoing training for all stakeholders that includes the definition of bullying, state and district policies, and what to do if it happens, and focus on preventative measures to stop bullying before it happens.
- II. Develop calendars for student-led safety initiatives and implement them accordingly.
- III. Launch an October campaign in recognition of Anti-Bullying Month by providing resources, materials, and tools for parents to share with their children.
- IV. Improve efforts to acknowledge students for kind and inclusive behavior, including digital citizenship.
- V. Promote active SAVE Promise Club days in all schools.

MORE TO EXPLORE!

Connect with Monroe County Schools
online to learn more!



[Keysschools.com](https://www.keysschools.com)



Monroe County School District



@MCSD in the FL Keys



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SCHOOL BOARD OF
MONROE COUNTY FLORIDA

STRATEGIC PLAN

