

The Okeechobee County School Board

# DISTRICT STRATEGIC PLAN

2023 - 2024 through 2025 - 2026

Okeechobee County School Board  
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 @OkeechobeeCountySchools

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# A Message from the Superintendent

Every organization must determine where it is going and how it is going to get there. This strategic plan is the very answer to those questions for the Okeechobee County School Board. After hours of study, analysis of data, researching best practices, communication with Board Members and stakeholders, surveys, and School Board Presentations, we have arrived at a plan that determines our way of work, mobilizes staff, and challenges us to continually improve so that we may reach our goal of becoming an “A” district. We believe the goals identified will provide the best return on investment to increase academic achievement, recruit great staff, create an extraordinary school culture and operate a district worthy of employing over 870 staff members, educating 6,450 students and a serving a community of 40,200 residents.

Complete with our vision, mission and core values, each goal is accompanied by meaningful strategies and outcome metrics that can be monitored regularly through a formalized system of work called a stocktake. The activities that will be accomplished will no doubt move us forward as we strive for excellence. There should be no question in the minds of our stakeholders what we stand for, what we are trying to accomplish and the necessary steps we believe will make it happen.

The community and parental support in this county is tremendous. We know, as we put this plan in motion, the stakes are high, but rest assured that Together, Achieving Excellence by Putting Students First is possible. I can't wait to get started!



**Mr. Ken Kenworthy**

# Messages from the Board



**Melisa Jahner**

(Chairperson)

Our Strategic Plan ensures that together we are committed to achieve Excellence. As a Board, we knew the importance of engaging with students, parents, staff and our community to set our goals and focus. I feel confident our district is on the right path towards Excellence with this plan. We will strive to offer a high quality, academic and safe environment so each student will be able to reach their highest potential. High staff morale is a direct impact on positive student achievement and so we will strengthen the development, recruitment, and retention of our educators and staff to reduce turnover and attract quality candidates. We will celebrate our successes and re-evaluate our downfalls. "There is no such thing as Failure, only learning experiences."

Our Strategic Plan is the foundation of the Okeechobee County School District. Collaboration, shared beliefs, and strategic goals guided the creation of our strategic plan. Working together as a community, the plan will prepare each student to achieve academically, grow personally, and contribute positively to a global society. As an educator and parent of two OHS Alumni, it is my belief that the strategic plan will take our district to the next level.



**Malissa Morgan**

(Vice Chairperson)



**Dr. Christine B. Bishop**  
(Member)

Our strategic plan is a collaboration of students, parents, teachers, district staff and the community. The benefits of our comprehensive strategic plan will provide: a clear vision for our superintendent and staff, a buy-in or team approach for everyone involved, accountability and transparency and will guide our district when challenges arise. As always, I am thankful for the time dedicated by our Okeechobee school district staff and stakeholders in the community in helping to create a strategic plan to guide our district into the future. The implementation of our strategic plan will continue to compliment our vision of achieving excellence by putting our students first.

Our district's strategic plan was built with input from students, parents, employees, and community stakeholders. By setting long-term and short-term goals, we are able to measure our progress and be confident that we are moving forward. These goals lead to accountability and ensure that our budget is being built around the needs of our district. When goals are met, successes will be celebrated, and when adjustments are necessary, we will be sure the focus is on the needs of our students. By working together, our school district will be a place where employees know they make a difference and students feel successful.



**Jill Holcomb**  
(Member)

Our strategic plan was developed through a collaborative effort that focuses on putting students first. We recognize that success cannot be achieved without a joint effort between students, parents, teachers, staff and the community. This strategic plan reflects our long term goals and provides a focused path in which we can achieve them. It also gives us the opportunity to celebrate successes, monitor accountability and continue to make changes and improvements when needed. It is our goal to provide the best possible environment for all students to achieve academic success.



**Amanda Riedel**  
(Member)

# Okeechobee County School Board

## Our Vision and Mission

### VISION

Together, Achieving Excellence: Putting Students First!

### MISSION

Instilling excellence and determination so every student can achieve tomorrow's possibilities.

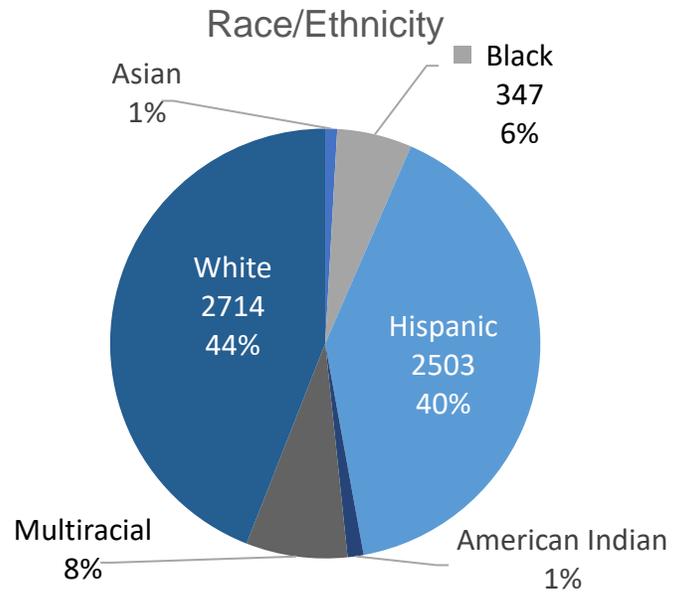
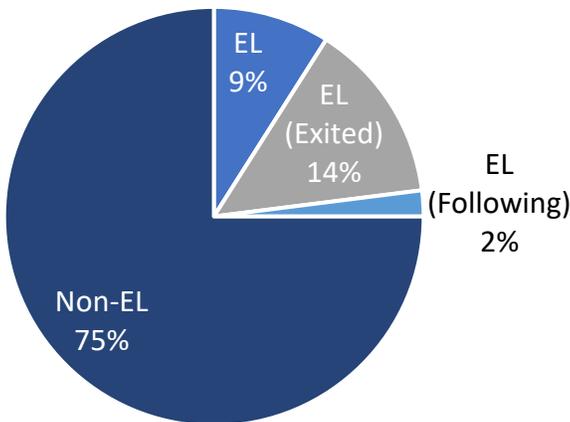


# About the Okeechobee County School Board

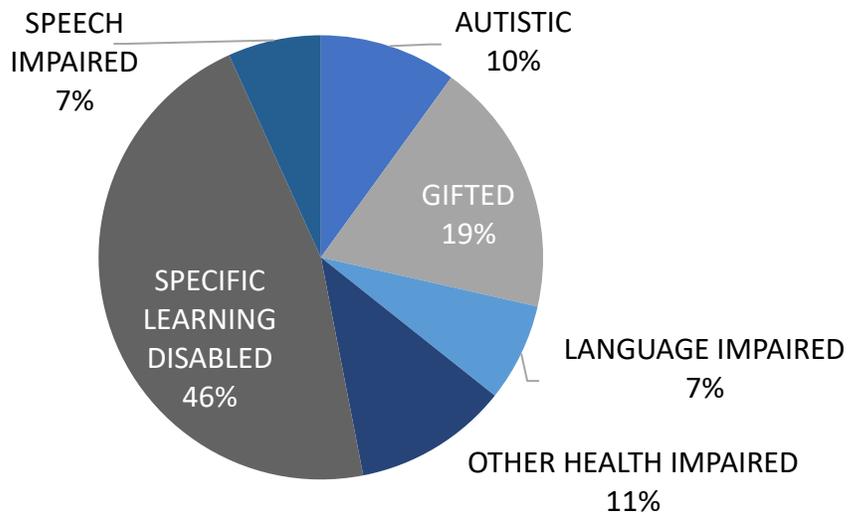
Okeechobee County School Board is located in south central Florida and serves more than 6,400 students across 10 schools. We are the largest employer in the county, with close to 900 employees.

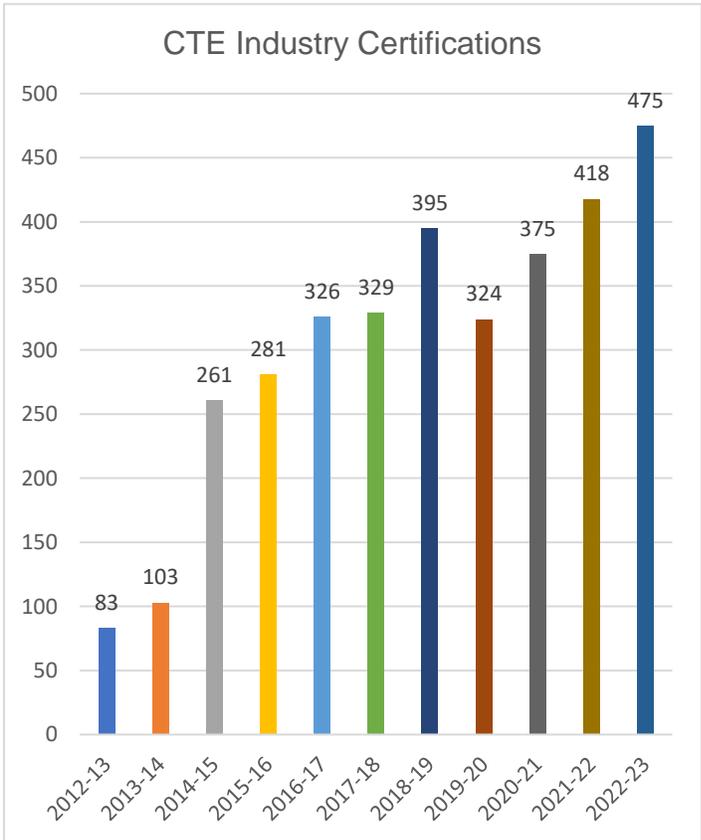
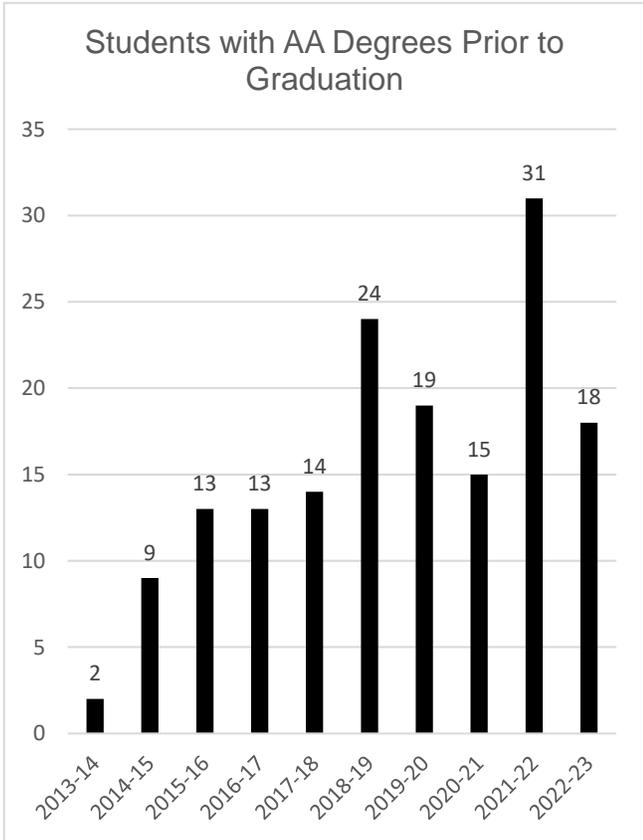
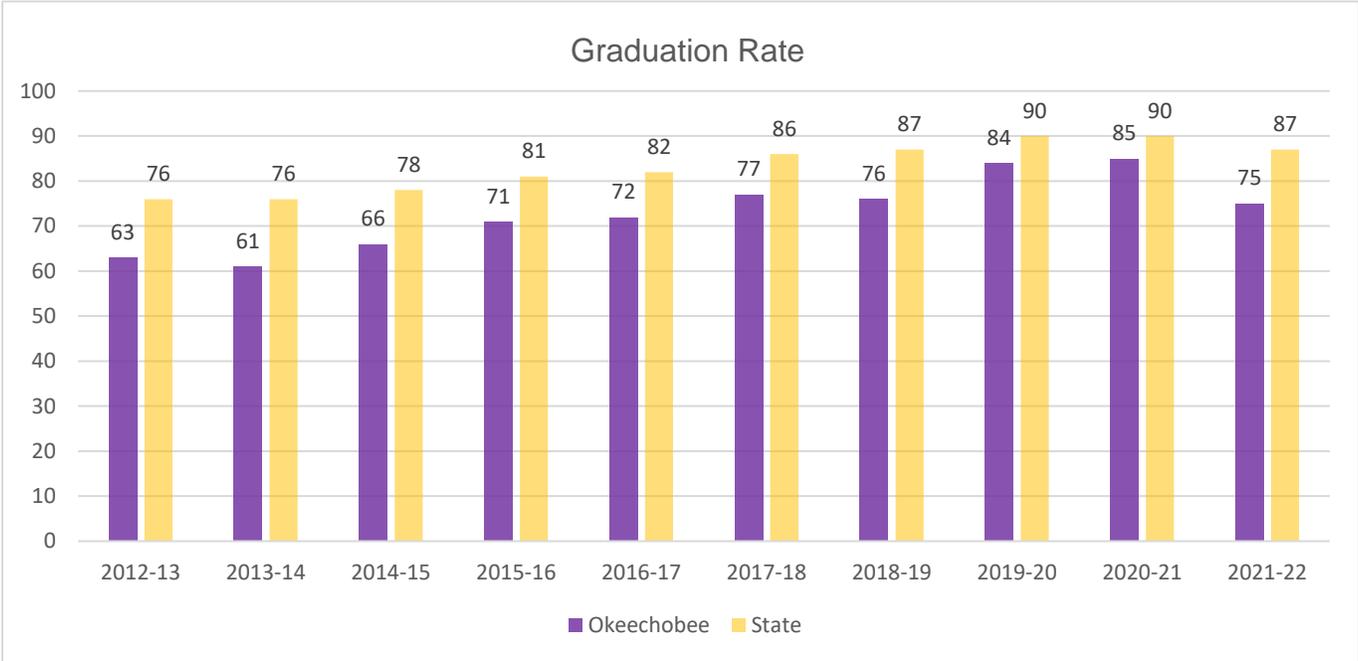
## STUDENT DEMOGRAPHICS

English Language Learners



Exceptional Student Education





# Our Success

## STUDENT ACHIEVEMENT

We have made significant progress in recent years in a number of areas. We are confident that the work outlined in this strategic plan will build on that progress and accelerate our students' achievement in the coming years.

## PROGRAMS OFFERED

### Career and Technical Programs



### Innovative Programs of Study





Gilbert Chevrolet recognizes the 2023 Teachers and Non-Instructional Employees of the Year for each school at their Education Appreciation event (April 2023)



The new Okeechobee High School is under construction. Our new school will be approximately 250,000 square feet with 1,700 student stations which will allow us to move the freshman to the new site. As you can see on the rendering, it will be 2 stories and consist of 85 classrooms. This is just one more example of our community coming together to support the school district. This project resulted from a community-wide effort to promote, defend, and lobby for a replacement of our aging facility. A special thanks for Senator Erin Grall and Representative Kaylee Tuck who were instrumental in helping us navigate the Florida Legislature for funding.



Rose Kendall celebrates her 50<sup>th</sup> anniversary working for Okeechobee County School Board (June 2023)



School Principals, Assistant Principals, and District Administrators meet for their annual photo (July 2023)



# The Strategic Planning Process

We began by gathering and reviewing the latest data on student achievement, program effectiveness, and other relevant information. Key stakeholders were involved in these discussions, ensuring that multiple perspectives were included in these analyses.

Based on the information gathered during this initial review, the district leadership team identified a few areas in need of focus during the coming years. We analyzed the root causes of the identified challenges and brainstormed strategies to address them. Four goals were created, each goal was assigned a lead and each strategy was assigned a project lead. By virtue of their position, they have the experience and history with the content of the assigned projects. They will provide baseline data, pull reports, progress monitor and manage the planning, progress and capacity of each assigned task. The Goal team will meet to discuss successes, barriers, and next steps throughout the school year. The formalized process employed to accomplish this task is known as a "stocktake."

As a next step, in order to ensure that all schools are on board with the district, each school principal will incorporate these goals and strategies into the School Improvement Plan. In developing their School Improvement Plans, principals utilize data from their school, problem solve barriers, and brainstorm implementation steps to accomplish goals and strategies that mirror the district's Strategic Plan. The alignment of these two plans will ensure all teachers, staff members, and administrators know exactly what our expectations are leading to school and district improvement.

Finally, we worked through the difficult task of prioritizing and focusing on those strategies that are likely to have the greatest impact on the desired outcomes. Therefore, the plan does not reflect every task the district is undertaking, but instead focuses on those activities that will require the most focus and attention to shift our way of working.

The result of this process is the document that follows; however, the intention is that this plan is a living, breathing document that will be regularly reviewed and updated as implementation proceeds. In order to do that, we will launch a series of progress monitoring conversations. These include conversations between the accountable leaders of each goal and the Superintendent, as well as summary reports to the School Board on progress to date.



# Our Strategic Goals

## GOAL 1

### ENGAGING INSTRUCTION

All students will master grade level standards.

## GOAL 2

### TALENT MANAGEMENT

The District will recruit and retain quality staff members.

## GOAL 3

### POSITIVE CULTURE

The District will provide a positive learning environment.

## GOAL 4

### OPERATIONAL FUNCTIONS

The District will enhance the efficiency of systems.

**GOAL  
1**

# ENGAGING INSTRUCTION

All students will master grade level standards.

**GOAL LEAD ANDI CANADAY**

## OUTCOME METRICS

- 1 Increase the points received on the district school grade to become an A district (2022: 52%)
- 2 Achieve a graduation rate that is above the state average (2022: 12% gap)

## GOAL 1 STRATEGIES

- A Maximize student achievement by implementing curriculum content while infusing supplemental resources to enhance student learning
- B Implementation of the Vision for Effective Instruction
- C Provide appropriate instructional interventions to students identified in ESSA subgroups
- D Expand access to high-quality early childhood opportunities to strengthen kindergarten readiness
- E Achieve a graduation rate that is above the state average

GOAL  
2

## TALENT MANAGEMENT

The District will recruit and retain quality staff members.

**GOAL LEAD** DR. JOSEPH STANLEY

### OUTCOME METRICS

- 1 Increase retention rate of instructional and classified staff members  
(2023: I – 85% & C – 84%)
- 2 Decrease the percentage of instructional vacancies on the first student day,  
year-over-year (August 2023: 8%)

### GOAL 2 STRATEGIES

- A Update the New Teacher Program to reflect a comprehensive, multi-year onboarding experience
- B Implement innovative professional development strategies to reinforce a focus on retaining a positive and effective workforce
- C Develop a robust leadership pathway to ensure that there is an adequate pool of applicants for succession
- D Implement a recruitment plan that incorporates both traditional and novel applicant streams
- E Redevelop branding in an effort to distinguish itself as an employer of choice within the community and region

**GOAL  
3**

# POSITIVE CULTURE

The District will provide a positive learning environment.

**GOAL LEAD BRITANI STANLEY**

## OUTCOME METRICS

- 1** Average 90% of students, staff, and parents agreeing or strongly agreeing that they are “proud of my school” on the final climate survey (2023: 87%)
- 2** Average 90% of students and parents agreeing or strongly agreeing that they “feel safe at school” on the final climate survey (2023: 80%)

## GOAL 3 STRATEGIES

- A** Develop systems and strategies to improve district-wide behavior support for all students
- B** Establish and enhance recognition programs to highlight employee contributions
- C** Implement a revised process to collect and monitor input from all stakeholders regarding focus areas such as pride, respect, and safety
- D** Strengthen two-way communication and engagement with families and the community to ensure they feel welcomed, valued, and informed
- E** Develop a district-wide initiative to strengthen the customer service experience

GOAL  
4

## OPERATIONAL FUNCTIONS

The District will enhance the efficiency of systems.

GOAL LEAD **DYLAN TEDDERS**

### OUTCOME METRICS

- 1 Average 95% of teachers and staff agreeing or strongly agreeing that they are "proud of my school/department" on the final climate survey (2023: 94.8%)
- 2 Departmental websites will be updated quarterly as indicated by the "last updated" field (*Baseline Year*)

### GOAL 4 STRATEGIES

- A Develop systems to address the technology needs for students and staff
- B Improve the operation and appearance of all physical plants
- C Maximize the fiscal management process for the use of public resources
- D Create meal offering that will encourage more students and/or staff to participate
- E Boost employee morale and retention rates in the Transportation Department

# Our Appreciation

The Strategic Plan was developed through a collaborative effort. This collaboration consisted of thousands of hours collectively being spent on how to move our district forward in our quest to become an “A” district. Members of the Okeechobee County School Board would like to thank key stakeholders for supporting the development of this new plan.

That being said, our work is just beginning. We know putting your goals and strategies on paper is just the first step. It provides us with direction. The key to moving forward is its implementation and monitoring demanding the fidelity of our practices. Our goals are ambitious, our strategies robust, and our human capital is dedicated. This will lead to every student getting what he/she needs to become college and career ready.

Schools cannot do this work alone. Many of our stakeholders will play key roles over the next three years making this a reality for our students. For that, we cannot thank you enough. The community support afforded our district in the past is immeasurable. It is for these reasons, our new vision appropriately frames our work: *Together, Achieving Excellence by Putting Students First!*



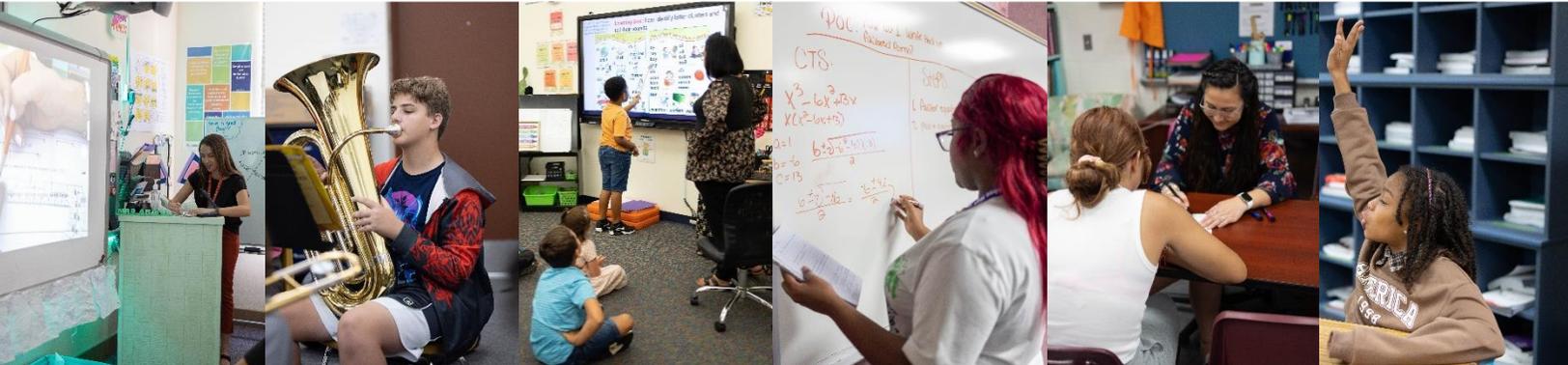
# Strategy Profiles

**GOAL**  
**1**

## ENGAGING INSTRUCTION

<b>STRATEGY</b>	<b>1A: Maximize student achievement by implementing curriculum content while infusing supplemental resources to enhance student learning</b>
<b>STRATEGY LEAD</b> Andi Canaday	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Increase the percentage of students participating in all three areas of the READ 180 curriculum, small group, independent reading, and student application, (1%)</li> <li>2. Capitalize on the Champion's Academy training to implement Renaissance products (Freckle Reading/Math and Lalilo) with fidelity</li> <li>3. Follow the Lalilo Implementation Guide by scheduling a minimum of online learning 15-20 minutes per day for grades K-2 and no more than 30 minutes per day for grade 3, as well as follow Freckle ELA/Math recommendations for K-5 following the Star assessment beginning levels.</li> <li>4. Provide opportunities for students to increase their math skills in grades 6-8 by using SuccessMaker 15-20 minutes 2 to 3 days per week.</li> <li>5. Implement Core Curriculum as designed to craft engaging lessons aligned to standards requiring students to interact with the content to ensure mastery</li> <li>6. Leverage Secondary Common Assessments to make informed instructional decisions grounded in standards data</li> <li>7. Increase the number of teachers Literacy First trained to use the anatomy of a lesson model to deliver instruction incorporating Literacy First strategies</li> <li>8. Train ESE and primary teachers on the Science of Reading using Orton Gillingham methodology</li> <li>9. Increase the opportunity for K-5 students to increase math skills by following the recommended usage for Waggle 3x5 times per week for 15-20 minutes.</li> <li>10. Monitor usage of district and school purchased curriculum.</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Read 180: (1) Increase student performance on mid and end-of-year workshop assessments to 80% (2) Increase software segments by 70% (3) Increase software sessions by 50% (2022-23: 1. 51%, 2. 3%, 3. 39%)</li> <li>2. Increase students in grades K-2 performing above the 40th percentile on (1) STAR EL/R and (2) STAR M for PM3 (2022-23: 1. 58% 2. 70%)</li> <li>3. Increase student performance for (1) ELA proficiency and (2) Math proficiency on the district grade (2022: 1. 43% 2. 46%)</li> </ol>

<b>STRATEGY</b>	<b>1B: Implementation of the Vision for Effective Instruction</b>
<b>STRATEGY LEAD</b> Andi Canaday	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. District and school-based leadership teams will participate in instructional rounds to provide individual schools feedback on instruction.</li> <li>2. Print and disseminate the Vision for Effective Instruction, all teachers must know what the document is and how to access it.</li> <li>3. Move from compliance to active engagement by eliciting degree of attention, curiosity, interests, optimism, and passion</li> <li>4. Address the 4 essential questions during PLC meetings</li> <li>5. Leverage SRLD and instructional coaches to provide professional learning on the science of teaching reading and writing to core teachers</li> <li>6. Use instructional coaches and mentors to provide tiered support for teachers to build capacity for implementing the Vision for Effective Instruction</li> <li>7. Use instructional coaches, mentors, and department/grade chairs to build capacity with teachers to implement core and supplemental materials as prescribed.</li> <li>8. Instructional coaches will complete coaching logs to document support for instruction. Baseline data from 22-23, 2 coaches were consistent with inputting data in the log.</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Student engagement will be scored a 3 or 4 during instructional rounds (2022-23: 46%)</li> <li>2. Each school team will provide a minimum of five (5) coaching cycles each 9 weeks (school teams: principals, assistant principals, instructional coaches, and/or mentor teachers) (baseline year)</li> </ol>



<b>STRATEGY</b>	<b>1C: Provide appropriate instructional interventions to students identified in ESSA subgroups</b>
<b>STRATEGY LEAD</b> Wendy Coker	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Host quarterly resource workshops by level (elementary, middle, high) to support ELs and families using WIDA materials to increase student proficiency</li> <li>2. Build knowledge of school staff to meet the needs of ELs and SWDs through specialized professional development and technical support</li> <li>3. Design tutoring programs to address target subgroups</li> <li>4. Utilize ancillary staff to provide scheduled small group instruction</li> <li>5. Formalize remediation strategies by using tutoring, teacher-directed small group instruction, walk-to intervention, independent stations, schedule, and online lessons.</li> <li>6. Implement systems to decrease the eligibility determination period to meet the 60-day timeline for ESE testing</li> <li>7. Create flexible schedules for staff working with students in identified subgroups to include small-group instruction to increase student proficiency</li> <li>8. Provide quarterly family engagement opportunities for English Learners (ELs) to increase language proficiency</li> <li>9. Use discretionary projects to train and support instructional coaches and teachers to increase student proficiency</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Increase the district grade for Students with Disabilities (2022: 34%)</li> <li>2. Increase the district grade for English Learners (2022: 44%)</li> <li>3. Reduce the number of ESSA subgroups identified on the Federal Index districtwide (2022: 27)</li> </ol>

<b>STRATEGY</b>	<b>1D: Expand access to high-quality early childhood opportunities to strengthen kindergarten readiness</b>
<b>STRATEGY LEAD</b> Kim Morrison	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Connect parents with children in early childhood programs (or at home) with Florida's Healthy Start program to use resources to support child development.</li> <li>2. Use FDLRS Child Find to assist with providing diagnostic screening, placement coordination, training, and support to parents of young children who have or are at risk of developing disabilities.</li> <li>3. Utilize the CLASS observation instrument from the Early Learning Coalition to improve instruction in VPK classes.</li> <li>4. Increase the use of Footsteps2Brilliance for students ages 0 to 5.</li> <li>5. Partner with The Florida Grade-Level Reading Campaign to leverage local efforts to provide strategic guidance to help promote school readiness and quality instruction, tackle chronic absence, and improve summer learning opportunities, as well as engage parents as their children's first teacher.</li> <li>6. Provide professional development opportunities for VPK staff to identify behaviors or factors that may require intervention strategies.</li> <li>7. Explore opportunities to expand the programs available to prepare more students for kindergarten.</li> <li>8. Promote the impact of VPK programs with parents in the community. (half-day program is free)</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Increase the "Hours of Literacy" completed in Footsteps2Brilliance for students in VPK each year (2022-23: 455 hours)</li> <li>2. Increase the percentage of students ready for kindergarten each year based on state readiness data (2022-23: State 49%, Okee 38% - VPK St 62%, Okee 55%)</li> <li>3. Increase the average composite score for all district programs using the CLASS observation tool completed by the ELC each year (2022-23: 5.09 average)</li> </ol>



<b>STRATEGY</b>	<b>1E: Achieve a graduation rate that is above the state average</b>	
<b>STRATEGY LEAD</b>		<b>Britani Stanley</b>
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Examine grading and promotion practices in an effort to decrease retention at all grade levels</li> <li>2. Complete the Accreditation process to maintain districtwide accreditation</li> <li>3. Examine the implementation and availability of assessments (e.g., SAT, ACT, etc.) in an effort to ensure students have multiple opportunities to earn concordant scores</li> <li>4. Develop a plan to monitor and track cohorts using Skyward reporting</li> <li>5. Identify and review graduation barriers specifically related to GPA requirements</li> <li>6. Develop a career planning program using Xello to set goals, schedule classes, and culminate in an acceleration point</li> <li>7. Establish clear guidance regarding graduation entity for OHS, OAA, and OVS</li> <li>8. Remove semester exams in an effort to reduce the number of failing grades each semester</li> </ol>	
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Reduce the percentage of students on the final graduation report with a W01 code (2022 cohort: 9%)</li> <li>2. Reduce retentions in grades K - 10 (2023: 211 students)</li> </ol>	

**GOAL  
2**

# TALENT MANAGEMENT

<b>STRATEGY</b>	<b>2A: Update the New Teacher Program to reflect a comprehensive, multi-year onboarding experience</b>
<b>STRATEGY LEAD</b> Andi Canaday	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Incorporate activities designed to build teachers' knowledge of the District's culture</li> <li>2. Provide opportunities to develop relationships between new teachers in an effort to foster long-term support systems</li> <li>3. Expand the New Teacher Program to include second year teachers</li> <li>4. Leverage vendor partners to train and provide best practices for beginning and novice teachers</li> <li>5. Establish relationships with local organizations to foster connections within the community</li> <li>6. Administer surveys throughout the program to gain feedback from teachers</li> <li>7. Use exit survey data to implement changes to improve the program moving forward</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Ensure that 25% of the program focus will be on building culture among new teachers (<i>baseline year</i>)</li> <li>2. Retention percentage for AC1 and AC2 teachers will increase 3-5% year over year (2022-23: AC1 70% AC2 85%)</li> </ol>

<b>STRATEGY</b>	<b>2B: Implement innovative professional development strategies to reinforce a focus on retaining a positive and effective workforce</b>
<b>STRATEGY LEAD</b> Andi Canaday	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Create a menu of professional development offerings to be made available to staff throughout the year, and at least a week prior to any district-wide professional development days (e.g., Early Release Days, Teacher Planning Days, etc.)</li> <li>2. Link professional development activities to observations conducted by school leadership, allowing for tailored professional learning</li> <li>3. Implement teacher-driven professional learning opportunities</li> <li>4. Feedback forms will be developed for professional learning activities and the results will be incorporated into future learning opportunities</li> <li>5. Create opportunities for teacher leaders and coaches to provide PD in the district</li> <li>6. Shift from heavy repeat vendor sessions on PD days to instructional practices/strategies from inside and outside the district</li> <li>7. Develop trainings for key non-instructional personnel in an effort to continue their development and proficiency.</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. At least 50% of district-sponsored professional development offerings will focus on developing pedagogical skills (<i>baseline year</i>)</li> <li>2. (1) Collaborative discussions and (2) teacher questioning will be scored a 3 or 4 during instructional rounds. (2022-23: 1. 20%, 2. 22%)</li> </ol>

<b>STRATEGY</b>	<b>2C: Develop a robust leadership pathway to ensure that there is an adequate pool of applicants for succession</b>
<b>STRATEGY LEAD</b> Dr. Joseph Stanley	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Update the District's HRMD plan to align with the revised Florida Educational Leadership Standards</li> <li>2. Create a comprehensive leadership and learning pipeline for instructional staff members that includes job-embedded opportunities for growth, such as shadowing experiences</li> <li>3. Revise the use of Targeted Selection as the method for the selection of administrative pool participants</li> <li>4. Redevelop the mentoring and coaching roles within the aspiring and newly-appointed leader pathways to ensure support systems are in place for leadership</li> <li>5. Expand opportunities for leadership development</li> <li>6. Track current employees that have or are pursuing a degree in leadership</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. The percentage of applicants for leadership positions will increase by 5%, year over year (2022-23: 39 applicants)</li> </ol>



<b>STRATEGY</b>	<b>2D: The District will implement a recruitment plan that incorporates both traditional and novel applicant streams</b>
<b>STRATEGY LEAD</b> Steffanie Immerfall	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Continue development of the "Grow Your Own" program in collaboration with IRSC</li> <li>2. Explore the implementation of a "Grow Your Own" program with Bloomboard for existing employees</li> <li>3. Explore the removal of barriers for current non-instructional staff members to become teachers, such as paid student teaching opportunities</li> <li>4. Expand recruiting into non-traditional markets</li> <li>5. Develop a robust social media presence through additional "forward" marketing, such as the introduction of a "Why Okeechobee" campaign, providing potential candidates with the unique benefits and opportunities available</li> <li>6. Explore the incorporation of additional technology-related recruiting solutions, such as expanded mobile technology</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. The percentage of applicants for all positions will increase by 5%, year over year. (2022-23: 1,100 applicants)</li> <li>2. Participation in the "Grow Our Own" program will increase, year over year. (2022-23: 16 students)</li> </ol>

<b>STRATEGY</b>	<b>2E: The District will redevelop branding in an effort to distinguish itself as an employer of choice within the community and region</b>
<b>STRATEGY LEAD</b> Dr. Joseph Stanley	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Objectives will be defined, and key stakeholders identified, for the process of redeveloping the District's brand, including an analysis of the District's positioning within the local area.</li> <li>2. Conduct a competitive analysis in order to determine ways in which to set the District apart from competitors</li> <li>3. Revise the District's visual branding, including its social media presence, to encourage a unified, cohesive appearance</li> <li>4. Launch a plan for the revised branding will be developed.</li> <li>5. Develop a monitoring plan for the use of newly-developed brand guidelines</li> <li>6. Create a marketing plan to ensure all stakeholders are included in understanding the rebranding in the district</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. 90% of respondents on the District's climate survey will indicate that they have an understanding of the district's mission and vision. <i>(baseline year)</i></li> <li>2. 90% of new hires will indicate that the District's branding was a factor in their decision to accept an offer of employment. <i>(baseline year)</i></li> </ol>

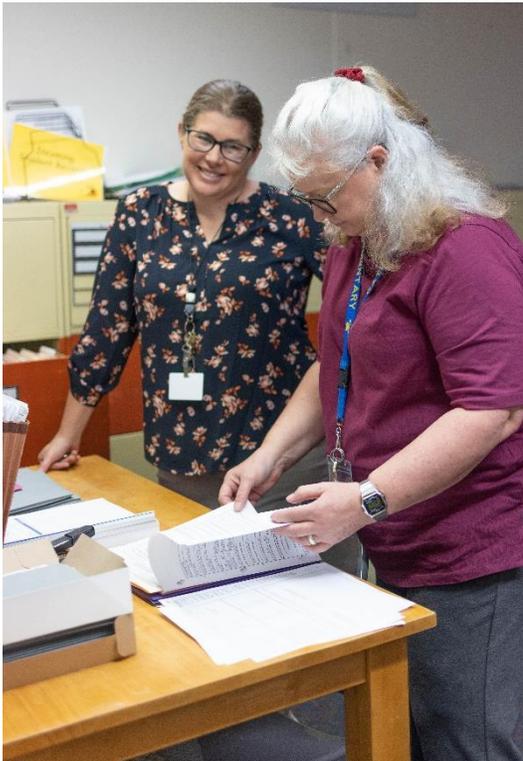


**GOAL**  
**3**

# POSITIVE CULTURE

<b>STRATEGY</b>	<b>3A: Develop systems and strategies to improve district-wide behavior support for all students</b>
<b>STRATEGY LEAD</b> Katharine Williams	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Develop a training schedule to ensure that all instructional personnel receive training in de-escalation techniques</li> <li>2. Create and implement a schedule for student instruction in state provided resiliency curriculum through the monthly wellness videos</li> <li>3. Communicate clear behavior expectations will be developed for all areas of the school and disseminated through social media and other opportunities</li> <li>4. Provide professional development to teachers on how to progress monitor BIPs by the Mental Health and Behavioral Supports team</li> <li>5. Deliver required bully education during the first semester</li> <li>6. Ensure the Mental health and wellness videos of required topics including the FLDOE focus of Resiliency are shown monthly.</li> <li>7. Consider The Alternatives to Suspension Manual for non-SESIR referrals</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. There will be an overall reduction in school discipline referrals. (2022-23: 6,703)</li> <li>2. Reduce the number of (1) ISS and (2) OSS days each year (2022-23: 1. 1,569 2. 1,739)</li> <li>3. Increase the number of schools recognized as model PBIS schools. (2022-23: 1 school)</li> </ol>

<b>STRATEGY</b>	<b>3B: The District will establish and enhance recognition programs to highlight employee contributions</b>
<b>STRATEGY LEAD</b> Britani Stanley	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Establish and implement a new "Going the Extra Mile for Students" GEMS staff recognition program</li> <li>2. Establish a system to recognize employee longevity (5 years, 10 years, 15 years, etc.)</li> <li>3. Create opportunities for Board recognitions for staff members</li> <li>4. Promote positive communication when interacting with all stakeholders</li> <li>5. Increase the frequency of positive outgoing communication as we "Share Our Story" via social media posts, TalkingPoints, Dojo, media outlets, newsletters, and announcements</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Increase the number of GEMS recognitions, year-over-year. (<i>baseline year</i>)</li> <li>2. Increase the number of students, staff, and community members recognized year-over-year. (<i>2022-23: Stu 205, Staff 125, Com 47, and Board 2</i>)</li> </ol>



<b>STRATEGY</b>	<b>3C: Implement a revised process to collect and monitor input from all stakeholders regarding focus areas such as pride, respect, and safety</b>
<b>STRATEGY LEAD</b> Dylan Tedders	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Increase visibility of district office administrators at school sites, check in with key staff members to provide additional support</li> <li>2. Select a new platform to collect climate survey data and require a respondent to provide a specific reason should they not select a positive response</li> <li>3. Explore opportunities and methods to share results with stakeholders</li> <li>4. Share results with schools to help develop school improvement plans</li> <li>5. Monitor SIPs to ensure areas of concern have been addressed</li> <li>6. Identify the top areas of concern each year and implement a plan to address those areas based on the feedback collected on the climate surveys</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Increase the response rate on each type of climate survey. (2022-23: Parent 773, Staff 182, Teacher 329, Stu 3,020)</li> </ol>

<b>STRATEGY</b>	<b>3D: Strengthen two-way communication and engagement with families and the community to ensure they feel welcomed, valued, and informed</b>
<b>STRATEGY LEAD Heather Siler-Dobbs</b>	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Build the capacity of district and school staff to communicate and work with parents as equal partners</li> <li>2. Provide parent and family programs that build ties between families and the school and teach families how to help their children at home</li> <li>3. Redesign and update the Parent Resources page on the district website</li> <li>4. Ensure that all school district communication is in family-friendly language, in both English and Spanish</li> <li>5. Explore options/opportunities to creatively improve contact with parents</li> <li>6. Increase and build opportunities to connect our students and schools with community partners</li> <li>7. Marketing communication with parents to increase accurate contact information in Skyward</li> <li>8. Create opportunities to inform parents of the programs available to them and students in the district</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Increased percentage of parents who positively respond to the survey question "Communication between parents and teachers is good" (2022-23: 78%)</li> <li>2. Increased daily student attendance rate. (2022-23: 90.5%)</li> <li>3. Increase number of functioning parent email addresses in Skyward by 25%. (Baseline: 2,737 emails)</li> </ol>

<b>STRATEGY</b>	<b>3E: Develop a district-wide initiative to strengthen the customer service experience</b>
<b>STRATEGY LEAD</b> <b>Dylan Tedders</b>	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Develop a protocol for returning calls/emails within 24 business hours</li> <li>2. Provide ongoing training to employees on customer service strategies</li> <li>3. Develop a communication protocol for District staff members to use when routing communication</li> <li>4. Provide guidance to schools on directing parents and other stakeholders to the appropriate party when dealing with specified issues</li> <li>5. Explore options available to track communication within the district to streamline communication and ensure messages from stakeholders are addressed timely and efficiently</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Increased percentage of stakeholders responding positively to the question "I have noticed a positive difference in customer service this year", year-over-year. (<i>baseline year</i>)</li> </ol>

**GOAL  
4**

# POSITIVE CULTURE

<b>STRATEGY</b>	<b>4A: Develop systems to address the technology needs for students and staff</b>
<b>STRATEGY LEAD</b> <b>Shawna May</b>	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Develop timeline for the implementation of Qmlativ</li> <li>2. Develop list of trainings by position that are necessary for Qmlativ transition</li> <li>3. Create reports that will enable Skyward data to be readily available on an on-demand basis.</li> <li>4. Create necessary reports for specific departments/schools.</li> <li>5. Develop and meet benchmarks for transitioning from Skyward to Qmlativ.</li> <li>6. Create helpful guides for common functions for each user group. (Teachers, staff, classified, parents, administrators, etc.)</li> <li>7. Launch refreshed District and School websites that allow for easier location of information</li> <li>8. Monitor completion of website updates for each school and departments.</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. All staff will be trained prior to the release of Qmlativ. <i>(baseline year)</i></li> <li>2. District and school websites are updated monthly based on the "last updated" field. <i>(baseline year)</i></li> </ol>



<b>STRATEGY</b>	<b>4B: Improve the operation and appearance of all physical plants</b>
<b>STRATEGY LEAD</b> Jeff Diefendorf	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Develop and monitor a timeline for OHS construction</li> <li>2. Develop plan for continual review of SchoolDude reporting</li> <li>3. Review priority and efficiency process for capital projects</li> <li>4. Review the Guaranteed Maximum Price (GMP) for Phase 2 of OHS construction and determine strategies for covering any shortfall in funding</li> <li>5. Create a schedule for walkthroughs with Asst. Supt., Dir. of Operations, Maintenance Foreman, and school administrators sites to review maintenance needs at school site</li> <li>6. Progress updates on the OHS project</li> <li>7. Capital budget progress and updates</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Reduce the "Days Aged" metric in SchoolDude year-over-year.</li> <li>2. Visit each school site as planned with the appropriate team members. (<i>baseline year</i>)</li> </ol>

<b>STRATEGY</b>	<b>4C: Maximize the fiscal management process for the use of public resources</b>
<b>STRATEGY LEAD Janet Pineda</b>	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Updating on-demand reports for school sites (e.g., unpaid leave)</li> <li>2. Engage in strategic budget planning with school sites to efficiently use both federal and local funds to maximize services for students</li> <li>3. Implement an online payment platform</li> <li>4. Develop a succession plan for key positions</li> <li>5. Conduct regular salary studies in an effort to raise base pay rates across all employment classifications to be in line with surrounding and like-size districts</li> <li>6. Develop training plan for school bookkeepers on key aspects of their job responsibilities</li> <li>7. Track expenditure rate of funds and credits for grants</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Distribute financial reports for each grant on a monthly basis to monitor expenditure rate of funds and eliminate credits. (<i>baseline year – 38 grants</i>)</li> <li>2. Eliminate findings on (1) internal audits and (2) auditor general reports. (<i>2022-23: 1. 6 deficiencies 2. No findings</i>)</li> </ol>

<b>STRATEGY</b>	<b>4D: Create meal offering that will encourage more students and/or staff to participate</b>
<b>STRATEGY LEAD</b> Lisa Bell	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Gather student feedback regarding current menu offerings</li> <li>2. Explore varying options for sourcing ingredients to maximize variety</li> <li>3. Update kitchen equipment to ensure it will allow for multi-step preparation of food</li> <li>4. Develop and implement marketing plan for the school food program</li> <li>5. Increase capacity for meals involving multi-step preparations</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Average 90% of students responding "I enjoy school lunch" on a survey (<i>baseline year</i>)</li> <li>2. Increase participation in the student meal program (<i>2022-23: breakfast 36%, lunch 78%</i>)</li> </ol>

<b>STRATEGY</b>	<b>4E: Boost employee morale and retention rates in the Transportation Department</b>
<b>STRATEGY LEAD</b> Brent Stuart	
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Develop plan for addressing employee turnover</li> <li>2. Develop and deliver training for safety designed to address ongoing safety issues</li> <li>3. Improve climate among employees</li> <li>4. Develop succession plan for key positions</li> <li>5. Implement supports/trainings to help drivers address student behaviors</li> </ol>
<b>STRATEGY METRICS</b>	<ol style="list-style-type: none"> <li>1. Increase and/or maintain fill rate for Transportation Staff based on the first day of school. (<i>August 2023: 6 positions</i>)</li> <li>2. 90% of Transportation Staff indicating they are Proud on surveys (<i>baseline year</i>)</li> </ol>





### **NON-DISCRIMINATION NOTICE**

The School District of Okeechobee County has adopted Board Policy 6.43, Unlawful Discrimination Prohibited. No person shall, on the basis of race (including anti-Semitism), color, religion, gender, pregnancy, age, national or ethnic origin, genetic information, political beliefs, marital status, sexual orientation, gender identity, disability, if otherwise qualified, social and family background or on the basis of the use of a language other than English by Limited English Proficiency (LEP) students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.

The School District of Okeechobee County shall comply with all federal and state laws which include the Title II of the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 (ADAAA), Title IX, Section 504, Florida Education Equity Act, Age Discrimination in Employment Act (ADEA), Genetic Information Non-Discrimination Act of 2008 (GINA), and the Boy Scouts of America Equal Access Act.

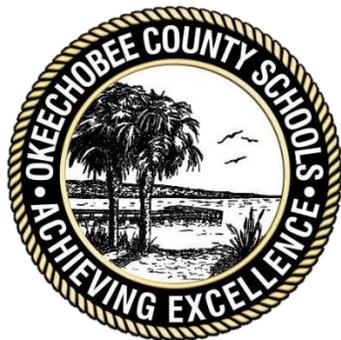
Any employee, student, applicant for admissions, or applicant for employment who believes he/she has been discriminated against or has been harassed by another employee, student, or third party is encouraged to use the Equity Plan Grievance Procedure for filing complaints. Complaints may be filed with the principal or immediate supervisor, District Equity Coordinator/Director of Human Resources or the Superintendent.

Director of Human Resources  
Title II, Title IX and the Florida Education Equity Act Complaints and ADA/Section 504 Complaints  
700 SW 2nd Avenue, Okeechobee, FL 34974  
(863) 462-5000 Ext. 1067



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