

SCHOOL YEAR
2021-22 TO 2025-26

DRAFT



SCHOOL BOARD OF SARASOTA COUNTY FLORIDA
STRATEGIC PLAN

THE SCHOOL DISTRICT OF SARASOTA COUNTY, FL
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A MESSAGE FROM THE SUPERINTENDENT



Dr. Brennan Asplen

Thank you for taking an interest in the current and future success of Sarasota County Schools by reviewing our District Strategic Plan. On behalf of the School Board, thank you to our employees, families, students, and community members for investing your hearts and time into this process! This plan is the realization of thousands of conversations, many hours of meetings, survey results, data crunching, and so much more. It would have been a tremendous task for our district and school-based leadership teams to work through during normal conditions, but even more so now during the strains of the COVID pandemic. I cannot thank them enough for their expertise, enthusiasm, and ironclad focus that brought this plan to fruition.

Our Strategic Plan will be an invaluable blueprint for the next several years as we strive to maintain a supportive environment where dignity, respect, and belonging are conveyed to all. From the declaration of our Core Values and Goals, to the careful framework put forth by our Priority Strategies and Key Activities, we are confident this plan will help our district maintain its strong academic standing and grow further into new arenas of success. Though it is intentionally not “set in stone” to allow us to refine our efforts along the way and garner the best long-term results for Sarasota County Schools, our strategic plan does provide us with firm benchmarks to ensure that we keep moving forward on a path of progress.

The Sarasota County School District looks forward to uniting together – alongside all valued members of our local educational landscape – to help every student reach and exceed their highest possible potential. Thank you for your continued support of our school communities as we work as one for the success of all.

A handwritten signature in dark ink, appearing to read 'B. Asplen', written in a cursive, flowing style.

Dr. Brennan Asplen
Superintendent of Schools

August, 2021

MESSAGES FROM THE BOARD



Sarasota County School Board

District 1 | Bridget Ziegler
District 2 | Karen Rose
District 3 | Tom Edwards
District 4 | Shirley Brown
District 5 | Jane Goodwin

Jane Goodwin (Chair)

This Strategic Plan is carefully designed to engage “every student every day”. Success begins with excellence achieved in early learning (pre-K thru grade 3) reading achievement. This is the key that propels students to widen their knowledge of all subjects and the critical thinking necessary for future success in school and beyond!

Tom Edwards (Vice-Chair)

The introduction of the new strategic plan will be the vehicle that allows the boardroom to vacate the distraction of political rallies and re-focus on our students, enabling us to deliver the very best education possible. We need a deeper dive into the Covid slide, the achievement gap, VPK, graduation outcomes, and the long-term solidification of our district’s financial health.



Shirley Brown

The success of the Sarasota County School District is due in part to our dedicated staff and the support of families and this wonderful community. Together we strive to give our students the best educational experience we know how. We want our students to leave our schools prepared for their future, whatever that may hold for them.

It's been an honor to serve on the board of our outstanding school district.



Karen Rose

The greatest good that we can give every student is an education and the skills that will empower them to lead a life of success in an ever-changing world. Sarasota County Schools Strategic Plan is a framework for every individual student to engage in a world-class education. I stand united with our superintendent, staff, and Sarasota County community as we prioritize this most important endeavor. Together, I am confident that we are on our way to being a state and national model for superior student performance.



Bridget Ziegler

Parents and community members have entrusted the Sarasota County School Board with the awesome responsibility of providing a world-class education for every student. And while each year may bring unexpected challenges, the strategic plan provides the necessary framework to pull everyone together and maintain focus on the district's number one priority -- ensuring every student is supported to academically thrive and achieve their God-given potential.

ABOUT THE SCHOOL BOARD OF SARASOTA COUNTY

OUR VISION

Working as one for the success of ALL.

OUR MISSION

Sarasota County Schools, in partnership with families and the community, inspires and empowers every student to be an innovative, lifelong learner prepared for success in an ever-changing world.

OUR CORE VALUES

BELONGING

Feeling supported, included, and secure amongst others and within the environment around you.

CITIZENSHIP

The ability to make wise decisions and be concerned about the community.

HONESTY

Living truthfully in your words, actions, and thoughts.

RESPECT

Seeing good in people and treating them with care.

RESPONSIBILITY

To take action and to understand how our choices affect others, ourselves and the world.



OUR DISTRICT

The School Board of Sarasota County, located in southwest Florida, employs more than 5,195 staff to serve a diverse population of approximately 44,000 students accross 55 schools.



5,195 STAFF



44,000 STUDENTS

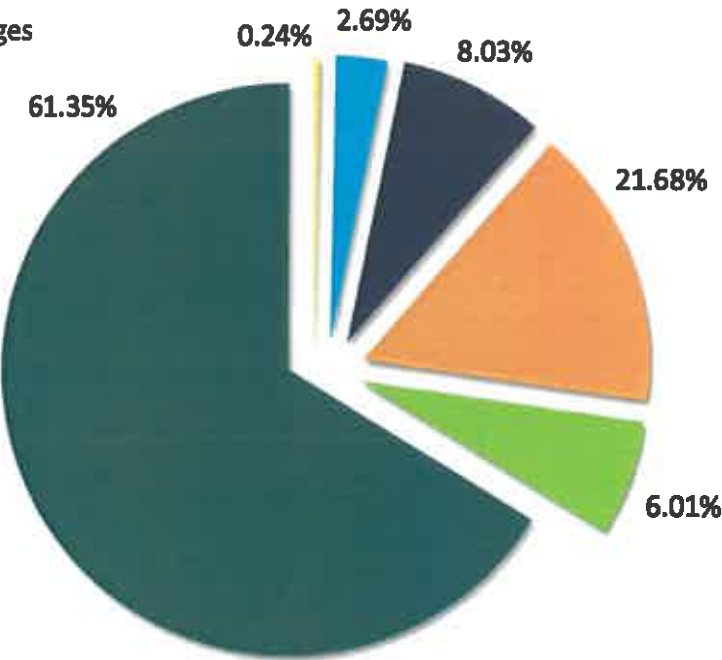


55 SCHOOLS

DEMOGRAPHICS

This graph represents the 2021-22 population percentages derived from our student ethnic, ESE, and ESOL data.

- Native
- Asian
- Black
- Hispanic
- Multi/NA
- White



AWARD WINNING DISTRICT/ACHIEVEMENTS

Sarasota County Schools has received Cambridge International’s Mid-Size District of the Year Award and been named a Gold Star Healthy School District. We boast 33 Positive Behavior Intervention & Support Model Schools, have several Exceeding Expectations - East Coast Technical Assistance Center (ECTAC) Award-Winning Title 1 Schools, and many Restorative Strategies Model Schools.

Sarasota County is one of only two school districts to receive an “A” rating from the Florida Department of Education every year since 2004, the first year for District grades.

DISTRICT ACCREDITATION

Cognia formerly AdvancED, nationally recognizes schools and districts that meet rigorous standards focused on productive learning environments, equitable resource allocation that meets the needs of learners, and effective leadership. Earning accreditation from the Cognia Global Accreditation Commission means that Sarasota County Schools is accredited and recognized across the nation as a district that meets Cognia Standards of Quality and maintains a commitment to continuous improvement.

The state of Florida has rated Sarasota County an “A” district.

DISTRICT GRADE

A

2004 - 2021



PROGRAMS

Our school district offers:

- Magnet full-time gifted programs at several sites, including gifted resource programs for eligible students in all schools. We also have a magnet school dedicated for gifted children in second through twelfth grade.
- School choice and magnet programs at our traditional public middle and high schools, including International Baccalaureate, Advanced International Certificate of Education, Visual and Performing Arts programs, a Young Marines program, a Law Academy, STEAM Academies, MaST, Marine Biology Project, and SSTRIDE.
- A separate day school for eligible students with special needs. Career and Technical Education (CTE) pathways with multicourse sequences that integrate core academics with valuable, relevant technical skills for the postsecondary lives of students.

THE PLANNING PROCESS

We developed this plan in partnership with staff, families, and students to ensure that all voices were adequately represented. This began with a “capacity review” in April of 2021 where we gathered input from staff, community members, families and students across the district to better understand their priorities.

As part of the capacity review, we also conducted a survey of all staff, several town hall meetings, and a self-assessment with the district’s cabinet team.

Then, we established a Steering Committee that included district and school leaders to work on refreshing the vision and mission, and identify a set of priority goals for the next five years.

Once goals were identified, a district leader was appointed as the “goal lead” and charged with forming a team to identify metrics and targets, as well as priority strategies for achieving our goals.

These groups incorporated the feedback and ideas from the field in the development of their strategies.

Throughout the process, we regularly engaged other groups of district and school leaders for ongoing feedback.

BUILDING A CULTURE OF BELONGING AND DIGNITY

- Sarasota County Schools established the Department of Innovation and Equity to ensure the highest degree of success for the systemic implementation of educational equity, district-wide, through the development of an equity policy, and embedding the framework of belonging and dignity within each goal of the strategic plan.
- The Department of Innovation and Equity seeks to mitigate disparities in the achievement gap, in school resources that hinder acceleration of academic growth for all students and increase the recruitment and retention of high quality diverse staff more reflective of the demographics of the district predicated on the principals of fairness and justice in allocation of resources, elimination of institutional barriers to access and opportunity, and creation of the real possibility of equality in positive academic and life readiness for each student and between diverse groups of students.
- To achieve successful equity implementation, the framework of belonging and dignity for all students, staff, and parents, is embedded throughout the strategic plan.



OUR STRATEGIC PLAN

AT A GLANCE



OUR GOALS



Goal 1 - Personalize learning and accelerate growth for ALL students.

Lead: Chris Renouf
Team: Mari Ellen Asplen, Carol Kay Brown, Denise Cantalupo, Stephen Cantees, Tracey Cardenas, Tammy Cassels, Ronald DiPillo, Sonia Figaredo-Alberts, LaShawn Frost, Brian Hersh, Tripp Jennings, Brandon Johnson, Cynthia Thro

Goal 2 - Foster a healthy, supportive learning environment for ALL students.

Lead: Deb Giacalone
Team: Tarah Allen, Dr. Dawn Clayton, Amanda Coker, Erin DelCastillo, Suzanne Dubose, Kristi Jarvis, Dr. Harriet Moore, Duane Oakes, Kelley Priede, Erin Singerman, Stephanie Vlakahis

Goal 3 - Recruit, recognize, and retain a premier workforce.

Lead: Jody Dumas, Allison Foster
Team: Valeta Clark, Allison Foster, Al Harayda, Christina Rogers-Hehr, Rashea Johnson, Dr. Harriet Moore, Lynn Peterson, Danielle Schwied, Erin Singerman, Alanna Smith, Calyn Tully

Goal 4 - Collaborate with and engage school communities to support the achievement of our students.

Lead: Dr. Ron DiPillo, Craig Maniglia
Team: Mina Ajrab, Jennifer Anderson, Joe Binswanger, Torie Ewald, Brian Hersh, Elijah Hodge, Kelsey Whealy, Parent Engagement Representative(s)

Goal 5 - Efficient and effective operations through fiscal stewardship.

Lead: Mitsi Corcoran, Jody Dumas
Team: Joe Binswanger, Tracy Brizendine, Christa Curtner, Sara Dan, Jane Dreger, William “BJ” Grant, Don Hampton, Tameka Hannon, Jason Harris, Valerie Maggi, Duane Oakes

Foundation for Equity

Ensure that ALL students are provided equitable opportunities to receive the skills, knowledge, and understanding to succeed according to their individual abilities, in higher education, careers, life readiness, and the community.



Goal 1 - Personalize learning and accelerate growth for ALL students.

GOAL DESCRIPTION - This goal is focused on ensuring that every student reaches their full potential by engaging them in rigorous, relevant and personalized instruction. In addition, there needs to be an intentional focus on understanding and meeting each student's individual needs through the development of positive relationships and providing differentiated resources and support as needed to help them thrive! School and district staff, working together as one to engage students, parents and families will propel achievement forward thus closing the achievement gap.

OUTCOME METRICS

METRIC 1 - Increase grade 3 English Language Arts (ELA) proficiency from 68% (Current 20-21) to 69% (End 21-22).

METRIC 2 - Increase the percent of students in the lowest quartile making learning gains in ELA from 40% (Current 20-21) to 42% (End 21-22).

METRIC 3 - Increase HS acceleration rate (lagged data) presented in the year it appeared in the school grade calculation from 72% (Current 20-21) to 73% (End 21-22).

*The data instrument to assess these metrics may change after year 22-23.

PRIORITY STRATEGIES

STRATEGY 1 - Enhance and expand Early Learning and Prekindergarten (PK) programming opportunities for our students and families.

STRATEGY 2 - Maximize learning for ALL students through a Multi-Tiered System of Supports (MTSS).

STRATEGY 3 - Implement a collaborative planning framework that ensures high levels of student learning engaging in the Professional Learning Communities (PLC) model.

STRATEGY 4 - Provide arts and experiential learning opportunities for students that honor multiple modalities and engage ALL student groups.

STRATEGY 5 - Equip ALL students for life readiness through access to accelerated, specialized, college, and career focused instructional opportunities.



Goal 2 - Foster a healthy, supportive learning environment for ALL students.

GOAL DESCRIPTION - The way students, families, teachers, and other school staff experience school and school-related activities affects student attendance, learning, and achievement. Students who engage in learning environments that are safe and supportive are more likely to make improvements academically, participate in the classroom, and develop life skills to help ensure success in school and in life. In addition, students who experience positive school climates, in an inclusive environment that fosters a sense of belonging in which the dignity of everyone is honored are less likely to participate in negative or disruptive behavior. Similarly, positive school climates help foster collegiality and collaboration improving overall teacher and student performance. This goal is focused on ensuring that all students and staff are safe and supported. In order to accomplish this goal, we need to utilize a multi-tiered system of support that focuses on strategies fostering safer environments, prioritizing emotional literacy, allocating appropriate resources and infrastructure, and promoting high-quality professional learning for all.

OUTCOME METRICS

- METRIC 1** - Increase annually the number of schools receiving model school recognition as determined by state PBIS criteria (baseline data to be established during the 2021-2022 annual report from USF PBIS).
- METRIC 2** - Modify the Annual Student Climate Survey and distribution protocol (out of 16 total) to yield an 80% or greater positive response.
- METRIC 3** - Reduce annually the number of district-wide disciplinary exclusions.

PRIORITY STRATEGIES

- STRATEGY 1** - Enhance social-emotional learning and supports provided to students to promote belonging, dignity, and inclusion.
- STRATEGY 2** - Promote positive behavior through proactive education and research-based practices to promote belonging, dignity, and inclusion.
- STRATEGY 3** - Provide a continuum of supports and services through intensive support for student behavior. Additionally, , all SCS schools would be recognized by the state as Model Schools.
- STRATEGY 4** - Build staff capacity to identify and address mental health needs of students and staff.
- STRATEGY 5** - Create an environment in which physical safety is a priority.



Goal 3 - Recruit, recognize, and retain a premier workforce.

GOAL DESCRIPTION - The Human Resources (HR) department will create an organizational structure that drives HR excellence and innovation to position the district as an employer of choice. The goal is to transition from a transactional HR department to a strategic HR department by ensuring that we continue to prioritize our people – one of the key factors of our students’ success. This includes attracting the best candidates to work in our school system and supporting them throughout their career so that they want to continue working and growing in our district. A strategic HR department is more forward-thinking and complements the goals of the district.

OUTCOME METRICS

- METRIC 1** - Increase the percentage of vacancies that are filled within ten days of the start of school.
- Year 1: Baseline data will be collected and analyzed.
 - Year 2: Diminish the total # of vacancies by 1% from baseline.
 - Year 3: Diminish the total # of vacancies by 1% from year 2.
- METRIC 2** - Increase/maintain staff retention rate for effective and highly effective staff.
- Year 1: Maintain or increase by 0.5% from baseline.
 - Year 2: Maintain or Increase by 0.5% from year 1.
 - Year 3: Maintain or increase by 0.5% from year 2.
- For SY 20/21, our retention rate for all employees (5904) was 93%. Of the 7% (428 employees) who separated from Sarasota County Schools, 200 separated due to retirement, 9 due to death, and 14 due to termination or dismissal. We retained 96.5% of all employees who did not separate due to retirement, death, or termination.
- METRIC 3** - Increase the number of qualified applicants for posted positions.
- Year 1: Increase from baseline by 1%.
 - Year 2: Increase from year 1 by 1%.
 - Year 3: Increase from year 2 by 1%.
- For SY 20/21, we had 2389 qualified classified applicants, 481 qualified instructional applicants*, and 664 qualified administrative applicants. Our goal is to increase each category of qualified applicants by 1% each year. Overall, we will increase our qualified applicant pool by 3% at the end of year 3. (*Note: our instructional count includes only internal applicants and folks who are requesting veteran’s preference.)

PRIORITY STRATEGIES

- STRATEGY 1** - Enhance recruitment efforts to attract qualified and diverse applicants to decrease vacancies in all departments.
- STRATEGY 2** - Promote an exceptional employee experience to promote retention of high-quality employees.
- STRATEGY 3** - Refine and communicate a competitive compensation and benefits plan.

Goal 4 - Collaborate with and engage school communities to support the achievement of our students.

GOAL DESCRIPTION - This goal is focused on providing excellent leadership in communications and outreach in order to support the attainment of student achievement goals set by Sarasota County Schools (SCS). In addition, provide creative communication support of division-wide initiatives to educate key audiences, increase awareness, and promote a positive perception of SCS.

OUTCOME METRICS

METRIC 1 - Maintain the percentage of families who strongly agree & agree with “district communications are effective” in the District Parents Climate survey.

METRIC 2 - Set a baseline for the percentage of staff positively responding to a question about efficacy of internal communications in the annual Staff climate survey.

PRIORITY STRATEGIES

STRATEGY 1 - Strengthen our “brand” through effective marketing and two-way district and school-based communications.

STRATEGY 2 - Empowering parents as partners in their children’s education.

STRATEGY 3 - Collaborate with volunteers, community foundations, and organizations to support our staff and students.

STRATEGY 4 - Build stronger platforms for effective, timely, internal employee communications.



Goal 5 - Efficient and effective operations through fiscal stewardship.

GOAL DESCRIPTION - This goal is focused on ensuring that we operate as efficiently and effectively as possible, to optimize resources for supporting high quality instruction to impact student achievement, and to sustain public trust and confidence in the school district through exercising sound financial practices and effective stewardship of funds.

OUTCOME METRICS

- METRIC 1** - Maintain or improve fund balance percentage (Financial Condition Ratio) at or above 7.5%.
Year 1 target is to maintain fund balance of 7.5%.
- METRIC 2** - Increase the percent of operational Key Performance Indicators (KPIs) meeting targets.
Year 1 target is to develop appropriate measures and baseline.
- METRIC 3** - Reduce percentage of operational expenditures to total budget from 16.3% (SY 20-21) to 15%.
Year 1 target is to maintain 16.3%.

PRIORITY STRATEGIES

- STRATEGY 1** - Maximize efficiency of operations.
- STRATEGY 2** - Provide intentional development for operational employees.
- STRATEGY 3** - Focus on environmental sustainability in all aspects of district and school operations (electric buses, electric powered lawn maintenance equipment, high performance buildings, agriculture programs, farm to table, chemical free pesticides, etc.).
- STRATEGY 4** - Create a district-wide customer service culture.



Equity Framework - Belonging and Dignity

In order to achieve the highest degree of success for educational equity within the district, the framework of belonging and dignity must be embedded within each goal. In addition, all administrative leaders at the district and school levels, as well as support staff at the district and school level, will participate in ongoing professional learning to mitigate inequities within the district, fortifying inclusion, belonging and dignity for students, parents, and staff.



OUR APPRECIATION

This process was a true collaborative effort, and we are grateful to all those who gave up their time to contribute to this work. In particular, we are grateful to the Steering Committee and goal teams for their time and dedication to this process.

Of course, we know that this plan is only the beginning - we are eager and excited to see the work outlined in this plan transform outcomes for our students. We appreciate the hard work that our staff will be doing on a daily basis to make that happen.



APPENDIX STRATEGY PROFILES

Goal 1 - Personalize learning and accelerate growth for ALL students.

STRATEGY 1 - Enhance and expand Early Learning and Prekindergarten (PK) programming opportunities for our students and families.

DESCRIPTION - Sarasota County School District will invest in ongoing data collection and analysis of Prekindergarten (PK) programming considerations in the design and implementation of new PK programs within the district in partnership with families, educators and community stakeholders. This work will help ensure students, families, educators, and community stakeholders experience and operate in an inclusive environment that is intentionally designed to foster a sense of belonging by honoring the dignity of each person involved.

KEY ACTIVITIES -

- 1.) Establish baseline data, assess setting and system level considerations, identify new and potential funding sources and determine programming and staffing needs and models (including access and equity).
- 2.) Foster internal and external partnerships, including with the Division of Early Learning (FDOE), the Sarasota Early Learning Coalition (ELC) and other stakeholders throughout the community.
- 3.) Assess, update and improve Prekindergarten (PK) transition planning for students entering Kindergarten (both internally and with community partners/PK programs) throughout the Sarasota community.
- 4.) Ensure continuation of high-quality implementation of evidence-based practices as aligned with the Florida Early Learning Developmental Standards (FELDS 2017) through the development of professional learning and supports for all programs.
- 5.) Increase number of available Early Learning and Prekindergarten (PK) programs/classrooms (based on the completion of the Key Activities indicated above).

STRATEGY 2 - Maximize Learning for ALL students through a Multi-Tiered System of Supports (MTSS).

DESCRIPTION - Sarasota County School District remains committed to implementing a Multi-Tiered System of Supports (MTSS) that addresses students’ academic, behavior, and social emotional well-being in ways that are culturally sustaining to minimize or eliminate barriers and improve student outcomes. Ongoing professional learning will be provided to educators, including school and district leaders, to ensure all students receive standards-based curriculum through high quality instruction. We will cultivate a robust and responsive Multi-Tiered System of Supports by making data-based decisions in the problem-solving process and focusing on intentional progress monitoring and development of targeted interventions using evidence-based practices to ensure high levels of student learning.

KEY ACTIVITIES -

- 1.) Build the infrastructure necessary to support MTSS implementation including conducting a needs assessment, identifying priorities, establishing a vision for MTSS, inventorying resources, developing implementation and evaluation plans, and selecting valid assessments and evidence-based interventions necessary to build capacity with staff.
- 2.) Provide Professional Learning for instructional staff that focuses on identifying and addressing barriers to implementing standards-based instruction/intervention utilizing a Multi-Tiered System of Supports problem-solving approach to improve the staff's use of data and increase quality of instruction.
- 3.) Provide ongoing professional learning opportunities for School and District Leaders that focuses on support for and guidance of evidence-based, best practices through a Multi-Tiered Systems of Supports.

STRATEGY 3 - Implement a collaborative planning framework that ensures high levels of student learning engaging in the Professional Learning Communities (PLC) Model.

DESCRIPTION - Strategically implement a deliberate planning framework that ensures a high level of student learning using the Professional Learning Communities model. A PLC is a team of educators committed to working collaboratively, sharing ideas to enhance, improve and reflect upon their teaching practices to establish a learning environment where the dignity of students is honored, allowing them all to reach their fullest potential. Develop a plan that includes an overview of the PLC concept and best practices, assessment of site-based utilization, differentiated professional learning in the PLC model to district and school-based administrators, as well as teacher leaders with common agreements guiding implementation and accountability. Focus on continuous collaboration to support school improvement efforts and individual student success.

KEY ACTIVITIES -

- 1.) Establish a District PLC Design Team to make the recommendation of PLC model selection for implementation.
- 2.) Provide ongoing district-wide professional learning in the PLC model.
- 3.) Develop district-level PLC resources from the lens of expected best practices for systematic and systemic implementation, with a culture of belonging, inclusion and dignity embedded.
- 4.) Formulate the Sarasota County Schools self-assessment tool for PLCs.
- 5.) Implement, with fidelity, the accountability continuum of PLC process. Developing PLCs throughout the district will establish an infrastructure to sustain a continuous improvement focus on building capacity in school leaders, teachers, support staff and district leadership.



STRATEGY 4 - Provide arts and experiential learning opportunities for students that honor multiple modalities and engage ALL student groups.

DESCRIPTION - SSarasota County Schools believes the arts are an essential element of a comprehensive, well-rounded education. Students participating in the arts are more likely to attend, engage and succeed in school. In addition, these experiences help prepare them for the multiple pathways they may take after graduation. As a community, Sarasota is a leader in the arts, with many cultural organizations and community collaborators dedicated to advancing the arts in education.

Through a cross section of philanthropy and strategic partnerships, notably including the John F. Kennedy Center for the Performing Arts and its Ensuring the Arts for Any Given Child initiative, and stakeholders of EdExploreSRQ, an effort to provide experiential learning opportunities, Sarasota County Schools will continue to meet the personalized needs of all students.

KEY ACTIVITIES -

- 1.) Sustain high quality performing and fine arts classes and programs for students.
- 2.) Increase access, equity, and enrollment for ALL students, including student groups defined by the Every Student Succeeds Act (ESSA).
- 3.) Arts Integrated and arts-focused professional Learning provided to teachers to help address differentiated student needs and achieve artistic excellence.
- 4.) Experiential Learning via EdExploreSRQ to engage all students.

STRATEGY 5 - Equip ALL students for life readiness through access to accelerated, specialized, college and career focused instructional opportunities.

DESCRIPTION - All students follow one of five post-high school pathways: (1) Bachelor's degree-seeking, (2) Associate's degree, licensure, or certification seeking, (3) military service, (4) non-formal training, or (5) directly into the workforce. Ensuring access to advanced and specialized coursework, increased career education (awareness, exploration, and concentration), focused transition planning from PK through high school, and work-based learning opportunities give students a deeper understanding of numerous career options and the necessary education, training, and/or paths to obtain them. Through the activities associated with this strategy along with actively monitoring student academic progress, their sense of belonging and dignity, and social-emotional well-being through a Multi-Tiered System of Supports, students and families will be well-informed and prepared to thoughtfully determine their post-high school goals, options, and plans.

KEY ACTIVITIES -

- 1.) Establish locally agreed upon metrics for college and career readiness.
- 2.) Empower personalized goals and planning for all students by implementing a district-wide program to track careers of interest, digital portfolios, work-based learning experiences, 4-year plans, post-graduation pathways, and more.
- 3.) Implement a locally agreed upon Student Success Center model incorporating foundational high-level services to support all post-high school pathways.
- 4.) Increase access, equity, and enrollment in accelerated coursework for ALL students, including student groups defined by the Every Student Succeeds Act (ESSA).

Goal 2 - Foster a healthy, supportive learning environment for ALL students.

STRATEGY 1 - Enhance social-emotional learning and supports provided to students to promote belonging, dignity, and inclusion.

DESCRIPTION - Sarasota County School district will invest in a character education program for kindergarten through twelfth grade which will assist in improving school safety and culture, allowing the implementation of social-emotional learning and character education to be delivered in a manageable way, using researched based curriculum. Student Services staff (school psychologists, school social workers, school counselors, mental health therapists) will provide ongoing professional learning and technical assistance to school-based sites.

KEY ACTIVITIES -

- 1.) Provide a structure to support Social Emotional Learning (SEL) instruction to all grade levels- Implement Character Education (grades k-12).
- 2.) Preserve the roles of counselors and student support staff so they can focus on students in need (e.g., limit “other duties as assigned”) by utilizing a Comprehensive School Counseling Plan at every school.
- 3.) Student Services team members (every school Mental Health (MH) Therapist, counselor, school psychologist, school social workers) provide professional learning annually to staff and families on MH/SEL strategies. Professional learning can be delivered during staff meetings, PLC, leadership meetings, School-Wide Support Team (SWST)- special agenda, in order to support learning and offer coaching to staff and families.

STRATEGY 2 - Promote positive behavior through proactive education and research-based practices to enhance belonging, dignity, and inclusion.

DESCRIPTION - Positive Behavior Intervention Supports (PBIS) will be implemented at all schools with fidelity across all Tiers in our Sarasota County Schools behavioral framework, which includes research-based practices instead of traditional discipline methods and Check-In/Check-Out (CI/CO) intervention to improve student belonging, dignity and inclusion.

KEY ACTIVITIES -

- 1.) Increase the number of students receiving CI/CO interventions with fidelity increasing opportunities encouraging relationships, respect, responsibility, repair and reintegration.
- 2.) Provide schools ongoing training in implementing a multi-tiered system of support through PBIS at Tier 1, Tier 2, and Tier 3 alongside our USF PBIS Project partners.
- 3.) Develop and train school-based Champions to monitor and implement restorative strategies encouraging relationships, respect, responsibility, repair and reintegration.
- 4.) Provide schools leaders training and technical assistance to support building a positive school climate.

STRATEGY 3 - Provide a continuum of supports and services through intensive support for student behavior. Additionally, all SCS schools would be recognized by the state as Model PBIS Schools.

DESCRIPTION - Within a Positive Behavior Intervention Support (PBIS) framework, intensive behavior intervention and supports (Tier 3) are needed to meet the needs of our most at-risk students, to ensure they are able to fully participate and thrive in the least restrictive learning environment.

KEY ACTIVITIES -

- 1.) Build the capacity of Behavior Specialists to develop strong relationships with students (PD related to belonging and dignity).
- 2.) Ensure all SCS PBIS plan includes social and emotional and behavioral tiered interventions and supports.
- 3.) Build the capacity district-wide for staff to build strong relationships with students.
- 4.) Establish district-based Proactive Behavioral Response Teams.

STRATEGY 4 - Build staff capacity to identify and address mental health needs of students and staff.

DESCRIPTION - The purpose of this strategy is to support student and staff emotional wellbeing and mental health. Mental illness stigma can lead to feelings of shame and self-consciousness. It can negatively impact help-seeking as well as early detection and prevention. Providing, identifying and sharing more programs and opportunities for mental health support will reduce the stigma associated with mental health and begin to "Normalize" mental health. According to the Center for Disease Control (CDC), "fostering the physical and mental health of school employees also helps to support students' health and academic success. Every school employee, no matter the role they play, contributes to a school's mission. School staff can give their best when they feel their best." Supporting staff emotional wellbeing also increases a sense of value and belonging, and reduces staff turnover and stress.

KEY ACTIVITIES -

- 1.) Promote evidence-based programs with school leaders that support staff emotional and social wellness.
- 2.) Engage staff in Purposeful People/Character Challenge (Character Strong).
- 3.) Increase the number of staff trained in Youth Mental Health First Aid.
- 4.) Offer Kognito mental health awareness for every new employee.

STRATEGY 5 - Create an environment in which physical safety is a priority.

DESCRIPTION - The purpose of this strategy is to provide education that will lead to a safe learning environment where physical safety is a priority for all staff and students.

KEY ACTIVITIES -

- 1.) Leverage School Resource Officers (SROs) as partners in the safe and supportive culture of a school (proactive and prevention lessons to whole groups).
- 2.) Increase the use of approved lessons to develop trust and build relationships among students as well as provide parent presentations throughout the district to provide strategies to reduce bullying behavior (in person and social media).
- 3.) Implement Alissa's law with the use of Raptor Emergency Management system among all district employees.



Goal 3 - Recruit, recognize, and retain a premier workforce.

STRATEGY 1 - Enhance recruitment efforts to attract qualified and diverse applicants to decrease vacancies in all departments.

DESCRIPTION - The Human Resources (HR) department's recruitment team continues to enhance recruiting efforts including marketing and communication to attract and hire qualified and diverse individuals for all positions in the district.

KEY ACTIVITIES -

- 1.) Continue to establish collaborative relationships with local foundations, universities, and other partners to promote the district and recruit staff.
- 2.) Work with community-based and district-based groups to enhance diversity recruiting efforts.
- 3.) Continue to streamline the application process to successfully engage quality applicants through the hiring process.
- 4.) Collaborate with the Communications department to expand branding and marketing efforts presence.
- 5.) Host and attend multiple job fairs throughout the year to attract and retain qualified and diverse candidates.

STRATEGY 2 - Promote an exceptional employee experience to promote retention of high-quality employees.

DESCRIPTION - The purpose of this strategy is to set new hires up for success and promote an exceptional experience for ALL employees starting with recruitment, followed by on-boarding, retention, and engagement. Studies indicate that companies with an effective onboarding process are able to better retain and engage employees, and engaged employees are more likely to remain with the company (reduced staff turnover).

KEY ACTIVITIES -

- 1.) Create a welcoming first impression for all new employees to the district.
- 2.) Establish and administer customer satisfaction surveys and analyze the data to identify process improvements.
- 3.) Provide exceptional customer service to all employees to promote a supportive work environment that embraces and values belonging and dignity.
- 4.) Promote, support, and leverage technology, resources, and tools to respond to customer needs, improve and enhance workflow efficiency, and improve customer service.
- 5.) Establish an employee recognition program to enrich the district's culture, increase employee engagement, reduce turnover, and provide a fulfilling employee experience.

STRATEGY 3 - Refine and communicate a competitive compensation and benefits plan.

DESCRIPTION - The strategy is to ensure the district provides and communicates a comprehensive, fair, and equitable compensation and benefits plan to attract and retain the most qualified employees for all positions.

KEY ACTIVITIES -

- 1.) Analyze and adjust salary schedules to reflect an equitable and competitive salary structure for all positions.
- 2.) Create a fiscally responsible compensation salary structure that is fair, equitable, and accessible online.
- 3.) Implement a communication campaign to promote and educate applicants and employees about the district's compensation package and incentives.
- 4.) Collaborate with key stakeholders to establish an intranet system to provide employees simple and easy access to all benefit, wellness, and incentive programs.
- 5.) Continue to develop and deliver data driven wellness programs that enhance overall employee engagement, reduce turnover, and provide a fulfilling employee experience.



Goal 4 - Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 1 - Strengthen our “brand” through effective marketing and two-way district and school based communications.

DESCRIPTION - To help all stakeholders connect with Sarasota County Schools (SCS) in the most authentic way and optimize our activity to match the ways parents/stakeholders prefer we communicate with them. Building a brand is one of the essential ingredients in the recipe for successful organizational development. Increasing the value of our brand, Sarasota County Schools will establish itself as a distinguished identity in the educational environment.

KEY ACTIVITIES -

- 1.) Marketing: Promote the SCS "Shine."
- 2.) Optimize digital (web/social) communications.
- 3.) Connect, facilitate, and share focus groups with community/stakeholders.
- 4.) Ensure communication efficacy of school and department staff, including exploration of potential communications channel.
- 5.) Expand media exposure.

STRATEGY 2 - Empowering parents as partners in their children’s education.

DESCRIPTION - Cultivate, implement, model, and celebrate the engagement of families as essential partners in helping students achieve academic proficiency and college, career, and life readiness. Establish a culture that is welcoming to all families and community partners -built on mutual honor and respect, meaningful two-way communication, shared responsibility, and embracing differences.

KEY ACTIVITIES -

- 1.) Develop and implement a comprehensive District Family Engagement plan and policy.
- 2.) Build and enhance the capacity of District and School Staff through professional learning to ensure effective family engagement strategies are embedded in day-to-day practice.
- 3.) Deliver educational programs and learning opportunities for parents and families in response to their self-identified needs.
- 4.) Create and implement a consistent feedback loop with various stakeholders to assess progress and improvement on District family engagement initiatives.

STRATEGY 3 - Collaborate with volunteers, community foundations, and organizations to support our staff and students.

DESCRIPTION - The Office of Community Relations will continue to effectively and strategically engage Sarasota County Schools volunteers and business partners, mentors, and guest speakers to support district initiatives. These stakeholder partnerships are shared responsibilities and a reciprocal process whereby schools and other community agencies and organizations engage families in meaningful and culturally appropriate ways, encouraging families to take initiative in actively supporting their children's development and learning.

KEY ACTIVITIES -

- 1.) Establish a centralized platform to track all community based-funded initiatives and projects.
- 2.) Ensure facilitation to identify district needs and opportunities for community support (Stakeholder/Philanthropic convening).
- 3.) Articulate volunteer and business partnership opportunities matched to district and school-based needs.
- 4.) Ensure collaboration across departments and schools to provide needed resources to support programs.
- 5.) Create sponsorship opportunities for districtwide initiatives (including the recognition of our volunteers and partners).

STRATEGY 4 - Build stronger platforms for effective, timely, internal employee communications.

DESCRIPTION - Improve or build new platforms that are relevant, valued and embedded in staff routines for school based and non-school based employees.

KEY ACTIVITIES -

- 1.) Departments create messaging to employee groups/admin/schools etc. Form or templated communications made available for administration to use.
- 2.) Surveys to improve internal and external customer service creating an inclusive or inviting atmosphere (engagement at work/school, not climate).
- 3.) Create materials/templates designed for cost center heads to share with staff.
- 4.) Create a robust infrastructure optimizing MS Outlook that meets the needs of the organization (department, position, name, email, phone) eliminating paper.
- 5.) Create an intranet that allows for departments to manage pertinent information to be shared with employees.

Goal 5 - Efficient and effective operations through fiscal stewardship.

STRATEGY 1 - Maximize efficiency of operations.

DESCRIPTION - Operations will implement new integrated information systems and processes that will consolidate information and data such as inventory, work status, and communications in a centralized location. The integrated information systems will reduce silos in operations, labor and time, duplicate efforts, and paperwork. Operations will use systems to better support decision making and create work environments that are more efficient with data analytics.

A paperless organization increases Return on Investment (ROI), contributes to labor savings, reduces printing costs, manages and stores documents securely, improves customer service, and enhances disaster recovery. Standard operating procedures are in-depth guidelines that contribute to your organization's success, efficiency, predictability, reliability, and employees. Standard Operating Procedures (SOPs) provide structured work environments, improvement in management and employee training, guidance on performing tasks or job duties, and boosts customer satisfaction. Standard operating procedures should be updated regularly, so organizations and employees can achieve their operational KPIs.

KEY ACTIVITIES -

- 1.) Establish integrated information systems.
- 2.) Review processes to identify efficiencies and system enhancements (go paperless).
- 3.) Develop SOPs throughout operations.
- 4.) Enhance Zero Based Budgeting procedure to include specific Strategic Plan goals. Provide training to Departmental Cost Center Heads on completion and compliance with process.

STRATEGY 2 - Provide intentional development for operational employees.

DESCRIPTION - To provide clear paths for Operations employees to advance on the classified and administrative areas. To develop career ladders and succession planning for all Operations Departments and enhance staff fulfillment, growth, and enhance overall job satisfaction.

KEY ACTIVITIES -

- 1.) SOP's are developed for all departments for career ladders and succession planning.
- 2.) Develop or determine leadership courses for all Lead Staff and Food Nutrition Services (FNS) Managers.
- 3.) Develop leadership courses for new administrators and district staff desiring to become administrators.
- 4.) Define career ladders.
- 5.) Revise the classified evaluation system to provide more frequent, meaningful, targeted feedback for growth.

STRATEGY 3 - Focus on environmental sustainability in all aspects of district and school operations (electric buses, electric powered lawn maintenance equipment, high performance buildings, agriculture programs, farm to table, chemical free pesticides, etc.).

DESCRIPTION - Purchase electric buses and battery powered lawn maintenance equipment to reduce CO2 emissions and reduce the amount of labor hours and supplies needed to repair diesel powered bus engines and lawn maintenance equipment. Utilize our recently acquired energy management team, our design build teams, architects & contractors to monitor energy usage, suggest ways to upgrade current buildings energy efficiencies and design future buildings to be more energy efficient and more easily maintained. Use our agricultural areas to grow and supply fresh farm raised food to our Food and Nutrition Services Kitchens for student feeding programs. Research and test environmentally friendly pesticides and other chemicals for outdoor environments.

KEY ACTIVITIES -

- 1.) Provide specifications for buses and equipment, provide purchasing vehicle to obtain needed equipment, design and install charging stations, purchase equipment in budget friendly phases.
- 2.) Meet with energy consultants, design teams, add LED lights and other energy saving equipment to designs as well as existing buildings, design and build new prototype environmentally friendly buildings.
- 3.) Design, plant, and maintain food gardens for FNS use while using those gardens as an education tool.
- 4.) Research and test environmentally friendly chemicals for outdoor use.

STRATEGY 4 - Create district wide customer service culture.

DESCRIPTION - The purpose of this strategy is to create a culture where service excellence is modeled to both internal and external customers (adults and students) and becomes hard-wired across all departments and schools. The intent of this strategy is to foster a common service minded culture in every employee in Sarasota County Schools.

KEY ACTIVITIES -

- 1.) Assess customer service needs.
- 2.) Set goals to improve customer service.
- 3.) Train employees on the desired customer service.
- 4.) Hold people accountable.
- 5.) Celebrate victories/achievements.



SCHOOL BOARD OF SARASOTA COUNTY FLORIDA

STRATEGIC PLAN



Goal 1 - Beginning January 2022 - September 2024

Position Type	Positions	Description	Fund Source	Cost	Activities, Materials, Contracts, PD, Stipends	Description	Fund Source	Cost	Total per Goal	Total Represents THREE YEARS			
Instructional	35 Instructional Support Positions	1 per School, (i.e. Coaches, Specialists, Interventionists, Data Coach, etc)	ESSER III	\$ 8,114,419.57	Activities/materials - Instructional stipends, contracts, tutors	Jumpstart—before, during, after school instruction to accelerate learning	ESSER III	\$ 7,000,000.00					
Instructional	Additional Classroom Teacher	KG et EE Booker	ESSER III	\$ 204,733.42	Activities	PLC Activities	ESSER III	\$ 986,651.54					
Administrative	Pre-KG Director	New Department	ESSER III	\$ 429,728.55	Materials	FOCUS Attendance Software - Jumpstart	ESSER III	\$ 129,450.00					
Instructional	Pre-KG Instructional Specialist	New Department	ESSER III	\$ 217,661.37	Materials	Pre-KG Curriculum Technology	ESSER III	\$ 128,700.00					
Instructional	Pre-KG Social Worker -2	New Department	ESSER III	\$ 487,636.13	Materials	Pre-KG Curriculum	ESSER III	\$ 135,714.60					
Classified	Pre-KG Admin. Assistant	New Department	ESSER III	\$ 104,586.09	Materials	Pre-KG Furniture	ESSER III	\$ 86,634.26					
Instructional	Pre-KG Behavior Interventionist	New Department	ESSER III	\$ 247,084.79	PD	ESE PD and materials	ESSER III	\$ 161,905.78					
Instructional	10 Pre-KG Teachers	New Department	ESSER III	\$ 7,343,121.38	PD	CTE PD	ESSER III	\$ 100,640.27					
Instructional	20 Pre-KG Para-professionals	New Department	ESSER III	\$ 2,206,983.39	Materials	Expand CTE Agricultural Program	ESSER III	\$ 250,000.00					
Instructional	ESE Specialist	Support ESE Instruction	ESSER III	\$ 217,661.37	Materials	ELL Curriculum Technology	ESSER III	\$ 125,000.00					
Administrative	Career and Acceleration Manager	Expand CTE Projects	ESSER III	\$ 287,887.02	Materials	ELL Curriculum	ESSER III	\$ 125,000.00					
Instructional	ELL Specialist	Expanded Department	ESSER III	\$ 217,661.37	Stipend	Incentives for HS intensive reading and Algebra Teachers	ESSER III	\$ 107,523.00					
Administrative	ELL Director	Expanded Department	ESSER III	\$ 429,728.55	Materials	Curriculum Adaptation - Social Studies	ESSER III	\$ 1,410,666.01					
Classified	ELL Assistant	Expanded Department	ESSER III	\$ 104,586.09	PD	Plural Subscription (Technology Training to support systems and tools to support instruction)	ESSER III	\$ 40,000.00					
Instructional	Technology Coordinator	Training and support computer dissemination and parent assistance	ESSER III	\$ 127,454.84	Training, Activities, Materials, Contracts	Instructional Summer Institute - Elementary, Middle, and High School Open to ALL Instructional staff 2,800 staff x 4 days (7.5 hours 8:00 am – 4:00 pm) 30 hours = 84,000 hours of PD participation x School Board Approved Rate (current \$16.07) AND Professional Development (01AS, Substitute, Classified on outside contract year) (Parent and Family Engagement, BEST Standards, PLC, Technology, and ESE PD	ESSER III	\$ 4,399,933.86					
Administrative	Professional Development Director	New Department	ESSER III	\$ 429,728.55	Contract	Contract with 3-Cloud Solutions, (an IT consulting firm who has worked with Georgia), for a major redesign project of all district databases to facilitate data reporting and security.	Fund 3 Capital	\$ 265,000.00					
Instructional	Progress Monitoring Assessment Specialist	Progress Monitoring Specialist - Data Analyst and Compliance for all ESSER I, II, III projects	ESSER III	\$ 218,268.93	Contract	Contract with Microsoft for maintaining databases in the cloud (\$4,000/month)	Capital 1180	\$ 136,000.00					

Administrative	Strategic Initiative Project Manager	Strategic Initiative Project Manager - Curriculum Implementation, monitoring, feedback, and evaluation of many new academic and acceleration projects	ESSER III	\$ 287,887.02	PD	Additional in person technical training for IT and RAE staff	GF	\$ 130,000.00						
Classified	PD, Equity, and Leadership Assistant	Support 3 departments	GF	\$ 104,586.09	Stipends - Instruction	Summer Teaching Staff Stipends	ESSER III	\$ 4,396,366.65						
					Materials	Instructional Curriculum and Consumable Supplies for Extended Learning/Summer Programs	ESSER III	\$ 10,000.00						
					Materials	Technology-Related Subscriptions for Extended Learning/Summer Programs	ESSER III	\$ 7,500.00						
					Transportation	Transportation for Extended Learning/Summer Learning	ESSER III	\$ 120,155.00						
					Activities, Stipends	Career Center Support Advisors- under discussion	ESSER III	\$ 1,099,747.54						
					Materials	Instructional PD Curriculum, BEST Standards, FAST Assessment etc.	ESSER III	\$ 811,138.21						
					Materials	Technology, Career Tracking	Capital	\$ 150,000.00						
					Materials	Technology	ESSER III	\$ 23,748.11						
Total Dollars				\$ 16,781,404.54				\$ 21,837,474.83	\$ 38,618,879.37	\$ 87,833,293.28	\$ 551,000.00	\$ 234,586.09	\$ -	

Total Represents
THREE YEARS

Goal 2- Beginning January 2022 - September 2024

	Positions	Description	Fund Source	Cost	Activities, Materials, Contracts, PD, Stipends	Description	Fund Source	Cost					
Instructional	56 Student Support Positions	Pay for Other Certified Staff to provide Student Support Services: Mental Health Therapist, Behavior Specialists, Behavior Analyst, Social Worker, Counselor, Psychologist, Truancy Worker	ESSER III	\$ 12,739,901.52	PD and Instruction stipends	Professional and Technical Services Contracts for Student Support Services: Registered Behavioral Therapist (\$100,000), Mental Health Therapist (\$292,828), Mental Health Services for Tel-a-Doc (\$32,500) X 2	ESSER III	\$ 850,656.00					
Instructional		YMHFA Trainer	ESSER III	\$ 198,636.79	Materials	Instructional Curriculum and Consumable Supplies for Student Support Services: Lost and Found Collaborative and Proactive Solutions (CPS), LEAD, Staff Wellness Texts	ESSER III	\$ 310,450.00					
Classified - technical		Technical Support MTSS - onboarding and maintenance of MTSS system If purchased	Capital	\$ 94,784.55	Materials	Technology-Related Subscriptions for Student Support Services: Navigate 360 (\$80,227.50), Behavior Intervention Curriculum (\$338,280.18), Character Strong (\$141,296.401), Online Wellness/Mindfulness Programs (i.e. CALM, Inner Explorer)	ESSER III	\$ 695,804.08					
					PD	Professional Learning Student Support Services	ESSER III	\$ 235,894.11	Total Represents THREE YEARS				
					PD	Required Youth Mental Health First Aid Training, subs, materials etc.	ESSER III	\$ 600,137.66					
					PD	MTSS Platform	ESSER III	\$ 400,000.00					
Total Dollars				\$ 13,033,322.86				\$ 1,092,941.85	\$ 16,126,284.71	\$ 16,031,480.16	\$ 94,784.55	\$ -	\$ -

Goal 3- Beginning January 2022 - September 2024

	Positions	Description	Fund Source	Cost	Activities, Materials, Contracts, PD, Stipends	Description	Fund Source	Cost					
					Materials	New Application Onboarding System	ESSER III	\$ 400,000.00					
					Activities	Recruiting Pipeline Development	ESSER III	\$ 150,000.00					
					Activities and PD	Teacher Induction Program Mentors	ESSER III	\$ 200,000.00					
Total Dollars								\$ 750,000.00	\$ 750,000.00	\$ 750,000.00	\$ -	\$ -	\$ -

Goal 4- Beginning January 2022 - September 2024

	Positions	Description	Fund Source	Cost	Activities, Materials, Contracts, PD, Stipends	Description	Fund Source	Cost					
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					Instruction Stipend	Stipends (Pay) for Site-based Parent and Family Engagement Champions (beginning January 2022 - June 30th, 2024)	ESSER III	\$ 119,470.00					
					Materials Technical	Communication system to replace current Blackboard CE system. Purchase of Flathead.	Capital 1180	\$ 350,000.00					
					Technical	Parent and Family Engagement Database Development, Implementation, and ongoing Maintenance	Title Grants	\$ 61,000.00					
					Contract	Contract with Forsyte IT Solutions for SharePoint Migration and RE-design for creation of an Modern Intranet services and support system. This system will provide a strong platform for effective, timely communication to employees.	Sales Tax	\$ 60,000.00					
Total Dollars								\$ 590,470.00	\$ 590,470.00	\$ 119,470.00	\$ 350,000.00	\$ -	\$ 121,000.00

Goal 5- Beginning January 2022 - September 2024

Goal 5- Beginning January 2022 - September 2024													
	Positions	Description	Fund Source	Cost	Activities, Materials, Contracts, PD, Stipends	Description	Fund Source	Cost					
Instructional	Trainer for Operational PD	Train on operational requirements	ESSER III	\$ 198,536.79	Materials Technical	Customer Service Program	Operational/GF	\$ 350,000.00	Total Represents THREE YEARS				
Administrative	Strategic Initiative Project Manager	Operations Implementation, monitoring, feedback, and evaluation of many new operational projects	ESSER III	\$ 287,887.02									
Total Dollars				\$ 486,423.81									
								\$ 350,000.00	\$ 836,523.81	\$ 486,523.82	\$ 350,000.00	\$ GF	\$ Other
										Total ESSER III	Total Capital	Total GF	Total Other
									Total by Funding Source	\$ 55,220,767.25	\$ 995,784.55	\$ 234,586.09	\$ 121,000.00
									Total all Sources	\$ 56,572,137.89			