



COLLIER COUNTY PUBLIC SCHOOLS

YEAR 3 - 2026-2027



PATHWAY TO EXCELLENCE

STRATEGIC PLAN



ACADEMIC
EXCELLENCE

SAFE LEARNING
ENVIRONMENT

FISCAL
RESPONSIBILITY
AND WORKPLACE
EFFICIENCY

RECRUITMENT
AND RETENTION

COMMUNICATION
AND ENGAGEMENT

SCHOOL BOARD



Jerry Rutherford
District 1



Stephanie Lucarelli
District 2



Kelly Mason
District 3



Erick Carter
District 4



Tim Moshier
District 5

Vision & Mission

VISION

Inspire students to achieve academic excellence.

MISSION

CCPS will develop students' intellectual capacity and confidence in order to be successful lifelong learners with strong moral character who strive to reach their potential as productive members of American culture.

BOARD PRIORITIES



Academics

- Implement a knowledge-based curriculum aligned with state standards
- Improve math and literacy learning outcomes
- Inspire lifelong readers
- Refine academic programming options for all students
- Expand and enhance post-secondary options
- Cultivate civic literacy and critical thinking



Culture and Climate

- Broaden collaboration with community stakeholders for student-centered decision-making
- Support and motivate all employees by refocusing resources and ensuring consistent leadership



Fiscal Responsibility

- Maximize return on investment
- Examine cost-saving opportunities



Human Resources

- Differentiate staffing
- Differentiate total compensation package



Student Conduct

- Implement consistent enforcement of the Code of Student Conduct
- Examine student safety and implement enhancements



A NOTE FROM SUPERINTENDENT

Dr. Leslie C. Ricciardelli

Collier County Public Schools (CCPS) is proud to be an integral part of our thriving community. We are thrilled to announce that CCPS has earned the Florida Department of Education's highest distinction of being an "A-rated" district for the 2025-26 School Year. Building on this success, we remain committed to continuous improvement and reflection. At CCPS, we are dedicated to preparing Collier County's youth for future success by linking education to student achievement and local economic development. Our goal is to ensure a bright future for every student, which can only be achieved through a robust education system, exceptional teachers and school administrators, an effective and efficient district, engaged parents, and a community working together to support our students.

In the following pages, you will find the five-year strategic plan for CCPS, which will guide us from the 2024-2025 school year through June 2029, including the specific measures and strategies for 2026-2027. We deeply appreciate the contributions from community members, staff, parents, and students who helped shape this plan. The plan prioritizes goals based on the feedback received during the planning process; details of this process can be found in the Executive Summary.

This pathway to excellence underscores our commitment to education by enhancing internal systems for greater efficiency and student success, ensuring strong financial planning, expanding our infrastructure to accommodate community growth, and focusing on attracting and retaining the best staff possible. An engaged workforce, operational excellence, and targeted academics will drive student success.

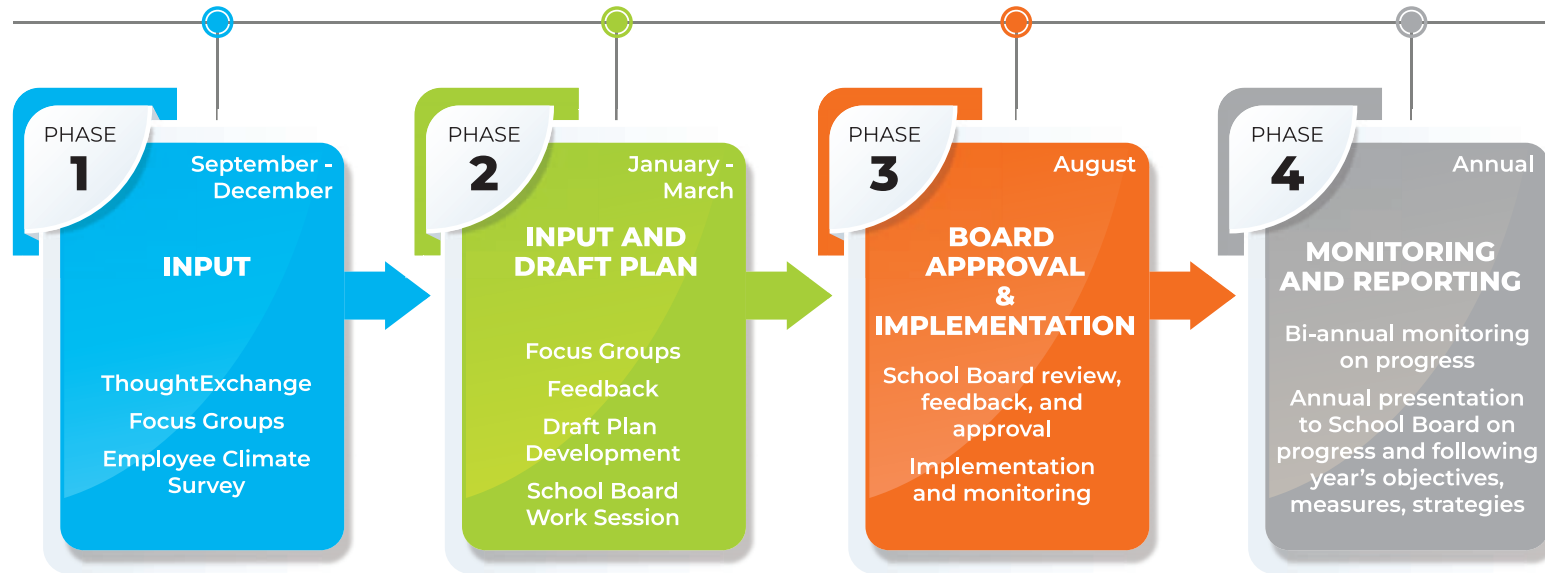
While this plan highlights key priorities, it does not encompass all the work of CCPS. In addition to the goals outlined in the plan, we will continue to use data to support individualized learning, provide high-quality professional development for staff, and maintain our commitment to the arts, STEAM, athletics, and more. We remain steadfast in our commitment to recruit, retain, and support the best possible staff, as our teachers and staff are our most important investment in the future of our students.

Thank you for your continued support of CCPS and the students of Collier County.

School Board Policies 2266, 3362, and 5517 – Prohibits discrimination or harassment on the basis of race, color, religion, national origin, sex (including sexual orientation and/or gender identity), disability, or age in the provision of educational opportunities or employment opportunities and benefits. The District School Board does not discriminate on the basis of sex or disability in the education programs and activities that it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972.

For additional information or to report Title IX or any other discrimination/harassment concerns, contact Ms. Valerie Wenrich, Chief Human Resources Officer/ Title IX Coordinator, at (239) 377-0351, wenriv@collierschools.com or at 5775 Osceola Trail, Naples, Florida 34109.

EXECUTIVE SUMMARY



The CCPS Strategic Plan was derived through extensive input from the community, staff, parents, an internal steering committee and goal development teams. The plan will be implemented, and annual updates on implementation and progress monitoring will be provided. Each year, the measures and strategies will be updated for the following year.

PHASE 1: INPUT

CCPS gathered input in several ways including public input through open-ended survey questions and focus groups. Additionally, data previously collected from sources such as academic achievement, audits, employee climate surveys, and parent surveys was reviewed with a focus on improvement for the next five years.

With a goal of accessing diverse perspectives from across the county, the district embarked on a process to gather input to determine what was most important to constituents. Using a sophisticated survey tool, the district put forth three open-ended questions that allowed for

qualitative and quantitative input. The three questions listed below were asked, one at a time, during the fall of 2023. Questions were shared through emails, texts, social media, public presentation, etc. Participants anonymously shared answers. Each participant could provide feedback and/or rate the responses of others. The rating, on a scale of 1-5 stars, prioritized data and provided input to the planning process.

Three Public Questions:

1. To best support students in their academic success, what are the most important next steps for the school district?
2. What are your thoughts on the quality of the educational experience provided by CCPS?
3. With regards to CCPS school campus facilities, what are your thoughts on the quality, cleanliness, health, and safety of our schools?

Participation Totals:

- 16,861 Participants
- 10,308 Thoughts
- 242,538 Ratings

Participant Representation:

- 9,374 Parents*
- 4,057 CCPS Employees*
- 3,396 Students
- 1,368 Community Members/Alumni

**CCPS employees who are also parents are counted in the parents total as well as the CCPS employees total.*

Results can be viewed online at www.collierschools.com/strategicplan. Feedback was shared with the public with each new question through interactive web results, presentations, and additional information.

PHASE 2: DEVELOPMENT OF GOALS

In addition, throughout the District's goal development process, focus groups were held to gather input. A total of 365 people participated in focus groups to provide feedback. Some focus groups were small gatherings in which participants provided feedback through discussion, while larger groups provided targeted feedback through the open-ended question software.

- Principals – February 2024
- Teachers – January 2024
- Parents – February 2024
- Assistant Principals – February 2024
- Administrative Center – February 2024
- Community - Future Ready Collier – February 2024
- Student Focus Group – February 2024
- Community Leader Focus Group - February 2024

PHASE 3: BOARD APPROVAL & IMPLEMENTATION

The draft plan was shared with the CCPS School Board during a workshop on March 20, 2024, to gather feedback and input from the School Board and the public.

In each focus area, there is a five-year goal statement and year two (2025-2026) measures and strategies are updated.

The School Board will vote on the strategic plan on August 21, 2024, and implementation will begin immediately.

PHASE 4: MONITORING & REPORTING

This strategic plan is a living document. The annual measures and strategies will change with the mission of accomplishing the overall five-year goal statement. Progress toward goals will be reviewed annually, and there will be a public presentation at a board meeting each year. During that presentation School Board Members and the public will be provided information on progress toward annual measures, and measures for the next school year will be shared.

September 2026 - Report to the School Board on outcomes of 2025-2026 measures and presentation of 2026-2027 measures.

INITIAL STEERING COMMITTEE

Dr. Leslie C. Ricciardelli
Superintendent

Dr. Elizabeth Alves
Chief Academic Officer

John Antonacci
Chief Financial Officer

Darren Burkett
Deputy Superintendent

Sandra Eaton
Chief of Staff (retired)

Jon Fishbane
District General Counsel (retired)

Chad Oliver
Chief Communication Officer

Marc Rouleau
Chief Facilities Officer

Kevin Saba
Chief Operations Officer

Valerie Wenrich
Chief Human Resources Officer

STAFF SUPPORT

Lisa Morse
Senior Director,
Strategic Engagement

Jamie Briggs
Coordinator, Evaluation

Kathy Taylor
Executive Specialist II,
Superintendent's Office

Maribel De Armas
Coordinator, Communications

FOCUS AREA

ACADEMIC EXCELLENCE



COMMITTEE

Dr. Elizabeth Alves (LEAD)

(Chief Academic Officer)

Carlos Artime

(Executive Director, CTE & Post Secondary)

Clara Calderon

(Senior Director, ELL & World Languages)

Lidia Camp

(Instructional Coordinator, Literacy, 6-12)

Rick Duggan

(Executive Director, Exceptional Education
& Student Support Services)

Melanie Fike

(Senior Director, Professional Learning)

Colleen Fletcher

(Instructional Coordinator, Literacy, K-5)

Stacie Hall

(Instructional Coordinator, Math, PreK-5)

Christy Kutz

(Executive Director, Secondary Programs)

Alyssa Ledbetter

(Executive Director, Elementary Programs)

Nicole Litchko

(Assistant Director, Teaching & Learning)

Kim Lonergan (Director, Early Learning)

Steve McFadden

(Instructional Coordinator, School Counseling, K-8)

John Monda

(Director, Lorenzo Walker Technical College)

Elise Resemius

(Instructional Coordinator, Math, 6-12)

Matt Virga

(Executive Director, Data and Accountability)

Rhoderica Washington

(Director, Secondary Programs)

ACADEMIC EXCELLENCE 5-YEAR GOAL

Deliver high quality standards-aligned instruction, differentiated to empower students to graduate fully prepared with the academic capacity and career-ready skills for success in higher education, workforce training, military service, or professional endeavors.

LITERACY MEASURES (2026-2027)

- By June 2027, CCPS will increase the percentage of students in grades 3-10 scoring on grade level or above from 69% to 70% as measured by the FAST English Language Arts (ELA) assessment (PM3).
- By June 2027, CCPS will increase the percentage of students in grades 1-2 scoring on grade level or above from 60% to 62% as measured by the STAR reading assessment (PM3).
- By June 2027, CCPS will increase the percentage of students in grades 3-10 making learning gains from 66% to 68% on the FAST ELA assessment (PM3).
- By June 2027, CCPS will increase learning gains for students in the lowest 25% on the FAST ELA assessment (PM3)

LITERACY STRATEGIES FOR SUCCESS (2026-2027)

- Continue the District wide instructional focus to ensure that students are reading, writing, speaking, listening, and interacting with grade level text in all content areas every day to ensure consistent learning conditions for every student at every school, every day.
- Support teachers to implement differentiated instructional strategies to address the needs of all learners, including students with disabilities, English Language Learners (ELL), and advanced/ gifted students through job-embedded professional learning activities and support from the school's instructional coach and district staff.
- Refine and strengthen the implementation of foundational literacy skills instruction in grades K-3, with an intentional focus on accelerating student achievement in Grade 2, through strategic District support, targeted professional learning, and instructional coaching.
- Increase students' acquisition and application of academic and content-specific vocabulary through explicit instruction, structured oral language, and intentional opportunities to hear, discuss, read, write, and apply vocabulary across ELA, science, and social studies.
- Refine our District wide efforts to provide systematic and systemic K-12 writing instruction.
- School-based literacy leadership teams will address gaps in literacy development through data-informed, evidence-based reading interventions implemented with fidelity, supported by targeted professional learning, protected intervention time, ongoing progress monitoring, and responsive adjustments based on student need.
- Continue to provide professional learning to teachers, special education service providers, and administrators to effectively utilize instructional support personnel to promote student learning.
- Ensure the effective implementation of the inclusion co-teaching model by planning and delivering strategic small-group instruction that incorporates specially designed instruction (SDI) strategies to meet the needs of Students with Disabilities (SWD).



MATHEMATICS MEASURES (2026-2027)

- By June 2027, CCPS will increase the percentage of students in grades 3-8 scoring on grade level or above from 77% to 78% as measured by the FAST Math assessment (PM3).
- By June 2027, CCPS will increase the percentage of students scoring on grade level or above in Algebra 1 from 78% to 79% as measured by the End-of-Course (EOC) exam.
- By June 2027, CCPS will increase the percentage of students making learning gains from 67% to 68% on the FAST PM3 and BEST EOC assessments.
- By June 2027, CCPS will increase learning gains for students in the lowest 25% on the FAST mathematics assessment (PM3) and BEST EOC assessments.

MATHEMATICS STRATEGIES FOR SUCCESS (2026-2027)

- Refine and sustain a system of advanced mathematics instruction by embedding rigorous, differentiated learning experiences into daily Tier 1 instruction, ensuring students who demonstrate readiness consistently engage in advanced reasoning, problem solving, and real-world mathematical applications.
- Accelerate learning for students with significant mathematics deficiencies by providing targeted Tier 2 and Tier 3 interventions that are responsive to student data and incorporate evidence-based instructional practices, including the strategic use of visual representations, manipulatives, and explicit instruction.
- Strengthen mathematics instruction by embedding collaborative learning experiences that engage students in mathematical discourse, problem solving, reasoning, and justification of their thinking to develop deep mathematical understanding and make meaningful connections across mathematical concepts.
- Strengthen mathematics instruction for English Language Learners (ELL) through intentional language supports, explicit mathematics vocabulary instruction, and structured mathematical discourse to develop deep mathematical understanding and connections across concepts.
- Strengthen mathematics instruction for Students with Disabilities (SWD) by embedding specially designed instruction (SDI) within grade-level mathematics to maintain grade-level rigor and develop deep mathematical understanding.



EARLY LEARNING MEASURES (2026-2027)

- Increase access to Voluntary Pre-Kindergarten (VPK) in the 2026-27 school year by adding 36 seats (two classrooms).
- Continue to increase the percent of CCPS VPK students who are classified as kindergarten ready from 63% to 64% per state guidelines

EARLY LEARNING STRATEGIES FOR SUCCESS (2026-2027)

- Ensure full utilization of Pre-K classroom capacity through targeted recruitment, thoughtful scheduling, and proactive placement of waitlisted families into available openings across the district.
- Utilize the new state VPK accountability system as a framework for continuous improvement by analyzing accountability data, providing targeted professional learning and coaching, monitoring implementation, and strengthening instructional practices to increase student readiness and program quality across all CCPS VPK classrooms.
- Expand meaningful family engagement opportunities by providing parent education, training, and resources that empower families to support their child's language development, early literacy, and overall learning both at home and in partnership with the school.
- Continue to promote consistent student attendance through ongoing family education, early identification of attendance concerns, and targeted interventions.
- Implement the newly adopted comprehensive Pre-K curriculum with fidelity by providing high-quality professional learning, instructional coaching, and ongoing implementation support that strengthens teacher practice, ensures consistent, standards-aligned instruction, and improves student learning outcomes across all CCPS Pre-K classrooms.
- Continue to expand access to Pre-K by opening two new classrooms (AES).

COLLEGE AND CAREER READINESS MEASURES (2026-2027)

- By June 2027, CCPS will increase the District's high school graduation rate. Data will be provided by January 2027.
- By June 2027, CCPS will increase Career Technical Education (CTE) dual enrollment opportunities with CCPS technical college campuses by 1%, for a total of a 30% increase over 3 years.
- By June 2027, CCPS will increase the performance of students in advanced academics in grades 9-12.

COLLEGE AND CAREER READINESS STRATEGIES FOR SUCCESS (2026-2027)

- Monitor and analyze student progress data to identify needs early and ensure students remain on track for graduation.
- Enhance the use of AP Potential, college entrance, and ASVAB data to identify, advise, and schedule students for advanced coursework opportunities.
- Complete the expansion of iTECH's manufacturing facility to establish the Center for Manufacturing Excellence, doubling instructional capacity and increasing Career Dual Enrollment (CDE) opportunities in high-demand manufacturing pathways.
- Lorenzo Walker Technical College will continue to expand Career Dual Enrollment (CDE) opportunities through its districtwide access model by maximizing program capacity and strengthening partnerships with Collier County high schools to increase student access to postsecondary technical education programs and high-demand career pathways.
- Refine the career exploration and postsecondary planning to ensure that at least 80% of eighth grade students complete their four-year high school plan.

FOCUS AREA

SAFE LEARNING ENVIRONMENT



COMMITTEE

Kevin Saba (LEAD)
(Chief Operations Officer)

Dr. Rachel Dawes
(Senior Director, Safety, Security, and
Student Relations)

Marc MacDonald
(Assistant Director, District Safety & Security)

Tom Petry
(Executive Director, Technology Services)

SAFE LEARNING ENVIRONMENT 5-YEAR GOAL

Ensure that every student, family member, and staff is provided with a safe, engaging, and welcoming environment in our schools, which includes physical safety, personal safety, internet safety, and consistency of behavioral expectations.

MEASURES (2026-2027)

- Continue to strengthen school security processes and procedures in accordance with board policy and state law.
- Continue to harden school and district facilities.
- Continue to provide role-based network security awareness training with significant enhancements to AI security for employees to reduce risk of network/data breach.
- Continue to provide site-based administrator training with topics related to safety and security and/or student discipline to ensure consistency with the Code of Student Conduct and the Discipline Matrix, as well as the recently adopted Athletic Matrix.
- District administrators will continue to review each School Environmental Safety Incident Reporting (SESIR) code to ensure compliance with Florida Department of Education (FLDOE) state reporting and consistency with the Code of Student Conduct and Discipline Matrix.

STRATEGIES FOR SUCCESS (2026-2027)

- Conduct physical safety audits of school buildings in cooperation with school administrators and local law enforcement and emergency services.
- Include responsible and safe Artificial Intelligence (AI) use along with appropriate computer use and good digital citizenship.
- Include responsible and safe Artificial Intelligence (AI) modules in enhanced role-based security awareness training.
- Continue the implementation of advanced internet firewall and security technology with additional protection for Artificial Intelligence (AI) use with approved tools. Provide additional security for detection and blocking of inappropriate network and internet access and use.
- District administrators will audit and maintain each bullying/harassment investigation to ensure compliance with FLDOE state reporting and consistency with the Code of Student Conduct and Discipline Matrix.
- District administrators will audit and maintain each school-based threat assessment to ensure compliance with the FLDOE model, state reporting, and consistency with the Code of Student Conduct and Discipline Matrix.
- Quarterly communication to parents and students regarding Code of Student Conduct and Discipline Matrix.



FOCUS AREA

FISCAL RESPONSIBILITY AND WORKPLACE EFFICIENCY



COMMITTEE

John Antonacci (LEAD)
(Chief Financial Officer)

Amia Karash
(Senior Director, Payroll)

Mark Frehe
(Senior Director, Student and Staff Projections,
Allocations, and Reporting)

David Nara
(Senior Director, Purchasing)

Andrew Peterson
(Senior Director, Budget)

Marc Rouleau
(Chief Facilities Officer)

Wendy Seitzinger
(Senior Director, Accounting)

FISCAL RESPONSIBILITY AND WORKPLACE EFFICIENCY 5-YEAR GOAL

Maximize resources and streamline processes to increase efficiency and transparency to support learning.

MEASURES (2026-2027)

- Promote fiscal transparency by conducting quarterly audit committee meetings, holding mid-year school board budget work sessions, and producing an Annual Comprehensive Financial Report.
- Identify and implement cost saving initiatives.
- Expand digital timekeeping management.
- Optimize and enhance the budget planning process.

STRATEGIES FOR SUCCESS (2026-2027)

- Provide board report from each audit committee meeting.
- Host at least three public school board budget work sessions, including a mid-year update.
- Hold quarterly spending reduction meetings inclusive of input from the subcommittees. Subcommittees will meet regularly to review cost saving opportunities in budget, operations, staffing allocations, software and teaching and learning.
- Maximize the value of the Microsoft Teams-based budget forecasting platform to enhance transparency, improve forecasting accuracy, and drive more efficient, data-informed budget planning across all Departments, Schools, and Categoricals.
- Explore opportunities for optimization between the timekeeping and ERP systems.
- Roll out timekeeping software solution to remaining 35 sites and explore opportunities for integration and automation between the timekeeping and ERP systems.
- Establish a comprehensive fiscal review process that integrates audit results, budget monitoring, and program performance data to guide strategic resource allocation and ensure the effective stewardship of public funds.



FOCUS AREA

RECRUITMENT AND RETENTION



COMMITTEE

Valerie Wenrich (LEAD)

(Chief Human Resources Officer)

John Breault

(Senior Director, Talent Management)

Andrew Brown

(Senior Director, Professional Standards)

Mark Frehe

(Senior Director, Student and Staff Projections,
Allocations, and Reporting)

Marie Irwin

(Senior Director, Benefits & Wellness)

Karen Phillips

(Senior Director, Compensation)

RECRUITMENT AND RETENTION 5-YEAR GOAL

Enhance the employee experience to ensure a high-quality workforce through recruitment, support, and retention efforts.

MEASURES (2026-2027)

- Implementation of final Information System Platform, Time and Attendance, in CCPS Central.
- Reduce amount of time from acceptance to hire from 18.49 days to 17 days.
- Continue to maintain alignment to the new job architecture and pay structure by requiring consistent evaluation methodologies, ongoing job description management, and regular internal equity review
- Maintain current rate of internal promotion due to reductions in allocations for fiscal responsibilities.
- Increase overall engagement and response rates to onboarding surveys.
- Administer Employee Engagement Survey with a goal of 55% participation.

STRATEGIES FOR SUCCESS (2026-2027)

- Continue the implementation of the time and attendance system in the last 35 schools, train employees on the platform and procedures, and expand use of electronic supervisor approvals.
- Monitor recruitment data to identify hard-to-fill positions and adjust sourcing strategies based on candidate supply, market trends, and hiring outcomes.
- Sustain a consistent compensation framework through standardized job evaluation, centralized HR oversight, and regular equity reviews to ensure role changes align with Evergreen's job architecture and reflect meaningful shifts in responsibilities.
- Implement health plan options to support premium contribution savings and expanded employee offerings.
- Conduct semi-annual talent reviews to monitor progress, update succession plans, and address talent gaps.
- Strengthen the talent pipeline by expanding career pathway programs with CCPS technical colleges and other educational partners, increasing employee participation in training and credentialing programs that support nursing, technology, education leadership, and other high-demand operational positions.
- Monitor retention and turnover rate by month and year and identify barriers and talent gaps to increase retention.
- Continue leveraging onboarding surveys to measure and improve the new employee experience, with a deeper focus on identifying drivers of satisfaction, reducing friction points, and strengthening employer brand perception through communication, transparency, and process effectiveness.
- Conduct an annual Employee Engagement Survey in September 2026 and provide a report to the school board.
- Monitor Applicant-to-Interview Ratio to ensure recruitment strategies are working.

FOCUS AREA

COMMUNICATION AND ENGAGEMENT



COMMITTEE

Chad Oliver (LEAD)

(Chief Communication Officer)

Maribel De Armas

(Assistant Director, Communications)

Lisa Morse

(Senior Director, Strategic Engagement & Initiatives)

COMMUNICATION AND ENGAGEMENT 5-YEAR GOAL

Increase and differentiate communication while expanding engagement opportunities with CCPS.

MEASURES (2026-2027)

- By June 2027, CCPS will pilot a unified (District-school-classroom) communications and engagement system at 7 school sites.
- Increase engagement with the business community to support CCPS.

STRATEGIES FOR SUCCESS (2026-2027)

- Train all staff at 7 pilot schools in new unified communication system.
- Create pre/post survey to measure implementation of new communication system.
- Identify and contract with a company to sell advertising opportunities.
- Launch an advertising program to support district enrollment.



