

October 10, 2017

City of Cape Coral Charter School Authority

BOARD  
APPROVED  
NOV 14 2017

CITY OF CAPE CORAL  
CHARTER SCHOOL AUTHORITY

# Strategic Planning Retreat 2017-2020 Summary

## **PARTICIPANTS**

Jacquelin Collins, Interim Superintendent, Jessica Cosden, Odette Boyer, Michael Campbell, Kristin McMillian, Robert Ross, Tamisen Traiger, Russell Winstead, Robert Zivkovic, Danielle Jensen, Director of Procurement and Food Services, MaryAnne Moniz, Business Manager, Vicki McAtee, City of Cape Coral HR, Liaison to the Charter Schools, Paul Pescatrice, Facilities Manager, Gary Cerny, Foundation President. Absent: Sam Fisher.

Dolores Menendez, City Attorney, City of Cape Coral, Mark Moriarty, Assistant City Attorney, City of Cape Coral, Victoria Bateman, Financial Services Director, City of Cape Coral, Britt Martin, Senior Accountant, City of Cape Coral.

Amanda Sanford, Principal, Oasis High School (OHS), Tod Baldwin, Assistant Principal, OHS, Keith Graham, Assistant Principal, OHS, Donnie Hopper, Principal, Oasis Middle School (OMS), Elisa Collins, Assistant Principal, OMS, Christopher Fennell, Interim Principal, Oasis Elementary School, Kevin Brown, Principal, Christa McAuliffe Elementary, (CME), Kelly Weeks, Assistant Principal, CME, Dr. John Omundsen, Ed.D, Mathematics Curriculum Specialist (K-12), Adam Nowicki Network Support Analyst, Marjorie Galyon, Transportation, Kathleen Paul-Evans, Executive Assistant to the Interim Superintendent.

Lisa Cannon, Teacher, OHS, Nancy Oukasse, Teacher, OHS, Jennifer Hattemer, Teacher, OMS, Kristen Totten, Teacher, OMS, Brenda Emer, Teacher, OES, Crystal Martin, Teacher, OES, Dana Scrippo, Teacher CME, Amy Harrington, Teacher, CME, Jennifer Hoagland, PTO Co-President, OES, Jenn-Hope Bellis, PTO Vice President, OES, Marie Scott, Parent, OHS.

## **INTRODUCTION**

Jacquelin Collins, Interim Superintendent

Welcome to the Strategic Planning Retreat 2017-2020. Our goal today is to map out a three year plan to guide us so that we can operate efficiently and progressively as a school system. We have three main goals in this year's Strategic Plan that either (a) carry over from the Strategic Plan document that we addressed last year; (b) they are AdvancEd Final Report recommendations we need to achieve before reaccreditation in the next two years; and (c) goals the Administrative Team developed to meet our needs.

The overall format of this year's planning document has changed from a checklist into more of a document with measurable targets, strategies, and objectives to meet those targets. These

objectives are not quite as specific as the objectives we had last year, therefore, we can encompass a wide variety of needs that must be addressed. Designated teams will present each goal; they have already brainstormed objectives they can accomplish to meet these targets. Some objectives will be implemented immediately, and some will take several years before they are achieved. Right now we want to decide which objectives to focus on immediately.

Today our working document is divided into three main areas: System Statements, System-wide Achievements, and System Goals. Regarding System-wide Achievements, graphs are used to illustrate how well our students do compared to Lee County Schools, and among our schools as a whole. As you can see, our students have done better than District schools since 2014.

There are multiple ways to provide feedback to us which will help us determine which are the priority goals we need to try to accomplish immediately. The three ways to provide feedback are (1) Simply raise your hand and share with everyone your ideas. We are hoping the majority of today's communication is done in this way. (2) There is a Chromebook on everyone's table so you can view the electronic version of the planning sheets. Again, simply log-on your comments at the bottom of the pages and once compiled, they will be addressed. And finally, (3) Dashboards with sticky notes for any afterthoughts or post-presentation ideas you may have, and still want to share. No matter the source origination, all input will be noted and used to generate ideas into strategies that will help us achieve each goal.

During this session each team will present a strategy and objective, and ideas as to how they want to meet these objectives. We are asking for input from attendees as to whether or not these ideas are likeable, doable immediately, or within the next three years. Your input for this Planning Retreat is vital, valued, and welcomed. Thank you for participating in this session.

## **OUR SYSTEM VISION AND MISSION STATEMENTS**

Jacquelin Collins, Interim Superintendent

On the advisement of AdvancEd, vision and mission statements need to be updated periodically in relation to our Plan and further success with our students. Administrators and others are still attempting to collaborate on a final tag line for the Mission Statement. However, today we are asking planners to refer and reflect on these two statements as they relate to what we are trying to accomplish with the Plan, and how we intend to help students achieve success.

### **Our Vision:**

**"FOUR SCHOOLS, ONE VISION"**

We believe that everyone can succeed in a safe and nurturing learning environment through positive partnerships between parents, schools, and the community.

### **Our Mission:**

Our Mission is to create a K-12 system that strives to empower students to be independent, responsible life-long learners who value personal integrity, academic achievement, and have a global impact.

## **GOAL #1: INCREASE STUDENT ACHIEVEMENT**

**Strategy 1: Student milestones will continue to increase within the next three years.**

Objectives 1-4 : Amanda Sanford and Kevin Brown

**Strategy 2: Increase Teacher effectiveness.**

Objectives 1-3 : Kelly Weeks

**Strategy 3: Enrich curriculum development to improve achievement.**

Objectives 1-5: Christopher Fennell and Dr. John Omundsen, Ed.D,

- Kevin Brown and Amanda Sanford discussed increasing student achievement. They focused primarily on Strategy 1, Objective 1. Their conclusion is that although our teachers are very competent at collecting and monitoring good data, we most often struggle with the interpretation and application of the data, and how it can relate to re-teaching the material so that students can meet learning standards and improve performance. Our system needs to do a better job of training teachers so that they can interpret data with greater understanding of how they can apply the information and use it to improve student performance. By the end of November all schools will have data available to evaluate and interpret. We are trying to push teachers into using this information for more formative assessments, and use tools that are already on their Chromebooks as outside applications that can help. Teachers need to be trained on data analysis and interpretation, and there are a lot of outside applications that can help them. Our goal is to train our teachers to become comfortable looking at and interpreting data so that our learning environments are more effective.
- The Khan Academy (which is endorsed by our Curriculum Specialist), and Performance Matters, a District application that specifically targets a student's progress and areas of deficiency are just a few tools that can help. The other forms of data tracking of student performance include Teo3000, which is used in the high school. Also, M-A-T-H is something we'd like to implement in the high school this coming year. We use STAR, Dibbles, and other assorted assessment tools to assess student needs and gains. Schoology is another management tool teachers have been using in the middle school where students can engage with their teachers and fellow students in discussion boards, etc. and build assessments from there. SUMMIT is the newest application we are trying at the high school level. It is a self-sustained curriculum that includes all learning materials and tools a student needs directly from their Chromebooks. This platform also has a tracking and assessment formula so that teachers can stay on top of student needs and performance over the course of the year.
- One of the greatest advantages we have at our disposal is the ability to make interventions or program progressions at each of our schools as necessary, to sort of customize our course selections, progression plans, interventions etc., . We obviously want to be a K-12 system but

there are times we want to individually, as a school, do what is best for our students. This is an unusually nice position to be in because most schools have to follow the Lee County progression plan no matter what. This year we are lucky because we now have Dr. John Omundsen, who is going to be our Math Curriculum Specialist K-12. He will help us look at all the School Improvement Plans especially in the area of math progression plans.

- Board Member Traiger commented on individual school learning gains. If schools are to be aligned how can we accomplish this with such vast differences between the schools? Christopher Fennell said these numbers are based on attempting to raise the overall school grades. For example, OES was rated “B.” two years in a row, and in order to try and change that it has to be a larger movement as a whole system. It’s just not a goal – we have a strategy and plan to raise the school grade and student learning gains with it. Kevin Brown shared that attainable goals are usually set around 3%, which is why his numbers reflect a three-year increase at that rate. Although our schools learning gains Plan goals may be lower than we want, still in the long run over three years hopefully the will be sustainable, too. This is why we have brought Dr. Omundsen on board with his K-12 approach so he can align schools, and make sure that we don’t have any comprehension gaps from K through 12.
- Looking at learning gains and the adjustments we’ve made this year we should see greater growth because we have expanded the tools we are already using. For example, . Performance Matters is an excellent program the District already uses and we plan to implement this year. Helping raise our lowest 25% is our goal, and if we can get teachers to identify those students early on, we can start to immediately help them. Board Vice Chair Zivkovic expressed concern we are focusing on the lowest 25% and not focusing on all students. Amanda Sanford clarified that technically, a student in the 25% range is really a Level 3 student, and already performing at a high level, which is why it’s sometimes more difficult to see movement at this level as opposed to moving a lower level higher. Obviously, it depends on each level of students capabilities; we have co-teaching and accelerated classes so everyone is assessed.
- We are giving as much flexibility to our students and staff as we can to make sure we are reaching everyone – and yes, more resources would be wonderful whether it’s curriculum or more teachers this is always welcome. Board Member Ross commented some areas are declining year after year. Have we defined these areas of need? Interim Superintendent emphasized we are adjusting the system and how we educate each year’s students accordingly. We have identified math needs and are working with Dr. Omundsen to make needed changes. Donnie Hopper explained Oasis Middle School math data and clarified “accelerated” referred to students who are taking Algebra-I; last year Oasis Middle students passed at 77% with a Level 3 average.

#### **STAFF PROFESSIONAL DEVELOPMENT AND LEADERSHIP MENTORING**

- Kelly Weeks emphasized the goal of increasing student achievement is connected to increasing teacher achievement, effectiveness, and refinement . Our first goal is a new teacher induction with an emphasis on encouraging team leaders to be more observational

and available. We also plan more emphasis on teacher leaders to not only observe, but also provide input and strategies to fellow teachers in real-time. Finally, we want to identify lead teachers who are ready for a Lead Program that will encourage teachers with Masters who are interested in leadership opportunities to better understand administrative procedures and operations. We also want to make sure all of our teachers have continuous opportunities for professional development that will align teachers across all schools with similar methods of grading, etc. A new process includes teacher observations and walk-throughs using iPads as immediate communication tools to reach teachers and let them know how they are doing. Here again, we are going to ask Lead teachers to visit classrooms more frequently to make sure teachers are developing and to give input of any kind.

- Areas where we believe teachers need expanded and specific professional development include school-wide procedures, consistent grading, class room management, Project Based Learning (PBL), differentiated learning, cooperative learning, small group instruction, and data analysis, among other leadership courses. Although principals will still do observations three times a year, having team leads go into classrooms with a specified schedule and help teammates develop is very effective, and helps guide teachers by leaders who know what they are doing, and have an interest in their teammate and student's success.

#### **ENRICHING THE CURRICULUM TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT**

- Christopher Fennell addressed enriching the curriculum development to improve academic achievement. The goal is for horizontal coherence especially concerning grading and reporting policies, and providing learning support services. Besides utilizing curriculum management tools like Khan Academy to help students perform better, we have also created a strategy to help overcome our greatest deficiency, math. Moving Dr. Omundsen into the slot of Math Curriculum Specialist K-12 is going to tremendously assist teachers identifying and working with students who are struggling in this area. Currently he is running a pilot with Eureka Math that has a standard-based approach to math that is receiving a positive response from teachers and students. Dr Omundsen admitted the program allows teachers to assess where students are learning most, or struggling most, differentiate the instructions, then apply standards necessary to reach student gains. This is a program that will be developed over time and should be very successful because many teachers and students who have already been exposed to the program are responding favorably.
- If we continue to see success in the pilots we will roll it out next year to the other elementary and middle school. However, sometimes it's difficult to apply this type of programming to high schoolers because there are more standards to teach at that level, but this would be our goal. Ultimately, we will move away from textbooks but still keep mastery and standards-based coursework as our foundation. This kind of flexibility allows teachers to give students more chances to actually apply mathematical skills, and teachers more opportunities to apply differentiated teaching methods per student needs. For students who get the curriculum right away, they can do enrichment projects to curve them from other classmates who may be getting remedial services.

- Besides student engagement in new mathematics instruction, we also need all teachers to buy into the new methodology of working without textbooks. For those teachers who are used to being tied to their textbooks, this is going to be a big change but we need the teachers to be just as excited as the students are about this new learning environment.
- Board Member Traiger commented that although we have realized we need to focus on math skills, and we are doing this in the elementary and high school levels, do we have a revised Progression Plan for middle school students who will be involved in Algebra-Honors or Algebra-I? What are we doing to make sure that we align our curriculum so that we match the District in some way? At the middle school level what are we doing to make sure that our students are prepared and competitive? Donnie Hopper responded in the past some students were moved forward before they were fully ready, and this practice is going to stop. From now on students entering Algebra-Honors and Algebra-I have scored a level 3, 4 or 5 on their 7<sup>th</sup> grade FSA math and are fully prepared to take – and pass – the course and move ahead because they have showed they are more than ready. If you are a GAT and Accelerated student you have a different section of Algebra-I. There is an area that is different between the Honors and the regular course that the District is still looking at and deciding whether or not to include it. Our goal is we want our students to be successful in learning Algebra, be able to pass the EOC, and move onto Geometry at the high school level.

## **GOAL # 2: BECOME AN ORGANIZATION OF CONTINUOUS IMPROVEMENT**

**Target 1, Strategy 1: Develop and monitor accurate reporting systems.**

Objectives 1-3: Paul Pescatrice

**Strategy 2: Engage in system-wide cost savings initiative plan.**

Objective 1: Marjorie Galyon

**Target 2, Strategy 1: Increase teacher/employee retention by 10% per year.**

Objectives 1-5: Elisa Collins and Tod Baldwin

**Target 3, Strategy 1: Develop a comprehensive technology budget.**

Objectives 1-2: Donnie Hopper

Objectives 3-5: Adam Nowicki

**Target 4, Strategy 1: Increase outreach opportunities to support educational outcomes.**

Objectives 1-2: Jacquelin Collins

**Target 5: Ensure all schools are safe and secure.**

Objectives 1-3: Keith Graham

## **OPERATIONAL EFFICIENCIES AND REDUCTION OF OPERATIONAL COSTS**

- Paul Pescatrice and Marjorie Galyon addressed ways in which we can maintain our aging school, and at the same time keep costs at a minimum. Regarding transparency issues there will be training of the entire staff, anyone who wants or needs to better understand where

the money is, where it goes, and how to spend it. The goal is to work with finance to help make some of the line items better understood and forms more user-friendly. Asset Management is undergoing the development of a new system, with Cleve Grable, that will manage inventory for custodial, maintenance, and buses. This will make it easier for Maintenance to forecast future needs. We also want to start providing more storage on site for supplies so that we don't have to spend more money storing items at city facilities and incur pickup charges, etc. If our teams are not driving every couple of days to pick-up supplies, etc., this is going to save us time, money, and worker efficiency. So if we can do it, we really need on the premises storage. We are also looking at new ways to streamline ways of getting new vendors into the system. Often we are told the City has the best vendor price but we have found this is not always the case, and if we develop a system where we approach vendors on our own we may get a better or similar cost. In the case of where we can only use specific vendors this is understandable, but in most cases we can beat the City bids, so we will start the process of seriously looking at other ways of attracting and contracting vendors.

- As far as reducing operational costs in transportation, without knowing what the cost of fuel will be in the next three years our focus is going to be on keeping routes and the system as tight as we can. Oasis Middle School has implemented a new process this year to help reduce some of the field trip fuel expenses by having teachers ask parents to pay a small extra cost that will be turned over to the transportation department's budget.
- One of the largest areas of our focus to reduce operational costs is in energy. We are going to save quite a bit of money and bring our facilities up to new power generation of energy. We will start with our air conditioning systems replacements, but the biggest part is that we are going to train our entire staff on ways to be more efficient and still comfortable in all our buildings. For example, little things like consistently turning lights off/on when exiting and entering rooms (the timer costs and additional \$3.00), eliminating the mini personal refrigerators in individual classrooms (each one costs \$30-\$80 a year to operate which would give the system an extra \$12,000 to use elsewhere). And there is more.
- We need to convert the entire system with LED. Although it's a costly project to implement, about \$260,000, but the estimated costs savings is roughly \$6,000 a month or \$73,000 a year. Overall, the estimated electric and maintenance LED savings would be somewhere around \$129,000 per year across the system. We have a test classroom that has proven with LED usage we are saving money, becoming more efficient, and staff responds well.
- Board Member Winstead and Danielle Jensen agreed some project we have to look at with the City and our budgets because it may be a lease issue. Danielle reminded the group that there are certain issues with leasing, and with large projects with this kind of scope, we will have to go to open bidding.



## INCREASING TEACHER AND EMPLOYEE RETENTION

- Tod Baldwin and Elisa Collins discussed teacher recruitment opportunities such as the Teach-In, which is next Spring in Tampa. The massive job fair attracts teachers from all over the country. They also want to canvas the FGCU Teacher Fair, and expand our relationship with FSW teaching students and have them do both internships and observations so they can see how the Charter Schools are different from the District schools. There is a plan to develop state-wide lists of “High Qualified” and “Highly Effective” teachers and approach them about perhaps switching schools and giving our Charter Schools a try. Finally, let’s start offering a hiring bonus for critical subject areas such as math and science in small denominations of \$500-\$1,000 and see if this is an incentive to join our teams.
- Another way we can create and maintain worker stability and build a culture of family atmosphere is consider paying a longevity bonus for personnel who elect to stay over a period of years, for example 5-10, 10-20, etc. Implement a new teacher certification bonus in small amounts of \$500 or less for teachers in critical areas. Targeting potential candidates currently on staff who are already taking classes in education leadership or demonstrate leadership and have them sub for administrators. Our goal is to start training teachers to become mentors. Ultimately, there will be the creation and continuous development of a prospective administrator class that is part of the LEAD Program that Kelly Weeks spoke about.
- The development of a Substitute Orientation Program is something all the schools need. We can do this once at the beginning of the year or at each semester. Many teacher-teacher relationships are cultivated in this atmosphere and some substitutes move on into full-time teaching. We also want to fully develop a New Teacher Orientation Program and assign specific mentors and “teacher buddies” or those colleagues who are outside of your subject area team but can offer encouragement and guidance, as well. Starting salaries are very competitive but we need to market a “salary package” and post it on our websites so that potential employees can look it over and become excited about what we have to offer in terms of salary and benefits.
- Board Member Traiger suggested we need to have a Recruitment Committee that targets and develops recruitment, vetting of candidates, and follow up with our orientation programs. The FSW/FGCU Job Fairs are in the near future and a recruitment team from CCCSA plans to be there. The goal is to find and investigate candidates that will fit into the system, and not necessarily just one of our schools.



## **DEVELOPMENT OF A COMPREHENSIVE TECHNOLOGY BUDGET**

- OneCall replaced the K-12 ALERT system and it is a powerful tool for communication between the schools and parents. We also use Schoology in the 6-12 levels and again, it's a powerful, widely used tool for grading, assessing, student engagement ,etc., In the elementary schools we have Friday Flyers, planners, etc there are many ways we try to get information out to parents.
- We currently have CSADS in place. Although we want to see K.I.D.S. to be successful and work for us, as a back-up plan we are also looking at other programs so that we can make the best decision for our entire system's needs.
- Adam Nowicki emphasized the biggest task right now is cleaning up data and looking at inventory and replacement schedules based on a three-five year technology plan. Currently we are moving system-wide into Office365 and working on the one-to-one implementation of Chromebooks.
- Donnie Hopper reiterated CME and OES have 175 Chromebooks on lease – they still need about 250-275 computers each in order to get their 3<sup>rd</sup> and 4<sup>th</sup> Graders up to speed which is the goal. Recently, a \$52,000 budget has been approved for OMS to purchase 250 more Chromebooks with warranties and carts, which would bring us to about 525 machines , but still 200 short. Most Oasis High 9<sup>th</sup> students have Chromebooks which is nice because some of them need it for the SUMMIT courses, but the high school is still short by about 200 machines. Our bandwidth or data that comes into our network needs to be strengthened along with our wifi and access points. Although we need a proper and stable system for testing we also need the capability to keep strong during normal phasing when students have so much work and data to pull from the platforms. This is an issue we have to work on with CenturyLink to develop a more substantial network.
- In house experts have been training staff and are considering webinars so that teachers can access the information when they have a chance to do so. This is the Professional Development side of our technology plan: To have everyone onboard, and able to comfortably use all the programs and applications that are supposed to make our jobs easier.

## **INCREASING OPPORTUNITIES TO SUPPORT EDUCATIONAL OUTCOMES**

- Increasing educational support outcomes by \$25,000 each year may sound like a lot but consider last year CME got a \$15,000 grant from Sam's Club, and OES brought in \$12,000 from Kohl's, which is \$27,000 right there, so we can do this. However, the biggest strategy that we have to investigate and pursue is grant opportunities. As far as scholarships, we have a great Foundation that is more than willing to provide us with support, but where we are looking is in our instructional areas, and this is the kind of need found in big grant opportunities. The City has a grant writing company they use and they have contacted me about using them, too, but when you talk about big grants in the \$125,000 range and over – which we need for instructional support programs – it is an entire team that completes the

application. We need to come up with a Grants Committee filled with people who are good writers, know about our system, have financial skills including budgeting and planning, and anyone else who has the skills to help put a grant package together. Therefore, one of our goals this year is to come up with a Grants Writing Team within our system who can pinpoint some of the grants we need. For example, a security and surveillance camera system that services that entire school system. Also, our football/soccer field needs to be revamped. The bottom line is, we need to find local people who are already in our system to help build a team that actively pursues grants and wins them.

- Development of a system-wide Business Directory of parent-owned or stakeholder businesses that support CCCCSA is vital. Jen Hope-Bellis and the Foundation has already put something together that is posted on all the school websites and the Foundation website, as well as on Google Docs. We need to promote this so that we can get parents and associates involved so that we can see what they are doing and use this information for special programs mentorships and in many other ways.

## **ENSURING THAT ALL SCHOOLS ARE SAFE AND SECURE**

- Keith Graham spoke about keeping our school system a safe place. Our appointed safety inspectors have been crucial in keeping us on task for compliance. For the most part, our safety inspections have been without significant issues. However, when it comes to consistency across the system, and how teacher-room compliance, there needs to be some adjustments. Paul Pescatrice is working on creating room “safety centers” where teachers can always find emergency information no matter if they have transferred rooms, or if they are with students in an entirely different area of a building. Vicon is the current camera surveillance company we have had since the beginning. However, the equipment and data branches it supports are outdated. If we want to replace equipment capabilities and do upgrades this would be very expensive, so we are looking for a grant we can win, and then work with the City of Cape Coral Parks & Recreation department to replace the entire system with either Vicon updated materials or go with another company.
- Implementing the KRONOS time management program system-wide has been a Best Practices recommendation from the City. KRONOS would cost us about \$90,000 plus, so we have looked into other options including BioMetric Clocks and TimePilot School which can give us more consistent recordings of internal/external traffic from our staff and employees.
- Other safety strategies include a certain amount of fire drills, lock down drills, etc. ensuring that we are providing a safe and secure environment for our students and faculty. There are some little things we can do to improve our readiness but overall, we are a secure campus. Regarding fencing off the entire school areas we are trying diligently to reflect on who and why someone is on campus, and track this information. The addition of fencing around the schools is something to consider for next year.

### **Goal # 3: INCREASE COMMUNITY ENGAGEMENT**

Jacquelin Collins

**Target 1: Engage families in meaningful ways and keep them informed.**

**Strategy 1: Develop a system-wide purpose that communicates a common direction.**

**Strategy 2: Periodically inform all stakeholders about student goals and achievements.**

- In order to increase community engagement in our system we need to make sure we have a clear, system-wide purpose, and make sure this purpose is developed and communicated to stakeholders and the like. We need good public relations to help us increase the community's awareness, increase student enrollment, and attract interest groups. This requires a tag line, something that is always said or seen which identifies our system to the public. For example, "*Four Schools, One Vision*" is a template that should be put on everything.
- We have been discussing this with Jenn Hope-Bellis and Christina DeMoya and their PR firms to help us create a revised logo that will go on everything from hats and shirts to stationary and marketing flyers. It would be ideal if we could develop a campus-wide brochure that also reflects on our system as a whole, as well as individual efforts. It's important that both users of the system and the general public has knowledge of some of the projects and things we have going on so they can support the system as a whole unit, rather than a particular school. We are also proposing a bi-annual magazine with contributions from all four schools and including administration to communicate movement and talent in our system. However, this must be a unified effort from all schools, and all sectors, to work for our system to be highlighted and visible in order to garner true support from the greater community. Board Member Winstead advocated for investing in a professional marketing firm to handle this strategy for us so that we have a team dedicated to improving our advertising and public relations image and foster relations with the greater community.

### **CONCLUSION**

Today was about coming together and collaborating on ways to optimize our system, as well as take a hard look at the future. It's clear we want to build a sustainable educational system that has as its foundation a rigorous and progressive academic plan, and a faculty and staff that is highly qualified, well-educated, and supported. We are planning and prepared to develop and maintain a state-of-the-art facility and a community outreach campaign that effectively communicates our purpose and value. Based on your participation today and the coming days after, it's fair to say, "We Can Do This." Thank you for your taking the time from your busy schedules to share your valuable input.