

Gadsden County Public Schools

STRATEGIC PLAN
2007-2012

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FOREWORD

The Gadsden County Public School District Strategic Plan charts a course to improve instruction and student achievement. The plan incorporates many of the Best Practices recommended by the guidelines of Florida's Office of Program Policy Analysis and Governmental Accountability (OPPAGA).

The Standard of Excellence for each area is a well thought-out statement of expectations of students and staff as may be applicable and appropriate. The Goal Statements are measurable objectives that chart the destination of the district, and specify the criteria for determining when that destination has been reached. Best Practices and Strategies indicate the modes of progression toward the destination while the resources provide the fuel for that progression. Finally, the Implementing/Monitoring Entities assess the progress being made and make mid-course corrections as needed in order to ensure continued progress toward goal achievement.

Annual formal evaluations of all major areas are performed to determine the degree to which the district is progressing toward goal achievement. It will be the responsibility of the monitoring entities to initiate the evaluation process in a timely manner so that feedback may be available and used to make course adjustments prior to the beginning of the ensuing school years.

The absence of Standards of Excellence for some subject areas is intentional. It is the intent that teachers of omitted subject areas will be eclectic in their design of instruction and incorporate those Best Practices and strategies that will help the district meet all Standards of Excellence with specific emphasis being placed on *reading, writing, mathematics and science*.

Statement of Beliefs

The Gadsden County School District believes that . . .

All students can learn.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.

Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.

Education is the key to opportunity and social mobility.

A safe and supportive learning environment promotes student achievement

Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.

The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning)

The development of a caring school community should be a priority for our school system.

The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

VISION STATEMENT

It is the vision of The School Board of Gadsden County that all students are prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities.

The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.

MISSION STATEMENT

Our mission is to build a brighter future as we prepare students for success in life.

READING

Standard of Excellence: The district will ensure that ALL students demonstrate mastery of the required knowledge and skills in reading at each grade level from Pre-K through 12.

Goal A: By the end of the 2012 school year, eighty-six percent (86%) or more of students assessed will demonstrate proficient reading levels with a score at or above Level 3 on the FCAT. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- FCAT based on Sunshine State Standards
- Florida Kindergarten Readiness Screening System (FLKRS)
- Early Reading Diagnostic Assessment (ERDA)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Stanford Diagnostic Reading Test (SDRT)

Goal B: By the end of the 2012 school year, ninety percent (90%) or more of students scoring in Levels 1 or 2 will score at or above the forty-fifth (45th) percentile on the FCAT-NRT or annually demonstrate at least one (1) year's growth. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- FCAT-Norm Referenced Test
- FCAT based on Sunshine State Standards
- Developmental Scale Scores
- Alternative Assessments (state/district approved; student portfolio)

Best Practices and Strategies

District and/or Schools should:

- Develop instruction that will allow students to move from basic decoding and comprehension to higher-level cognitive and critical reading skills as appropriate to each grade level.
- Use appropriate reading assessments to guide instruction and measure student progress.
- Emphasize and monitor comprehensive core and supplementary reading programs
- Provide contextual teaching and learning opportunities to assist students in the application of reading skills to content areas and real world situations.

Reading Standard of Excellence (Continued)

- Provide parent education to support student learning and a way for them to assist their children with test anxiety.
- Enhance vocabulary acquisition by systematically providing relevant word-learning activities, explicitly teaching independent word-learning strategies, and providing continuous instruction in morphological knowledge and fluency.
- Use a wide range of reading materials to help students develop and apply appropriate strategies to effectively determine the relevance of information.-
- Provide scaffold instruction to ensure that students become proficient in the use of strategies when reading literary and informational text.
- Use the direct instruction model to assist students when making personal responses to text.
- Ensure that teachers use higher-order questioning across all content areas.
- Utilize the Continuous Improvement Model to ensure optimal mastery of the Sunshine State Standards

Resources: General Revenue, Grants, Staff Development Funding, Comprehensive Reading Plan

Implementation/Monitoring Entity: Directors of Instruction, Reading Resource Teacher, Director of Staff Development, School Level Administrators and School Level Reading Leadership Teams

MATHEMATICS

Standard of Excellence: The district will ensure that ALL students are proficient in the use of mathematics and they will annually demonstrate at least one (1) year's growth.

The district will also provide the leadership, professional development, instructional practices, remediation and enrichment to meet this standard.

Goal A: By the end of the 2012 school year, eighty-six percent (86%) or more of students assessed will demonstrate proficiency in mathematics with a score at or above Level 3 on the FCAT. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- FCAT based on Sunshine State Standards
- District Assessments (SAT 10, NRT, etc.)
- Teacher Made or Textbook Assessments
- FCAT Simulation Tests
- Mastery of 70% of the Grade Level Expectations (GLE) of Sunshine State Standards as evidenced in student portfolios
- CIM mini-assessments
- Mastery of 70% or better on computer-assisted instructional software programs – SuccessMaker or Compass Learning

Goal B: By the end of the 2012 school year, seventy-five percent (75%) or more of the students scoring at Level 1 or 2 will score at the 51st percentile on the FCAT-NRT or annually demonstrate at least one year's growth. Schools will annually demonstrate progress toward this goal.

Accountability Measures

- FCAT based on Sunshine State Standards
- FCAT-NRT

Best Practices and Strategies

District and/or Schools should:

- Provide training, support to and monitoring of teachers to ensure that all student data are analyzed and instruction is provided to remediate weaknesses identified by data analysis.

Mathematics Standard of Excellence (continued)

- Provide ongoing teacher training on how to create FCAT items that are aligned with the Sunshine State Standards
- Monitor student portfolios and implementation of the Continuous Improvement Model to ensure student achievement of the Sunshine State Standards.
- Align professional development with specific needs in mathematics instruction as identified by assessment results.
- Provide opportunities for peer-mentoring to showcase effective teaching strategies in classrooms.
- Use a variety of diagnostic assessments that are systematic, on going, and integrated into the process of instruction.
- Articulate mathematics instruction between grade levels and among other content areas.
- Use a variety of instructional strategies that research shows will increase student achievement in mathematics (e.g. cooperative learning, learning in real-world contexts, inquiry methods).
- Provide parent education to support student learning and a way for them to assist their children with test anxiety.
- Modify instruction to accommodate individual student needs/learning styles, whether cultural, developmental, cognitive, visual, auditory or kinesthetic.
- Integrate mathematics instruction and the use of the “language of mathematics” to communicate mathematical ideas in all other instructional areas.
- Incorporate more hands-on learning activities into daily instruction
- Utilize the Continuous Improvement Model to ensure optimal mastery of the Sunshine State Standards

Resources: Grants, General Revenue, Staff Development Funding

Implementation/Monitoring Entity: Deputy Superintendent, Directors of Instruction, Mathematics Resource Teacher, District Staff Development Coordinator, District Math Team, and Principals

SCIENCE

Standard of Excellence: The district will provide a safe, supportive and stimulating learning environment that fosters high expectations and inspiration for the success of all students and one that allows students to experience the values inherent in the practice of science. The district will also provide leadership, professional development, and resources to assist in meeting this standard.

Goal A: By the end of the 2012 school year, forty percent (40%) or more of students assessed will demonstrate proficient science levels with a score at or above Level 3 on the FCAT. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- FCAT science
- Terra Nova Assessment
- Stanford 10 Assessment

Goal B: By the end of the 2012 school year, one hundred percent (100%) of all students will be involved in science lab experiences.

Accountability Measures

- Other Assessments (district, school, teacher, student portfolios, anecdotal records)

Best Practices and Strategies:

District and/or Schools should:

- Provide parent education to support student learning and a way for them to assist their children with test anxiety.
- Promote and provide lab experiences and research assignments.
- Encourage and facilitate the use of science activities and topics that relate to student interest, experience, and culture.
- All teachers of science will utilize the district's state-adopted science curriculum.
- District in-service days will include offerings in science content and/or strategies for the integration of science content in other instructional areas.
- Involve students in service learning that draws upon community resources such as zoos, museums, farms, ponds, rivers, animal shelters and local businesses.
- Allow scientific work to be carried out using scientific methods and scientific processes in cooperative, internally regulated, social context similar to the real scientific world.
- Promote a contagious enthusiasm between and among students for co-discovery along with the inquiry process of science.

Science Standard of Excellence *(Continued)*

- Promote a healthy, stimulating, and supportive classroom environment that welcomes the open expression of ideas and encourages the search for greater understanding of scientific thought.
- Emphasize safety in the use of science and laboratory equipment.
- Exhibit high expectations of students for growth in science literacy.
- Utilize the Continuous Improvement Model to ensure optimal mastery of the Sunshine State Standards

Resources: Education Development Center, National Science Foundation, Grants, and General Revenue

Implementing/Monitoring Entity: Deputy Superintendent of Schools, Directors of Instruction, District Science Leadership Team, and School Level Administrators

WRITING

Standard of Excellence: The district will ensure that ALL students are proficient writers. It will also provide leadership, professional development, best instructional practices and resources to meet this standard.

Goal A: By the end of the 2012 school year, 90% or more of regular curriculum students in grades 3 through 10 will demonstrate proficiency in writing by scoring 3.5 or higher on the Florida Writing Assessment or a district approved alternative writing assessment. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- FCAT Writing+ Assessment
- District Writing Assessment

Goal B: By the end of the 2012 school year, there will be an increase in the percentage of students scoring 4.0 or higher on the FCAT Writing + Assessment or a district approved writing assessment. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- Florida Writing+ Assessment
- District Writing Assessment

Best Practices and Strategies

District and/or Schools should:

- Provide parent education to support student learning and a way for them to assist their children with test anxiety.
- Provide professional development in scoring writing using the Florida Writing Assessment rubric.
- Provide professional development in the implementation of research-based writing programs.
- Provide alternative measures to teachers so that they are equipped to address individual needs relative to instruction, assessment and remediation.
- Analyze student writing to diagnose strengths and weaknesses and adjust instruction accordingly.
- Implement a comprehensive writing program articulated from one grade level to the next for increased continuity in writing instruction and student proficiency.
- Integrate instruction of grammar and mechanics of writing into the context of actual writing.

Writing Standard of Excellence (Continued)

- Use a variety of instructional strategies that research shows will increase student writing proficiency.
- Integrate writing instruction in all instructional areas to increase time on task.
- Integrate technology into the writing program.
- Develop and implement innovative writing programs that are research-based (i.e., Six Traits Writing, Step Up To Writing, Power Writing, and Strategic Instruction Model).
- Provide opportunities for students to write for real purposes and audiences.
- Recognize and reward achievement in writing.
- Utilize the Continuous Improvement Model to ensure optimal mastery of the Sunshine State Standards

Resources: Title I, Title II, Grants, Professional Development Funding, General Revenue

Implementing/Monitoring Entity: Deputy Superintendent, Directors of Instruction, Principals, School Level Writing Teams.

FINE ARTS

Standard of Excellence: The district will ensure that ALL students are active participants in a QUALITY fine arts education program. It will also provide leadership, professional development, best instructional practices and resources to meet this standard.

Goal A: By the end of the 2012 school year, seventy-five percent (75%) or more of all students will participate in fine arts education. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- Enrollment in fine arts courses
- Participation in fine arts performance activities

Goal B: By the end of the 2012 school year, 75% or more of students enrolled in fine arts courses will demonstrate proficiency. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- School and teacher assessments
- Authentic Assessment (performance)
- Fine Arts Curriculum Evaluation

Best Practices and Strategies:

District and/or Schools should:

- Increase student access to fine arts education.
- Provide opportunities for sequential courses in all areas of fine arts education.
- Increase community partnerships in the arts to enhance student experience.
- Provide opportunities for students to experience the arts outside the classroom.
- Use technology resources to increase and enhance learning.
- Collaborate with students' families to improve student proficiency in the arts.
- Adapt instruction to meet the diverse needs of students.
- Modify instruction to accommodate individual learning styles whether cultural, developmental or cognitive.
- Provide classroom assessment activities that are systematic, on going, and integrated into the process of instruction.
- Adjust instruction to reflect student assessment results.
- Use the arts as a thinking tool to help students explore ideas in all subject areas.
- Provide opportunities to learn art forms from varied cultures and ethnic origins.
- Utilize the Continuous Improvement Model to ensure optimal mastery of the Sunshine State Standards

Fine Arts Standard of Excellence (Continued)

Resources: General Revenue, Grants, and Funding from Parent/Community Support Groups

Implementing/Monitoring Entity: Deputy Superintendent of Schools, Directors of Instruction, Principals.

CAREER PREPARATION

Standard of Excellence: The district will ensure that ALL students, K-12 through Adult, are prepared to enter the world of work and/or post-secondary education. It will provide the leadership, professional development and instruction practices to guarantee achievement of this standard.

Goal A: By the end of the 2012 school year, eighty percent (80%) of all graduating students will possess a marketable skill that will allow them to enter the workforce and/or enroll in post-secondary career preparation. Schools (middle and high) will annually demonstrate progress toward meeting this goal.

Accountability Measures

- *Successful Completion of the FCAT*
- Student Completion of Program of Study
- College Placement Test, SAT, ACT
- Course Enrollment Data
- Graduate Follow-up Survey
- Career Academic Plans
- Adult Education Completion Data
- Career Interest Inventories (Choices, Choices, Jr., Career Ship, etc.)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Pre-Scholastic Aptitude Test
- Articulation Agreements with post secondary institutions

Goal B: By the end of the 2007 school year, all students entering high school will have declared a career major.

Accountability Measures

- Career Interest Inventories
- Course Enrollment Data
- Other

Goal C: By the end of the 2012 school year, seventy percent (70%) or more of students entering high school will graduate. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- State Accountability Report: Graduation and Dropout Rate Data
- Adult Education Completion Data

Career Preparation Standard of Excellence (Continued)

Best Practices and Strategies:

District and/or Schools should:

- Integrate real-world careers in all subject areas and at all grade levels.
- Ensure that staff, students and parents use the four-year or three-year Career/Academic Plan in selecting appropriate high school programs of study.
- Provide assistance to students and their families in locating, evaluating and interpreting career and academic choices information.
- Provide opportunities for career exploration/awareness activities (i.e., field trips, community resources, speakers, etc.)
- Develop a continuum of services for special needs students and other at-risk students including counseling, mentoring, remediation and career planning.
- Use PSAT results as an advisement tool in identifying students for upper level high school courses.
- Provide college advisement and test preparation opportunities to ALL students.
- Integrate employability skills, study skills, and time management in all subject areas.
- Utilize ASVAB results to assist counselors in career planning and advisement.
- Utilize the Job Coach and Special Needs Coordinator in career preparation, employability skills and interview preparation.
- Ensure that guidance services are focused on students' needs versus administrative needs.
- Continue to provide real-world vocational experiences to students interested in developing a marketable skill prior to graduation from high school.
- Utilize the Continuous Improvement Model to ensure optimal mastery of the Sunshine State Standards

Resources: Carl Perkins Grants, State Grants, and General Revenue

Implementing/Monitoring Entity: Deputy Superintendent, Director of Vocational Education, Director of Exceptional Student Education, Coordinator of Assessment, School-based Administrators, and Coordinator of Staff Development.

STUDENT HEALTH SERVICES

Standard of Excellence: The district will ensure that all students receive adequate health services that will increase health awareness, promote positive lifestyles, decrease the risk of diseases, and enhance the life of all students. It will provide the leadership, professional development and effective practices to facilitate the attainment of this standard.

Goal A: By the end of the 2012 school year, seventy-five percent (75%) or more of all students will have had a physical examination within the last three years. All immunization requirements will be enforced by the Health Department/School Health Program. Students will annually demonstrate progress toward this goal.

Accountability Measures

- Current (within last three years) physical exams for students in grades 1, 3, 6 and 9 will be placed in students' cumulative record.
- Adequate staff at each school to assist in achieving this goal.
- County Health Dept./School Health Program and school district staff will maintain and monitor all immunization records.

Goal B: By the end of the 2012 school year, at least seventy-five (75%) of students in grades 1, 3, 6, and 9 will receive information and instruction on the importance of proper nutrition and exercise. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- Health curriculum for nutrition and exercise
- Education classes conducted to emphasize the importance of proper nutrition and exercise.
- County Health Dept./School Health Program will conduct screening, health referrals and disseminate information.

Best Practices and Strategies:

District and/or Schools should:

- Adopt materials that referenced to the Sunshine State Standards for nutrition instruction.
- Adopt and assess the physical education curriculum.
- Develop an instructional implementation plan in collaboration with the School Nurse Supervisor, Directors of Instruction, and school level administrators.
- Schedule and refer students into the Health Department for physical exams.
- Ensure adequate staffing at each school site to deliver services

Student Health Services Standard of Excellence (Continued)

- Collaborate with the local health department to ensure adequate provision of health services to students.
- Utilize the Continuous Improvement Model to ensure optimal mastery of the Sunshine State Standards

Resources: Grants, General Revenue, and Gadsden County Health Department

Implementing/Monitoring Entity: Coordinator of Student Health Services, Gadsden County School Health Coordinator, Directors of Instruction, Supervisor of School Nurses, and school level administrators.

FAMILY AND COMMUNITY INVOLVEMENT

Standard of Excellence: The district will actively engage parents and the community in meaningful partnerships. It will provide the leadership, professional development and effective practices to meet this standard.

Goal A: By the end of the 2012 school year, eighty-five percent (85%) or more of parents and community members will perceive schools to be places that encourage active participation in the learning process. Schools will demonstrate annual progress toward this goal.

Accountability Measures

- School Climate Surveys
- Different Levels of Parental Involvement (DLOPI) Survey
- Family Friendly Schools Survey
- Parent Involvement Award Data/Activities
- Five Star School Data
- School-developed Surveys
- Participation in Parent Conferences

Goal B: By August 2012, seventy-five percent (75%) or more of community members and parents will be actively involved in an education-related activity at the school/district level. Seventy-five percent (75%) of employees will attend any school related/district activity on a voluntary basis to strengthen the Gadsden County Schools and its partnerships. Schools will annually demonstrate progress toward this goal.

Accountability Measures

- Volunteer Hours
- Student participation in membership, apprenticeships, job shadowing and similar activities.
- Staff Meetings Attendance
- Staff Participation in Training Activities

Best Practices and Strategies

District and/or Schools should:

- Involve students in work-based learning experiences.
- Provide opportunities for direct community involvement with students through mentoring, tutoring, providing social services, and guest speakers.
- Continue to provide parent support at the school level through Parent Liaisons, Parent Involvement Coordinator, and Social Workers.

Family and Community Involvement Standard of Excellence (Continued)

- Expand family education opportunities through family literacy, ESOL, GED programs and technology education.
- Provide frequent, ongoing communication in English and other appropriate languages between school and home.
- Provide parents with educational materials such as Parent Handbooks, Resource Directories and Parent Guide.
- Expand access to school facilities for parents and the community (e.g., technology, media centers, athletic facilities and auditoriums, etc.)
- Involve parents in meaningful decision-making designed to improve student learning (e.g., School Advisory Council, booster/parent organizations, issue-oriented problem-solving groups).
- Provide parents with online access to student and school information (e.g., attendance, grades, Exceptional Student Education, ESOL, discipline reports, school Board policies).
- Support parent advocacy activities (e.g. lobbying, public relations, parenting programs).
- Utilize the Continuous Improvement Model to ensure optimal mastery of the Sunshine State Standards
- Communicate to parents via Parent Link Communication System, mail-outs, home visits, and faith-based and community forums.

Resources:

- Title I
- Title III
- General Revenue
- Funding from Support Groups
 - PTA
 - School Advisory Councils
 - Florida DOE
 - Florida Partnerships for Family Involvement in Education

Implementing/Monitoring Entity: Parent Services Coordinator, Homeless/Faith-based Liaison, Communities In Schools' Executive Director, Visiting Teacher/Social Worker, Information Specialist, ESOL Coordinator, Directors of Instruction, Deputy Superintendent and school level administrators.

CUSTOMER-FOCUSED AND FRIENDLY SCHOOLS

Standard of Excellence: The district will actively promote customer-focused and friendly schools to all students, parents, community stakeholders and employees. It will provide the leadership, professional development, best practices and resources to meet this standard.

Goal A: By the end of the 2012 school year, ninety percent (90%) or more of students, parents, community members and employees will perceive schools to be customer-focused and friendly. Schools will annually demonstrate progress toward this goal.

Accountability Measures

- School Climate Surveys
- Employee Surveys
- Family Friendly Schools Survey
- Community Feedback
- Media Responses
- Business Partnerships
- Secret Climate Shopper

Goal B: By the end of the 2012 school year, students will participate in collaborative business and community partnerships designed to enhance student learning and career preparation. Schools will annually demonstrate progress toward this goal.

Accountability Measures

- Volunteer Hours
- Student participation in membership, apprenticeships, job shadowing and similar activities

Best Practices and Strategies:

District and/or Schools should:

- Gain as much employee input as possible when making decisions that will directly affect the employee.
- Provide employees with information first so as to minimize their receiving information on a second or third-hand basis.
- Provide employees with a safe, friendly working environment.
- Enhance employee morale through recognitions and other activities in an open-communication atmosphere.
- Enhance and strengthen parent, business, community and employee relationships through recognitions at various school and district level functions.

Customer Focused and Friendly Schools Standard of Excellence (Continued)

- Maintain an “open door” policy for the public and employees to reinforce the “Brighter Future” philosophy.
- Provide a line of communication through web sites to allow employees and other publics a simple and friendly way to ask questions, receive answers, and obtain other information.
- Provide the business/community partnerships with as much recognition as possible in order to foster a long-term relationship.
- Work with local governmental agencies to acquire grants and other funding to promote community awareness.

Resources: Grants, General Revenue, Funding from support groups

Implementing/Monitoring Entity: Deputy Superintendent, Public Information Officer, Community Involvement Coordinator, and School Based Administrators.

INSTRUCTIONAL MEDIA & TECHNOLOGY

Standard of Excellence: The district will ensure that students, teachers, and administrators are proficient users of instructional technology resources. It will provide the leadership, professional development, instructional practices and enrichment to achieve this standard.

Goal A: By the end of the 2012 school year, seventy-five percent (75%) or more of all students, teachers, and administrators will be proficient users of technology and meet the technology literacy standards established by the district, state, and/or federal government. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- The Florida Teachers' Technology Skills Inventory
- Authentic assessment
- Portfolios

Goal B: By the end of the 2012 school year, seventy-five percent (75%) or more of all students will be proficient in using technology to gather, analyze, and use information needed for academic endeavors and/or personal growth. Schools will annually demonstrate progress toward meeting this goal.

Accountability Measures

- FCAT
- Pre-Post Assessment
- Authentic Assessment
- Portfolios

Best Practices and Strategies

District and/or Schools should:

- Identify local, state and national technology standards and use them to improve the teaching and learning process.
- Integrate technology into the curriculum as a tool to meet diverse learner needs.
- Improve the use of and access to up-to-date technology throughout the organization.
- Increase student use of technology by requiring research assignments that lend themselves to the use of the Internet, On-line resources, etc.
- Use technology to communicate information in a variety of formats.
- Demonstrate an understanding of the legal, social, and ethical issues related to technology use.

Instructional Media & Technology Standard of Excellence (Continued)

- Manage fiscal and physical resources to get the most effective use of the dollars available for instructional media and technology
- Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.
- Offer family technology education opportunities.
- Increase the scope and depth of curricular offerings through networks and satellite transmissions (distance learning) – for example, Florida Virtual School.
- Effectively implement available technology resources such as SuccessMaker and/or Compass Learning, Read 180, online textbook resources, digital books, etc.
- Align school-level technology professional development with district-level goals.
- Align instructional technology and Library Services programs with Florida’s standards
- Provide the foundation for the library media specialist’s instructional role in the educational environment.
- Increase usage of the Florida’s Library Media/Curriculum Connections program.
- Become familiar with the national information literacy standards as a framework for collaboration between library media specialists and teachers.
- Support a well-balanced print and electronic collection of resources in the library/media center.
- Provide easy access to the resources of the library/media center by students, parents, and the community.
- Utilize the Continuous Improvement Model to ensure optimal mastery of the Sunshine State Standards

Resources:

- Titles I, II-PartD, and V
- State Library/Media Funds
- Potential Grants (Laura Bush Foundation, E2T2, Improving Literacy)
- Reading First Program
- Federal E-Rate Program
- Partnership with the Public Library

Implementing/Monitoring Entity: Deputy Superintendent, Directors of Instruction, Director of Instructional Media & Technology, Principals, District Technology Training Specialists, District Instructional Media Specialist

PROFESSIONAL DEVELOPMENT

Standard of Excellence: The district will ensure that ALL stakeholders are offered professional development opportunities that facilitate student learning.

Goal A: By the end of the 2012 school year, data gathered by onsite visits will demonstrate that all schools have been enabled through professional development to effectively implement the Continuous Improvement Model.

Accountability Measures

- Data collected by the Instructional Leadership team onsite visits
- Electronic Professional Development Center (ePDC) data reflects attendance of CIM trainings by all school-based staff

Goal B: By the end of the 2012 school year, the Gadsden County School Board will be in full compliance with district, state, and federal requirements as they pertain to staff development.

Accountability Measures

- Florida Staff Development Protocol Review data
- Annual administrative evaluation of staff development plans and outcomes
- Florida Staff Development Protocol ratings
- Professional Development Plan evaluations

Best Practices and Strategies

District and/or Schools should:

- Develop a professional development calendar that complements focus calendars and CIM strategies
- Provide training and support to stakeholders to ensure that they are enabled to effectively implement continuous improvement
- Provide ongoing training in the development of FCAT items that are aligned with Sunshine State Standards.

Professional Development Standard of Excellence (Continued)

- Provide ongoing training on best practices and higher order questioning.
- Provide ongoing training in science content and strategies for integrating science into other instructional areas.
- Provide professional development in the implementation of research-based programs
- Provide professional development that ensures compliance with all state, federal, and local requirements (i.e., ESOL, ESE, crisis response, out of field, not highly qualified, etc.)
- Provide training on accurately reporting and monitoring disciplinary incidents.
- Provide training on effective classroom management
- Provide training on effective integration of character education into all disciplines
- Provide training on cultural diversity
- Provide training to new hires during the first two weeks of school, enabling them to implement the CIM with fidelity.

Resources: General Revenue, Grants, Staff Development Funding, Comprehensive Reading Plan, Title I, Title II, etc.

Implementation/Monitoring Entity: Director of Staff Development, Directors of Instruction, District Leadership Team, Deputy Superintendent, Superintendent, School Based Administrators

SAFE AND ORDERLY SCHOOLS/CITIZENSHIP

Standard of Excellence: The district will ensure a safe and orderly environment for all students. It will provide the leadership and professional development to guarantee the meeting of this standard.

Goal A: By the end of the 2012 school year, eighty-five percent (85%) or more of students, parents, and staff will perceive school environments as safe and orderly. By the end of the 2012 school year, ninety percent (90%) or more of all students will demonstrate civic responsibility. Schools will annually demonstrate progress toward this goal.

Accountability Measures

- District Climate Surveys
- Florida School Indicators Report: SESIR Data
- Florida School Indicators Report: Suspension/Expulsion Data
- Community Service Logs
- Participation in Civic Activity
- (Mock elections, volunteer hours, number of 18 year old students voting)

Goal B: By the end of the 2012 school year, all educational centers will have an effective, on-going crisis response program. By the end of the 2012 school year, ninety percent (90%) or more of all students will demonstrate respect for others and value diversity. Schools will annually demonstrate progress toward this goal.

Accountability Measures

- Monthly reports of at least two (2) emergency drills at each center
- Annual summary report of safety drills and crisis response program.
- Florida School Environmental Safety Indicator Reports (SESIR)
- Student Work Samples (e.g., student writings, art projects, media productions, etc.)

Best Practices and Strategies:

District and/or Schools should:

- Use annual needs assessment data to develop, implement and modify the school's Safe and Orderly School Plan.
- Disseminate Code of Student Conduct to students, staff, parents and other stakeholders.
- Provide opportunities for students to develop skills in violence and substance abuse prevention, anger management, decision-makings, and conflict mediation.
- Ensure that all students receive instruction using the district's comprehensive health curriculum with particular attention to anti-smoking and tobacco education.
- Institute programs to recognize student success.

Safe and Orderly Schools/Citizenship Standard of Excellence (Continued)

- Limit expulsion by providing opportunities for student through alternative and second chance school placements.
- Develop effective in-school suspension programs to help reduce the behaviors that lead to out-of-school suspensions.
- Establish school-based programs in collaboration with community organizations to address the needs of at-risk students.
- Collaborate with students' families to improve student behavior and attendance.
- Use the district's visiting teacher/social worker to intervene with truant students and their parents.
- Provide ongoing training for the crisis response team.
- Simulate all forms of crisis response.
- Increase the number of high school students tutoring and mentoring in the elementary and middle schools.
- Increase volunteer partnerships with non-profit organizations (e.g., local medical facilities, Florida State Hospital, local public libraries, and The American Red Cross).
- Increase student participation in the election process.
- Develop and increase school-wide programs emphasizing cultural diversity.
- Develop and implement a district-wide Character Education program
- Increase recognition of events important in other cultures around the world.
- Establish classrooms as model communities for students to learn citizenship (e.g., cooperative learning, conflict resolution, peer mediation and counseling).
- Continue to develop and implement creative and innovative citizenship programs that are research based and show promise for promoting civic responsibility.
- Utilize the Continuous Improvement Model to ensure optimal mastery of the Sunshine State Standards

Resources: Department of Public Safety, Gadsden County Sheriff's Department, Grants, General Revenue, community agencies and partnerships, staff development funding, District's Media Center Multicultural Collection, Helping One Student to Succeed (HOSTS).

Implementing/Monitoring Entity: Deputy Superintendent of Schools, Coordinator of Safety/Investigations, Coordinator of Safe and Drug Free Schools, Instructional Leadership Team, School-based Administrators, and Character Education Program.

BUSINESS SERVICES

Standard of Excellence: The district will ensure that business services will be conducted in accordance with generally accepted accounting principles for governmental entities as established by the Governmental Accounting Standards Board and in accordance with Rule 6A-1.001, Florida Administrative Code, pursuant to the requirements of Section 1010.01, 1010.04, 1011.06 and 1011.07, F.S.

Goal A: To take steps toward building the general fund balance to the level defined in Board Policy 7.10 which is at least 4% of the recurring expenditure budget. An adequate fund balance reserve is necessary to cover unforeseen events including, but not limited to, revenue shortfalls and student enrollment under projections.

Accountability Measures

- School Board Minutes
- Documentation by approved budget and financial reports

Goal B: By the end of the 2012 school year all principals will have been prepared to manage their budgets with the amount of funds generated by their respective schools. The district will annually demonstrate progress toward meeting this goal.

Accountability Measures

- Records of budget workshops with principals
- Documentation that principals are managing their budgets

Best Practices and Strategies

The Finance Department should:

- Link its financial plans and budgets to its priority goals and objectives including student performance.
- Adjust financial plans and budgets to improve the district's ability to meet its priority goals and objectives.
- Develop procedures for providing information to interested parties.
- Continue to involve school employees in the formation of budgets.
- Provide on-going training and assistance to principals to help them reach the optimum comfort level in management of their school's budget.

Implementing/Monitoring Entity: Assistant Superintendent for Business Services, Deputy Superintendent of Schools

SCHOOL FOOD SERVICES

Standard of Excellence: The district will ensure an efficient feeding program to meet the standards and nutritional needs of students and staff with healthy, nutritious food in compliance with federal, state, and local requirements and guidelines.

Goal A: By the end of the 2012 school year, the district will have developed a current comprehensive procedures manual for food service management. The district will annually demonstrate progress toward meeting this goal.

Accountability Measures

- Annual completion of portions of the procedures manual
- Final completion of the procedures manual

Goal B: By the end of the 2012 school year the district will have developed and implemented a formal system of activities to ensure that customer needs are met and acts to improve services and food quality where needed. The district will annually demonstrate progress toward meeting this goal.

Accountability Measures

- Identification of activities and surveys to collect information regarding student needs and staff needs
- Annual records showing data has been collected and analyzed to determine whether student needs are met and services and food quality improved where needed.

Best Practices and Strategies:

The district should:

- Develop written program procedures that are consistent with overall district policy
- Develop written procedures for cafeteria managers that cover essential areas of responsibility and communicate the district's intent, e.g. minimum cash control, receipt of goods, inventory procedures, production record keeping, sanitation, etc.
- Identify barriers to student participation and methods used to overcome barriers
- Develop an effective suggestion systems that readily accepts and ensures complaints are considered
- Develop a workshop that sets up a basis for comments and ideas
- Provide the leadership, professional development and best practices to facilitate the continued implementation of an effective School Food Service program.
- Utilize the Continuous Improvement Model, where possible, to ensure optimal service to all stakeholders.

Resources: School Food Service Funding

Implementing/Monitoring Entity: Assistant Superintendent for Business Services, Supervisor of School Food Service, School level administrators, Cafeteria managers

TRANSPORTATION SERVICES

Standard of Excellence: The district will provide safe and orderly transportation services for all students. It will provide leadership, professional development, best practices and resources to meet this standard.

Goal A: By the end of the 2012 school year, eighty-five percent (85%) of all secondary students in the Gadsden County Public Schools will become more aware of school bus safety as a function of a graphic safety simulation. The transportation department will annually demonstrate progress toward this goal.

Accountability Measures

- Records of simulations and number of secondary students participating
- Awareness survey results from students

Goal B: By the end of the 2012 school year, all Pre-K and elementary students in the Gadsden County Public Schools will become more aware of the fundamentals of school bus safety as a function of specific multiple training activities.

Accountability Measures

- Training and Demonstration Schedules
- Reports to the Community Traffic Safety Team
- Documentation of student attendance at training activities
- Restraint jumper seats for all Pre-k and four year old.

Best Practices and Strategies:

The Transportation Department and/or Schools should:

- Stage a graphic simulation of a school bus crash to increase high school students' awareness of school bus safety.
- Provide staff development for a cadre of school bus driver in the fundamentals of school bus safety curriculum.
- Provide awareness activities to elementary students in the fundamentals of school bus safety using a district bus safety curriculum.

Resources: Florida Department of Education, General Revenue Funding, and Grants

Implementing/Monitoring Entity: Supervisor of Transportation Services, Deputy Superintendent and School Level Administrators

FACILITIES AND MAINTENANCE SERVICES

Standard of Excellence: The District will ensure that ALL facilities will be maintained in a manner to provide a clean, safe, and orderly learning and working environment. It will provide the leadership, professional development and effective practices to meet this standard.

Goal A: By the end of 2012, the school district will have constructed new facilities as needed, to replace schools that have been deemed in need of replacement; and/or to accommodate increased population in the fastest growing region of the District.

Accountability Measures

- Feasibility studies with DOE
- Funding studies with DOE
- Local community input and workshops
- School Board workshops

Goal B: By the end of the 2012 school year, will have installed a computerized maintenance system that will allow the District to schedule preventive, as well as, regular maintenance work orders to improve the overall efficiency of operations in the maintenance department.

Accountability Measures

- School feedback survey
- Fiscal checks of actual work completed
- Equipment log checklist
- Daily computer input data survey by Director of Facilities

Best Practices and Strategies

The Facilities and Maintenance Department should:

- Take corrective action before advanced deterioration necessitates repairs.
- Complete corrective repairs quickly and correctly.
- Improve requisitioned maintenance capacity and quality.
- Assure that the various components and systems of the facilities' physical plans meet and accomplish functional requirements.
- Provide more direct control over the use of the maintenance labor force.
- Guard against and eliminate over-maintenance as well as under-maintenance.
- Utilize the Continuous Improvement Model, where possible, to ensure optimal service to all stakeholders.

Resources: General Revenue, Grants, and Existing Equipment

Implementing/Monitoring Entity: Director of Facilities, Coordinator of Custodial Services, Office Staff