

STRATEGIC/CONTINUOUS IMPROVEMENT PLAN

2017-2022

The Gadsden County Public Schools District is on a journey toward achieving excellence. Our students are the reason we exist, and everything we do must be focused on the things that are in their best interest. From this perspective, we will continue to be committed to collaborating with all stakeholders to better prepare our students for life in a global society.

GADSDEN COUNTY PUBLIC SCHOOLS

School Board Approved: 2/27/2018

Strategic Continuous Improvement Plan 2017-2022

VISION

The Gadsden County Public Schools comprise a system of excellence that prepares ALL students to live and successfully compete in a global society.

MISSION

The mission of Gadsden County Public Schools is to collaborate with and engage all stakeholders in providing safe, caring, rigorous and engaging environments in which students can learn and succeed.

CORE BELIEFS

The Gadsden County School District believes that:

- *all students will learn when instruction is engaging, rigorous, differentiated and individualized;*
- *learning environments must be safe and supportive;*
- *schools exist to foster the development and well-being of the whole child;*
- *understanding and respecting diversity enriches students' lives;*
- *every student has a right to a high quality education;*
- *success requires shared responsibility, collaboration and communication among all staff, families, students and the community;*
- *engaged families combined with highly effective teachers and school leaders are the central components of a successful school;*
- *positive character education is essential to whole child development;*
- *high-quality customer service is a critical component of high-quality education;*
- *everyone must be held to the highest ethical standards to achieve excellence;*
- *everyone must contribute to and be held accountable for student achievement; and*
- *all district services must clearly be linked to student achievement.*

TEACHING AND LEARNING

Goal Statement: The Gadsden County Public School District will prepare each student for academic and job-related success by providing rigorous learning environments that are engaging and by providing instruction that is aligned with Florida standards.

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
<p>(TL1) Increased the percentage of prekindergarten students who demonstrate proficiency in all areas of the Prekindergarten (Pre-K) assessment.</p>	<p>Star Early Literacy Assessment</p> <p>Lap-3 Assessment</p> <p>Individual Student Assessments</p>	<ul style="list-style-type: none"> Monitor the number of students ready to start school. Identify and adopt a state-approved Pre-K curriculum All prekindergarten classes will implement a state-approved Pre-K Curriculum. Modify Instruction to accommodate individual student needs/learning styles. Implement small group instruction in all Pre-K classes. Implement district-approved supplemental instructional programs with fidelity. 	<p>On the most recent Pre-K Assessment, 77% met expectation.</p> <p>STAR is being implemented and data will be available at the end of the 2017-2018 school year.</p>	<p>Baseline established</p>	50%	60%	70%	80%	<p>Classroom teachers</p> <p>School Principals</p> <p>Area Directors for Elementary Education/Secondary Education</p> <p>Director of Pre-Kindergarten</p>
<p>(TL2) Increased by 60% the number of students in grades 2 and 3 who are reading on grade level.</p>	<p>STAR Assessment</p>	<ul style="list-style-type: none"> All elementary schools will administer the Star Reading Assessment to Grades 2 and 3 to determine the percentage of students who achieved one year's growth and the percentage of students performing on grade level. All elementary schools will provide standards-based instruction that is based on 	<p>iReady data for the 2016-2017 data indicated that 50% of students in grades 2 and 3 were reading on grade level.</p> <p>STAR assessment data will be available at</p>	<p>Baseline established</p>	50%	60%	80%	100%	<p>Teachers</p> <p>Principals</p> <p>Area Directors for Elementary Education/Secondary Education</p> <p>Director of Pre-K</p>

TEACHING AND LEARNING

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Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		baseline and progress monitoring data, <ul style="list-style-type: none"> All elementary schools will use progress monitoring data to inform instruction. All elementary schools will implement district-approved supplemental programs such as Accelerated Reader. 	the end of the 2017-2018 school year.						
(TL3) Increased the percentage of kindergarten students who are ready to start school.	Star Early Literacy Assessment Individual Student Assessment	<ul style="list-style-type: none"> Using Star Early Literacy performance data, schools will identify students who are not ready for kindergarten and provide standards-based instruction to improve student performance. 	75% VPK Assessment	80%	85%	90%	95%	100%	Classroom teachers School Principals Area Directors for Elementary Education and Secondary Education Director of Pre-K
(TL4) Increased by 100% the number and percentage of students in grades 3 through 10 who are performing satisfactorily in reading.	FSA ELA	<ul style="list-style-type: none"> Schools will periodically assess students using district-approved assessments and progress monitoring tools such as iReady to determine the number and percentage of 	30%	40%	45%	50%	55%	60%	Classroom Teachers School Principals

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Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		students with one year’s growth and the number and percentage of students on grade level in preparation for state assessment. <ul style="list-style-type: none"> • Core reading resources will be used with fidelity in all applicable classes and reflected in lesson plans. • Schools will employ intervention strategies such as small group instruction, differentiated instruction and centers to customize student instruction and support. • Schools will provide standards-based instruction in reading and will be documented through walk through summaries and lesson plans. • Schools will implement, with fidelity, district-approved supplemental programs such as Accelerated Reader 							Area Directors for Elementary Education and Secondary Education Instructional Specialists

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Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(TL5) Increased by 60% the number of K-2 students who are proficient in reading.	STAR Assessment	<ul style="list-style-type: none"> Schools will periodically assess students using district-approved assessments and progress monitoring tools such as STAR Reading, to determine the number and percentage of students with one year's growth and the number of students on grade level. Data must be used to customize instruction and documented in lesson plans. Schools will employ intervention strategies such as small group instruction, differentiated instruction and centers to customize instruction and support. Schools will implement, with fidelity, district-approved supplemental programs such as Accelerated Reader 	<p>iReady data for the 2016-2017 data indicated that 59% of K through 2 students were reading on grade level.</p> <p>STAR assessment data will be available at the end of the 2017-2018 school year.</p>	Baseline established	12%	24%	48%	60%	<p>Classroom teachers</p> <p>School Principals</p> <p>Area Director for Elementary Education</p>
(TL6) Increased by 50% the number and percentage of students in grades 3	FSA Mathematics	<ul style="list-style-type: none"> Schools will provide standards-based instruction in mathematics and be 	49%	54%	59%	64%	69%	74%	<p>Classroom teachers</p> <p>School Principals</p>

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
through 8 who are performing satisfactorily in mathematics.		<p>documented through walk through summaries and lesson plans.</p> <ul style="list-style-type: none"> Schools will periodically students by grade level using district-approved assessments and progress monitoring tools such as i-Ready, to determine the number and percentage of students with one year's growth and the number of students on grade level. Data must be used to customize instruction as documented through lesson plans. Schools will employ intervention strategies such as small group instruction, differentiated instruction and centers. Schools will implement with fidelity, district-approved supplemental programs such as Acaletics and iReady. 							Area Directors for Elementary Education/Secondary Education

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(TL7) Increased by 60% the number of K-2 students who are proficient in mathematics.	Acaletics and/or iReady Assessments	<ul style="list-style-type: none"> Schools will periodically assess students by grade level to determine the number and percentage of students with one year's growth and the number of students on grade level. Data will be used to customize daily instruction. Schools will provide standards-based instruction in mathematics and be documented through classroom walkthrough summaries and lesson plans. Schools will customize instruction, based on student data and employ intervention strategies, specifically small group instruction and centers. Schools will implement with fidelity, district-approved supplemental programs such as Acaletics and iReady. Adjustments in instruction 	53% (iReady)	59%	64%	70%	76%	84%	Classroom teachers School Principals Area Director for Elementary Education

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		will be made based on the data from assessments.							
(TL8) Increase by 50% the number of students who are performing satisfactorily on FSA EOC Algebra.	FSA Algebra EOC	<ul style="list-style-type: none"> Schools will provide standards-based instruction daily in Algebra I. All schools offering Algebra I will assess students to monitor their levels of proficiency. Small group instruction will be utilized to customize instruction. Common district-wide assessments will be administered periodically to determine instructional focus and monitor student progress. Schools will implement with fidelity, district-approved supplemental programs as appropriate. Adjustments in instruction will be made based on the data from assessments. 	31% Algebra I	34% Algebra I	37% Algebra I	40% Algebra I	43% Algebra I	47% Algebra I	Classroom teachers School Principals Area Director for Secondary Education Instructional Specialists

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(TL9) Increased by 100% the number of students performing satisfactorily in US History and 50% for Civics.	US History EOC Civics EOC	<ul style="list-style-type: none"> Schools will provide daily standards-based instruction in US History and Civics. Schools will utilize the Florida Joint Center for Civics (FJCC) curriculum. Common district-wide assessments will be administered to determine instructional focus and monitor student progress. All schools will customize instruction based on student performance data. 	21% US History	25% US History	30% US History	35% US History	40% US History	42% US History	Classroom teachers School Principals Area Director for Secondary Education
			47% Civics	51% Civics	55% Civics	59% Civics	65% Civics	70.5% Civics	
(TL10) Increased by 50% the number of students performing satisfactorily in Science and Biology.	FSA Science FSA Biology	<ul style="list-style-type: none"> All schools will provide daily standards-based instruction in Science and Biology. All schools will utilize the Five E's instructional model (Engage, Explore, Explain, Elaborate, and Evaluate). Common district-wide assessments will be periodically administered to determine instructional 	33%	36%	39%	42%	45%	50%	Classroom teachers School Principals Area Directors for Secondary Education and Elementary Education

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		focus and monitor student progress.							
(TL11) Increased the percentage of students who enroll in Advanced Placement courses.	High School Course Enrollment Data	<ul style="list-style-type: none"> Advanced Placement course Offerings 	4.6%	6%	7%	8%	9%	10%	School Principals Guidance Counselors Area Director, Secondary Education
(TL12) Increased the number of students who are dually enrolled as a high school and college student.	Dual Enrollment Data	<ul style="list-style-type: none"> Provide students with courses to prepare them to be successful in obtaining a qualifying score on PERT. The district will maintain the partnership with postsecondary institutions to facilitate student enrollment. The district will purchase course textbooks for participating students. 	37	40	45	50	60	65	School Principals Guidance Counselors Area Director, Secondary
(TL13) Increased the percentage of students who are deemed college and/or career ready.	Graduation Rate CTE Program Completion Data	<ul style="list-style-type: none"> All schools will conduct graduation audits each semester for all high school students. Provide remediation courses for students not passing US 	68.4%	70.4%	72.4%	74.4%	76.4%	78%	School Principals Guidance Counselors Area Director, Secondary

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		History EOC and Algebra 1 EOC. <ul style="list-style-type: none"> • Provide students with courses to prepare them to be successful in obtaining a qualifying score on the 10th grade ELA assessment or ACT/SAT concordant score. • Offer pathways for students to successfully complete Career and Technical Education industry certification. 							
(TL14) Increased student access to quality visual and/or performing arts.	Master Schedules Number of Visual and Performing	<ul style="list-style-type: none"> • Establish partnerships with experts in fine and performing arts to offer instruction at the elementary level. • Adjust schedules to accommodate partnerships whose emphasis will be fine and/or performing arts. • Middle schools will provide yearlong visual and performing arts instruction. 	20.3% (Visual and/or performing arts courses in master schedules)	22.3%	24.3%	26.3%	28.3%	30%	School Principals Area Directors of Instruction

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
	Arts Partnerships	<ul style="list-style-type: none"> The high school will provide electives in music instruction. Schools that offer after school 21st CCLC programs will offer instruction in visual and/or performing arts. 							

CULTURE AND CLIMATE

Goal Statement: Goal Statement: The Gadsden County Public School District will develop and sustain a safe, positive and healthy school environment for all stakeholders resulting in optimal school achievement.

Objective: By the end of the 2022 School Year the school district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(CC1) Decreased the number and percent of students with more than 10 unexcused absences (excluding suspensions)	Attendance data from Student Information System	<ul style="list-style-type: none"> Schools will communicate with parents via multiple mediums. Student Study Teams will meet at least monthly to address attendance, academic, and behavioral concerns and interventions. 	Students with more than 10 unexcused absences: Elem: 868 (15%) Middle: 441 (8%) High: 332 (6%)	Elem: 13% Middle: 6% High: 4%	Elem: 11% Middle: 4% High: 2%	Elem: 9% Middle: 2% High: 1%	Elem: 7% Middle: 1% High: <1%	Elem: 5% Middle: <1% High: <1%	District Personnel School Administrators, Teachers and staff, Parents
(CC2) Decreased the total number of In-school and Out-of-school suspensions	Discipline data from Student Information System	<ul style="list-style-type: none"> Thoroughly investigate all disciplinary infractions and administer discipline systems in a fair and consistent manner. Implement Positive Behavior Interventions and Supports in all schools (PBIS) 	Total In-school and Out-of-school suspensions: Elem: 612 Middle: 1001 High: 1629 (Total: 3242) Three of 13 schools (23%) currently implement PBIS.	Elem: 512 Middle: 901 High: 1529	Elem: 412 Middle: 801 High: 1429	Elem: 312 Middle: 701 High: 1329	Elem: 212 Middle: 601 High: 1229	Elem: 112 Middle: 501 High: 1129	District Personnel School Administrators Teachers and Staff Parents

CULTURE AND CLIMATE

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(CC3) Become more customer focused	Title I Student, Staff, and Parent Climate Survey Data	<ul style="list-style-type: none"> Require customer relations and Interpersonal skills professional learning for staff and administration two times per year. Continue meetings and activities with stakeholders such as orientations, open house and parent expos. 	<p>Training is offered, however it is currently optional.</p> <p>Orientations, open house, and Parent Expos are provided at all schools.</p>	All Schools	All Schools	All Schools	All Schools	All Schools	<p>District Level Personnel</p> <p>School Administrators,</p> <p>Teachers and Staff</p>
(CC4) Implemented structures that support a whole child approach to meet the varied needs of students	<p>Creation and implementation of structures</p> <p>Title I Student, Staff, and Parent Climate survey results</p> <p>FLDOE LEA District Profile</p> <p>Early Warning System Data</p>	<ul style="list-style-type: none"> Promote structures such as Teachers as Advocates/Advisors with support for them in this role. Implement the Restorative Justice Program (RJP) at each school. Mandatory training in RJP for administrators, counselors, 	<p>Teachers as Advisors/Advocates structures are not in in place.</p> <p>No Schools have implemented the RJP Program.</p> <p>Eighty percent (80%) of counselors are trained in Trauma Informed Care.</p>	Implement structures at appropriate schools	Continue implementation of structures at appropriate schools	Continue implementation of structures at appropriate Schools	Continue implementation of structures at appropriate Schools	Continue implementation of structures at appropriate Schools	<p>District Level Personnel</p> <p>School Administrators</p> <p>Guidance Counselors</p> <p>Teachers and Staff</p>

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022		
		<ul style="list-style-type: none"> • psychologist, and resource officers • Train counselors in Youth Mental Health First Aid, Trauma Informed Care and De-escalation Techniques. • Train counselors in the use of <i>Monique Burr Child Safety Maters Program</i>. • Continue training for counselors and other school personnel in Student Study Team (SST) and Multi Systems of Supports (MTSS) procedures. • Include every student in the general education setting to the maximum extent possible. • Increase identification and number of the 	<p>Eighty percent (80%) of psychologist are trained in Youth Mental Health First.</p> <p>All counselors were trained during the 2015-2016 school year and refresher training is needed.</p> <p>Sixty-nine percent (69%) of schools have been trained in SST/MTSS.</p> <p>Sixty-seven percent (67%) of Students with Disabilities are included in general education classes as compared to the state average of 73%.</p>	structures in all schools						

CULTURE AND CLIMATE

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		students who are eligible for the Gifted Program and provide appropriate enrichment activities.	Eleven percent (11%) of students are classified as gifted. Elem: (2.2%) Middle: (4.6%) High: (4.3%)						
(CC5) Improved safe and secure learning environments for all students and staff at all sites.	Climate survey results Records of safety drills Safety Inspection data Data collected on bullying programs Results of Evaluations conducted by School Resource officers.	<ul style="list-style-type: none"> Provide bullying training/awareness programs at schools. Conduct safety and security inspections at each school site at least two times per year. Require each site to submit emergency preparedness plans annually and review Crisis Response Manuel. Monitor the implementation of and adherence to School Resource Officers Standards. 	Some strategies are in place at some schools. Title I Student Climate surveys results indicate that significant bullying exists at schools.	Begin Implementation of strategies at all schools	Continue implementation at all schools	Continue implementation at all schools	Continue implementation at all schools	Continue implementation at all schools	District Personnel District Safety Inspector All School Staff Students Parents

CULTURE AND CLIMATE

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(CC6) Implemented a system whereby each school recognizes and celebrates the accomplishments of students and staff members.	Data collected relative to the number and type of recognition activities	<ul style="list-style-type: none"> • Monthly recognition of students and staff at school board meetings • Recognition of staff at meetings • Publish positive accomplishments of students, teachers and staff in individual school publications and on school and district websites. 	Partially implemented at some sites	Full implementation at all sites	Continued implementation at all sites	Continued implementation at all sites	Continued implementation at all sites	Continued implementation at all sites	District Personnel District Safety Inspector All School Staff Students Parents

HUMAN CAPITAL

Goal Statement: To recruit, retain, and maintain a highly qualified professional staff.

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016-2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(HC1) Increased the number of highly qualified recruited (hired) teachers by 50%	Percentage of highly qualified teachers recruited	<ul style="list-style-type: none"> Expand recruiting efforts to include in and out of state job fairs at the various colleges and universities. Develop a long range plan to identify the number and types of teachers and employees needed. Build additional formalized partnerships with colleges and universities to create a pipeline of well- qualified professional future teachers. 	50%	55%	60%	65%	70%	75%	Director of Human Resources Principals
(HC2) Increased by 50% the number of newly hired highly qualified teachers retained.	Percent retained	<ul style="list-style-type: none"> Work toward creating incentives and maximize existing fiscal resources for teacher raises that is comparable to surrounding counties. 	50%	55%	60%	65%	70%	75%	Superintendent Principals Director of Human Resources

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(HC3) Enhanced the diversity of the district's newly hired teachers and staff by 50%.	Percentage of Caucasians, Hispanics, and other Nationalities hired	<ul style="list-style-type: none"> Include the hiring of non-African Americans as one of the hiring priorities. 	10%	11%	12%	13%	14%	15%	Director of Human Resources Principals
(HC4) Provided professional learning opportunities to enhance growth and excellence in teachers, administrators, supervisors and classified staff.	Number and kind of district training and learning activities conducted	<ul style="list-style-type: none"> Conduct an annual needs assessment to determine priority professional learning opportunities for staff. 	Currently in place and needs enhancing	Implement	Implement	Implement	Implement	Implement	Director of Professional Learning Director of Human Resources Principals
(HC5) Provided an enhanced teacher orientation and induction program for all teachers.	Records of teacher participation in induction activities	<ul style="list-style-type: none"> Provide teachers with training that will increase knowledge and skills in the area of teaching and instruction, teacher evaluation model, classroom management and discipline as well as an overview of teacher expectations and Board policies. 	Program currently exists and working to expand its scope.	Planning and developing	implement	implement	implement	implement	Director of Professional Learning Director of Human Resources
(HC6) Implemented a leadership development program for teacher leaders, assistant principals and principals.	Records of program participation	<ul style="list-style-type: none"> Involve leaders in district developed leadership activities and utilize the services of PAEC for teacher leadership, Level I and 	The district currently utilizes PAEC's	Structure District Level Program	Establish and begin Cohort 1	Cohort 1 Completion	Establish and begin cohort 2	Cohort 2 Completion	Director of Human Resources

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
	and completion.	Level II training for administrators.	leadership training program						Director of Professional Learning Superintendent Finance Dept.
(HC7) Established and maintained additional formalized partnerships with colleges and universities (and other institutions) to create a conduit for well-prepared professional applicants.	Number of partnerships established	<ul style="list-style-type: none"> Network and build on-going relationships to create a conduit for and access to highly qualified applicants for employment 	FAMU FSU Valdosta State Flagler	5	6	7	8	9	Director of Human Resources
(HC8) Hired at least one highly qualified (HQ) and fluent bilingual paraprofessional to provide academic support in each school having 15 or more non-English speakers as required by the Florida Consent Decree.	Staff Rosters	<ul style="list-style-type: none"> Recruit fluent HQ bilinguals from local universities and/or community to work in schools with 15 or more non-English speakers. 	1	2	3	4	5	6	Director of Human Resources ELL Director
(HC9) Hired or retained ELL certified or endorsed staff in each grade strand within each school.	Staff Certification Rosters	<ul style="list-style-type: none"> Require ELA/Reading teachers to be endorsed or certified in ELL or immediately begin ELL courses leading to ELL certification or endorsement. 	TBD	Baseline Established	Implement	Implement	Implement	Implement	Director of Human Resources ELL Director

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				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(HC10) All Social Studies, Mathematics, Science and Computer Literacy teachers complete their first 60 hours of ELL by September 15 of the following year an ELL is assigned to them to avoid any FTE paybacks.	ePDC records, PD rosters	<ul style="list-style-type: none"> Provide online access to ELL courses upon employment or renewal. 	TBD	Identify teachers within category	On-going Professional Learning	On-going Professional Learning	Ongoing Professional Learning	On-going Professional Learning	Director of Human Resources Director of Professional Learning ELL Director

PARENT AND COMMUNITY ENGAGEMENT

Goal Statement: To provide a comprehensive parent and community engagement program that provides meaningful experiences to parents in an effort to help them increase their involvement in their child's education.

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016- 2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(PCE1) Increased the number and percentage of parents attending district and school sponsored activities by 50%.	Parent Sign-in sheets and/or logs	<ul style="list-style-type: none"> Each school along with the district's Office of Parent and Community Services will create and disseminate via print and electronic media, announcements of school activities intended to increase parent attendance at district and school sponsored activities Each school will host Parent Expos on a quarterly basis. Each school will facilitate the organization of PTA/PTO, and School Advisory Councils 	3356	Establish Baseline	20% Increase	30% Increase	40% increase	50% Increase	School Leaders Parent Engagement Coordinator Teachers Parent Liaisons
(PCE2) Increased the number and percentage of school volunteers by 50%.	Logs of volunteer activities List of volunteers	<ul style="list-style-type: none"> Establish and annually conduct a campaign to increase school volunteering. 	714	Establish Baseline	20% Increase	30% Increase	40% increase	50% Increase	Principals District Volunteer Coordinator
(PCE3) Engaged a majority of parents at Level Four or higher on the DLOPI Scale.	DLOPI Scale Results Professional learning logs for staff Parent training logs/sign-in sheets.	<ul style="list-style-type: none"> Establish an annually conduct a campaign to increase parent engagement. Provide professional learning activities to educate staff on the value and utility of contributions of parent and 	The DLOPI Scale is not currently used in all schools	Establish Baseline Data	A majority at Level One	A majority at Level Two	A majority at Level Three	A majority at Level 4	Principals Teachers Parent Involvement Coordinator

PARENT AND COMMUNITY ENGAGEMENT

Goal Statement: To provide a comprehensive parent and community engagement program that provides meaningful experiences to parents in an effort to help them increase their involvement in their child's education.

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016- 2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
		how to reach out to, communicate, and work with parents as equal partners in the education of their children. <ul style="list-style-type: none"> Provide on-going parent training in the use of the district's Parent Portal. 							Parent Liaison
(PCE4) Established at least 5 additional formal business/agency partnerships.	List of formal business partnerships for each school and the School Board	<ul style="list-style-type: none"> Establish an annually conduct a campaign to solicit and engage businesses/agencies with schools through formal structures. 	46	Establish Baseline	Increase by two	Increase by three	Increase by four	Increase by 5	District Level Staff School Principals
(PCE5) Increased and maintained the level of parent satisfaction with their child's school climate.	Title I Parent Climate Survey Results	<ul style="list-style-type: none"> Continue to maintain excellent relations with parents and periodically keep them apprised of activities that impact school climates. 	Title I climate survey results for the 2017 school year indicate a 3.42 satisfaction rate (4.00 scale)	Increase by .02 %	Increase by .04%	Increase by .06%	Increase by .08%	Increase by .010%	Superintendent School Administrators Teachers Parent Involvement Coordinator Parent Liaisons Support Staff

PARENT AND COMMUNITY ENGAGEMENT

Goal Statement: To provide a comprehensive parent and community engagement program that provides meaningful experiences to parents in an effort to help them increase their involvement in their child's education.

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016- 2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(PCE6) Conducted native language parent workshops on strategies for increasing academic achievement at least three to four times per year.	Sign-in sheets	<ul style="list-style-type: none"> Engage non-English speaking parents via personalized phone calls, and flyers to participate in native language workshops on strategies to help their children build literacy, math skills, and oral language. 	3	3	4	4	4	4	ELL/Migrant Director
(PCE7) Received ongoing ELL parent input regarding educational concerns, educational needs, comments, and/or request for parent training.	Bi-lingual Parent Surveys	<ul style="list-style-type: none"> Provide surveys to ELL parents during meetings, office visits, and LEP/IEP meetings to encourage parent input. 	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	ELL Director

SYSTEMS AND PROCESSES

Goal Statement: To improve and maintain the efficacy of systems, processes and overall operations of the district.

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016- 2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
(SP1) Made major renovations, remodeling and addition of capital outlay projects as outlined in the Five Year Facilities Work Plan.	Completion of projects as scheduled	<ul style="list-style-type: none"> Repair or replace HVAC systems 	Declining functionality	HMS- C Tower GCHS-C1 GCHS-C2	HMS-Bldg. 8 GBES-Bldg. 4	GCHS-C3	HMS-Bldg. 11	GBES-Bldg. 6 GCHS- C2 HMS-Bldg. 2	Superintendent Director of Facilities
		<ul style="list-style-type: none"> Renovations (paint, flooring as needed) 	Declining functionality	Planning	HMS-Bldg. 8 GBES-Bldg. 2	HMS-Bldg. 1 HMS-Bldg. 10	HMS-Bldg. 9 GBES-Bldg. 3	GBES-Bldg. 6 HMS-Bldg. 7	Superintendent Director of Facilities
(SP2) Completed construction of a new K-8 School Facility.	Annual Completion of Project as Scheduled	<ul style="list-style-type: none"> Design, construct and occupy a new K-8 facility and discontinue use of facilities as needed. 	At conceptual Stage	Planning	Planning	Begin Construction	On-going Construction	Complete Construction	Superintendent Director of Facilities
(SP3) Developed a Procedures Manual that complements School Board Rules	Procedures Manual	<ul style="list-style-type: none"> Develop Procedures Manual (In-house or Out-source) 	No Manual Exists	Procedures Created for SBR Chapters 1 and 2	Procedures Created for SBR Chapters 3 and 4	Procedures Created for SBR Chapters 5 and 6	Procedures Created for SBR Chapters 7 and 8	Procedures Created for SBR Chapter and 9	Superintendent Area Directors Directors Coordinators
(SP4) Restructured data collection procedures for Information Technology Services (ITS) to reduce errors in of FEFP data reported to the Florida Department of Education and other external agencies.	Data processing Manual DOE Error Reports for each survey period	<ul style="list-style-type: none"> Purchase Skyward Training Module and train all Skyward Users Interview all personnel responsible for Skyward to determine processes and procedures needed for data processing. 	No Skyward Training Module is in place. No Operational Procedures	Begin the development of a Student and Staff Information Procedures Manual.	Training Module Purchased and training begun to certify Skyward Users First draft of procedures created and pilot tested as needed	Training provided for all first-line users of Skyward system. (School and district data	Implementation of updated data collection and reporting procedures	On-going Implementation	Superintendent Director of Technology Coordinator of Data Processing Area Directors

SYSTEMS AND PROCESSES

Goal Statement: To improve and maintain the efficacy of systems, processes and overall operations of the district.

Objective: By the end of the 2022 School Year the district will have . . .	Metric	Strategy	Current Data 2016- 2017	TARGET AND TIMELINES					Accountability Champion(s)
				2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
	Results of FEFP Audits	<ul style="list-style-type: none"> Create Student and Staff Information Operational Procedures Manual Install a help desk for student information system. Annually revise manuals and procedures as needed for consistency with FLDOE and federal reporting requirements. 	<p>Manual is in place.</p> <p>Inadequate Help Desk for Skyward assistance with system usage</p>		Help Desk has been created along with procedures for its operation.	entry personnel) Certified Skyward Users at each school and in each department as appropriate are in place.			<p>Director of Human Resources</p> <p>Director of Finance</p> <p>Principals</p>
<p>(SP5) Reorganized the Information Technology Services to increase the efficacy of data collection and reporting based on results of needs assessment.</p>	Reorganized ITS	<ul style="list-style-type: none"> Conduct an ITS personnel needs assessment. Align current ITS position descriptions with current practice and create position descriptions for newly created positions. Reorganize ITS consistent with needs assessment. Annually analyze the efficacy of data reporting using FLDOE error reports. 	No needs assessment is in place.	Conduct a needs assessment and prioritize needs. Results of staff interviews are available to align current practice with position descriptions .	Draft Reorganization Chart and accompanying position descriptions.	Implement	On-going implementation and adjustments as needed	On-going implementation and adjustments as needed	<p>Director of Technology</p> <p>Coordinator of Data Processing</p> <p>Area Directors</p> <p>Director of Human Resources</p> <p>ITS Staff</p> <p>School Principals</p>