Alachua County Public Schools

Superintendent Vision

VISION STATEMENT

We will graduate students who have the ***knowledge, skills, and personal characteristics*** to be *lifelong learners and independent thinkers*. *Our graduates* ***will excel*** in their chosen careers and *be* ***productive and contributing members of the global community.***

Our District Goals

From the Strategic Plan for Alachua County Public Schools

Developed 2012 – 2014

Link: Strategic Plan Goals and Objectives

Goal 1: To ensure an educational environment where all students have optimal conditions for learning.

Goal 2: To ensure a safe and orderly environment for students and staff that provides optimal conditions and opportunities for teaching and learning.

Goal 3: To ensure an environment that provides optimal conditions and opportunities for recruitment and retention of effective staff.

Goal 4: To ensure an environment that promotes and fosters up-to-date technology resources for staff and students.

Goal 5: To ensure that conditions of the district's infrastructure foster and promote environmental stewardship.

Goal 6: To ensure conditions that prioritize family and community stakeholders' engagement and involvement in the educational process.

Goal 7: To manage the district's financial resources in a productive and efficient manner.

Progress So Far: **Community Engagement**

Various meetings and presentations to multiple community organizations and individuals.

- Friendship 7 (July meeting)
- SWAG
- Greater Duval Neighborhood Association
- ACCPTA
- Education Foundation
- Mama’s Club
- Faith Community
- Mariano Rivera Foundation
- Board Member of Children’s Trust
- GNV4ALL (Presentation Mar 17)

- United Church of Gainesville
- Greater Gainesville Chamber of Commerce
- Meridian Behavioral Healthcare
- Aces in Motion
- Cade Museum
- Rotary Club of Gainesville
- Alachua County Housing Authority
- Early Learning Coalition of Alachua County
- Equality Florida (June meeting scheduled)
- Dual Language Immersion Exploratory Committee
- Multiple members of the community

Progress So Far:
Municipality Meetings

Various meetings and presentations to multiple municipalities within Alachua County. Meetings with individual commissioners and at Commission meetings.

- High Springs
- Alachua
- Newberry
- Waldo
- Archer
- Gainesville
- Lacrosse (July 13)
- Alachua County
- Micanopy (June 8)
- Hawthorne (TBD)
- School Planning Advisory Committee
- Elected Officials Meeting

Progress So Far:
Collaboration with Higher Education Institutions

SANTA FE COLLEGE

CTE Two Generation Model-ACB Excel Program Development
Overarching Goal: Provide economic and social mobility, one family at a time.

- Collaboration with business partners and community organizations
- In Progress: Grant application collaboration

UNIVERSITY of FLORIDA

Educational Leadership Professional Development

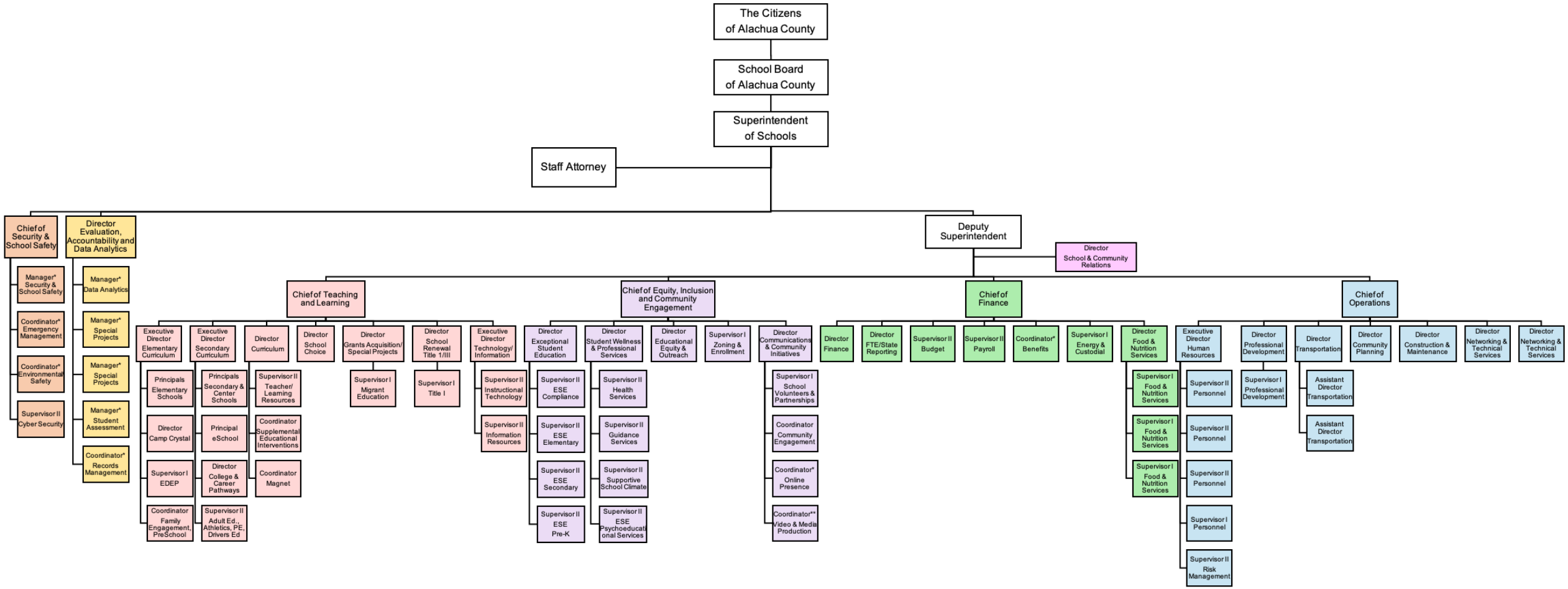
- **CEEDAR** (Collaboration for Effective Educator Development, Accountability, and Reform) Principal Training that Targets inclusive leadership in their reform efforts

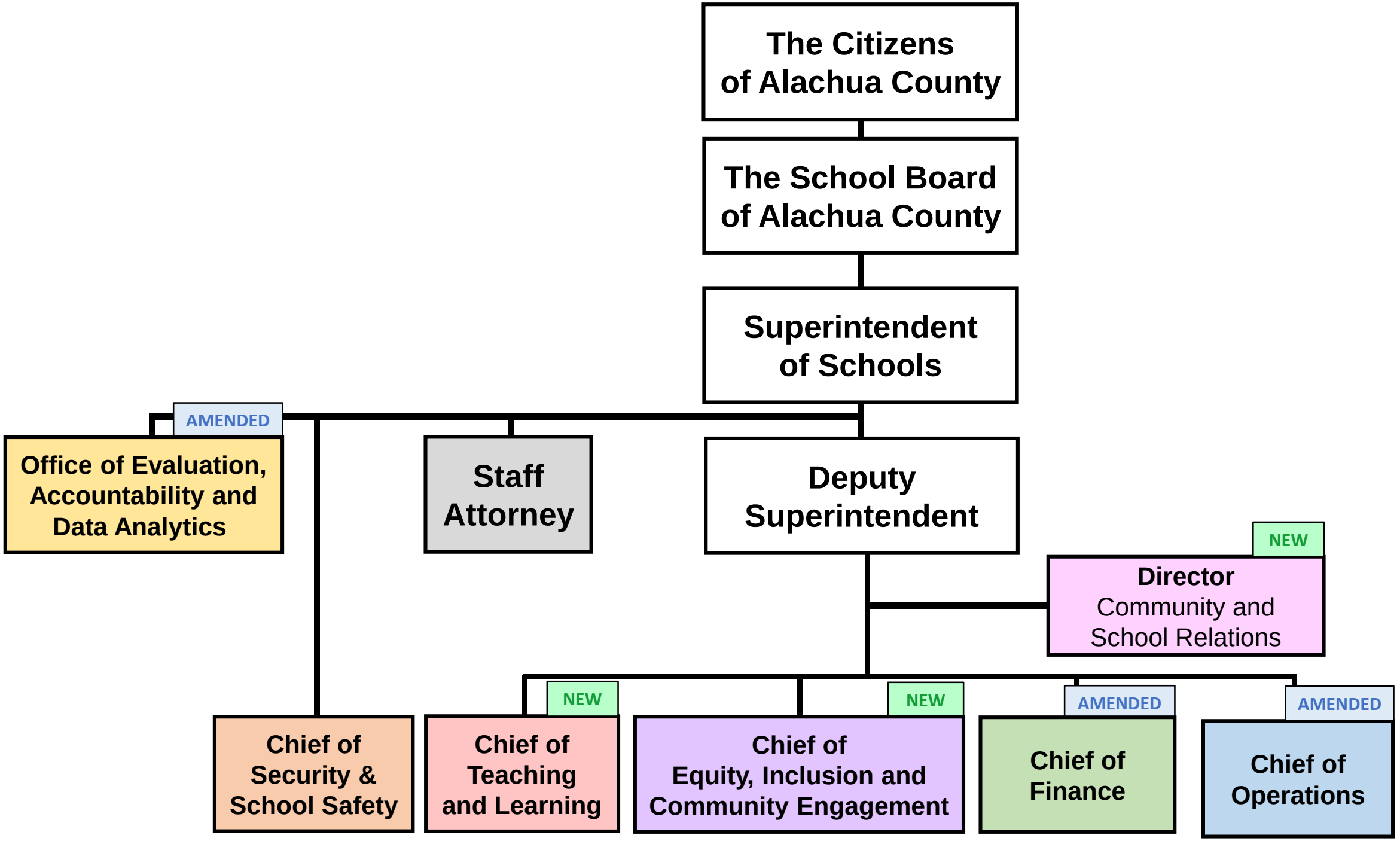
Instructional Support-Literacy

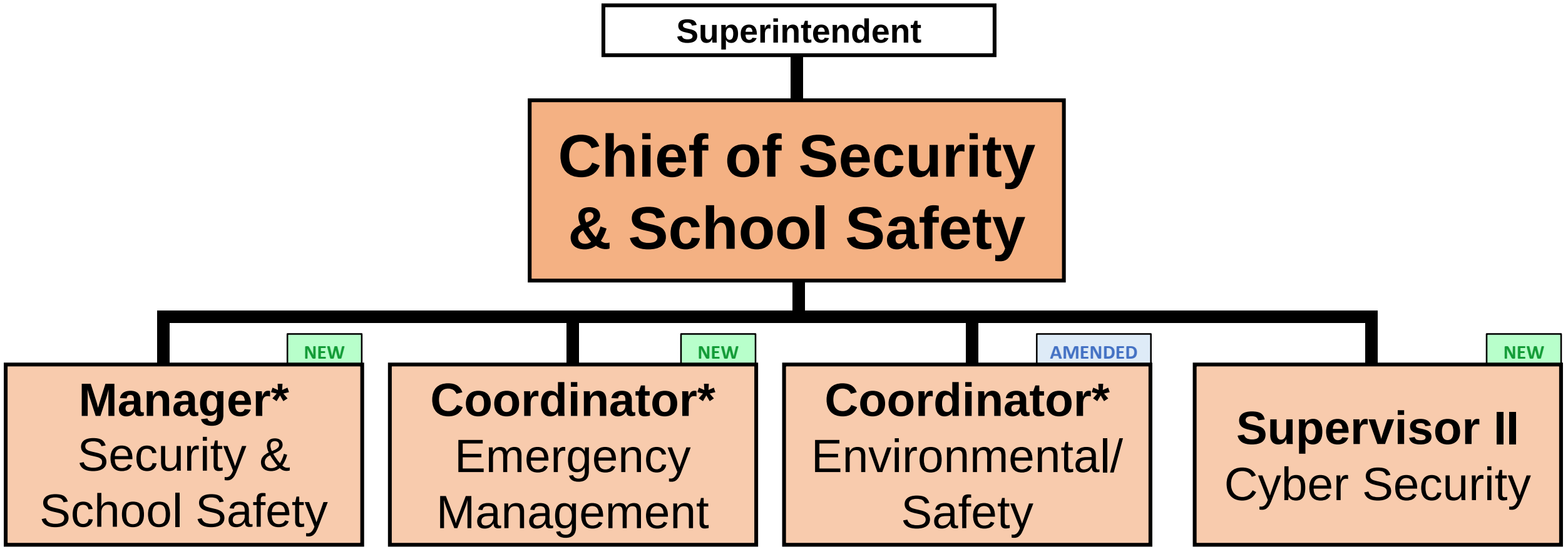
- **UFLI** (University of Florida Literacy Institute)
- Working on collaborating for future grants and research studies
- Explore opportunities for internships within College Of Education and across the university.

District Administration Reorganization

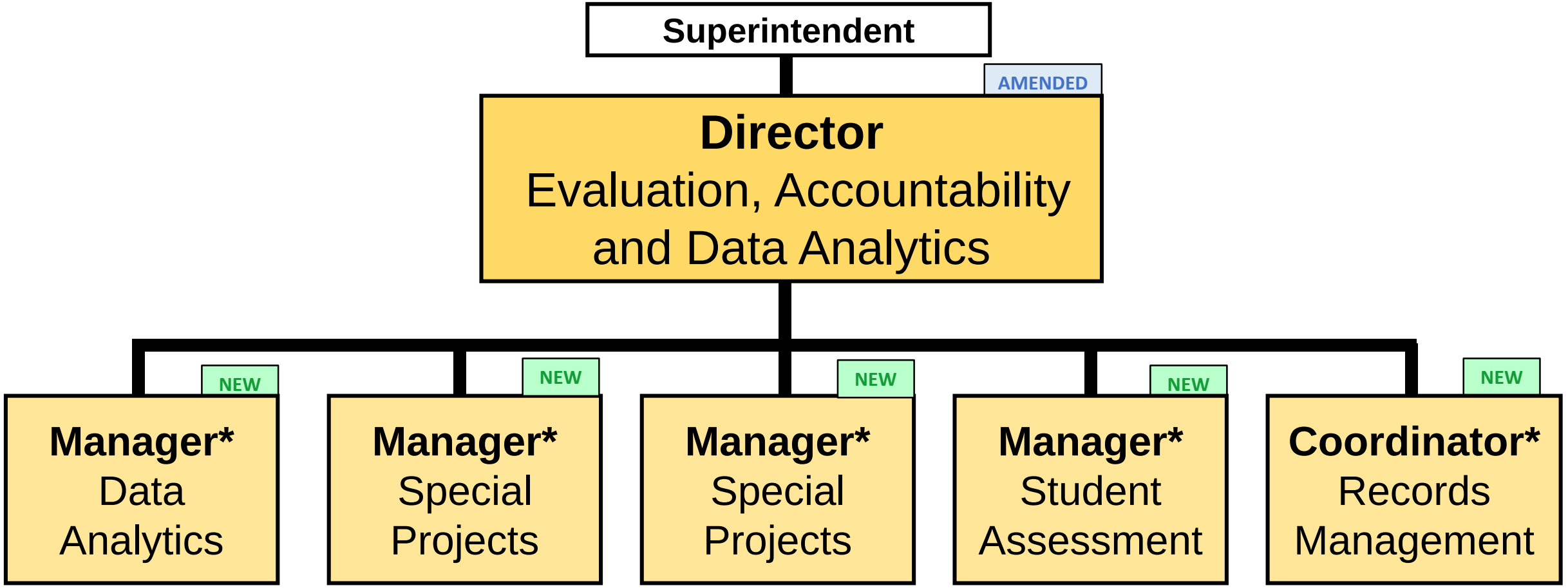
Organizational Chart Walkthrough



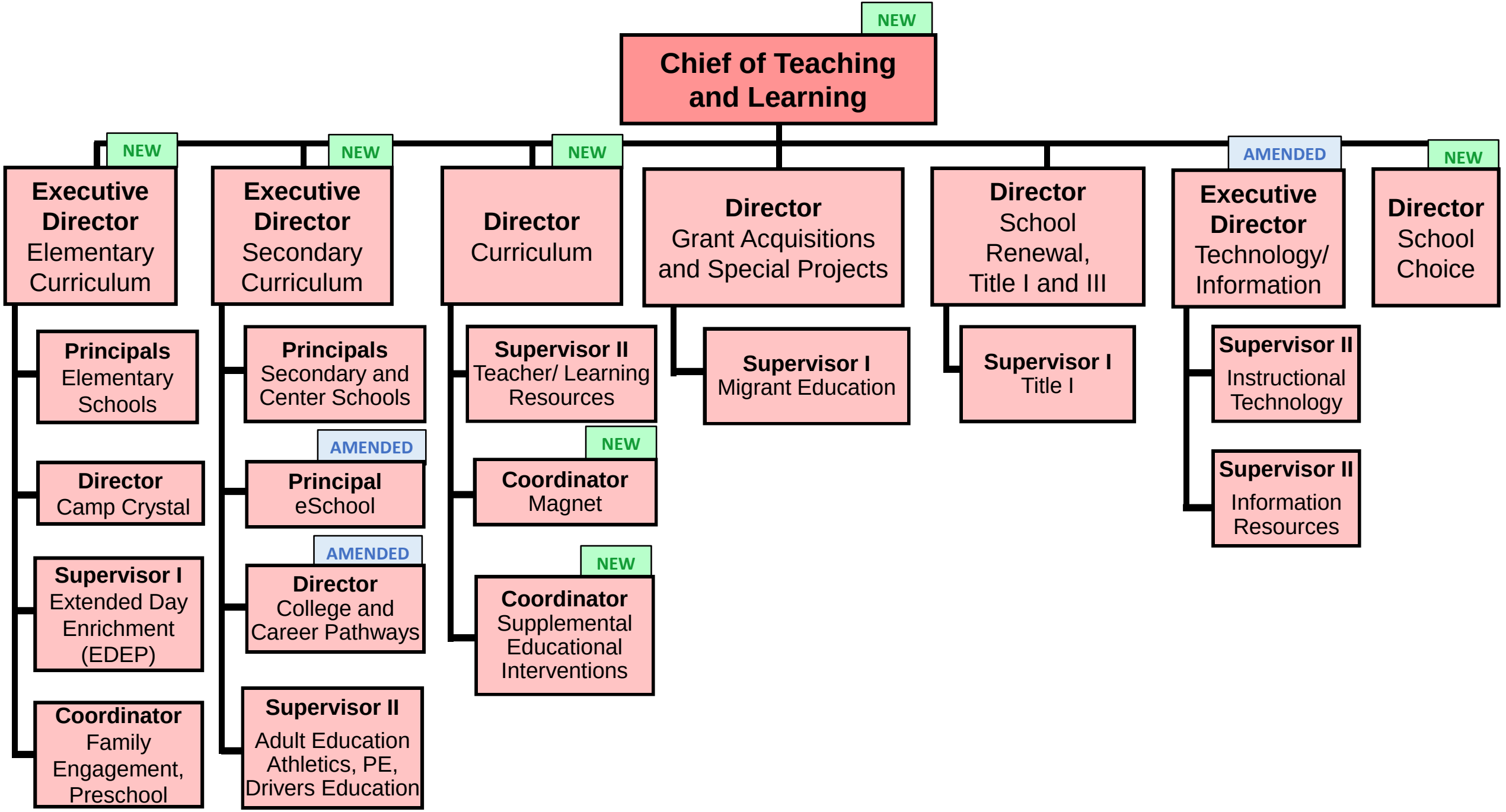

The Citizens of Alachua County
The School Board of Alachua County
Superintendent of Schools
AMENDED
Office of Evaluation, Accountability and Data Analytics
Staff Attorney
Deputy Superintendent
NEW
Director Community and School Relations
Chief of Security & School Safety
NEW
Chief of Teaching and Learning
NEW
Chief of Equity, Inclusion and Community Engagement
AMENDED
Chief of Finance
AMENDED
Chief of Operations



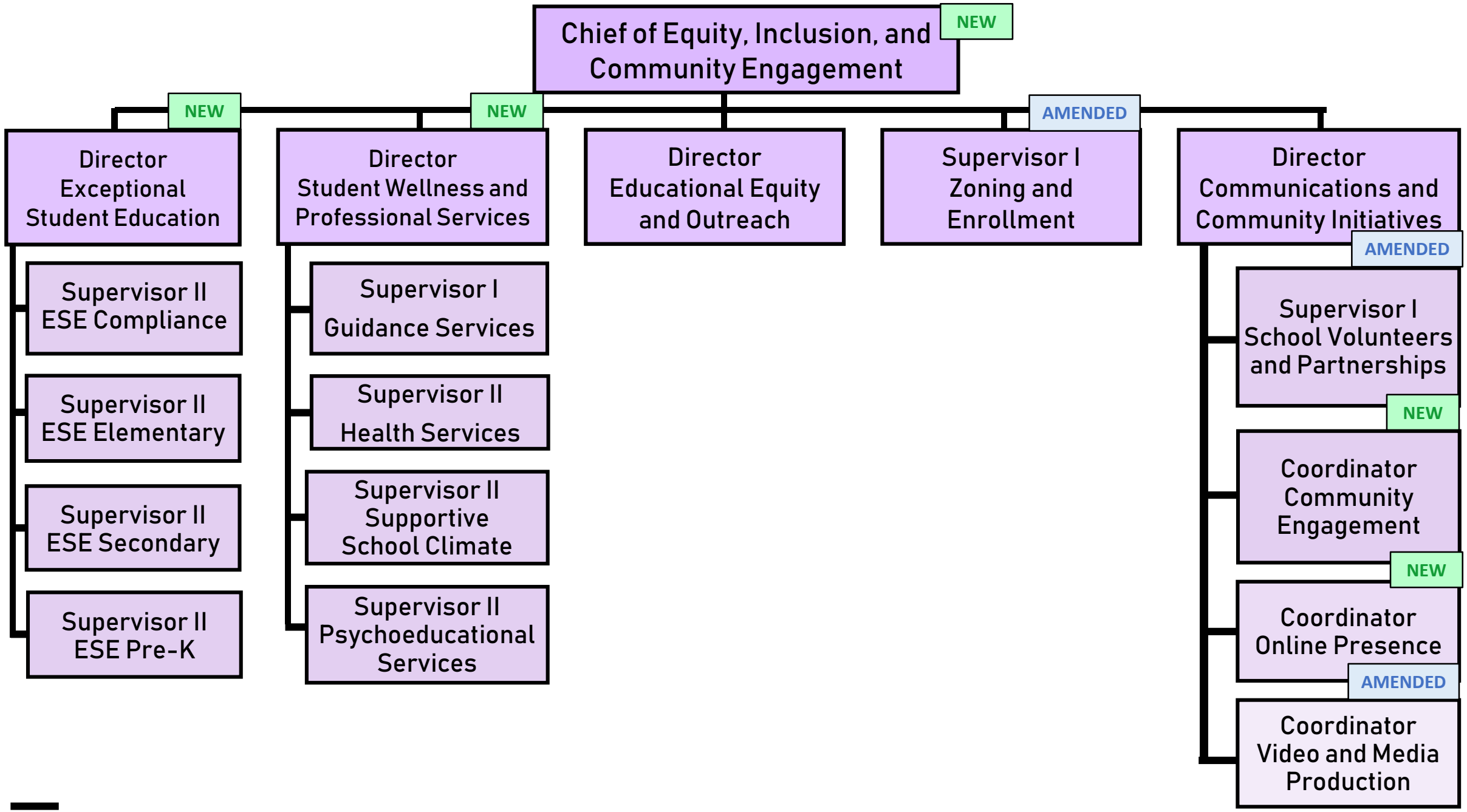
*** Professional/Technical Position**

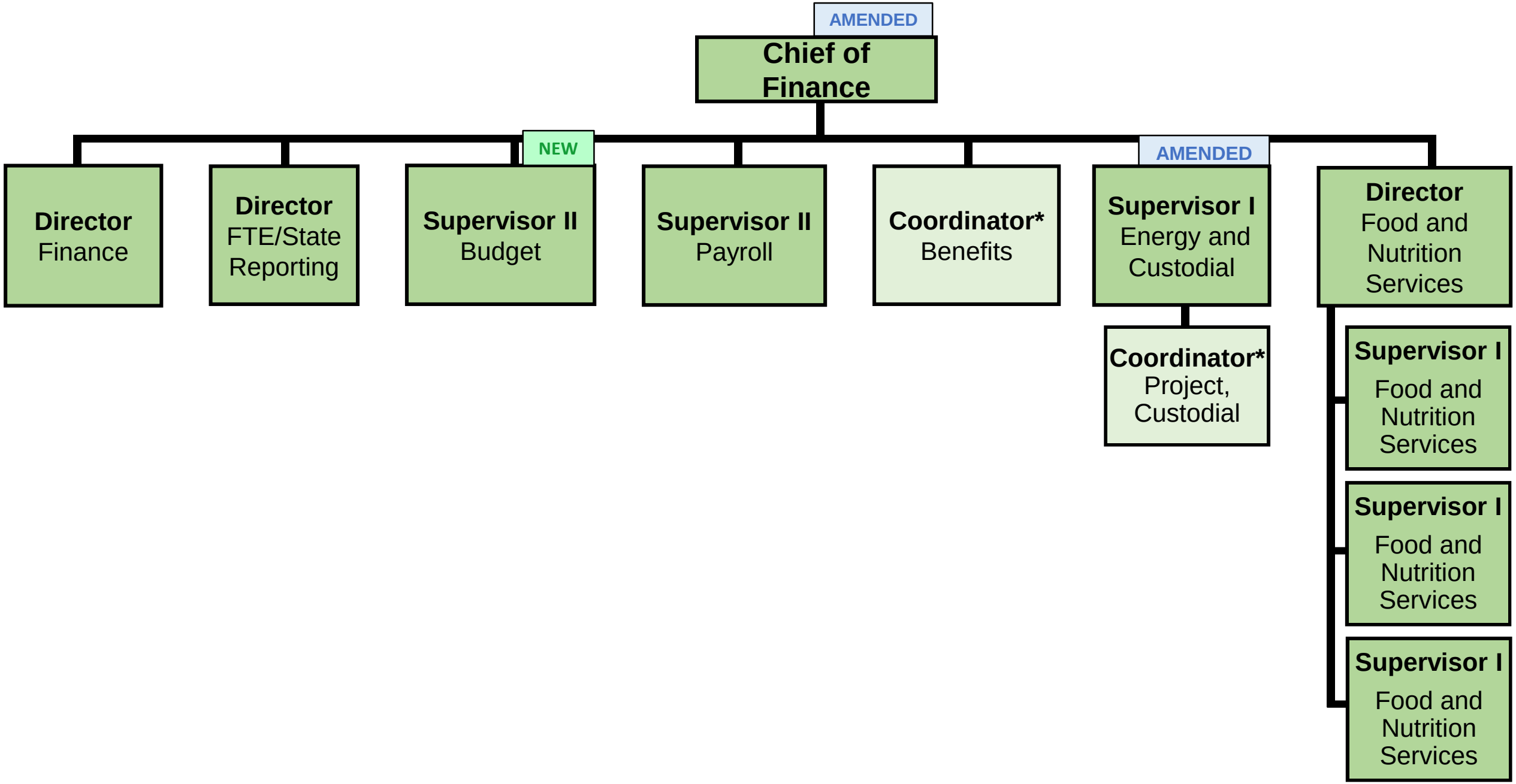


*** Professional/Technical Position**

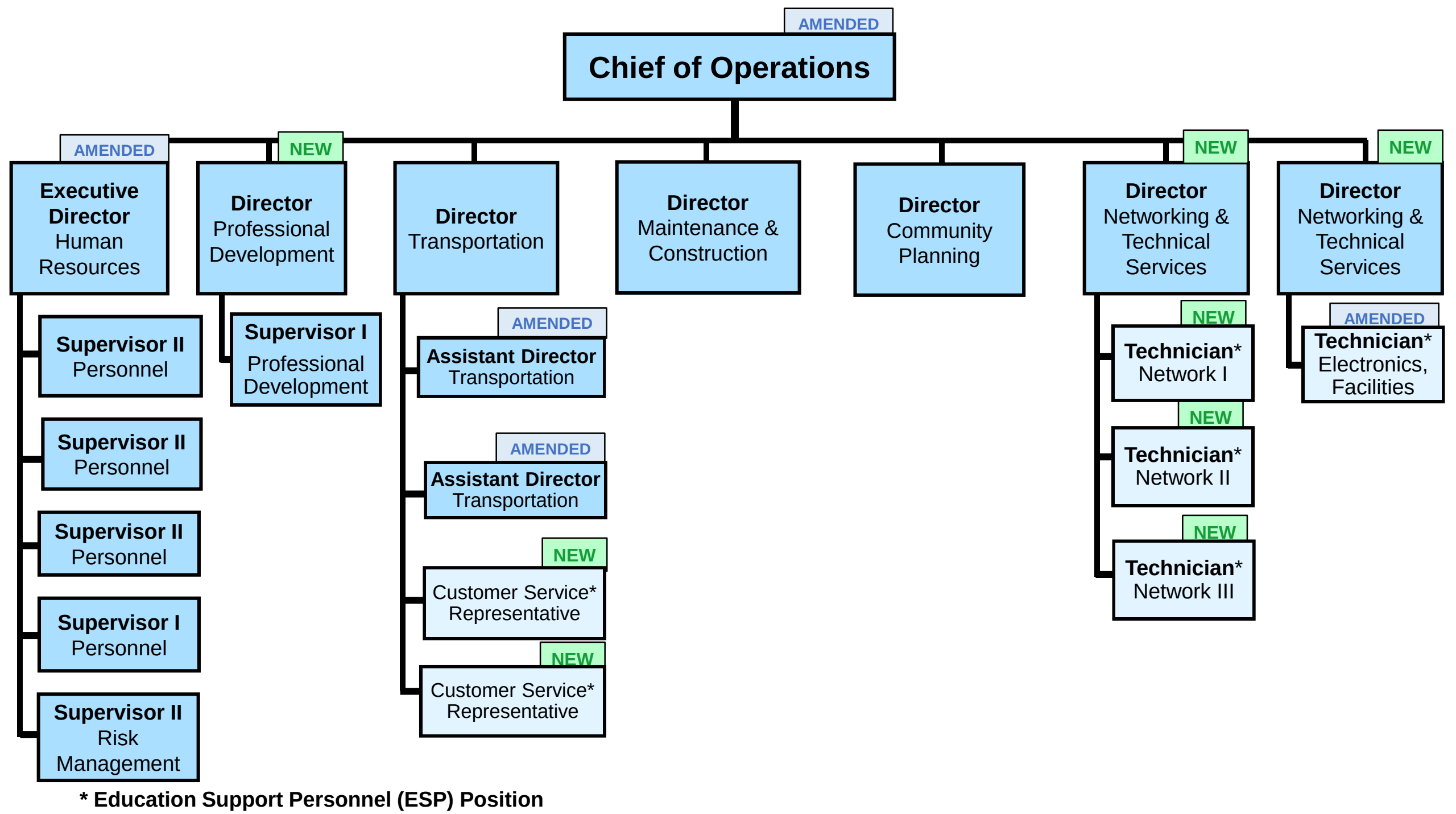


*** Professional/Technical Position**


Chief of Equity, Inclusion, and Community Engagement
NEW
Director Exceptional Student Education
NEW
Supervisor II ESE Compliance
Supervisor II ESE Elementary
Supervisor II ESE Secondary
Supervisor II ESE Pre-K
Director Student Wellness and Professional Services
NEW
Supervisor I Guidance Services
Supervisor II Health Services
Supervisor II Supportive School Climate
Supervisor II Psychoeducational Services
Director Educational Equity and Outreach
Supervisor I Zoning and Enrollment
AMENDED
Director Communications and Community Initiatives
AMENDED
Supervisor I School Volunteers and Partnerships
NEW
Coordinator Community Engagement
NEW
Coordinator Online Presence
AMENDED
Coordinator Video and Media Production



*** Professional/Technical Position**



*** Education Support Personnel (ESP) Position**

General Fund Impact:

Estimated Zero Increase in Budgeted Administrative Positions

General Fund Budgeted Administrative Positions		
Fiscal Year	**FTE**	**Change**
2014-15	125.20	
2015-16	141.95	16.75
2016-17	143.95	2.00
2017-18	145.58	1.63
2018-19	150.58	5.00
2019-20	149.45	(1.13)
2020-21	149.66	0.21
2021-22 Estimated	149.66	0

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

“Leadership effects are usually largest where and when they are needed most.”

Leithwood, K., Seashore, K., Anderson, S., & Wahlstrom, K. (2004). Review of research: How leadership influences student learning. Wallace Foundation: New York, NY.

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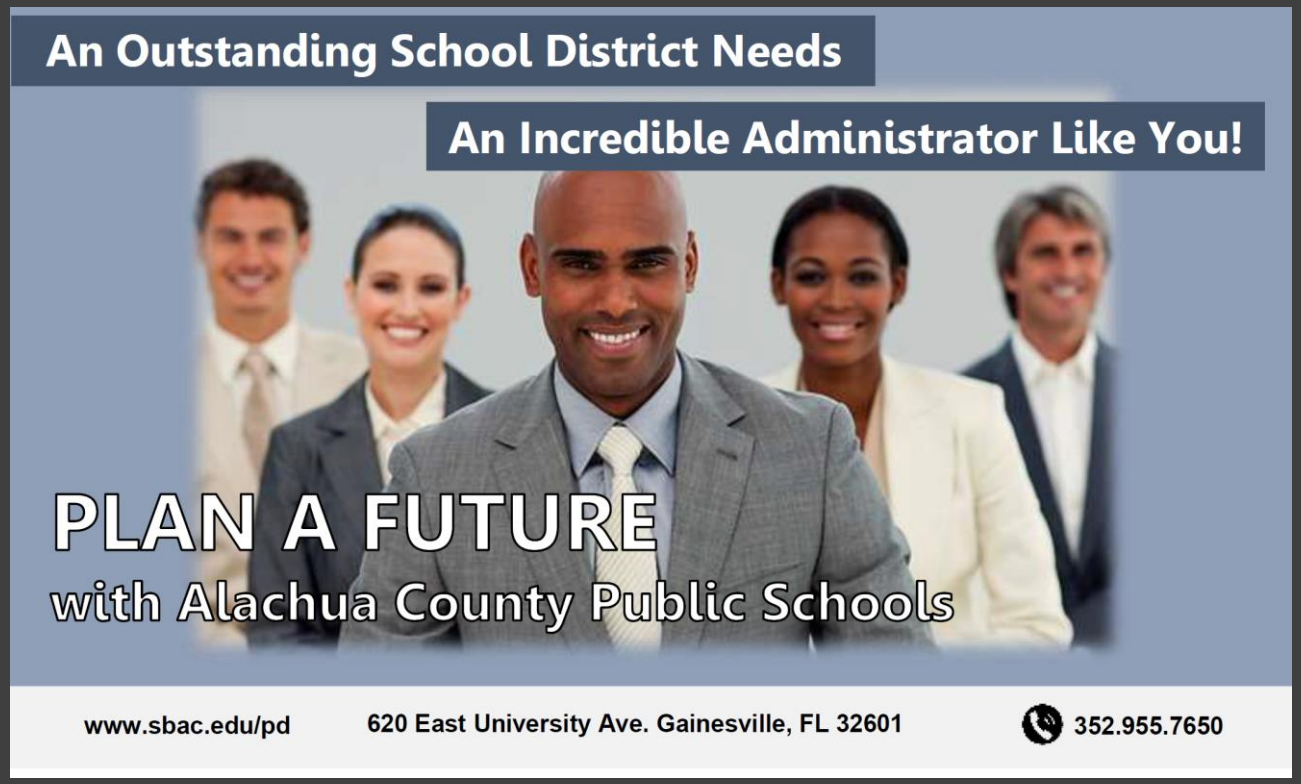
Progress So Far:
Newly Implemented Professional Development



- Impact of Behavior Styles on Conflict Situations
- Groundwater Training, Racial Equity Institute
- CEEDAR Principal Training Targeting Inclusive Leadership
- Administrator Retreat Camp Crystal (July)

Recruitment Efforts

- April Teacher Job Fair @ GHS
- Leadership Recruitment Postcards sent to all licensed Florida professionals.

Questions so Far?

Priorities 2021-22

- Teaching & Learning
- Student & Staff Mental Health
- Engagement
- Facilities
- Reimagining ACPS

ESSER

Elementary and Secondary School Emergency Relief Fund

"Addressing the many dimensions of resource equity---including **equitable and adequate school funding**; access to **well-rounded education**; well-prepared, effective, and diverse **educators and staff**; and **integrated support services-**---can begin to mitigate the impact of COVID-19 on schools and students and can close long-standing gaps in educational opportunity."

U.S. Department of Education, May 2021

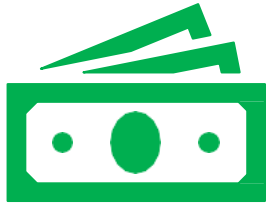
ESSER

Elementary and Secondary School Emergency Relief Fund

	ESSER II	ESSER III	Total
SBAC	$27,363,861	$62,708,099	$90,071,960
Charter Schools	$1,616,265	$3,703,897	$5,320,162
Traditional Schools	$25,747,596	$59,004,202	**$84,751,798**

To prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students

Timeline for Recovery Funds: ESSER I, II & III



All ESSER Fund grants allow for the **reimbursement** of allowable expenses included in an approved application back to **March 13, 2020**

$6.1M	**ESSER I**	**September 30, 2021**
$25.7M	**ESSER II**	**September 30, 2022**
$59.0M	**ESSER III**	**September 30, 2023**

ACPS is projected to receive more than $90 million through the ESSER Fund program to meet the urgent needs of students and educators

District Reservation

- Each district must reserve **at least 20% of funds** to **address learning loss** through the implementation of **evidence-based interventions** such as:
  - Summer learning or summer enrichment,
  - Extended day, comprehensive after-school programs, Extended school year programs.
- These activities and intervention must ensure that those interventions respond to students' social, emotional, and academic needs and address the **disproportionate impact** of COVID-19 on underrepresented student subgroups.
  - Each major racial and ethnic group
  - Children from low-income families
  - Children with disabilities
  - English learners
  - Gender
  - Migrant status students experiencing homelessness,
  - Children and youth in foster care

Evidence-Based Interventions

- Both state and district funds must be used on **evidence-based interventions**.
- The definition of “evidence-based” in the ARP Act is the same as the Every Student Succeeds Act (ESSA).

- The definition includes **four tiers** of support for the evidence-base of any activity or intervention, including interventions for students or professional development for educators.
  - Strong
  - Moderate
  - Promising
  - Demonstrates a Rationale

Tiers of Evidence

- Evidence-based activities, strategies, or interventions are those that demonstrate a **statistically significant effect on improving student outcomes** or other relevant outcomes based on the listed criteria.

- All tiers require ongoing efforts to examine the effects of such activity, strategy, or intervention.

Tier	Evidence Level
Tier I	**Strong evidence** from at least one well-designed and well-implemented experimental study.
Tier II	**Moderate evidence** from at least one well-designed and well-implemented quasi-experimental study.
Tier III	**Promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
Tier IV	**Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

Teaching and Learning

Allowable Uses of ESSER III Funds

✓ **Any activity allowed** under the **Every Student Succeeds Act (ESSA)**

e.g.: *Title I-A, Title I-C (Migrant Education),Title I-D (Neglected and Delinquent Students), Title II-A, Title III-A (English Language Learners), Title IV-A, Title IV-B 21st Century Community Learning Centers, Title V-B REAP (SRSA and RLIS), Title VI-A (Indian Education), Title VII (Impact Aid)*

✓ **Any activity allowed** under the following **Federal education acts**:

- Individuals with Disabilities Education Act (IDEA)
- Carl D. Perkins Career and Technical Education Act (Perkins Act)
- McKinney Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act

Teaching and Learning

Allowable Uses of ESSER III Funds

- ✓ **Activities that address unique needs** of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, including how **outreach and service delivery** will meet the needs of each population.

- ✓ **Addressing learning loss among all students in all subgroups,** including by:
  - **Administering high-quality, reliable assessments** that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction.
  - **Implementing evidence-based activities** to meet the comprehensive needs of students.
  - Providing **information and assistance to parents and families** on ways to support students.
  - **Tracking student performance and engagement** in distance learning environments.

Teaching and Learning

Allowable Uses of ESSER III Funds

- ✓ **Purchasing educational technology** (including hardware, software, and connectivity) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment

- ✓ **Planning and implementing activities related to summer learning and supplemental after school programs**, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care

Student and Staff Mental Health

Allowable Uses of ESSER III Funds

- ✓ **Providing mental health services and supports**, including through the implementation of evidence-based full-service community schools

Healthy School Facilities

Allowable Uses of ESSER III Funds

- ✓ **School facility repairs and improvements** to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs.

- ✓ Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to **improve the indoor air quality** in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- ✓ **Purchasing supplies to sanitize and clean** the facilities of the district

- ✓ **Training and professional development** for staff on sanitation and minimizing the spread of infectious diseases

Systems & Coordination

Allowable Uses of ESSER III Funds

- ✓ **Developing and implementing procedures and systems** to improve the preparedness and response efforts
- ✓ **Coordination of preparedness and response** efforts with health departments and other relevant agencies, to improve coordinated responses to prevent, prepare for, and respond to coronavirus
- ✓ **Planning and coordination during long-term closures**, including providing meals to eligible students, providing online learning technology to all students, providing guidance on meeting IDEA requirements, and ensuring other educational services can continue to be provided consistent with federal, state, and local requirements.
- ✓ **Development of strategies and implementation of public health protocols** that align with CDC guidance on reopening and operating school facilities to maintain the health and safety of students, educators, and other staff.
- ✓ Other activities necessary to maintain the operation of and continuity of services and continuing to employ existing staff.

Unallowable Uses of ESSER III Funds

The following are *unallowable* uses of ESSER III Funds:

- CARES, CRRSA and ARP Act funds generally cannot be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19

- Subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs

- Expenditures related to state or local teacher or faculty unions or associations

NEW ESSER III Plan Requirements

The district ESSER III plan must include the following elements:

- How the district will spend its **80% discretionary funds**
- How the district will use the new **20% required set-aside** funds to increase **learning opportunities for vulnerable populations of students**
- How the district will ensure that the interventions it implements, **including but not limited to the 20% required set-aside interventions** to **address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs** of **all students**, and **particularly those students disproportionately impacted by the COVID-19 pandemic,** including students from low- income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students
- The extent to which and **how the funds will be used to implement prevention and mitigation strategies** that are, to the greatest extent practicable, **consistent with the most recent CDC guidance** on reopening schools, in order to **continuously and safely open and operate** schools for **in-person learning**

NEW ESSER III Plan Requirements

Districts must engage in **meaningful consultation with stakeholders** and **provide the public the opportunity to provide input** and **take such input into account** in the development of their plan

Stakeholders must include:
Students; families; school and district administrators (including special education administrators); and teachers, other educators, school staff, and their unions; **and**

To the extent present in or served by the district: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

The district's plan must also be:
In an **understandable and uniform format**

To the extent practicable, **written in a language that parents can understand**

Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent

Be **publicly available on the district's website**

ESSER Funding System - Administrative Level

- ESSER Team- Everett Caudle (Grants), Alex Rella (Budget), Jason Stanford (COVID)
- Twice weekly workgroup meetings with senior staff
  - Teaching & Learning
  - Mental Health and Health
  - Facilities
  - Communication and Community Engagement
- ESSER Funds Request Form
  - Allows for data collection
  - Ensures Assurances are met
  - Keeps close track of funds
  - Allows progress monitoring of program activities

Streamline Efficiency and Communication

- Methodology of data collection
- Dashboard budget
- Online Presence

Planning Process at the Administrative Level

ESSER Request Form

ACPS Department ESSER Funding Request

Focus Area		**Allowable Use**	

Activity Title/Request	

Brief Narrative of Activity

Target Student Groups (if applicable)

- ☐ Low-income children or students
- ☐ Children with disabilities
- ☐ English learners
- ☐ Racial and ethnic minorities
- ☐ Students experiencing homelessr
- ☐ Foster care youths
- ☐ Children who are incarcerated
- ☐ Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school year
- ☐ Students most at-risk of dropping out of school
- ☐ Other underserved students who have been disproportionately impacted by the pandemic:

Submission Type	
Status	

Department/Office:	
Point of Contact:	

Proposed Start Date	
Proposed End Date	

Continuity	

Additional Notes

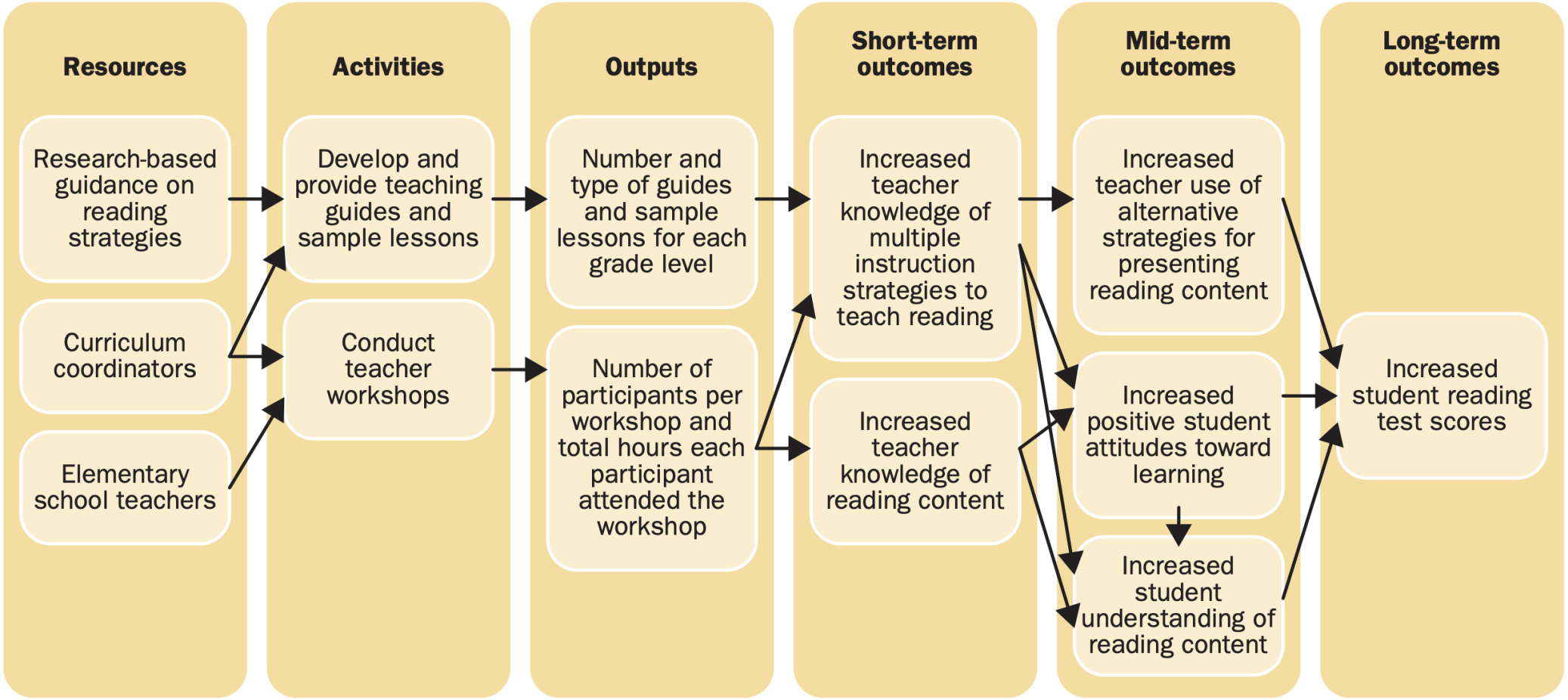
Planning Process at the Administrative Level
ESSER Request Form

Citation and Relevance
Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings

Planning Process at the Administrative Level

Figure 1. Sample logic model for a teacher training program on alternative reading strategies



Logic models: A tool for designing and monitoring program evaluations
Regional Educational Laboratory. http://ies.ed.gov/ ncee/edlabs

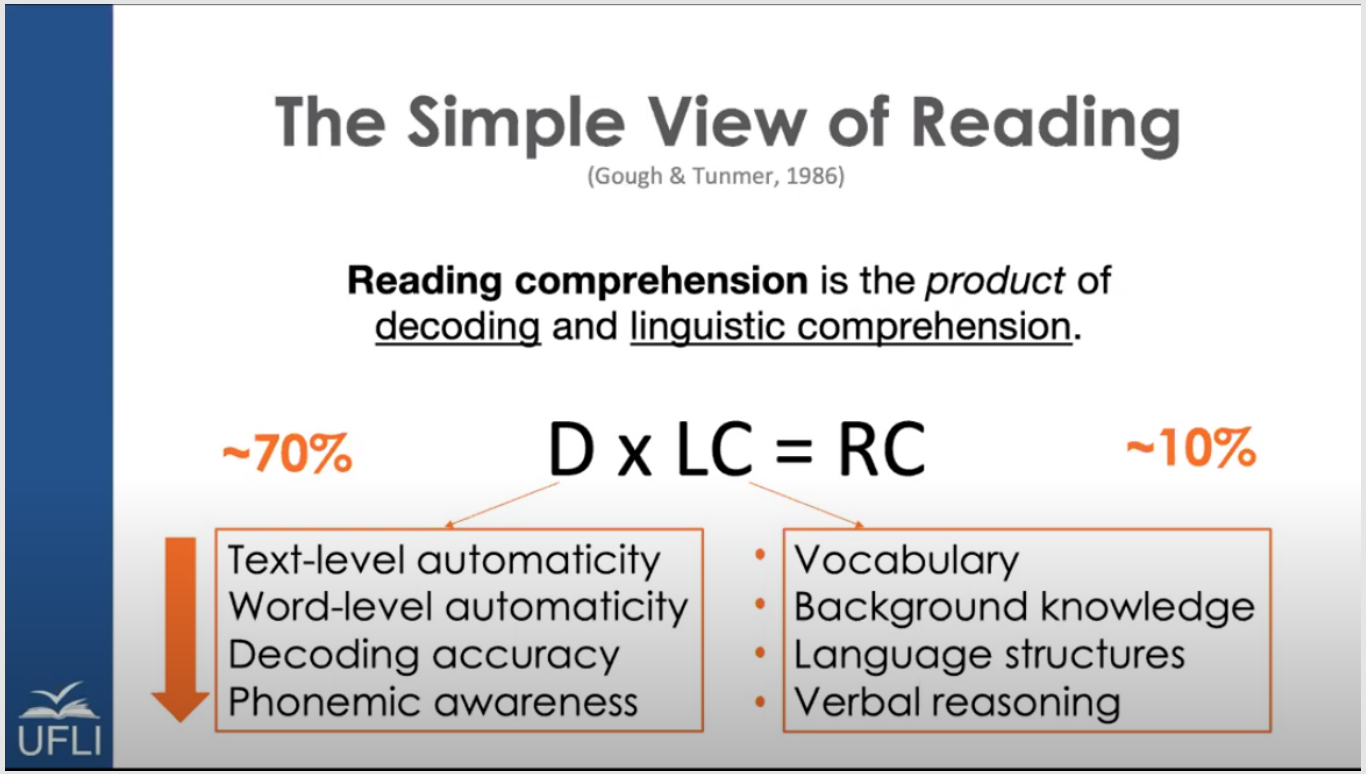
Key Takeaways

- ESSER III includes new required set asides for school districts. These will help guide local decision making for leveraging these new funds to **accelerate and enrich learning** and **increase learning opportunities** – ***particularly for our most vulnerable populations***
- ACPS is committed to working **collaboratively** to support schools to use local, state and federal entitlement and recovery funds **effectively and strategically** to meet immediate needs and to make **thoughtful, sustainable investments** in support of ongoing local recovery efforts

- ESSER (I-III) funds represent a generational opportunity to make strategic, sustainable investments to help address systemic inequities and unleash innovation and creativity to **transform teaching and learning** to fulfill our commitment to the **success of every student**.

Teaching and Learning
Example: High Dosage Tutoring

Focus Area:
Reading Fluency



According to research shared with us by Dr. Holly Lane, **70% of students not meeting grade level expectations have an issue with decoding.**

Another 20% have an issue with decoding and linguistic comprehension.

Proposed System-Elementary

ACPS Tutors

- Trained paraprofessionals and intervention teachers implement Sound Partners (K) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (1-5) daily
  - K and 1: Groups of 1 or 2, 15-20 minutes per day
  - 2-5: Groups of 3 or fewer, 30 minutes per day

Volunteer Tutors

- Great Leaps, one-on-one sessions 10 minutes per day, three times per week

Proposed System Secondary (6-10)

ACPS Tutors

- Intensive Reading/Reading Teachers and paraprofessionals implement REWARDS for 25 minutes daily, four students per group, for one 9-week period
- **Volunteer Tutors**
- Great Leaps, one-on-one sessions 10 minutes per day, three times per week

Which students will be eligible?

- All K-5 students will receive fluency assessments.
  - Students scoring below the 25th percentile will be eligible to participate
- All 6-10 grade level students will be administered fluency probes if they are not meeting grade level expectations on ELA progress monitoring assessments.
  - Students scoring below the 25th percentile will be eligible to participate

How will we measure effectiveness?

- Each student will have a personalized goal/target in order to show growth to meet at least the 50th percentile in reading fluency by the end of the year.
- Students participating in high dose tutoring will have weekly fluency probes to track their progress.
- Students will have quarterly benchmark assessments to determine the overall impact on reading comprehension.

Resources Needed

Personnel (Based on current intervention data)

- 55 paraprofessionals at the elementary level
- 18 paraprofessionals for middle/high

$1,679,000 including salaries/benefits

Materials and Professional Development

- Great Leaps Kits, REWARDS Materials and Professional Development

  $49,324

Sustainability

If these interventions prove to be successful:

- Title I schools can repurpose the use of existing paraprofessionals/intervention teacher positions
- Non-Title I and middle schools may receive para support funded from Supplemental Academic Instruction (SAI) or potentially Rural District Grant (RDG) funds (one per school)
- High Schools can use their own funds to purchase/repurpose the use of paraprofessional positions
- Materials would need to be replenished as needed, but most of the materials are non-consumable.

Mental Health

- Social Emotional Learning
- Student & Employee Mental Health Counseling
- Online Mental Health Courses
  - Kognito Licenses
- Youth Mental Health First Aid Training
- Group Therapy Programs
- Family Engagement Programs
- Community Schools

Mental Health Support- Example:

Family Liaison

- Funding family liaisons for all schools.
- Support families with care driven professionals able to understand family needs.
- Serve as a facilitator to the school community by bridging relationships with family, community, and school.

Mental Health Support- Example:

Bereavement Group Therapy

- Collaborate with Hospice supports to provide monthly and continuous group therapy for children experiencing grief from the death of a significant person.
- Offered at each school

Address Structural Barriers- Systems

Free up valuable time for guidance counselors:

Redundant Paperwork

- Inefficient
- Ineffective
- Rudimentary

Prioritize time with students!

NOTE- THIS ISSUE IS EVERYWHERE WITHIN THE DISTRICT!!

System Example

District-wide Course Design

- Support
- Content
- Communication

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Spring 2021 - forward

- Quality Matters Training – QM
- Consulting with UF Instructional Designers (Carter)
- Teacher Special Assignments (TSAs) and Instructional Tech Coaches (ITCs) Building courses
- In Progress - Alg 1, Biology, 10th Grade ELA, Economics
- K-2 ELA

Healthy Facilities – Air Quality, Sanitation, Emergency Response

- HVAC Unit Replacement
  - *Prioritized by need and age of systems*
- HVAC Controls Replacement
- Outside Air Unit Replacement
- Indoor Air Quality Enhancements
- Custodial Equipment
- PPE & Cleaning Supplies
  - *Desktop delivery*
- Custodial Contracted Services
- Emergency Preparedness Coordination
  - *All-hazards approach- pandemics, hurricane shelters, campus danger, etc..*

Engagement

Advisory Groups And Committees

- Teacher Advisory Council
- District Advisory Committee
- ACPS SGA
- School Health Advisory Council
- One Mill Oversight Committee
- Half Cent Oversight Committee
- School Planning Advisory Committee

- Continue to incorporate Committees
  - ESE
  - Finance
  - Literacy
  - Etc.

Teacher Advisory Committee

Established to build a productive dialogue between the Superintendent and the teachers of Alachua County Public Schools on the challenges, concerns, questions, and successes in the school district.

- One teacher from each school in the district
- Members serve one-year terms
- Once a meeting schedule has been set, the group will meet to discuss the progress of the district and will provide recommendations to the Superintendent on a quarterly basis.

January 19, 2021
TAC Announced and Bylaws Drafted

February 16, 2021
TAC Established and Bylaws Approved

March – April
Planning and consultation with ACEA

May 12, 2021
TAC Application Opened

May 31, 2021
TAC Application Deadline
More than 100 applications received

June 15 Board Meeting
Inaugural TAC Members will be presented at the June 15 Board Meeting

Link: Teacher Advisory Committee Bylaws

Student Representative to the School Board

Re-establishing an official liaison between the Alachua School Board governing body and the students of Alachua County Public Schools.

- ➤ Provide insight and support to the School Board's understanding of student issues and perspectives.
- ➤ Serve as the student body's voice, both to the board from students and from the board to students.
- ➤ One high school senior serves a one semester term of office
- ➤ School and representative rotate each semester

Application process is ongoing at GHS for a representative for Fall 2021

Link: Student Representative to the School Board (Approved by the Board in April 2018)

Utilize Technology Communication Assistance

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TNTP Instructional Climate Survey

Built on data from more than 330,000 teachers nationwide
Independently validated by leading research organizations
Collects teacher feedback on key elements of instructional culture, such as:

- Academic Expectations
- Academic Opportunity
- Career Progression
- Diversity, Equity, and Inclusion
- Evaluation
- Family & Community Engagement
- Hiring Process
- Instructional Planning & Student Growth Measures
- Leadership
- Learning Environment
- Observation & Feedback
- Peer Culture
- Professional Development
- Retention
- School Operations
- Teacher Compensation
- Workload

TNTP Instructional Climate Survey

In order for a school to receive a school-level report, at least 40% of participants must respond to the survey (or, if the school has fewer than 10 participants, a minimum of 4 participants).

The survey will close on Friday, June 4th

Alachua County Schools Insight Response Rates

Response rates are subject to change and should not be considered final until the survey has closed and the response data has been cleaned, at which point your Insight point of contact will confirm final response rates...

Schools receiving a report: **3**

Schools not receiving a report: **39**

Total teachers responding: **312**

Overall response rate: **17%**

Survey close: **Jun 4**

Group by: Lowest to highest response rate

Report Status: All

School Level: All

School: All

		Response Rate	Total Responses	Total Teachers	Non-Respondents	Additional Responses Needed for a Report	Additional Responses Needed for 80%
W. A. Metcalfe Elementary School	No Responses Received	0%	0	23	23	10	19
Joseph Williams Elementary School	Not Receiving Report	2%	1	43	42	16	34
A. L. Mebane Middle School	Not Receiving Report	4%	1	24	23	9	19
Meadowbrook Elementary School	Not Receiving Report	5%	3	61	58	22	46
A. Quinn Jones Center	Not Receiving Report	5%	1	19	18	7	15
Lake Forest Elementary School	Not Receiving Report	5%	2	37	35	13	28
Hidden Oak Elementary School	Not Receiving Report	5%	3	55	52	19	41
Abraham Lincoln Middle School	Not Receiving Report	7%	3	42	39	14	31
High Springs Community School	Not Receiving Report	8%	5	63	58	20	46

Let's Talk!

Let’s Talk! is a cloud-based community feedback solution that helps K12 school leaders and their teams listen to and engage their communities to solve critical school issues

Lead the conversation

✓ Invite community feedback and respond quickly to stakeholder concerns.

Break the silos

✓ Open new lines of communication across the district

Change the culture

✓ Create an expectation of improved customer service for parents and others.

Opportunities to Provide Input

- Lastinger Center Project Survey
- Instructional Insight Survey (TNTP)
- Parent Climate Survey (K12 Insight)
- Let’s Talk Implementation

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WHOLE SCHOOL PROGRAMS

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Dual Language Immersion:
Exploring Possibilities

Why Dual Language Immersion (DLI)?

Global Competence

“The world that students are going to live in is going to require a large number of individuals who are able to navigate linguistic and cultural borders.”

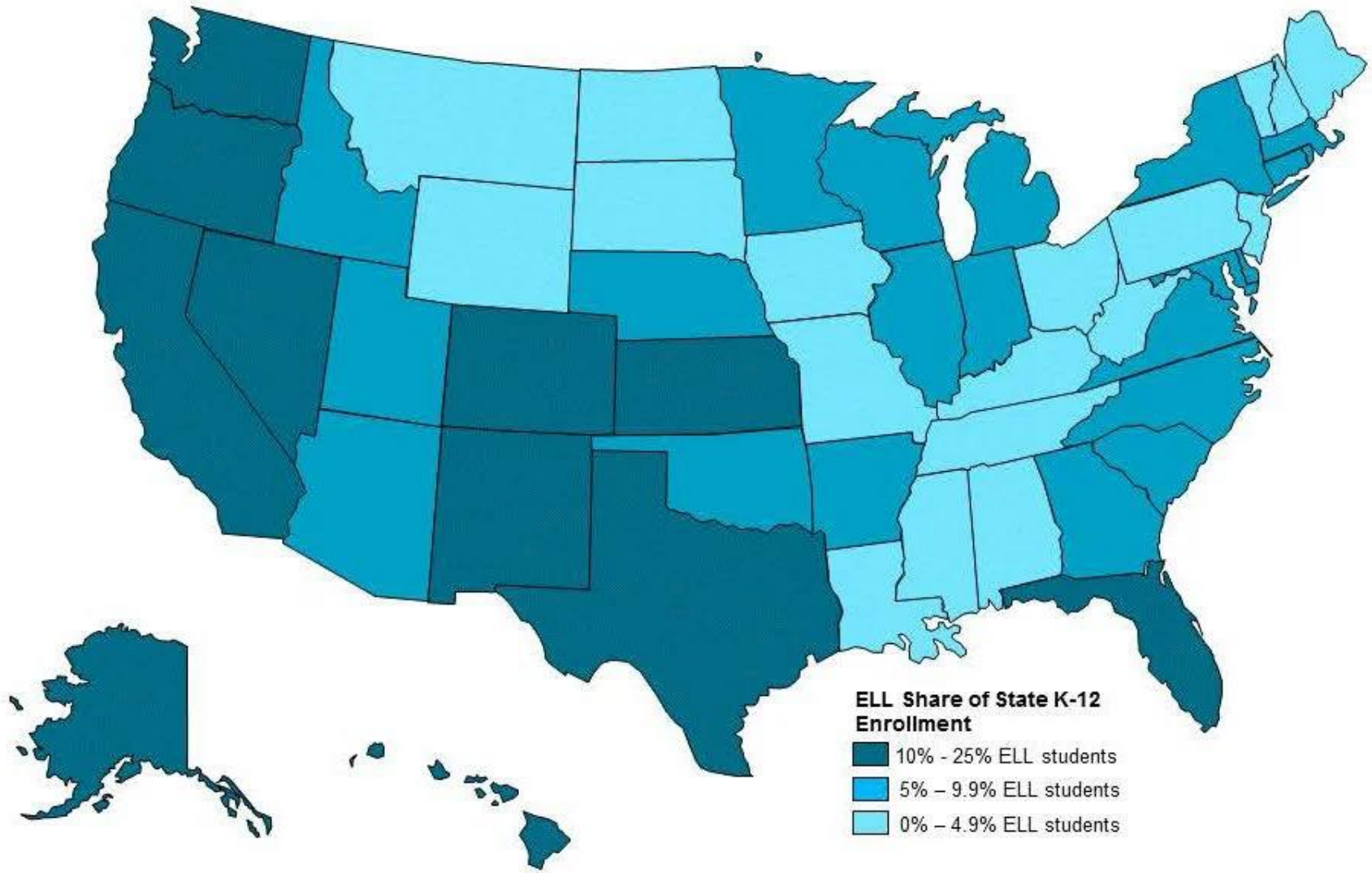
- Dr. Jon Valentine, GCPS Director of Foreign Languages

Bilingualism

EL’s are an asset. Embracing the languages and cultures of our students improves appreciation of our diverse community.

Equity

K-12 English learners and English speakers increase language, academic, communication, empathy, and cultural awareness, alongside one another.



©Migration Policy Institute

Target Students

- 50% English speakers and 50% target language speakers
- Most effective when started in Kindergarten.
- Enrollment is voluntary, starting with incoming kindergartners and maybe first grade building by one grade-level every year; If K-5 est., DLI for KG and culture for 1st-5th grade.
- Students and families committed to maintaining enrollment for 5-6 years.

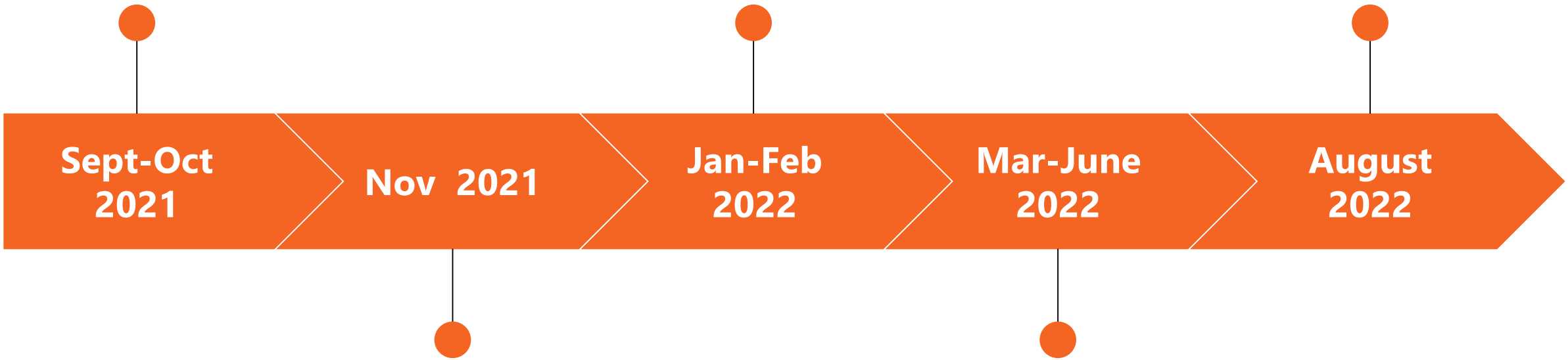
ACPS DLI Committee meets monthly, guiding principles 1-7

Successful DLI school site visits e.g. Beauclerc Elementary Jacksonville, FL; Tildenville Elementary, Winter Garden, FL

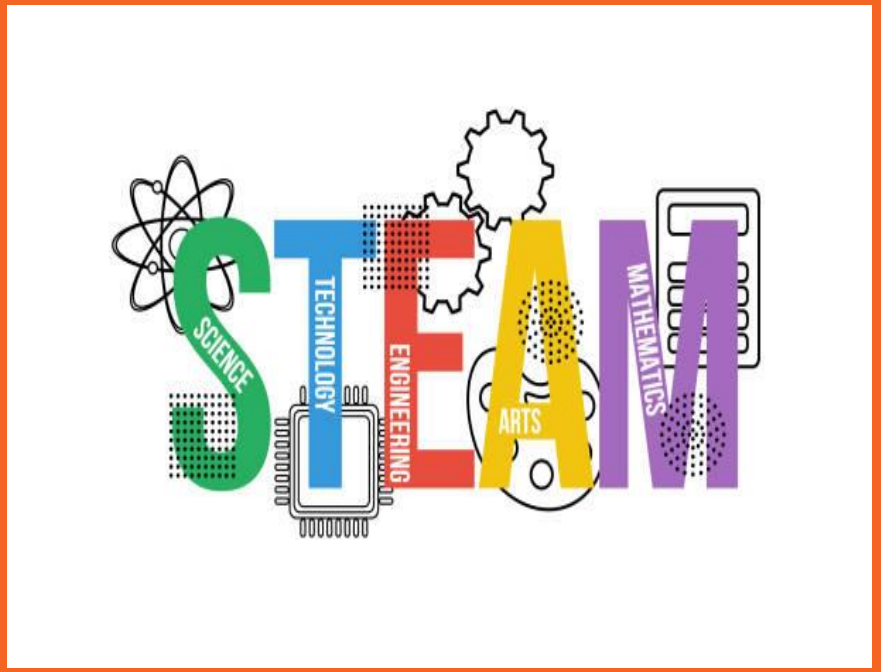
Survey results reviewed and enrollment projections (interest and ESOL %)

ACPS DLI Committee and UF Partners meet bimonthly, guiding principles 1-7

DLI community interest survey;
Identify DLI school site;
HR Teacher Bilingual Credential


Stakeholders DLI school site visits; ACPS & UF Teacher and paraprofessional early recruitment;
Early student recruitment and enrollment with family commitment
DLI elementary school opening; Plan Nov School Tours
Sept-Oct 2021
Nov 2021
Jan-Feb 2022
Mar-June 2022
August 2022
DLI curriculum planning; Branding the school; Staffing and student assignments/zoning
Staff professional development and DLI school site visits

STEAM Magnet: Exploring Possibilities



Why STEAM?

Science Technology Engineering Art Mathematics

STEAM education gives students tools and methods to explore new and creative ways of problem-solving, displaying data, innovating, and linking multiple fields. The arts and STEM subjects naturally complement and inform each other, so implementing STEAM principles into education allows for more understanding, innovation and a cohesive education in the classroom.

What does STEAM look like?

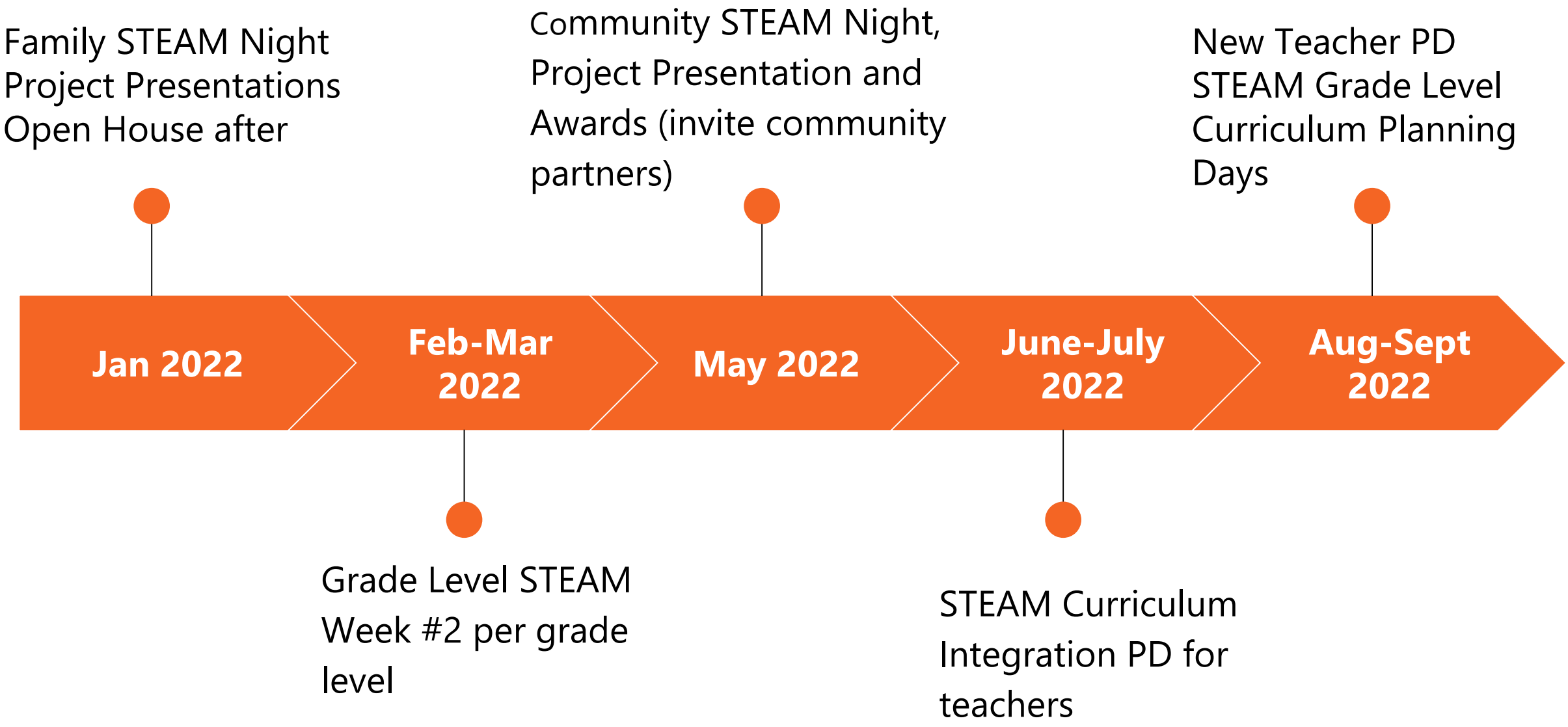
Year 1	Resource teachers integrating STEAM curriculum into their instruction. Homeroom teacher leading students through 2 STEAM project weeks.
Year 2	Resource teachers continue STEAM integration. Homeroom teachers begin to infuse STEAM lessons into their weekly curriculum.
Year 3	Full STEAM infused curriculum throughout the entire school.

Will also include STEAM Parent Nights and STEAM related field trips.

Target Students

- Focus on increasing zoned student enrollment
- Create feeder pattern into Whole School Howard Bishop Magnet
- Whole school STEAM Program

Initial Curriculum Meeting
Development of STEAM Week instructional packets
Grade Level STEAM Week Instruction delivered: 3-4 consecutive days, 1 STEAM project per grade level
March 2021
April 2021
May - June 2021
July-Sept 2021
Oct-Nov 2021
STEAM School Site visits:
Clay County
(Keystone/Discovery Oaks)
Pinellas County (Jamerson)
Initial STEAM PD for Teachers (at least one whole day PD, and one Wed per grade-level). One PD specifically for resource teachers.


Family STEAM Night Project Presentations Open House after
Community STEAM Night, Project Presentation and Awards (invite community partners)
New Teacher PD STEAM Grade Level Curriculum Planning Days
Jan 2022
Feb-Mar 2022
May 2022
June-July 2022
Aug-Sept 2022
Grade Level STEAM Week #2 per grade level
STEAM Curriculum Integration PD for teachers

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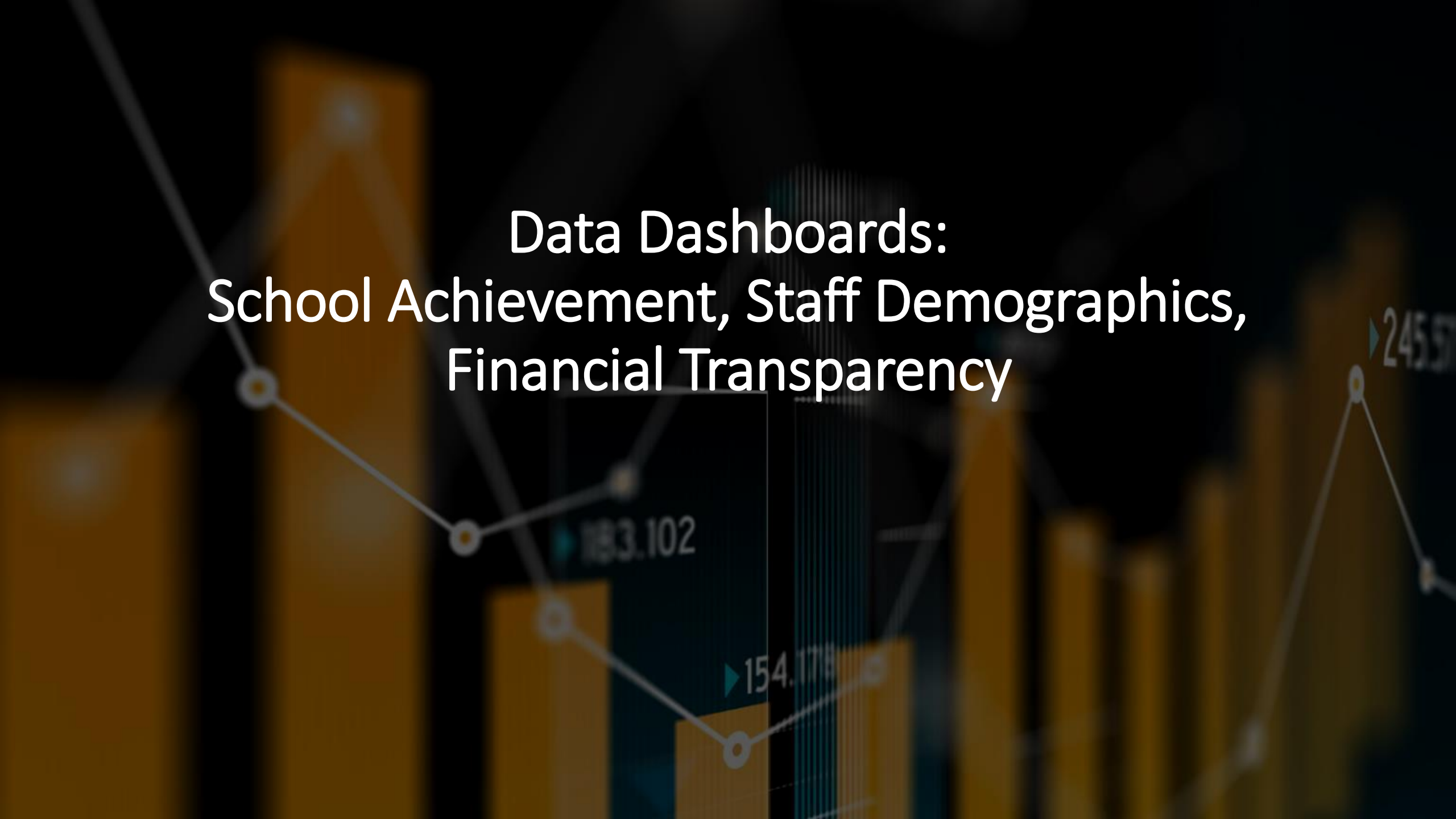
Additional programming options under consideration:

- IB elementary
- Montessori
- Expand CTE – CTE Centers
- Proposals from future listening sessions

Using Data
to Drive
Decision-Making



Data Dashboards: School Achievement, Staff Demographics, Financial Transparency

Alachua County Human Capital Portfolio

Instructional	Non-instructional	Administrative
2013	2068	99

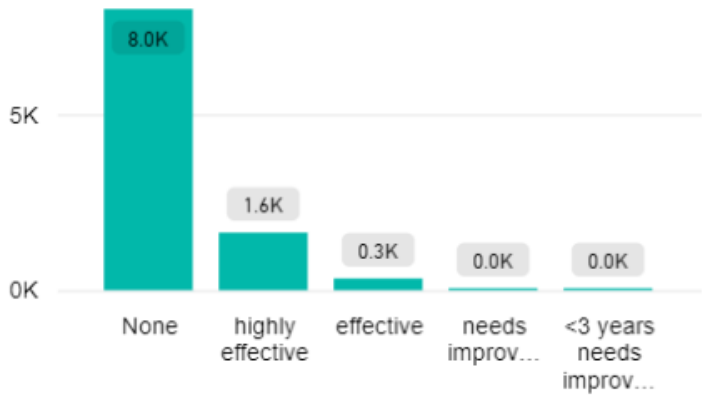
School

- [x] Select all
- [x] A. L. MEBANE MIDDL...
- [x] A.QUINN JONES CEN...
- [x] ABRAHAM LINCOLN ...
- [x] ALACHUA DISTRICT ...
- [x] ALACHUA ELEMENTA...
- [x] ALACHUA ESCHOOL ...
- [x] ALACHUA VIRTUAL I...
- [x] ARCHER ELEMENTARY
- [x] C. W. NORTON ELEM...

Staff Type

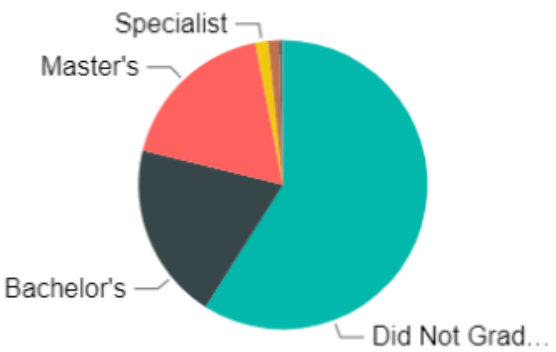
- [ ] Select all
- [ ] Assistant Principal
- [ ] Counselor
- [ ] Instructional Aide
- [ ] Instructional Coordinator
- [ ] Librarians/Media Speci...
- [ ] Operational Support
- [ ] Other
- [ ] Principal
- [ ] School Leader
- [ ] School Specialist

Current Evaluations

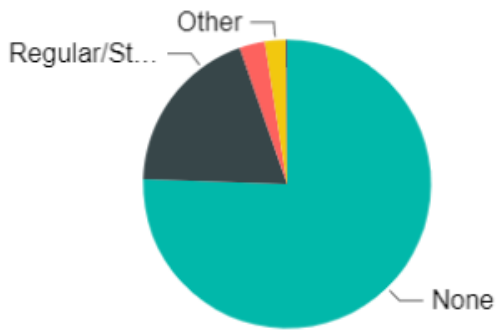


Experience (Instructional)

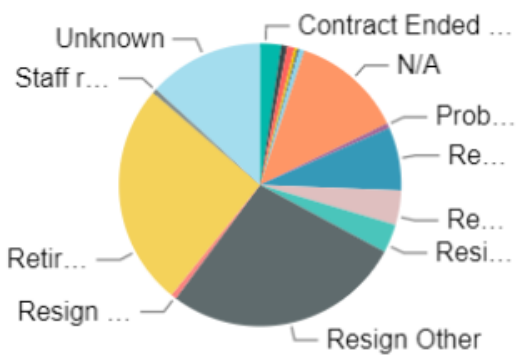
Highest Degree



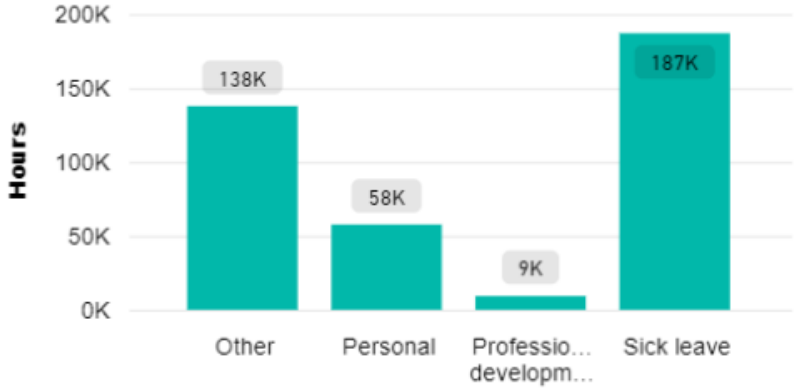
Certification Type



Separation Reason



Absences

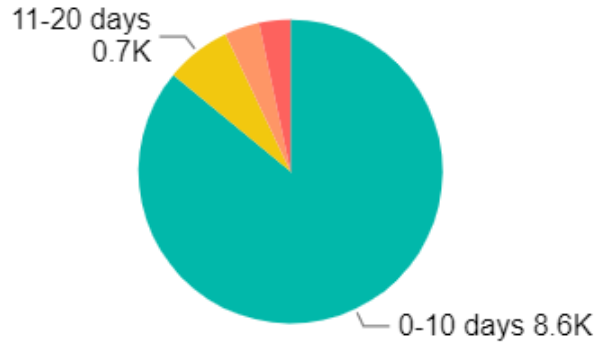


Instructional	Non-instructional	Administrative
2013	2068	99

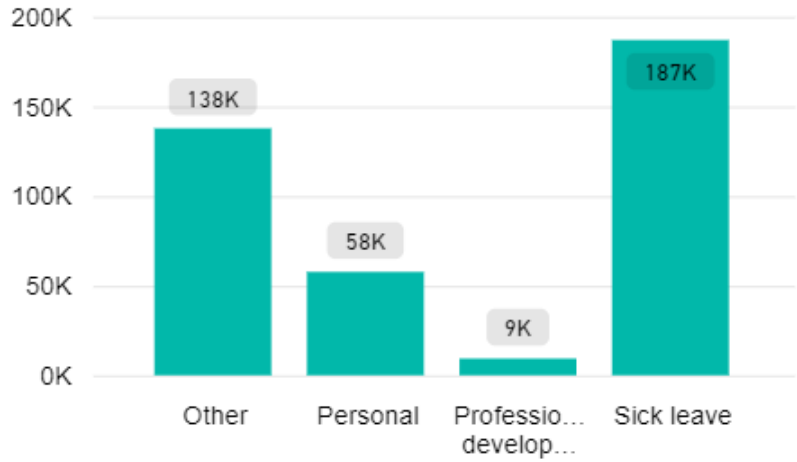
Leave Date Range

7/2/2020 5/28/2021

Total Leave Days By Group



Absences - Hours



Instructional	Non-instructional	Administrative
1805	250	97

School

- [x] Select all
- [x] A. L. MEBANE MIDDLE SCH...
- [x] A.QUINN JONES CENTER
- [x] ABRAHAM LINCOLN MIDDL...
- [x] ALACHUA DISTRICT OFFICE
- [x] ALACHUA ELEMENTARY S...
- [x] ALACHUA ESCHOOL (VIRT...
- [x] ALACHUA VIRTUAL INSTRU...
- [x] ARCHER ELEMENTARY
- [x] C. W. NORTON ELEMENTA...
- [x] CAROLYN BEATRICE PARK...
- [x] CHESTER SHELL ELEMENT...
- [x] EARLY LEARNING ACADEM

Highest Education

- [ ] Select all
- [ ] Associate's Degree (two years or...
- [ ] Bachelor's
- [ ] Did Not Graduate High School
- [ ] Doctorate
- [ ] High School Diploma
- [ ] Master's
- [ ] Specialist

Position Title

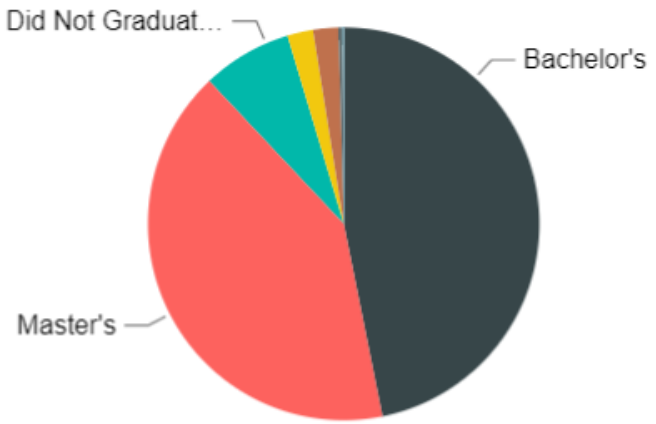
- [ ] Select all
- [ ] ATHLETIC BUSINESS M...
- [ ] ATHLETIC DIRECTOR
- [ ] ATHLETIC FACULTY SP...
- [ ] BASEBALL 9TH GRADE
- [ ] BASEBALL ASSISTANT C...
- [ ] BASEBALL HEAD COACH
- [ ] BASEBALL JV COACH
- [ ] BASKETBALL ASSISTAN...
- [ ] BASKETBALL HEAD CO...
- [ ] BASKETBALL_9TH GRADE
- [ ] BASKETBALL_JV COACH
- [ ] CHEERLEADER SPONS

Staff Type

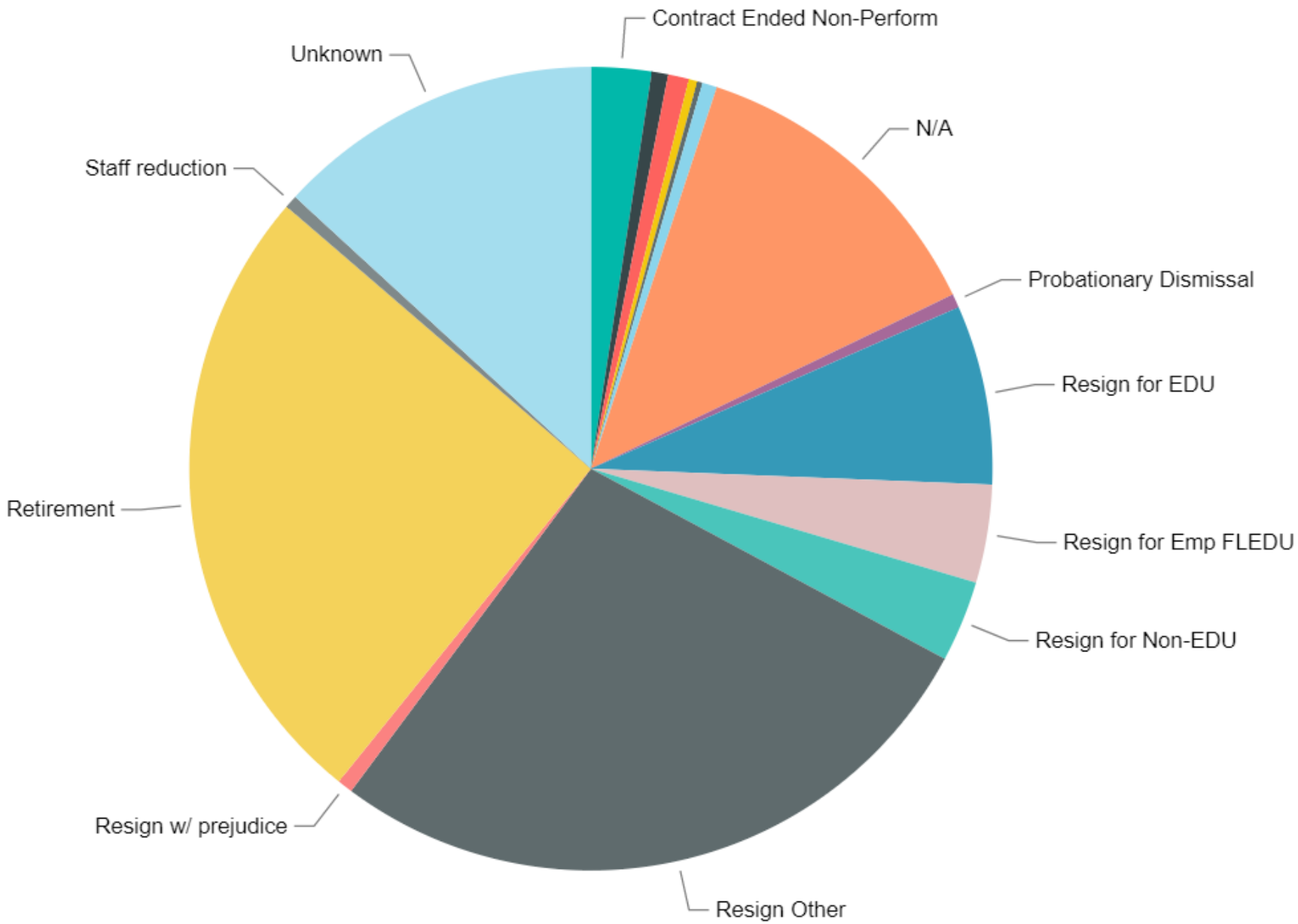
- [ ] Select all
- [x] Assistant Principal
- [ ] Counselor
- [ ] Instructional Aide
- [ ] Instructional Coordinator
- [ ] Librarians/Media Speci...
- [ ] Operational Support

School	Highest Education	PositionTitle	Staff Type	Last	First	Middle
EASTSIDE HIGH SCHOOL	Did Not Graduate High School					
F. W. BUCHHOLZ HIGH SCHOOL	Specialist					
GAINESVILLE HIGH SCHOOL	Master's					
NEWBERRY HIGH SCHOOL	Did Not Graduate High School					
SANTA FE HIGH SCHOOL	Bachelor's					
EASTSIDE HIGH SCHOOL	Bachelor's					
F. W. BUCHHOLZ HIGH SCHOOL	Bachelor's					
GAINESVILLE HIGH SCHOOL	Bachelor's					
HAWTHORNE MIDDLE/HIGH SCHOOL	Bachelor's					
SANTA FE HIGH SCHOOL	Bachelor's					
EASTSIDE HIGH SCHOOL	Bachelor's					
F. W. BUCHHOLZ HIGH SCHOOL	Bachelor's					
SANTA FE HIGH SCHOOL	Bachelor's					
EASTSIDE HIGH SCHOOL	Did Not Graduate High School					
EASTSIDE HIGH SCHOOL	Did Not Graduate High School					
F. W. BUCHHOLZ HIGH SCHOOL	Bachelor's					
GAINESVILLE HIGH SCHOOL	Did Not Graduate High School					
HAWTHORNE MIDDLE/HIGH SCHOOL	Did Not Graduate High School					
SANTA FE HIGH SCHOOL	Did Not Graduate High School					
EASTSIDE HIGH SCHOOL	Did Not Graduate High School					

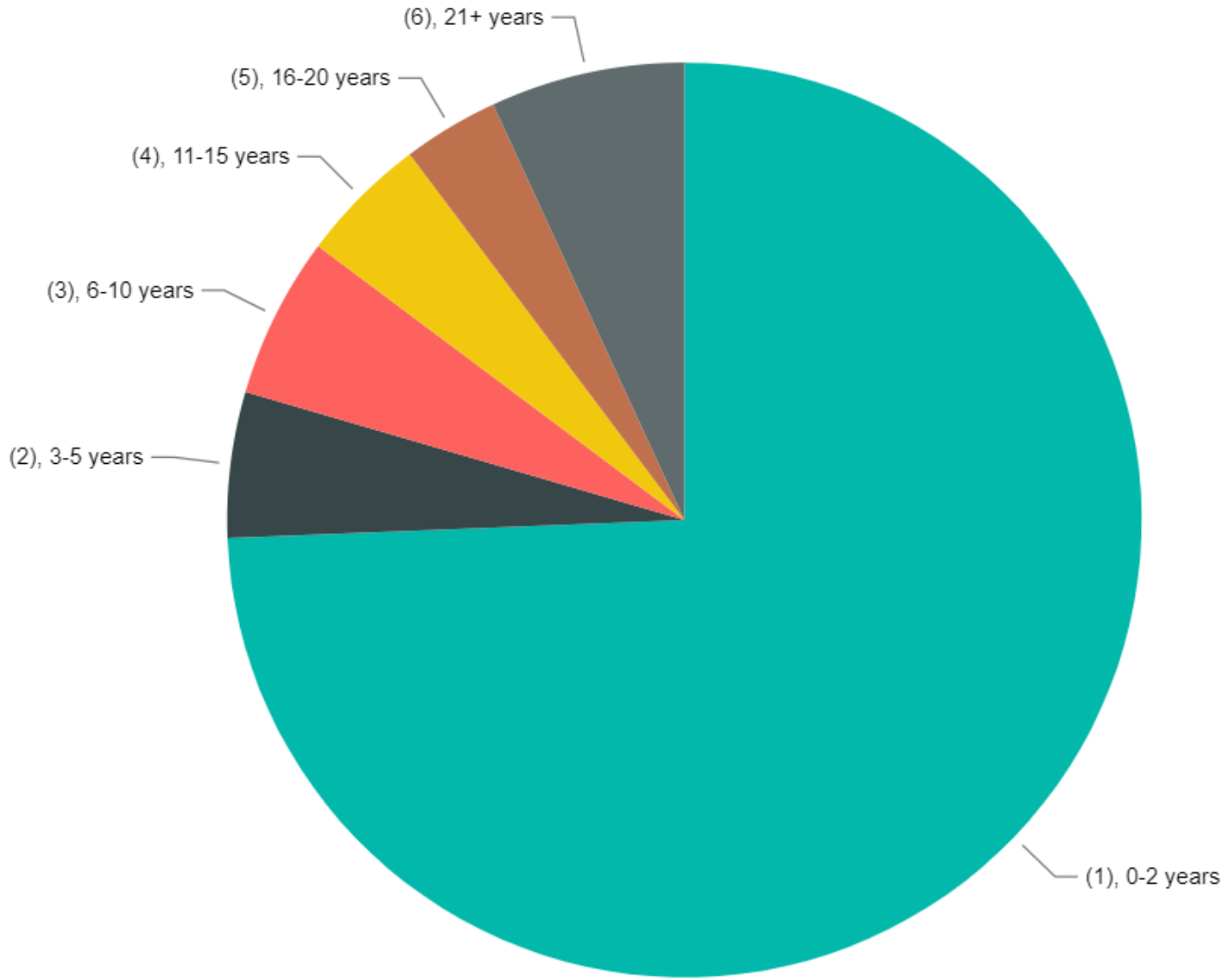
Degree



SEPARATION REASON



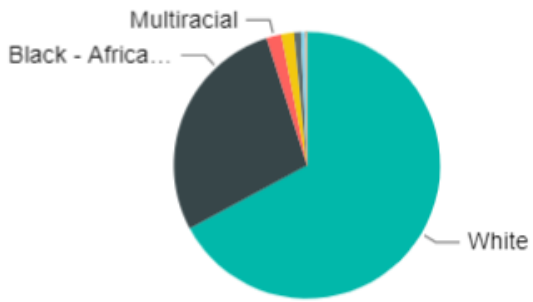
PRIOR TEACHING EXPERIENCE GROUPS



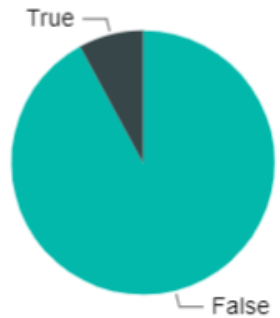
School

- [x] Select all
- [x] A. L. MEBANE MIDDLE SCH...
- [x] A.QUINN JONES CENTER
- [x] ABRAHAM LINCOLN MIDDL...
- [x] ALACHUA DISTRICT OFFICE
- [x] ALACHUA ELEMENTARY S...
- [x] ALACHUA ESCHOOL (VIRT...
- [x] ALACHUA VIRTUAL INSTR...
- [x] ARCHER ELEMENTARY
- [x] C. W. NORTON ELEMENTA...
- [x] CAROLYN BEATRICE PARK...
- [x] CHESTER SHELL ELEMEN...
- [x] EARLY LEARNING ACADE...

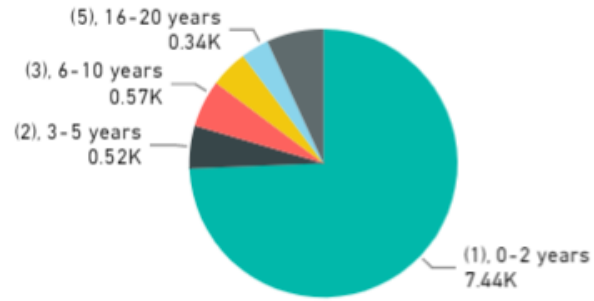
Race



Hispanic Ethnicity



Experience (Instructional)



Instructional

2013

Administrative

99

School Achievement Visualizations

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Alachua County Public Schools

Outstanding academic achievement and innovative, high quality educational programs are the hallmarks of Alachua County Public Schools. The district serves about 27,000 students in 41 schools and centers. It is among the top-performing school districts in Florida based on a wide variety of indicators

Our Schools

Our Students

Which School?

Our Schools - School Grades

School_Name	Administrators	Teachers	2019	2018	2017	2016
A. L. MEBANE MIDDLE SCHOOL	1266	538	C	C	C	C
A.QUINN JONES CENTER	447	111				
ABRAHAM LINCOLN MIDDLE SCHOOL	1745	475	B	B	B	B
ALACHUA ELEMENTARY SCHOOL	1571	350	C	D	C	C
ALACHUA ESCHOOL (VIRTUAL FRANCHISE)	2144	2097	I			C
ALACHUA LEARNING ACADEMY ELEMENTARY	1297	1189	A	A	A	A
ALACHUA LEARNING ACADEMY MIDDLE	0	648	A	A	A	A
ALACHUA VIRTUAL INSTRUC PROG(DIST PROVIDED)	0	197	I		A	D
ARCHER ELEMENTARY	1763	409	C	B	B	B
BOULWARE SPRINGS CHARTER	518	173	A	B	A	D
C. W. NORTON ELEMENTARY SCHOOL	2350	415	B	B	B	B
CARING & SHARING LEARNING SCHOOL	0	1821	D	B	A	B
CHESTER SHELL ELEMENTARY SCHL	1423	352	C	C	B	D
EASTSIDE HIGH SCHOOL	1466	662	C	B	B	C
EXPRESSIONS LEARNING ARTS ACAD	0	0	A	A	A	A
F. W. BUCHHOLZ HIGH SCHOOL	2179	705	A	A	A	A
FORT CLARKE MIDDLE SCHOOL	2523	601	B	B	B	B

School Type

- Combination
- Elementary
- High
- Middle

School Grades

Grade 2019	Schools
A	14
B	17
C	11
D	4
I	2
Total	**48**

Our Schools - School Proficiency

School_Name	SchoolYear	Subject	Level 3 +
A. L. MEBANE MIDDLE SCHOOL	2016	Algebra1	96.00
A. L. MEBANE MIDDLE SCHOOL	2017	Algebra1	81.00
A. L. MEBANE MIDDLE SCHOOL	2018	Algebra1	91.00
A. L. MEBANE MIDDLE SCHOOL	2019	Algebra1	62.00
A. L. MEBANE MIDDLE SCHOOL	2016	Civics	61.00
A. L. MEBANE MIDDLE SCHOOL	2017	Civics	54.00
A. L. MEBANE MIDDLE SCHOOL	2018	Civics	69.00
A. L. MEBANE MIDDLE SCHOOL	2019	Civics	61.00
A. L. MEBANE MIDDLE SCHOOL	2016	ELA	41.00

- 2016
- 2017
- 2018
- 2019

Alachua County Public Schools

ELA | Math

Algebra 1 | Biology

Civics | Geometry

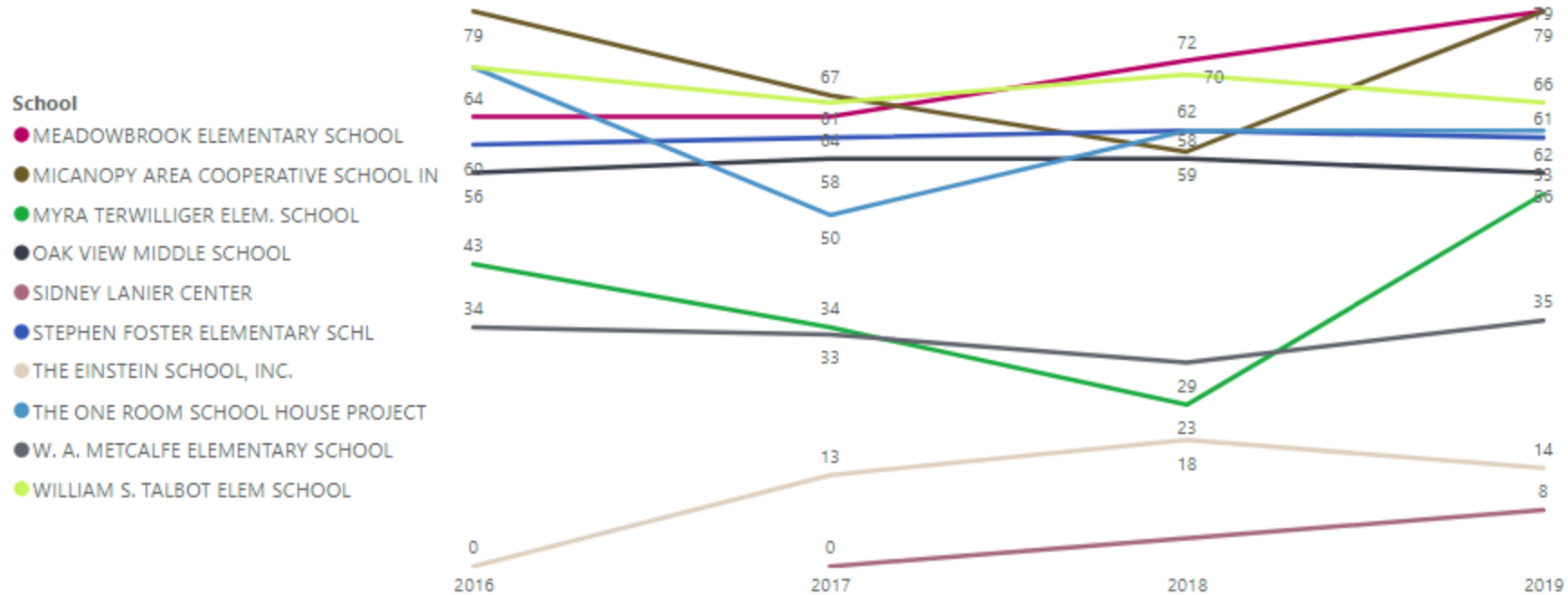
Science | US History

Our Schools

Our Students

Which School?

Percent of Students at or above Proficiency in ELA



Grade

- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10

Grade	05	
School	Percentage Level 3 +	Number_of_Students
MEADOWBROOK ELEMENTARY SCHOOL	69.75	545
MICANOPY AREA COOPERATIVE SCHOOL IN	71.00	113
MYRA TERWILLIGER ELEM. SCHOOL	38.25	295
OAK VIEW MIDDLE SCHOOL	57.00	458
SIDNEY LANIER CENTER	4.00	28
STEPHEN FOSTER ELEMENTARY SCHL	61.00	369
THE EINSTEIN SCHOOL, INC.	11.25	60
THE ONE ROOM SCHOOL HOUSE PROJECT	61.25	88
W. A. METCALFE ELEMENTARY SCHOOL	32.75	191

Staff Demographics Visualizations

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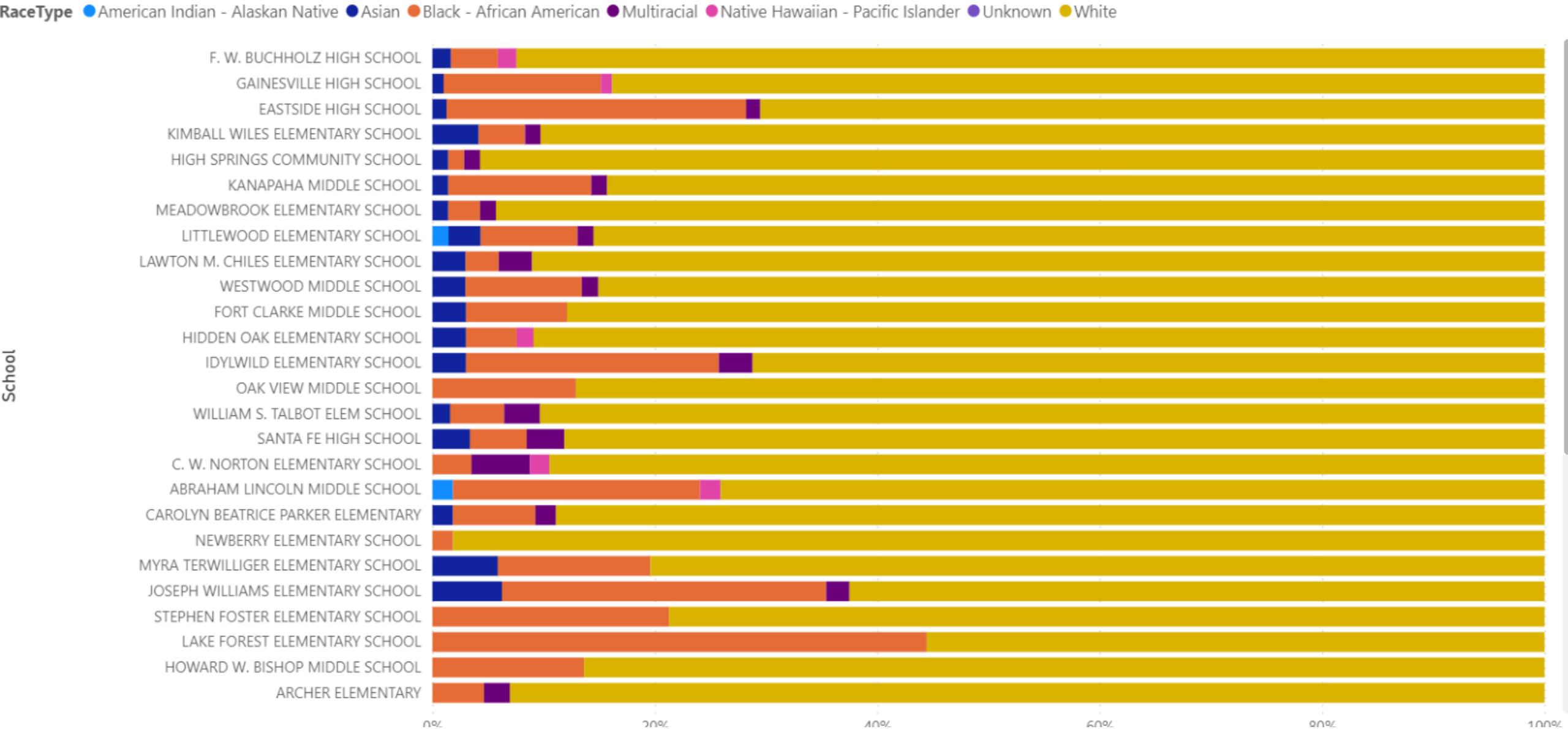
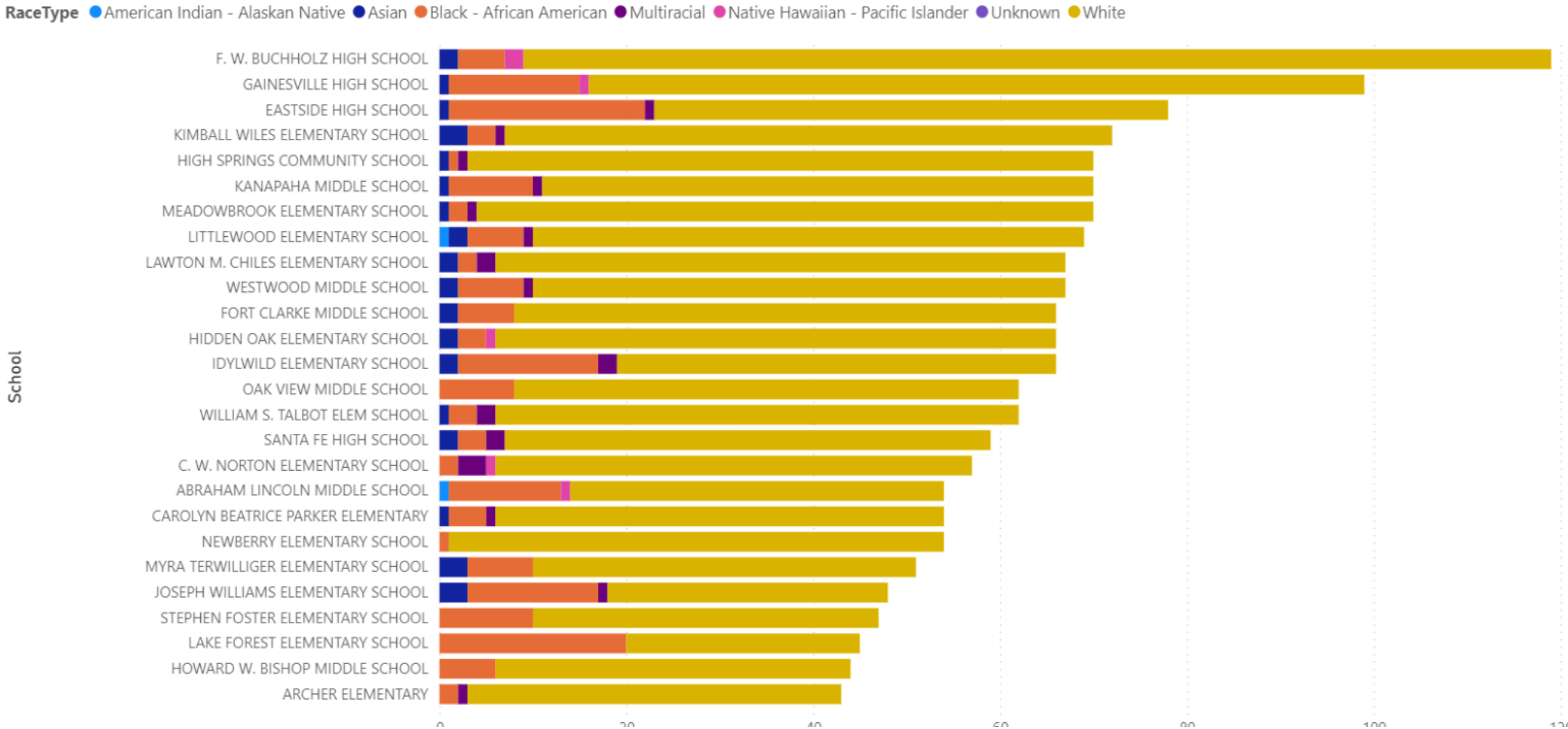

RaceType
American Indian - Alaskan Native
Asian
Black - African American
Multiracial
Native Hawaiian - Pacific Islander
Unknown
White
School
F. W. BUCHHOLZ HIGH SCHOOL
GAINESVILLE HIGH SCHOOL
EASTSIDE HIGH SCHOOL
KIMBALL WILES ELEMENTARY SCHOOL
HIGH SPRINGS COMMUNITY SCHOOL
KANAPAHA MIDDLE SCHOOL
MEADOWBROOK ELEMENTARY SCHOOL
LITTLEWOOD ELEMENTARY SCHOOL
LAWTON M. CHILES ELEMENTARY SCHOOL
WESTWOOD MIDDLE SCHOOL
FORT CLARKE MIDDLE SCHOOL
HIDDEN OAK ELEMENTARY SCHOOL
IDYLWILD ELEMENTARY SCHOOL
OAK VIEW MIDDLE SCHOOL
WILLIAM S. TALBOT ELEM SCHOOL
SANTA FE HIGH SCHOOL
C. W. NORTON ELEMENTARY SCHOOL
ABRAHAM LINCOLN MIDDLE SCHOOL
CAROLYN BEATRICE PARKER ELEMENTARY
NEWBERRY ELEMENTARY SCHOOL
MYRA TERWILLIGER ELEMENTARY SCHOOL
JOSEPH WILLIAMS ELEMENTARY SCHOOL
STEPHEN FOSTER ELEMENTARY SCHOOL
LAKE FOREST ELEMENTARY SCHOOL
HOWARD W. BISHOP MIDDLE SCHOOL
ARCHER ELEMENTARY
0%
20%
40%
60%
80%
100%

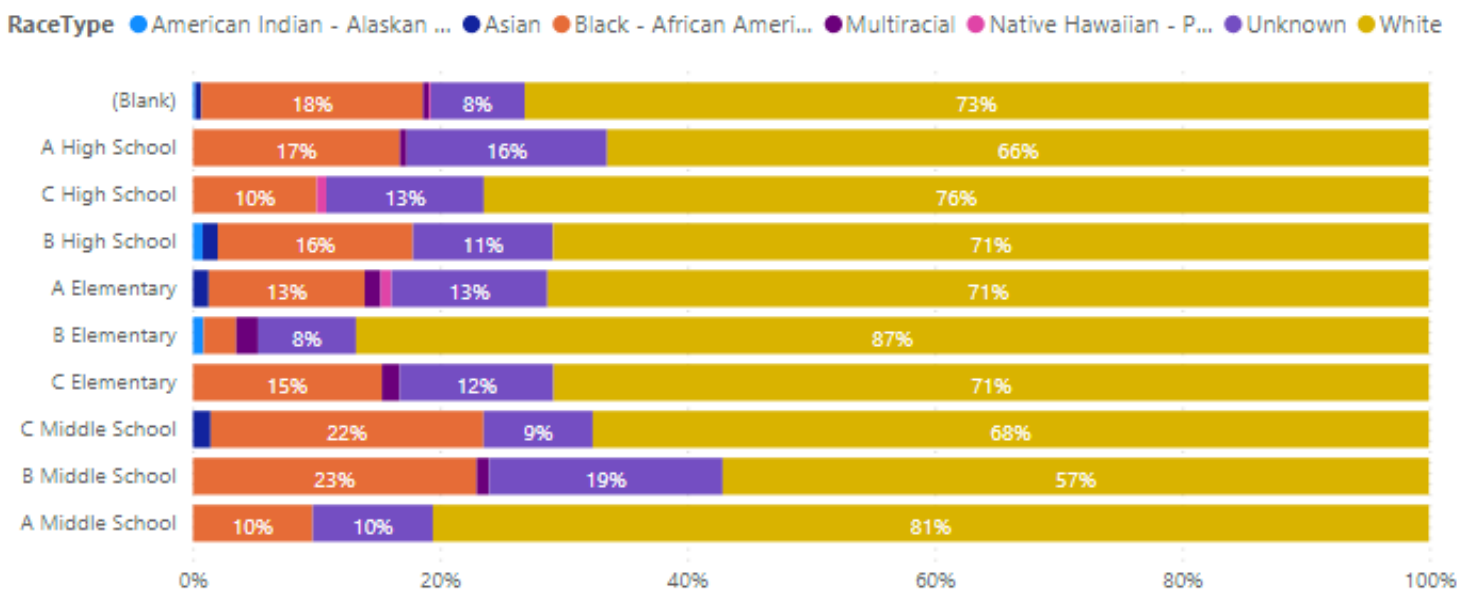

RaceType
American Indian - Alaskan Native
Asian
Black - African American
Multiracial
Native Hawaiian - Pacific Islander
Unknown
White
School
F. W. BUCHHOLZ HIGH SCHOOL
GAINESVILLE HIGH SCHOOL
EASTSIDE HIGH SCHOOL
KIMBALL WILES ELEMENTARY SCHOOL
HIGH SPRINGS COMMUNITY SCHOOL
KANAPAHA MIDDLE SCHOOL
MEADOWBROOK ELEMENTARY SCHOOL
LITTLEWOOD ELEMENTARY SCHOOL
LAWTON M. CHILES ELEMENTARY SCHOOL
WESTWOOD MIDDLE SCHOOL
FORT CLARKE MIDDLE SCHOOL
HIDDEN OAK ELEMENTARY SCHOOL
IDYLWILD ELEMENTARY SCHOOL
OAK VIEW MIDDLE SCHOOL
WILLIAM S. TALBOT ELEM SCHOOL
SANTA FE HIGH SCHOOL
C. W. NORTON ELEMENTARY SCHOOL
ABRAHAM LINCOLN MIDDLE SCHOOL
CAROLYN BEATRICE PARKER ELEMENTARY
NEWBERRY ELEMENTARY SCHOOL
MYRA TERWILLIGER ELEMENTARY SCHOOL
JOSEPH WILLIAMS ELEMENTARY SCHOOL
STEPHEN FOSTER ELEMENTARY SCHOOL
LAKE FOREST ELEMENTARY SCHOOL
HOWARD W. BISHOP MIDDLE SCHOOL
ARCHER ELEMENTARY
0
20
40
60
80
100

SchoolName	American Indian - Alaskan Native	Asian	Black - African American	Multiracial	Native Hawaiian - Pacific Islander	Unknown	White	**Total**
A Elementary		3	29	3	2	29	164	**230**
A High School	1		60	2		58	238	**359**
A Middle School			17			17	141	**175**
B Elementary	2	1	6	4		18	197	**228**
B High School	2	3	39			28	175	**247**
B Middle School		1	45	2		37	112	**197**
C Elementary			32	3		26	148	**209**
C High School	1	1	26	1	2	33	198	**262**
C Middle School		3	45			18	138	**204**
Total	**6**	**11**	**295**	**15**	**4**	**264**	**1506**	**2101**

SchoolName

- A Elementary
- A High School
- A Middle School
- B Elementary
- B High School
- B Middle School
- C Elementary
- C High School
- C Middle School

Staff Demographics

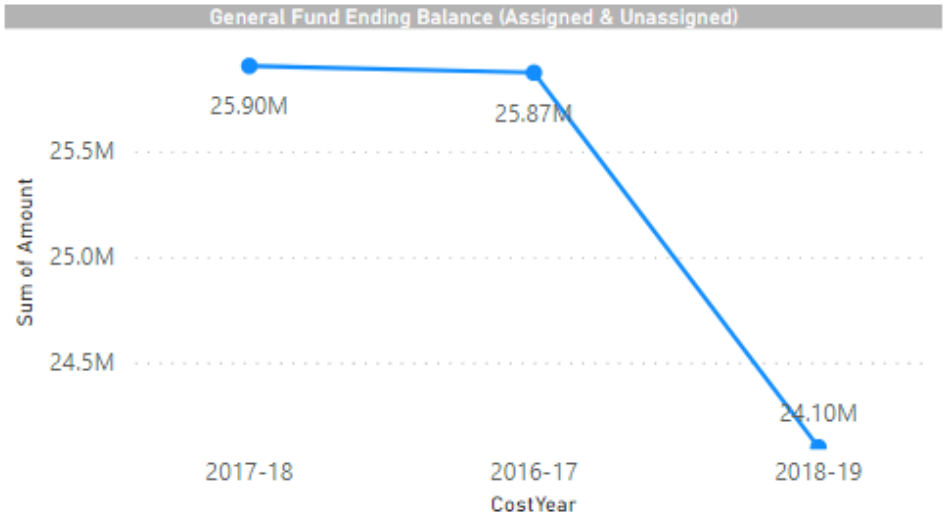


SchoolName	Average Teaching Experience
A Middle School	13.25
A High School	11.19
B Elementary	10.89
A Elementary	9.93
C High School	9.85
B High School	9.79
B Middle School	9.14
C Elementary	8.98
C Middle School	7.20
	6.45

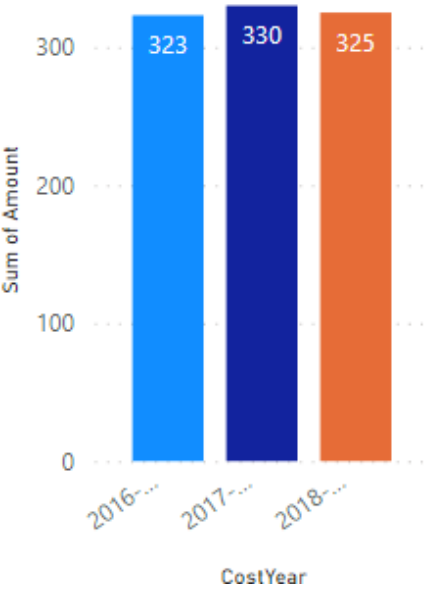
Financial Transparency Visualizations

Alachua County Public Schools: Financial Transparency

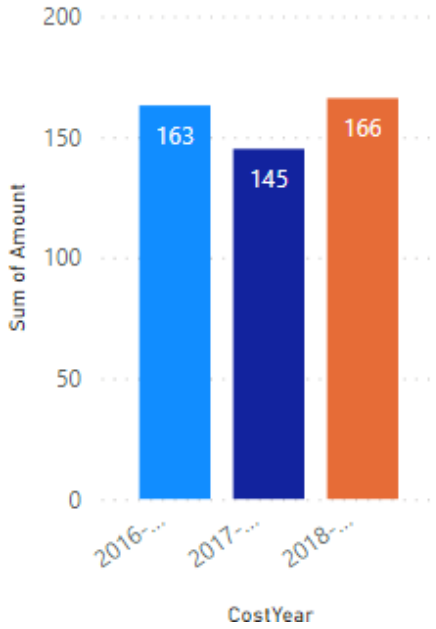
Description	2016-17	2017-18	2018-19	**Total**
FTE/ADMINISTRATIVE PERSONNEL	323	330	325	**978**
FTE/INSTRUCTIONAL PERSONNEL	163	145	166	**474**
GENERAL ADMINISTRATIVE EXPENDITURES/TOTAL OPERATING EXPENDITURES	75	73	82	**230**
GENERAL FUND ENDING BALANCE CLASSIFIED AS ASSIGNED OR UNASSIGNED 6-30-19	25,855,183	25,887,199	24,081,599	**75,823,981**
TOTAL INSTRUCTIONAL EXPENDITURES PER FTE	7,444	7,522	7,861	**22,827**
TOTAL OPERATING EXPENDITURES PER FTE	8,047	8,115	8,562	**24,724**
Total	**25,871,235**	**25,903,384**	**24,098,595**	**75,873,214**



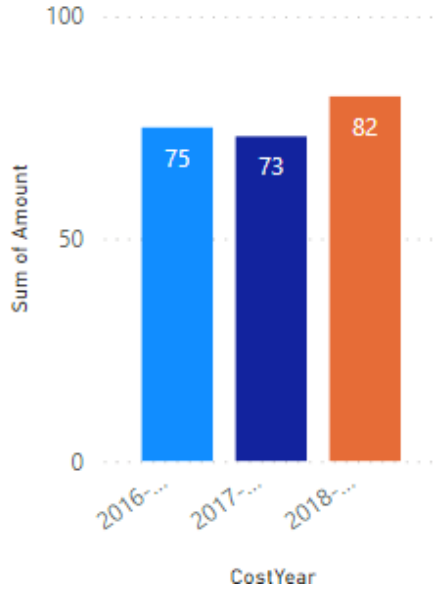
FTE / Administrative Personnel



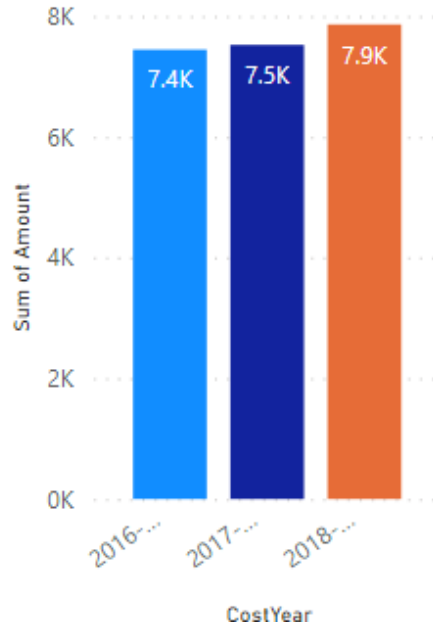
FTE / Instructional Personnel



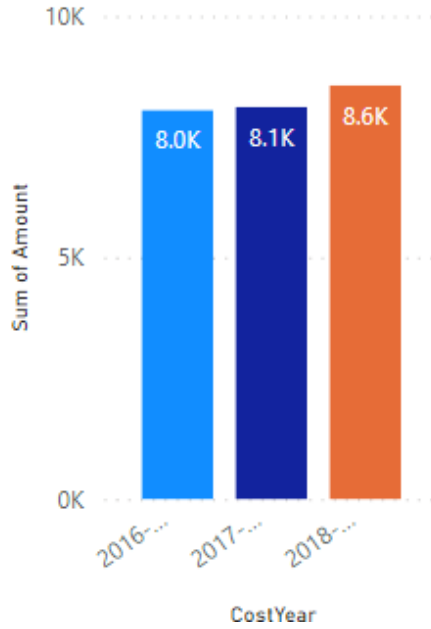
General Administrative Expenditures / Total Operating Expenditures



Total Instructional Expenditures / FTE



Total Operating Expenditures / FTE



Cost Year

Multiple selections

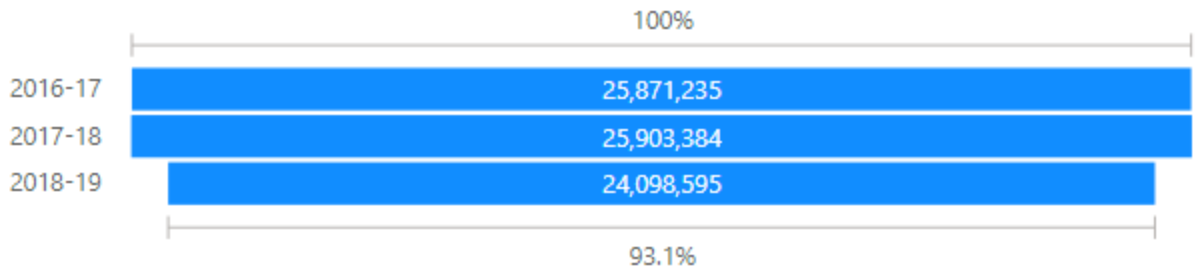
School Type

Elementary

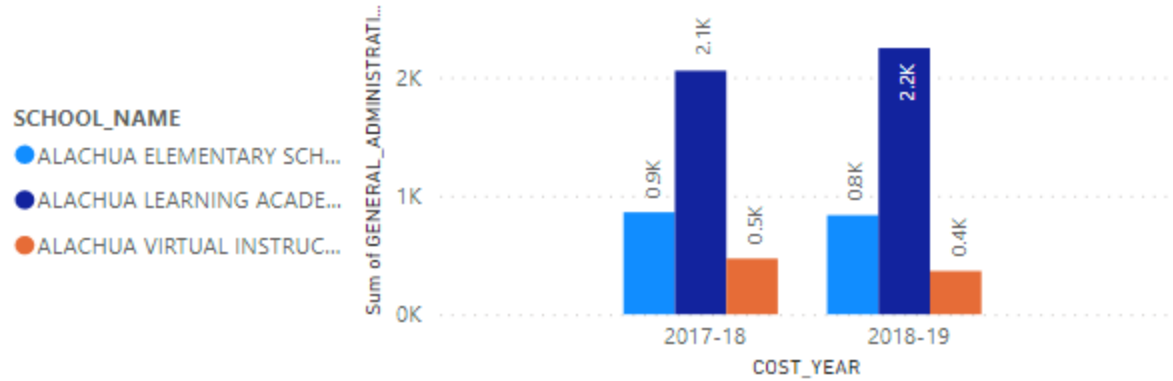
School Name (please select school)

Multiple selections

General Fund Ending Balance

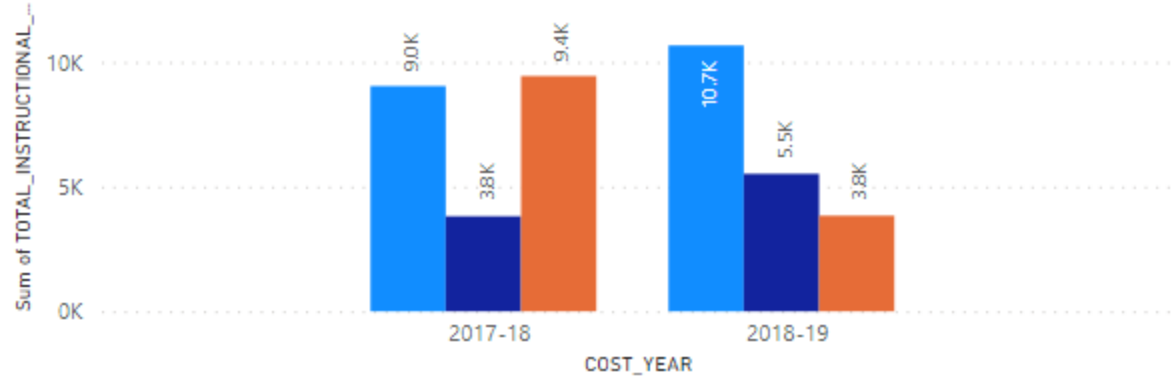


General Administrative Expenditures / Total Operating Expenditures

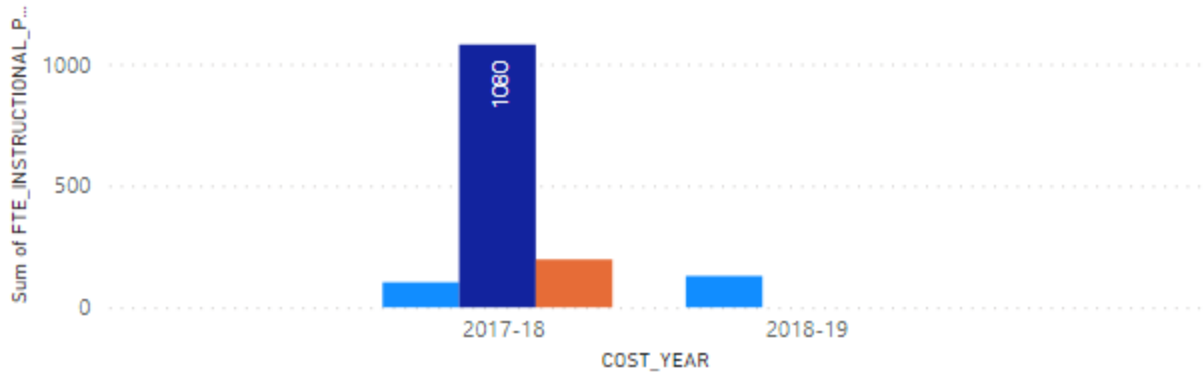


FTE / Administrative Personnel

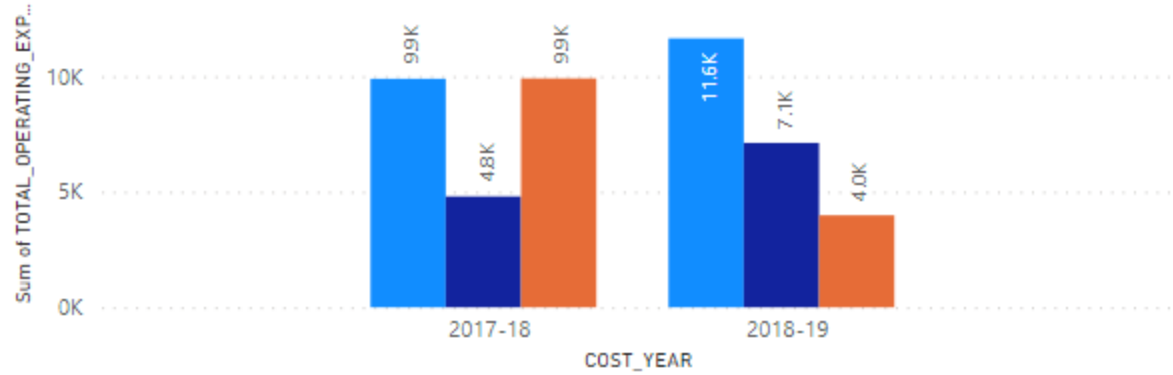
Total Instructional Expenditures Per FTE



FTE / Instructional Personnel



Total Operating Expenditures Per FTE



Proposal for Consideration

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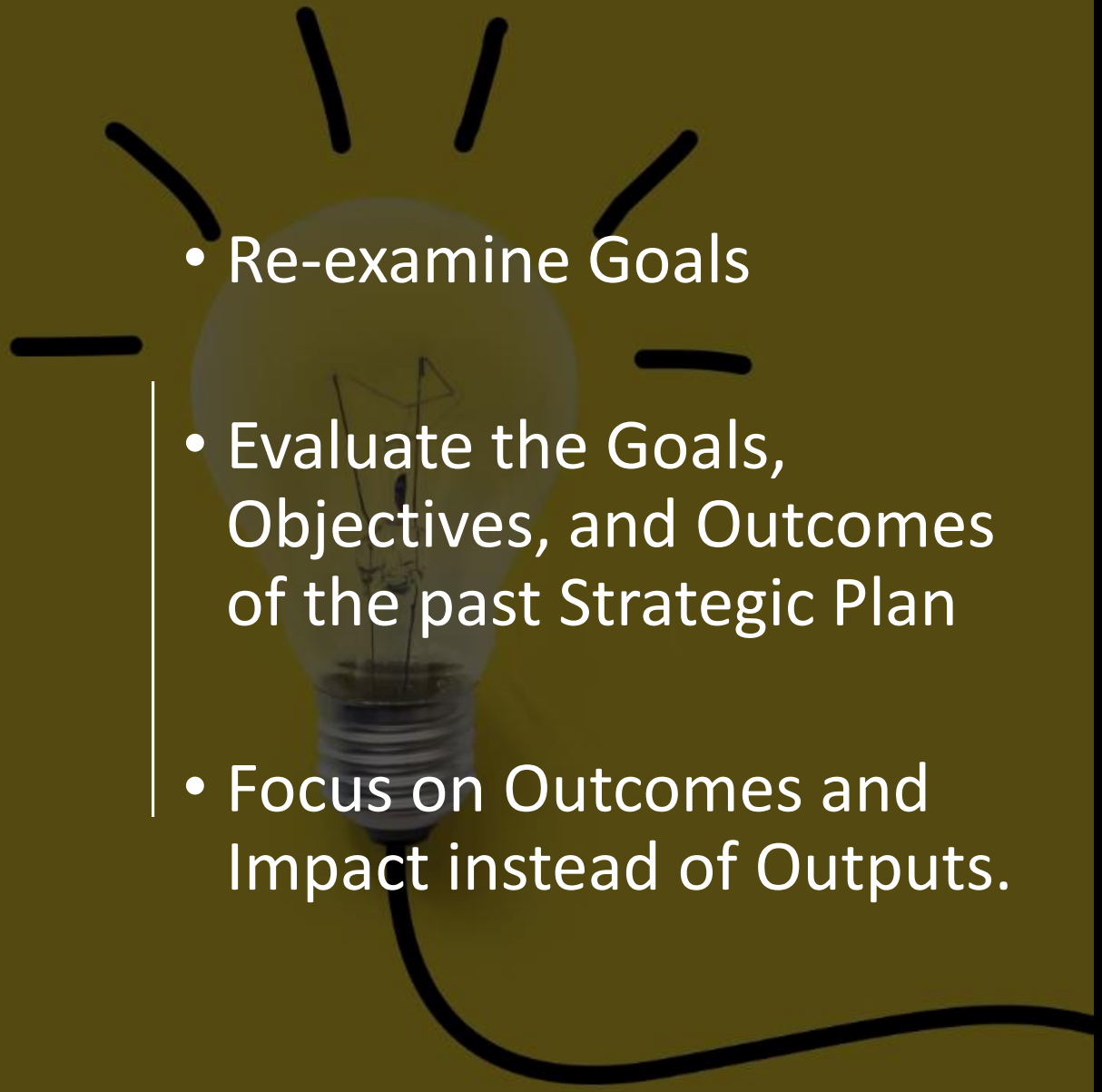
Need a New Strategic Plan



- Re-examine Goals
- Evaluate the Goals, Objectives, and Outcomes of the past Strategic Plan
- Focus on Outcomes and Impact instead of Outputs.

Example: Goal 2 Strategic Plan

GOAL 2: To ensure a safe and orderly environment for students and staff that provides optimal conditions and opportunities for teaching and learning.

Timeline: Varies

	Outcomes	Timeline
a.	The district will decrease out-of-school suspensions by 10%.	2013-16
b.	The district will decrease referrals for fighting and bullying by 10%.	2013-16
c.	The schools will maintain an average daily attendance of 94% or above.	2013-16
d.	The district will monitor annual update of district's and schools' Crisis Plans, with input from community, parents, staff, and law enforcement.	2013-16
e.	The district will monitor annual update of district and schools' Code of Student Conduct, with input from community, parents, staff, and law enforcement.	2013-16

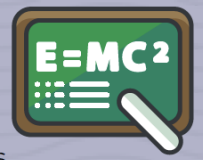
https://schaffercombs.com/intellectual-property-2/inputs-to-impact/

6 Goals of Educational Equity

Public schools are accountable for educating all learners to high academic standards and outcomes regardless of the differing characteristics of those learners.

https://www.idraeacsouth.org/

Goal 1 — Comparably High Academic Achievement and Other Student Outcomes



Disaggregated data on academic achievement and other student outcomes should show high comparable performance for all identifiable groups of learners, and achievement and performance gaps should be virtually non-existent.

Goal 2 — Equitable Access and Inclusion

Schools ensure unobstructed entrance into, involvement of and full participation of learners in schools, programs and activities.

Goal 3 — Equitable Treatment

Patterns of interaction between individuals and within an environment should be accepting, valuing, respectful, supportive, safe and secure such that students feel challenged to be invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard.

Goal 4 — Equitable Opportunity to Learn

At a minimum, learning opportunities should ensure that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and receives the requisite pedagogical, social, emotional and psychological supports to achieve the high standards of excellence that are established.

Goal 5 — Equitable Resources

Resources – including money, time, qualified staff, appropriate facilities, materials, instructional hardware and software, and academic and other supports – must be distributed in ways to ensure that all students achieve high academic standards.

Goal 6 — Accountability

All education stakeholders should accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.

Strategic Plan + Equity Plan

Change of Context

- COVID-19 Recovery
- 2yrs of ESSER Funds
- Need for Engagement

Propose

- Focus on ESSER and COVID Recovery
- Robust Community Engagement
- Move forward on Whole School Program Magnets
- Initiate Strategic Plan Development
- Redraw attendance zones after new strategic plan in place

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Any Questions?

Thank you for your consideration