

## Alachua County Public Schools Strategic Plan Update March, 2019

Below is an update on the district’s progress towards achieving the Goals and Outcomes of the district’s strategic plan, with information on the current status of actions outlined in the existing plan and additional actions currently in place to further promote the achievement of those goals and outcomes.

**Goal 1: To ensure an educational environment where all students have optimal conditions for learning. To create and maintain a culture of academic excellence and high expectations and provide high quality programs and instruction that will prepare all students to be productive citizens and lifelong, agile learners.**

**Outcome 1-A: The district will meet/exceed the state’s average in all FCAT/Florida Standards Assessment (FSA) subject areas**

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Curriculum	Provide up to five (5) additional teacher units allocated to lowest performing schools to reduce or eliminate combination (multi-age) classes.	Superintendent has allocated an additional instructional unit to each of our DA (differentiated accountability) schools. These positions were previously funded with district Title 1 funds. However, the state now requires that almost all Title 1 funds be allocated directly to schools.
Curriculum	Provide five (5) literacy and math coaches for lowest performing schools to provide teacher support.	District instructional coaches are shared with the DA schools. FCIM Instructional Coaches and instructional coaches funded with school-based T1 funds support our lowest performing schools. These positions were previously funded with district Title 1 funds. However, the state now requires that almost all Title 1 funds be allocated directly to schools.
Curriculum	Provide after-school tutoring for all Title I schools. Former SES funds are now available for districts to hire their own teachers to provide tutoring. Provide researched-based tutoring materials.	Schools are utilizing their T1 funds for both after-school and Saturday tutoring 21st Century After-School programming at 11 schools.
Curriculum	Provide supplemental reading and math intervention materials for at-risk students in all Title I schools as a supplement to the new basal reading and math program.	District T1 roll forward funds were used to provide evidence based supplemental instructional software for schools to use such as Ready Florida, ACHIEVE3000, SmartyAnts, and other materials selected by the principal to provide supplemental resources for teachers to provide tiered support for students. Schools use their school T1 funds to pay for stipends for teachers to teach Extended Daily Intervention and to purchase reasonable and necessary supplies for EDI.

Curriculum	Expand FCAT testing to include 7 <sup>th</sup> and 8 <sup>th</sup> grade students enrolled in high-school-level math courses.	Legislation ended this practice
Curriculum	Expand and fully implement new high school intensive reading program.	Teengagement Curriculum is being utilized in high school intensive reading classes. Teachers participate in a monthly cohort with District Curriculum Specialist
Curriculum	Continue to explore collaboration with the Lastinger Center of Learning at the University of Florida College of Teaching and Learning, which can expand how the district is working currently with high-need schools.	Currently collaborating with the Lastinger Center for Coaching Institute. The district has had formal contracts with Lastinger to work with Lake Forest Elementary and Hawthorne Middle/High School.

**Additional Strategies:**

- Scope and sequence and curriculum map updated for all content areas to help teachers with lesson planning.
- Data dashboard utilizes AIMS test results to make reports available to teachers to inform instruction
- Curriculum specialists prepare FSA/ECO/FCAT review materials for bootcamps and reviews prior to assessment

**Goal 1-B: The district will meet/exceed the state’s average in all End of Course Assessments**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Curriculum	Fund EOC Summer Boot Camps for Algebra I re-takes.	Ongoing
Curriculum	Provide sustained professional development to all district Algebra I teachers on the Algebra Nation software.	Math is currently going through the textbook adoption process and Algebra Nation is a plausible candidate for next adoption; therefore, according to state statute, we may not receive professional development during this time. District Curriculum Specialists and Department heads are trained on the software and are responsible for sharing best practices with teachers at their schools.
Curriculum	Provide additional professional development on current best practices in math and science.	Ongoing. Math Professional Learning for 2018-2019: School specialists with the Florida Department of Education provided professional development to district professional development specialists, curriculum specialists, and teacher department heads aligned to standards-based instruction and assessment.

		<p>Secondary math teachers were trained on Model-Eliciting Activities. The CPALMS team at the Florida Center for Research – Science, Technology, Engineering and Mathematics (FCR-STEM) conducted a one-day workshop to train math and science teachers on Model-Eliciting Activities (MEAs) for grades K-12. MEAs are open-ended, interdisciplinary problem-solving activities that challenge students to consider constraints and tradeoffs while applying math and science concepts in real-world. The MEA Library on CPALMS contains over 550 freely available MEAs for grades K-12. The workshop focused on providing a broad overview of MEAs and how to implement them effectively in the classroom.</p> <p>Secondary math teachers were trained in using the TI-Nspire™ Navigator™ System. Through a variety of interactive features, teachers learned strategies to assess student understanding using pre-made documents and basic Quick Poll questioning techniques. After completing the workshop, teachers are now able to use the TI-Nspire™ Navigator™ System in the classroom.</p> <p>Algebra 1 teachers will attend an after school professional learning session on preparing students for the Algebra 1 EOC. After the training, teachers will implement help sessions for their students using the knowledge they obtained.. Teachers will be responsible for sharing information with other Algebra 1 teachers at their school. Areas of focus include:</p> <ul style="list-style-type: none"> <li>● Accessing and maximizing use of test design summary to focus on high impact standards as well as matching them based upon the needs of the students. Teachers will be trained on how to implement review materials from Algebra Nation, core materials, and other open resources that are matched to the standards and test item specifications.</li> <li>● Data analysis: How to use prior Algebra 1 EOC data to help drive help sessions.</li> </ul> <p>Science Professional Learning for 2018-2019: Our district altered the sequence of Science courses. This new comprehensive approach will better equip students with the necessary science skills and knowledge they need to be successful on state assessments. Teachers were trained by textbook publishers as well as district curriculum specialists.</p> <p>Professional Learning was offered to secondary science teachers to provide collaborative time and resources to support and enhance standards-based instruction.</p> <p>Secondary department chairs receive quarterly professional development aligned to best practices and pertinent information around teaching and learning is disseminated.</p>

**Additional Strategies:**

- Quarterly AIMS data in a data dashboard available to teachers to inform instruction.
- Updated scope and sequence and curriculum maps available in all tested areas

**Outcome 1-C: The district dropout rate will be lower than or equal to the state’s rate**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
ESE/Student Services Dept	Provide professional development to deans and behavior resource teachers on functional behavior assessments and behavior intervention plans.	Ongoing Two Functional Behavior and Positive Behavioral Intervention Plan trainings for school teams during the 2017-2018 school year. Three Functional Behavior and Positive Behavioral Intervention Plan trainings for school teams during the 2018-2019 school year. Deans and behavior resource teachers receive bi-monthly professional learning around data disaggregation by function to align to tier 2 and tier 3 behavior interventions and restorative practices.
Curriculum	Expand GREAT program to all high schools to provide additional support to those students who are credit deficient by the end of the junior year.	Legislation ended access to this as a graduation option.
Curriculum	Provide additional credit retrieval opportunities all at high schools utilizing Edmentum Credit Retrieval software.	CROP exists at all middle and high schools. Students can access CROP before, during, after school and during the summer. The current program utilized is Edgenuity, a more interactive platform with a broad course offering. This provider is aligned to courses utilized in our eSchool.

**Additional Strategies:**

- Middle schools have credit acceleration programs
- Middle schools are offering several courses for high school credit
- AVID pilot at 2 middle high schools and 2 high schools.
- Several high schools have block schedules, which enable students to earn more than 24 credits
- Our students are able to pursue either the 24 or 18 credit option for high school graduation

- High school students can earn high school credits without taking courses in the Credit Acceleration Program (CAP) by passing AP or statewide course assessments in certain subjects.
- Providing Jobs for Graduates grant-funded “graduation coaches” and specialized curriculum programming at 3 high schools (SFHS, GHS, EHS)

**Outcome 1-D: The district will meet/exceed the state’s graduation rate.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Curriculum	Provide unlimited licenses to all high schools for credit retrieval.	We own sufficient licenses to meet the need.
Curriculum	Provide bus passes for area schools for students to participate in after-school credit retrieval, tutoring, and FCAT and EOC exam prep opportunities.	Students are provided passes as needed
Curriculum	Provide students with increased opportunities for passing FSA and/or earning concordant score required for graduation. Administration of ACT to all juniors.	Students can earn concordant scores for required state assessments on the SAT, ACT, and PERT tests. District pays for juniors and seniors to take both the SAT and ACT at their high school during the schools day twice a year. The PERT is administered at the school level at intervals as needed.

**Additional Strategies:**

- Eastside and GHS are both official Saturday ACT and SAT testing sites, affording students the chance to take the test in a familiar setting. Eastside is also a Saturday SAT site. School Advisory Councils pay for many economically disadvantaged students to take the SAT or ACT on Saturdays to meet their graduation requirement.
- High schools have graduation coaches who monitor student progress
- AVID pilot at GHS and SFHS
- AP Capstone program begun at EHS, HMHS, SFHS, and NHS to provide broader access to AP coursework.
- All high schools receive regular early warning data that includes failing grades, cumulative GPA, and assessments needed to meet graduation requirements. These reports are disaggregated to provide particular focus by race, disability, and students who are one or more years older than their cohort peers.
- Graduation monitoring reports are available in Skyward to provide schools with current status of every student regarding graduation requirements.
- District team consisting of Executive Director of Student Services, Director of Research, and Guidance Supervisor hold periodic graduation rate monitoring meetings throughout the year with the leadership team at each high school, including charter and alternative schools.

Outcome 1-E: The district will meet/exceed the state’s annual graduation rate on reported subgroups.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Curriculum	Develop a plan, using a data-driven/results-based model of academic and career advisement, to address the needs of at-risk students, with a focus on achievable high school completion options, and high-demand, high-wage career training options.	<p>All high schools receive regular early warning data that includes failing grades, cumulative GPA, and assessments needed to meet graduation requirements. These reports are disaggregated to provide particular focus by race, disability, and students who are one or more years older than their cohort peers.</p> <p>Graduation monitoring reports are available in Skyward to provide schools with current status of every student regarding graduation requirements.</p> <p>Our students are able to pursue either the 24 or 18 credit option for high school graduation</p> <p>High school students can earn high school credits without taking courses in the Credit Acceleration Program (CAP) by passing AP or statewide course assessments in certain subjects</p>
Student Services	Provide professional development to identified school-based attendance contacts in strategies to reduce truancy.	<p>Student services team provides support to school teams around the use of Early Warning Signs, including attendance to develop a plan to support the students.</p> <p>Professional Development given to deans and school counselors around RtI and MTSS process to support our truant students.</p>

**Additional Strategies:**

- See 1C and 1D

Outcome 1-F: The district will increase minority enrollment in career technical programs by 10%.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
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Curriculum/CTE	CTE Staff will meet with all students in the 8th grade and will provide information about the opportunities for success in CTE programs for diverse populations.	Video and PowerPoint on CTE programs made available to all middle schools. Career Academy Forum held annually, all 8th graders invited to attend 13 Open Houses held for all CTE Magnet Programs
Curriculum/CTE	The district will provide parent outreach activities and informational seminars on career technical opportunities targeted to minority students.	CTE staff attend school and community gathering to provide information to all parents
Curriculum/CTE	Aggressively pursue opportunities to speak to organizations and ad-hoc groups of diverse ethnicity about the opportunities in occupations for which the district can prepare students through CTE programs.	CTE staff collaborate with Santa Fe College, Faith Based groups, Parent Academy, and civic organizations to distribute information about CTE programs Letters of invitation to all 8th graders to attend Career Academy Forum
Curriculum/CTE	Teachers and staff will actively recruit minority students to be office holders in Career and Technical Student Organizations (CTSOs) for each program to highlight participation by diverse populations.	All recruiting efforts target every 8th grade student. Application help sessions held in east Gainesville schools
Curriculum/Student Services	Develop a plan, using a data-driven/results-based model of academic and career advisement, to address the needs of at-risk students, with a focus on achievable high school completion options, and high-demand, high-wage career training options.	We have created a graduation monitoring report schools use for academic advisement. Graduation coaches are available in each school working with students who may not see themselves on a college or career track.

**Additional Strategies:**

- Development of new magnet application process to include a lottery for 25% of the CTE Academy seats to encourage more applications from students in underrepresented groups. Included direct communication with parents about the new process and community sessions to help families apply.
- **Outcome 1-G: The district will increase student participation in STEAM programs.**

**Existing Strategies:**

Responsible Department(s)	Action	Current Status
Curriculum	Develop a plan, using a data-driven/results-based model of academic and career advisement, to	See 1-E

	address the needs of at-risk students, with a focus on achievable high school completion options, and high-demand, high-wage career training options.	
Curriculum	Provide increased AP STEM course offerings at rural high schools.	AP science courses added at Newberry and Santa Fe high schools.
Curriculum	Increase collaboration with Florida Solar Energy Center at Santa Fe College.	Ongoing. Includes collaboration on teacher workshops, student competitions, etc. Currently collaborating on state grant to promote STEM-related activities
Curriculum	Implement project-based STEM initiatives districtwide	Robotics program instituted, including district competition. Robotics and IGAD CTE programs added at Professional Academies Magnet @ Lofton

**Additional Strategies:**

- Full STEAM Ahead! collaboration with the Cade Museum with Idylwild, Lake Forest, and Metcalfe elementary schools.
- TI Nspire-Navigator Training given to middle and high school math teacher to facilitate the integration of this system into instruction.
- Model-Eliciting Activities Workshop for K-12 math and science teachers to facilitate the incorporation of open-ended, interdisciplinary problem-solving activities that challenge students into lessons.

**Outcome 1-H: The district will increase participation in credit retrieval and GED diploma options for high school dropouts and students who are credit deficient by 10%.**

**Original strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Curriculum/Adult Ed	Expand existing Credit Retrieval Option Program (CROP) to unlimited licenses.	Purchased licenses are dispersed based on demand and school size.
Curriculum/Adult Ed	Expand credit retrieval program to middle school students.	CROP is currently offered in all middle schools
Curriculum/Adult Ed	Expand GREAT program to identify students who are severely credit deficient at the end of the junior year	Current state law no longer provides for this as an option.
Curriculum/Adult Ed	Expand recruitment efforts to increase participation by adults in the GED program.	GED website and social media presence GED Test scheduled almost weekly A formal Adult Ed Graduation Ceremony available for all adults who earn their GED



**Additional Strategies**

- Due to changes in Florida’s school accountability system, the district no longer targets school-aged students for GED, focusing instead on steering them towards options that will result in earning a standard diploma.

**Outcome 1-I: The district will take steps to promote effective and meaningful student assessments.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Research Department	Conduct a review of all assessments and delineate those mandated/required by the state.	By state law, all students are required to participate in Florida’s program of standardized assessments.
Research Department	Create a more seamless and integrated system of formative assessments and progress monitoring	AIMS assessments, aligned to the instructional curriculum maps, are administered quarterly. AIMS reports are accessible and user friendly for teachers to use to inform instruction. Teachers can easily review results by race, disability, achievement level, and lowest quartile to identify achievement gaps and adjust instruction.
Research Department/Curriculum	Provide adequate professional development for teachers and school leaders in the appropriate use of assessment and data	The curriculum staff provides ongoing, school-based professional development for school leaders and teachers in interpreting AIMS results. Teachers are engaged in using data to plan instruction including reteaching, remediation, and enrichment. Results provide clear feedback to teachers on the status of their students. Principals conduct regular data chats with teachers to monitor student progress, and to provide support where needed.
	Encourage state leaders to reduce the number of student assessments and ensure those that remain in place are effective and meaningful.	Ongoing advocacy through ACCPTA and ACEA. Efforts at the state level are made by the FASA, FADSS, FSBA, and FEA.

**Outcome 1-J: The district will take steps to ensure all students have access to high quality programs and instruction.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
FTE/Student Assignment	Conduct a review of all magnet/choice programs	Implemented a new magnet application process which includes a lottery component
	Conduct a review of student assignment practices	Some Board Policies have been revised

Professional Development	Provide additional professional development to promote high quality instruction	<p>Continued professional development in district and school-based learning walks for 2018-2019.</p> <p>Three middle schools and two high schools utilize teacher-led learning walks as job-embedded professional development.</p> <p>One district CRISS training scheduled for 2018-2019 for K-12.</p> <p>Provide differentiated professional development at each school to meet their goals in integrating culturally responsive teaching practices into their instructional practice.</p> <p>School-based Equity Mentors trained in best practices in equity and utilized to build capacity at the school level.</p> <p>Instructional Framework training for all district TSA's and aspiring leaders through the ACPS Leadership Development program.</p> <p>Assistant Principals receive professional development aligned to the domains within the Florida Principal Leadership Standards.</p> <p>Align online Gale eBook collections to our Instructional Framework</p> <p>Align online Gale eBook collections to our Equity Plan</p> <p>Embed a research-based, high-yield strategy into our monthly Professional Development newsletter</p>
	Develop a plan to implement innovative teaching strategies in more classrooms (flipped classrooms, mobile learning, project-based learning, blended learning, etc.)	<p>Restructured district coaching support to provide more systemic professional development and access to coaching to all elementary schools.</p> <p>Blended Learning PLC piloted at middle school to support implementation of best practices in online student learning and the use of the Canvas learning management system.</p>
	Implement language development initiative	<p>Language Development and Neuroscience professional learning opportunities have been offered since the 2015-16 school year. In addition to teacher professional learning, elementary schools have implemented additional curriculum resources to support students' language development. For example, currently all elementary schools implement Istation to support students' language development and personalized learning paths.</p>

**Additional Strategies:**

- Providing grant-funded teacher units to support “non-traditional” students in successful completion of advanced courses (AP, IB, Cambridge, and honors).
- Providing grant-funded summer institutes at all high schools in order to identify and promote participation in advanced courses for underrepresented student groups.
- AP Potential Reports used for scheduling to include more students in AP courses

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

**Outcome 2-A: The district will decrease out-of-school suspensions by 10%.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Student Services	Continue middle school Alternative Learning Center for disciplinary consequences.	Available daily
Student Services	Develop a plan to establish an Alternative Learning Center program for high school students as an option for disciplinary consequences such as suspension.	The district is currently focusing on strategies listed below to reduce out-of-class time for high school students.

**Additional Strategies:**

- Deans/Administrative teams provided with training and a resource tool kit for implementing more positive, proactive and restorative consequences for minor to moderate infractions (10/9 and 10/16/18).
- Code of Conduct language modified to reflect the maximum days of OSS to be given at one time is 7 for a Level 1 infraction and 5 for a Level 2 infraction, unless otherwise specified in statutory language, or in cases where recommendations are being made for alternative placement.
- “In Lieu of” Parent/Student Seminars held 2 times a month in exchange for 1-2 days of OSS, as recommended by school administration.
- District Staff held “In Lieu of” Seminars at specific schools to model the process for leadership teams so the it can be replicated by school personnel as needed.
- River Phoenix Center for Peacebuilding was contracted to provide ongoing training and support to one middle and one high school in the implementation of restorative practices within the school setting.
- Weekly monitoring and sharing of OSS data with principals by district staff including checking referral language for alignment with Code of Conduct, offering support for repeat offenders and reminding of recent Code language changes.

Outcome 2-B: The district will decrease referrals for fighting and bullying by 10%.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Student Services	Target students who engage in fighting or bullying by the Educational Planning Team or IEP team for implementation of planned interventions to prevent the future occurrence of fights or bullying behavior. The effectiveness of the planned intervention is monitored and reviewed using the principles of the Rtl model and the Anti-Bullying program.	Ongoing FBAs and BIPs used as Tier 3 Interventions. Training offered to school teams at least 3 times/year. School Psychologists and Staffing Specialists charged with participating in the EPTs/IEPs of students requiring Tier 3 interventions. Logs kept of this engagement.

**Additional Strategies:**

- Expanding the use of Restorative Practices as consequences. Administrative teams being trained to utilize Restorative Practices; materials and resources provided to support implementation.
- HOPE Scholarships available to students impacted by bullying and aggression.

Outcome 2-C: The schools will maintain an average daily attendance of 94% or above.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Curriculum/Student Services	Provide professional development to identified school-based attendance contacts in strategies to reduce truancy.	Early warning signs data dashboard available to all schools in the Report Server EPT process addresses truancy. Training in Attendance Procedures at individual schools as needed.

**Additional Strategies:**

- Proving the ALC classroom for middle school students suspended from school.
- Reducing the maximum number of OSS days permitted for Level 1 and 2 infractions.
- Encouraging schools to reduce with days of OSS given per serious infraction and to incorporate more positive supports.

**Outcome 2-D: The district will monitor annual update of district’s and schools’ Crisis Plans, with input from community, parents, staff and law enforcement.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Supt’s Office/PIO	Schools will solicit input from parents, staff, law enforcement, and the School Advisory Council regarding school safety and environment through the annual climate survey. The resulting input will be shared with the SAC and incorporated into the school’s crisis plan, as appropriate.	Ongoing. Questions regarding safety are included in school climate surveys. Crisis plans are updated annually in collaboration with SROs. For security reasons, details of crisis plans are not shared publicly.

**Additional Strategies:**

- New Safety and Security Chief for Alachua County Public Schools, who works with schools, law enforcement and district staff to review, update and implement safety and security measures at schools. This includes the updating of crisis plans to reflect best practices and legislative/policy changes. The Chief also serves as a liaison with parents who have safety-related questions or concerns.

**Outcome 2-E: The district will monitor annual update of district and schools’ Code of Student Conduct, with input from community, parents, staff, and law enforcement.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Student Services	The Superintendent’s Discipline Committee will meet four times each year to obtain input prior to proposing the annual revisions to the Code of Student Conduct.	Ongoing. Active participation and regular recommendations from committee to amend the Code of Student Conduct

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

**Outcome 3-A: The district will provide salary compensation for all employees that is market competitive with the Northeast Florida region.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
HR/Finance	The district will continue to survey Northeast Florida Region districts to determine the basis of a competitive salary schedule.	DOE Average Salary for Teachers 2017-2018, Final Survey Data: The regional average is \$43,232, State average - \$48, 168, ACPS - \$42,839 (without recent 4% salary raise)
HR/Finance	The district will continue to implement a competitive salary schedule consistent with Northeast Florida Region for instructional, non-instructional, professional/technical, and administrative staff.	Ongoing through collective bargaining
HR/Finance	The district will continue to make “No Cost Single Coverage” Insurance Plan a priority.	Per Board Policy, the district provides no-cost insurance to all regular employees who work more than 20 hours a week.
HR/Finance	The district will provide training opportunities for Non-Instructional Staff to enable advancement in steps on the Non-Instructional Salary Schedule.	Human Resources is offering the Paraprofessional Test. First attempt paid by the district. Ongoing cross-training opportunities are available in all departments.

**Additional Strategies:**

- District provides study guides for the ParaPro test
- Paraprofessionals who have passed the test have been promoted to a Paraprofessional II

Outcome 3-B: The district will increase the placement of minority instructional staff by 15% in three years.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
HR	Expand the network of Historically Black College (HBC) recruitment visits to include national recruitment.	Recruitment has been expanded to include: Clark-Atlanta University, Tennessee State, and Tuskegee University. Increased visits to Florida A&M and Bethune Cookman to twice(2) a year. We also attend the Florida Fund for Minority Teachers Recruitment Fair. On March 26-28, 2019, we are attending the Greater Pittsburgh Teacher Fair with the Pittsburgh Education Recruitment Consortium (PERC).
HR	Maintain direct communication with the Deans of Education in HBCs and other institutions with a high degree of minorities to expand recruitment efforts.	Continue to maintain communication with Deans of Historical Black Colleges. Clark-Atlanta University, Tennessee State, and Tuskegee University, Florida A&M, Bethune Cookman, Florida State, University of Central Florida and Kennesaw State University.
HR	Form a community network with churches and other community organizations to target minorities interested in teaching positions. Increase advertisement in magazines and websites targeting minority recruitment.	HR launched new Career Fair at Spring Hill Baptist Church beginning in 2016. This has continued for three (3) years. Posters and emails are sent to churches advertising each job fair held by the district. We advertise in various minority focused publications, radio stations and websites. Media outlets HR has used: Teacher of Color magazine, Diversity in Education Partners, Minority Update, and post jobs in HBCU Connect, Handshake recruitment website, nem.net list. Black Educators Rock teacher recruitment event added in 2018. Added Black Business Professionals Showcase at Santa Fe College in 2019.
HR	Begin a district-wide “Grow Your Own” incentive program for ACPS students.	Grow Your Own program established 2014. HR continues to provide information and applications to interested high school students and their parents. HR works with the GHS Future Teacher Academy (FTA) Advisory Board and presents information on teaching careers as requested. This school year (18-19) will be the first graduating group from the FTA program.
HR	Identify all minority applicants, screen, assist with certification, interview techniques, and facilitate interviews for instructional positions.	Ongoing screening and assistance provided by HR. Minority applicants are provided assistance with certification, interview techniques, resume writing, and interviews are facilitated.

HR	Identify paraprofessionals and substitute teachers who have a bachelor's or higher and discuss becoming a teacher; if they show interest in teaching, assist with information concerning available teaching programs, certification, interview techniques. Facilitate interviews where appropriate.	Ongoing weekly assistance provided. Interested newly hired substitutes meet with HR supervisors to discuss pathways to teaching. In partnership with St. Leo University, the Para to Pro program was initiated in 2018. Started Annual Town Hall meetings for Paraprofessional and substitutes to discuss teaching careers. Pathways to Teaching- Santa Fe College and Saint Leo University were represented. Financial Aid, certification, and the admission process was presented.
HR	Continue to explore additional, innovative recruitment approaches.	Established social media accounts (Facebook, Twitter) in 2018. Added recruitment web page in addition to updating the HR main web pages. Television, YouTube and radio commercials. Billboard advertisement for special events. College class presentations on interviewing, resume writing and the ACPS hiring process as requested. Added a partnership pipeline to teaching. Included: UF, Florida Fund for Minority, Santa Fe College and Saint Leo University. Added on Non-Educational Career Fairs. Increased job fairs from 12 to 23. Partnering with UF College of Journalism and Communications Advertising students to develop a marketing plan.
HR	Continue to explore additional, innovative incentives to attract minority instructional staff	Continue to research funding options

**Outcome 3-C: The district will sustain retention of 90% of highly effective staff, at the end of three years.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
HR/Finance	Propose, during annual negotiations, an incentive bonus for teachers who remain in the district for at least three consecutive years and receive highly effective evaluations for each year of the three years.	Performance pay salary adjustments for highly effective teachers have been negotiated annually for the previous 4 years. (Performance pay is now required under state law.) Over the past three years, the district has retained 80% of the highly effective staff. This past year the district retained 89% of its highly effective staff.
HR	Human Resources will provide assistance with certification and loan forgiveness and will facilitate interviews for transfers within the district.	Ongoing. HR assists more than 1,000 applicants and employees with renewals, additions and issuances of coaching certificates. Over 300 Loan Forgiveness Forms are completed each year. Interviews are facilitated on a regular basis with diversity as the primary focus.
HR	Provide opportunity for teachers to transfer from high-need schools after four years or more of employment, in accordance with the teacher contract and district needs.	HR has provided the Priority Transfer Window for the past three years, per the Collective Bargaining Agreement.



**Outcome 3-D: The district will provide incentive programs that ensure the retention of highly effective staff.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
HR	The district will provide funding for teachers and, when appropriate, paraprofessionals to add certification and endorsements to certificates.	On-going - For teachers and paraprofessionals, tutoring is provided for the FTCE Subject Area Exams. Teachers and paraprofessionals receive a stipend upon completion of the tutoring and the taking of the subject area exams, 112 teachers have enrolled in the tutoring program. The District provides refunds for the cost of subject area test; in critical shortage areas, for teachers who volunteer to add a subject area to their teaching certificate.
HR	Provide training annually to the wellness coordinator and the school administrator in order to ensure robust implementation of and greater participation in health and wellness activities, in keeping with the language regarding the supplement.	The Benefits Department will be working with the Wellness Coordinators to promote health and wellness participation at our schools and departments. We are currently working with the PD Department to develop a healthy lifestyle class where staff members will receive a stipend and CREATE points upon completion.

**Additional Strategies:**

- Annual Health Fairs conducted at various sites throughout the district
- New employee benefits, including Teladoc and the Rx Savings programs.

**Outcome 3-E: The district will provide mentoring programs that facilitate a retention rate of 95%+ of newly hired effective instructional staff.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Staff Development	Provide one-on-one mentor coaches for all beginning teachers	Program still in effect; currently serving 146 new educators.

Staff Development	Provide quarterly cohort training in targeted areas	Program still in effect; quarter one and quarter three professional development aligned to classroom management and quarter two and quarter four aligned to instructional planning/relationship building.
Staff Development	Provide release-time opportunities for beginning teachers to observe highly effective teachers	Professional Development office provides opportunities for peer observations for beginning teachers. Observations include a pre and post teacher/coach debrief session.

**Outcome 3-F: The district will provide incentive programs for the recruitment and retention of highly effective teachers to schools with significant data deficits in FCAT/FSA and EOC assessments.**

**Original Strategies:**

Responsible Department(s)	Action	Current Status
HR/Finance	Propose, during annual negotiations, an incentive bonus for Highly Effective teachers who teach and remain in schools with significant data deficits in FCAT/FSA and EOC Assessment for at least three consecutive years.	For the 2018-19 school year the district negotiated a \$1,500 differentiated pay bonus to all active teachers at Differentiated Accountability schools (Lake Forest, Metcalfe, Idylwild, Alachua, Terwilliger and Rawlings). For the 2017-2018 school year the district negotiated a \$2,500 differentiated pay bonus to all active teachers at DA schools (Hawthorne, Terwilliger and Lake Forest). For the 2016-2017 school year the district negotiated a \$1,000 differentiated pay bonus to all active teachers at DA school (Lake Forest)..

**Outcome 3-G: The district will implement effective and meaningful evaluation of all teachers and staff in keeping with statutory requirements.**

**Original Strategies:**

Responsible Department(s)	Action	Current Status
HR	In collaboration with ACEA, review and revise existing evaluation instrument(s)	Appraisal Committee, made up of district and ACEA reps, meets annually. Changes to evaluation instruments must be approved by Florida DOE.
HR	Provide additional training to principals/supervisors in use of revised evaluation instrument(s)	Ongoing during principal meetings
HR	Provide training/guidance to employees regarding revised evaluation instruments.	Appraisal Information is covered by Article XIII Section 2 (a) during pre-planning.

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

**Outcome 4-A: The district will provide a technology infrastructure that ensures that 100% of schools have access to current instructional technology resources**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Curriculum/Instructional Technology	The district will refresh technology at the rate of 15%-20% yearly.	Ongoing. District is meeting the target.

**Additional Strategies:**

- One Mill for Schools and Half Cent for Schools initiatives both include technology funding in light of elimination of other sources of technology funding. The One Mill is now the district’s primary source of classroom technology funding
- District has developed a standardized technology model for all classrooms. Implementation is ongoing.

**Outcome 4-B: The district will develop/implement technology protocols that ensure there is equitable distribution of technology resources to all schools.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Curriculum/Instructional Technology	Develop and propose a plan to provide dedicated technology support across the district in order to provide “just-in-time” support of labs and classroom technology, computer based testing, and network.	The One Mill for School currently funds eight technical support positions. District has allocated additional positions and is currently seeking applicants.  The district also funds four technology coaches from supplementary federal funds, one of whom is dedicated to the robotics program.

**Additional Strategies:**

- Ongoing funding of robotics program
- District has developed a standardized technology model for all classrooms. Implementation is ongoing.

**Outcome 4-C: The district will increase by 25% online staff development programs which are aligned and support Florida Standards.**

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Staff Development	Aggressively market and provide support across the district for existing online staff development resources in order to increase participation in on-line programming.	<p>Online professional development opportunities are outlined and advertised to CREATE Contacts at all meeting dates; Flyers advertising upcoming online PD are distributed through the Help Desk.</p> <p>PD Office has purchased professional digital books accessible to all instructional staff and administrators and are accessible via Edutone. All collections will be aligned to our Instructional Framework and Equity Plan beginning April 2019.</p> <p>Interactive, professional development newsletter to provide information on upcoming professional development and to showcase best practices taking place throughout the district. First newsletter released January, 2019</p> <p>Canvas Curriculum Portal houses all instructional scope and sequences and resources for teachers to access.</p>
Staff Development	Provide at least two orientations and trainings annually to staff on on-line staff development options.	<p>Instructional guides and webinars on how to access district online PD are sent to teachers throughout the year.</p> <p>CREATE Contacts receive training and updates at CREATE contact meetings and are responsible for training and informing school staff of opportunities.</p>
Staff Development	Work with school-based administration to promote PD 360 and to facilitate use of PD 360, where appropriate, in the development of Individual Professional Development Plans.	<p>*No longer utilize PD 360. Gale eBooks are used to support professional growth.</p> <p>Instructional guides and webinars on how to access district online PD are sent to teachers throughout the year.</p>

		CREATE Contacts receive training and updates at CREATE contact meetings and are responsible for training and informing school staff of opportunities.
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Outcome 4-D: The district will develop and implement technology resources for teachers that support STEM and Florida Standards.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Curriculum/Instructional Technology	Identify additional digital resources needed to support STEM and Florida Standards.	PD Office has purchased professional digital books accessible to all instructional staff and administrators and are accessible via Edutone. All collections will be aligned to our Instructional Framework and Equity Plan beginning April 2019.

Outcome 4-E: The district will increase enrollment in Alachua County eSchool courses by 10%.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Curriculum/E School	Expand E-School presentation to more home school cohort groups in order to increase the number of unserved students in virtual programs.	Ongoing. Includes strategies such as Open Enrollment Fair, emails to home school families, direct mail, presentations at home-school association meetings, etc.
Curriculum/E School	Host “meet and greet” sessions for full time elementary virtual students to have face time with teachers to complete activities and provide parent resources.	Ongoing

**Additional Strategies:**

- Home School Office moved under eSchool director, facilitating direct communication with home school families to promote enrollment in eSchool
- Direct support and monitoring of truant students enrolling in home school program, resulting in more part time enrollments in eSchool

- Expanded offerings, including electives, to promote additional enrollment in eSchool
- Piloting programs with three elementary schools to enroll students on a part time basis in eSchool and provide their parents with support and resources to help them serve as learning coaches for their children
- eSchool labs funded through the One Mill

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

**Outcome 5-A: The district will incorporate in all bid proposals, including both new and renovated construction, the requirement of using green building design standards (i.e., LEED certification and/or Green Globe), where fiscally appropriate.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Facilities/Purchasing	Implementing Green Building Design Standards through certification with either Green Globes or LEED on all new construction.	Using all guidelines for new construction. Significant costs are involved with actually obtaining the certification.
Facilities/Purchasing	Incorporate Green Building Standards on renovation construction regardless of whether certification is pursued or not for those projects.	Using life cycle cost analysis and return on investment data to determine feasibility on a project-by-project basis.
Facilities/Purchasing	Conserve water usage based on historical data and decrease burden on wastewater treatment systems. Manage stormwater runoff.	Ongoing. Using low flow, low-usage fixtures whenever feasible. District will be able to expand use of such fixtures with the passage of the Half-Cent for Schools.  Transition to air cooled chillers from cooling tower systems in HVAC systems (EHS, BHS).
Facilities/Purchasing	Advance environmental literacy for students utilizing information from existing facilities that follows the U.S. Green Ribbon Schools Program Guidelines.	Baseline water consumption data for all schools has been added to the Energy Systems-Facilities webpage, Energy Star Portfolio Manager and the Better Building Program data. Outreach to promote water conservation districtwide is underway

**Additional Strategies:**

- Project specific implementation that meets Energy Efficient Construction standards. For example, exploring classroom lighting that maintains an average of 40 foot-candles at each desktop. New control requirements for occupancy, CO2 sensors and electrical outlets

- Custodial training conducted in collaboration with the Alachua County Department of Environmental Protection to manage stormwater runoff.

Outcome 5-B: The district will ensure that 100% of all SBAC facilities implement a recycling program.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Facilities	100% of ACPS Facilities will participate in the Single Stream Recycling initiative as of October, 2013.	Completed. Currently doing receptacle refreshment, which is a necessary and ongoing element of any recycling program
Facilities	Dispense green recycling containers to all classrooms & cafeterias. Allocate green recycling dumpsters to all sites.	Implemented, and now adding outdoor recycling/waste receptacles
Facilities	Expand the Food Service Whack & Stack program to all school sites, and include a milk carton recycling program at each school.	Whack and Stack expansion is ongoing. Milk carton recycling underway at elementary schools, with piloting of 'white can' receptacles to promote implementation.

**Additional Strategies:**

- Adding athletic events/facilities to recycling initiative and moving to more durable receptacles that are not subject to theft.
- Ongoing recycling training of custodial, lunchroom and other staff
- Expansion of recycling of cardboard generated as a result of technology refresh process

Outcome 5-C: The district, using baseline data, will reduce energy usage by 10% over a three-year period.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Facilities	Continue incentive Program based on disaggregated data that analyzes historical energy	Ongoing. Financial awards presented to schools annually to recognize energy consumption

	use in an effort to further reduce energy consumption.	
Facilities	Provide site-based, hands-on Solar Curriculum in all schools	Curriculum has been provided for each school site. In addition, Teacher Toolbox and classroom-sized Energy Audit kits have been provided to each school's media center
Facilities	Continue energy audits with a goal of reducing energy usage by 10% over a three-year period.	Ongoing
Facilities	Continue replacing HVAC systems as needed to comply with new EPA refrigerant R410 guidelines vs. R22, and replace and streamline Building Automation Systems (BAS).	Replacing/upgrading/installing BAS/EMS to reduce energy use. Also implementing new refrigerant guidelines

**Additional Strategies:**

- New projects are being designed/engineered to promote energy efficiency as economically feasible

Outcome 5-D: The district will develop a comprehensive facilities' plan that includes, but is not limited to, an annual review of facility uses and projections for facility needs and growth. The review should also focus on equity of facilities and address the issue of construction vs. renovation, as appropriate.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Facilities	Provide school usage reports updated by schools on an annual basis	Ongoing
Facilities	Continue contract with Building Livable Communities, Inc., which provides professional services related to School Concurrency.	Ongoing
Facilities	Continue Environmental Systems Research Institute, Inc. (ESRI) Software maintenance/subscription.	Ongoing
Facilities	Continue updating 5-Year District Work Plan as needed.	Ongoing, presented to the School Board annually
Facilities	Continue maintaining School Plant Surveys.	Ongoing



**Additional Strategies:**

- With input from families, students, school staff, community members and facilities staff and following a thorough review of facilities needs by outside consultants, the district developed a comprehensive list of facilities projects to be completed with both Half-Cent for Schools and 1 ½ mill capital outlay revenues. In collaboration with DRMP, a timeline is being developed for the projects. Equity and cost-effectiveness are among the factors considered during this process.

**Goal 6: To ensure conditions that prioritize family and community stakeholders’ engagement and involvement in the educational process and improve customer satisfaction.**

**Outcome 6-A: The district will increase the number of adults mentoring students by 20%.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
PIO	The Volunteer/Business Partnerships Office will develop a Facebook page designed to encourage more citizens to volunteer/mentor and enlist the help of existing mentors to spread awareness about the new page.	To maximize the potential audience by taking advantage of the existing number of followers of the district’s Facebook page (10,000+), the decision was made to post messages about volunteering/mentoring efforts and opportunities on that page.
PIO	The Public Information Office will use its Twitter feed to issue regular tweets with photos highlighting mentors and encouraging others to become mentors.	Ongoing
PIO/Volunteer Office	The Volunteer/Business Partnerships Office will make presentations at employee meetings to encourage employees to use their release time to mentor.	Because there are very limited employee meetings (other than school-based), communication with employees has taken place through emails at the beginning of the school year and at other times (i.e. prior to state testing).
PIO/Volunteer Office	The Public Information Office and the Volunteer/Business Partnerships Office will work with district staff to incorporate information and materials encouraging mentoring into any public presentations/events (Rotary Clubs, Leadership Gainesville, Back to School Fair, etc.)	Ongoing. Information and materials regarding mentoring and volunteering are shared at a wide variety of community events, speaking engagements, etc.

PIO/Volunteer Office	The district will implement a clearinghouse of available mentors for students to ensure our mentors are utilized to the greatest extent possible.	The district currently maintains an online clearinghouse of mentoring/volunteer opportunities. Anyone expressing an interest in mentoring/volunteering is immediately placed in a school.
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**Additional Strategies:**

- Lunch Buddies mentoring program at Metcalfe, Lake Forest and Alachua
- Greek Mentoring program (UF fraternities and sororities) in place at Lake Forest, Metcalfe and Littlewood
- The Volunteer/Business Partnerships Office is working with GNV Thrives on a variety of programs, including after-school mentoring at Idylwild, Williams, Lake Forest, Metcalfe, Foster, Rawlings, BHS, Ft. Clarke, Westwood, Bishop, Lincoln and Kanapaha; a one-to-one program at Terwilliger that includes a weekly follow-up at the school by the Business Partnerships Coordinator; the Ladies program, through which female African-American UF students are paired with students at Bishop
- The Volunteer/Business Partnerships Office has created a website which includes resources for schools interested in starting up their own mentoring programs. The Office also provides training as requested, and provides training for mentor coordinators

**Outcome 6-B: The district will increase career technical student internships by 20%.**

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Curriculum/CTE	District staff will work with the already existing CTE industry advisory committees as a group and with individual members to encourage business to provide internships for CTE students. (Increase 5%)	There are currently 13 active Advisory Boards that meet at least twice each school year. These industry partners are regularly reminded of the need for our students to be placed in jobs and/or given job shadowing opportunities. Ongoing.
Curriculum/CTE	District staff will work with the local business industry professional groups, unions, and business associations and with individual members to encourage businesses to provide internships for CTE students. (Increase 5%)	CTE teachers and academy directors work directly with business partners to arrange internships in areas including health, culinary, fire, criminal justice, vet tech, finance and entrepreneurship and future teachers.
Curriculum/CTE	District staff will work with the local Chamber of Commerce's committees on education and employment and with individual members to	Alachua County Public Schools is a member of the Chamber's Educational Compact, and district staff have served and continue to serve on a number of Chamber committees and participate in workshops and other community events related to talent development, career tech education, equity, parent advocacy, etc. This includes meetings between the CTE

	encourage business to provide internships CTE students. (Increase 5%)	Director and the Chamber of Commerce staff. However, there is not currently a specific, targeted effort toward increasing internships/apprenticeships for high school students due to challenges including competition with college students, lack of pay, scheduling limitations and liability issues.
Curriculum/CTE	District staff will work with Workforce Florida's committees on education and employment and with individual members to encourage business to provide internships for CTE students. (Increase 5%)	Workforce Florida has been restructured as Career Source of North Central Florida. Currently district staff do not serve on the board of this organization.
Curriculum/Student Services	Develop a plan, using a data-driven/results-based model of academic and career advisement, to address the needs of at-risk students, with a focus on achievable high school completion options, and high-demand, high-wage career training options.	See 1-E

**Outcome 6-C: The district will increase parent/guardian engagement in their students' education by 20%.**

**Original Strategies:**

Responsible Department(s)	Action	Current Status
PIO	The Public Information Office will work with schools/district departments to provide opportunities for parents to sign on to Parent Portal during such school/district/community activities as Kindergarten Roundup, open houses, Meet Your Teacher, the Magnet Fair, the Back to School Fair, etc.	This process is ongoing. With the switch to Skyward, the district is now using Family Access rather than Parent Portal. The Parent Academy bus has been particularly instrumental in helping families sign up for Family Access during community and school events. Currently about 8700 parents are signed on to Family Access, less than two years after implementation. (Parents had to sign up for Family Access, they could not be transferred from Parent Portal.) The number of parents signed on to Parent Portal after it was in place for ten years was about 10,000.
PIO	The Public Information Office will provide all schools with an article for parent newsletters with information on signing up for Parent Portal. The article will also be distributed through the district's community e-newsletter, the district's website and its Twitter feed.	This process is ongoing, and was particularly emphasized during the transition to Family Access.
PIO	The Public Information Office will pitch to the local media a story regarding the availability and benefits of Parent Portal.	This was done to notify families of the transition to Family Access, and is done again at the beginning of each school year and at other times as appropriate.

PIO	The Public Information Office will do a phone home/email message through Parent Link reminding parents of the availability and benefits of Parent Portal.	This was done to notify families of the transition to Family Access, and will be done again at the beginning of each school year and at other times as appropriate.
Curriculum/Student Service	Develop a plan, using a data-driven/results-based model of academic and career advisement, to address the needs of at-risk students, with a focus on achievable high school completion options, and high-demand, high-wage career training options.	See IE
PIO/Superintendent's Office	The district will encourage all schools to have a PTA /PTO and support the organization of a countywide parent organization.	The ACCPTA was reestablished in 2015. There are currently 33 local PTA and PTO units.
Curriculum/Superintendent's Office	Develop a Parent Academy program, including mobile classrooms.	The Parent Academy is operational and runs the Mobile Learning Lab.
PIO/Superintendent's Office	Explore additional forms of outreach to engage parents.	Process is ongoing, and includes a wide variety of initiatives, often in collaboration with community groups such as the Gainesville Area Chamber of Commerce, the ACCPTA , Citizens for Strong Schools, People Against Violence Enterprises, etc. and with district departments and schools to organize and promote events and activities that promote family engagement.

**Additional Strategies:**

- The district is currently working with the Gainesville Area Chamber of Commerce and Santa Fe College on the development of a booklet and other resources to help families more effectively advocate for their students.
- The district, as one of the members of the Friendship 7, provided funding for the Racial Inequity in Alachua County study conducted by UF, and has participated in several community meetings related to that study
- The Parent Academy has and continues to organize events and activities and/or partner with local schools, community organizations, governmental entities businesses and other groups to family engagement. Examples include Technology/Science Nights, Smart Ants, Ready Rose and other family workshops, homework help, Snack Chats, summer programs, etc.
- The district has been using the new Skylert system more aggressively to communicate with families about opportunities for engagement, including parent workshops, surveys, community meetings, district initiatives and other activities on topics ranging from school safety to facilities to EDEP enrollment to ESE services.
- The district has also been working actively with ACCPTA and individual PTA units to organize and promote events and activities such as STEM nights, Internet Safety workshops, ESE fairs, etc. The Public Information Office is also working with ESOL staff to target messages to Spanish-speaking families.

- The district’s website now includes a new banner feature to more prominently inform parents of programs and services available to them and other information on such issues as registration for the EDEP Summer Program, open enrollment, magnet applications, etc.
- Ongoing school-based events and activities, including Dads Take Your Kids to School Day, science nights, technology nights, movie nights, reading activities, etc.

**Outcome 6-D: The district will increase ‘user friendly’ technology delivery options that diminish the technology gap among students and their families.**

**Original Strategies:**

<b>Responsible Department(s)</b>	<b>Action</b>	<b>Current Status</b>
Curriculum/Instructional Technology	Purchase and implement additional web-based resources aligned to curriculum and material adoptions.	Ongoing
Curriculum/Instructional Technology	Provide expanded after-school access to computer labs for parents and students.	Through 21st Century program, students at many schools have access to computer labs after hours. Additionally, through EduTone, students and families have access to the district’s online educational resources at public libraries, Boys and Girls Clubs and other after school sites. The Parent Academy Mobile Classroom also provides access after school, during weekends and over the summer. Funding, staffing and transportation pose barriers to opening on-campus labs after school and/or in the evening.
Curriculum/Instructional Technology	Implement outreach services for a digital literacy initiative.	Coordinating with public libraries to provide access for students. EduTone also implemented to provide additional access at home and in the community.

**Additional Strategies:**

- District funds EduTone, user-friendly educational technology for school, home and community access
- Collaborative effort with Alachua County Public Libraries provided a library card to every student in the district in the fall of 2018.
- Title 1 and Century 21 Parent Nights
- FAFSA Nights to assist families in applying for financial aid

Outcome 6-E: The district will increase communication opportunities for community stakeholders' engagement in educational issues that have or will have district-wide and/or community-wide impact.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Superintendent's Office/PIO	Establish a District Advisory Committee, patterned on the SAC model, to hold regular public meetings, to gather information from stakeholders, and to make recommendations to the School Board.	Ongoing. Most recent task for the DAC was discussion of and recommendations regarding the Half-Cent for Schools initiative.
Superintendent's Office/PIO	Establish strategic partnerships with businesses, civic, social, educational, governmental and other entities to promote educational initiatives, including a Parent Academy, Early Childhood Care and Education, etc.	This action was added to the strategic plan during the initial phases of the Parent Academy, which was established, and an Early Childhood Care and Education initiative, which was not. Examples of partnerships with the Parent Academy include Partnership for Strong Families , Capital City Bank, local churches, the City of Gainesville, Alachua County Library, SWAG, etc. A school board member and the Superintendent will also be serving on the Children's Trust Board to promote early childhood education, among other initiatives.
Superintendent's Office/PIO	Expand communication efforts to promote awareness of district initiatives/challenges/needs, etc.	Ongoing. The most obvious recent example is the Half-Cent for Schools initiative. Communication about this initiative will be ongoing as revenues begin to come in and projects move forward.
Superintendent's Office/PIO	Establish advisory committees representing specific stakeholder groups	In addition to the DAC, the district has established advisory groups addressing a variety of issues, including the equity plan, student discipline, Head Start, HIPPIY, etc. Oversight committees are also in place for the One Mill and the Half-Cent for Schools.

**Additional Strategies:**

- As it has done for previous ballot initiatives, the district will be working with local organizations, such as the ACCPTA, Citizens for Strong Schools and others to begin the groundwork for the 2020 One Mill for Schools initiative.
- Ongoing participation in Leadership Gainesville, including presentations by district staff on challenges facing the district and tours of district programs
- Participation in the annual Alachua County Citizens Academy, through which the Office of Communications presents information on successes and challenges within the district.

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

Outcome 7-A: The district will increase options for stakeholders’ opportunities and accessibility to ‘user friendly’ reports on budget amendments and changes.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Finance	Detailed budget amendments will be included on the district’s website – School Board agendas and Transparency Florida Link (located under the Finance Department tab).	Budget amendments are submitted to the Board for approval monthly as required by Board Policy, and published on the District's Finance and Budget website.

Outcome 7-B: The district will develop protocols for communicating the annual budget timelines for stakeholder communication.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Finance	The district will present to the Board for approval the Truth in Millage calendar. Budget workshops will be noticed and conducted as needed.	TRIM Calendar is approved by the Board in September for the following fiscal year.

Outcome 7-C: The district will increase options for stakeholders’ opportunities and accessibility to engage in dialogue concerning budget priorities and use of resources.

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Finance	Budget workshops will be noticed in the Gainesville Sun to provide an opportunity for public input.	All budget workshops are publicly noticed as required by Florida Statutes.
Finance/PIO	Potentially controversial issues concerning the budget may be brought to the District Advisory Committee for discussion	Ongoing. Issues previously addressed by the DAC include facilities needs, CTE funding, etc.

**Additional strategies:**

- Extensive finance related documents available on Business Services website
- Oversight committee for One Mill for Schools meets regularly, with chair providing annual report to School Board
- Oversight committee for Half Cent has been established, with first meeting to occur in early summer of 2019

**Outcome 7-D: The district will increase options for stakeholders’ opportunities and accessibility to ‘user friendly’ reports on facilities management.**

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Facilities	Post and update and post Energy Usage Reports annually.	Ongoing
Facilities	Post and update School Dude / Work Order Reports annually	Ongoing
Facilities	Post and update Concurrency Information.	Ongoing. Presented annually at Annual Elected Officials meeting.
Facilities	Post, update, and monitor School Capacity Information	Ongoing
Facilities	Post and update School Plant Survey and 5-Year District Work Plan	Ongoing. Presented annually to School Board

**Outcome 7-E: The district budget will undergo annual review, in terms of Board Priorities being aligned to the district’s Strategic Plan.**

**Original Strategies:**

Responsible Department(s)	Action	Current Status
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Finance	Strategic Plan will be reviewed for priorities at the beginning of each budget cycle.	Board approves priorities annually in April.
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**Outcome 7-F: The district budget will be presented to the Board with expenditures not exceeding projected revenue (not including reserves).**

**Original Strategies:**

Responsible Department(s)	Action	Current Status
Finance	A preliminary budget will be presented to the board no later than April 15, with expected expenditures not exceeding projected revenues. If revenues do not exceed expenditures, the board will be presented with a proposed and prioritized list of budget items that may be eliminated, if needed, based on the best information available at that time. These items will be prioritized to have the least effect at the classroom level.	Completed annually.
Finance	A monthly comparison of expenditures in relation to budgeted expenditures will be presented to the board. These will also be compared to the same item for the previous fiscal year.	Interim Financial Statements are submitted to the Board for approval monthly as required by Board Policy, and published on the District's Finance and Budget website.

**Outcome 7-G: The district will take additional steps to promote efficiency, equity and quality of services.**

**Original Strategies:**

Responsible Department(s)	Action	Current Status
	Review and revise organizational structure and mobilization of personnel to ensure peak efficiency and quality of services	Ongoing, including regular review of departmental functions and resources and reorganization as appropriate to ensure alignment with board and district goals.

	Conduct data-based evaluations of programs/services	Ongoing
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**Additional Strategies:**

- Development of Equity Plan to align with Board and Superintendent goals and objectives
- Establishment of District Safety and Security Office in response to changes in state law and need for enhanced focus on school safety
- Ongoing review of School Board policies, with revisions and new policies brought before Board as appropriate