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

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

---

### 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.
Public Notice
of Development of new and amended Job Descriptions

First Reading of proposed new and amended Job Descriptions

Public Hearing to receive public input on the proposed job descriptions to be amended or adopted

Regular Business Meeting, 6 p.m.

Special Business Meeting, 11 a.m. Appointments/Reappointments of School-Based and District-Level Administrators

District Administration Reorganization
Superintendent

Chief of Security & School Safety

- Manager* Security & School Safety
- Coordinator* Emergency Management
- Coordinator* Environmental/Safety
- Supervisor II Cyber Security

* Professional/Technical Position
General Fund Impact:
Estimated Zero Increase in Budgeted Administrative Positions

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FTE</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>125.20</td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>141.95</td>
<td>16.75</td>
</tr>
<tr>
<td>2016-17</td>
<td>143.95</td>
<td>2.00</td>
</tr>
<tr>
<td>2017-18</td>
<td>145.58</td>
<td>1.63</td>
</tr>
<tr>
<td>2018-19</td>
<td>150.58</td>
<td>5.00</td>
</tr>
<tr>
<td>2019-20</td>
<td>149.45</td>
<td>(1.13)</td>
</tr>
<tr>
<td>2020-21</td>
<td>149.66</td>
<td>0.21</td>
</tr>
<tr>
<td>2021-22</td>
<td>149.66</td>
<td>0</td>
</tr>
</tbody>
</table>

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.”

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
"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

<table>
<thead>
<tr>
<th></th>
<th>ESSER II</th>
<th>ESSER III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC</td>
<td>$27,363,861</td>
<td>$62,708,099</td>
<td>$90,071,960</td>
</tr>
<tr>
<td>Charter Schools</td>
<td>$1,616,265</td>
<td>$3,703,897</td>
<td>$5,320,162</td>
</tr>
<tr>
<td>Traditional Schools</td>
<td>$25,747,596</td>
<td>$59,004,202</td>
<td>$84,751,798</td>
</tr>
</tbody>
</table>

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

Timeline for Recovery Funds: ESSER I, II & III

- **ESSER I**
  - $6.1M
  - September 30, 2021

- **ESSER II**
  - $25.7M
  - September 30, 2022

- **ESSER III**
  - $59.0M
  - 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.
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.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Evidence Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td><strong>Strong evidence</strong> from at least one well-designed and well-implemented experimental study.</td>
</tr>
<tr>
<td>Tier II</td>
<td><strong>Moderate evidence</strong> from at least one well-designed and well-implemented quasi-experimental study.</td>
</tr>
<tr>
<td>Tier III</td>
<td><strong>Promising evidence</strong> from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.</td>
</tr>
<tr>
<td>Tier IV</td>
<td><strong>Demonstrates a rationale</strong> 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.</td>
</tr>
</tbody>
</table>
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
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

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Allowable Use</th>
<th>Submission Type</th>
<th>Status</th>
</tr>
</thead>
</table>

### 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 homelessness
- [ ] Foster care youths
- [ ] Children who are incarcerated

- [x] Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school year
- [x] Students most at-risk of dropping out of school
- [ ] Other underserved students who have been disproportionately impacted by the pandemic:

### Department/Office:

### Point of Contact:

### Proposed Start Date

### Proposed End Date

### Continuity

### Additional Notes
Planning Process at the Administrative Level
ESSER Request Form

<table>
<thead>
<tr>
<th><strong>Citation and Relevance</strong></th>
<th>Fill in the chart below with the appropriate information about the studies that support your application.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Research/Citation</strong></td>
<td><strong>B. Relevant Outcome(s)/Finding(s)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>C. Project Component(s)/Overlap of Populations and/or Settings</strong></td>
</tr>
</tbody>
</table>
Planning Process at the Administrative Level

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

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short-term outcomes</th>
<th>Mid-term outcomes</th>
<th>Long-term outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research-based guidance on reading strategies</td>
<td>Develop and provide teaching guides and sample lessons</td>
<td>Number and type of guides and sample lessons for each grade level</td>
<td>Increased teacher knowledge of multiple instruction strategies to teach reading</td>
<td>Increased teacher use of alternative strategies for presenting reading content</td>
<td>Increased student reading test scores</td>
</tr>
<tr>
<td>Curriculum coordinators</td>
<td>Conduct teacher workshops</td>
<td>Number of participants per workshop and total hours each participant attended the workshop</td>
<td>Increased teacher knowledge of reading content</td>
<td>Increased positive student attitudes toward learning</td>
<td></td>
</tr>
<tr>
<td>Elementary school teachers</td>
<td></td>
<td></td>
<td></td>
<td>Increased student understanding of reading content</td>
<td></td>
</tr>
</tbody>
</table>

Logic models: A tool for designing and monitoring program evaluations
**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.
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
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
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.
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
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.

**Timeline**

- **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, 2021**: 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
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
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.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Report Status</th>
<th>Response Rate</th>
<th>Total Responses</th>
<th>Total Teachers</th>
<th>Non-Respondents</th>
<th>Additional Responses Needed for a Report</th>
<th>Additional Responses Needed for 80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. A. Metcalfe Elementary School</td>
<td>No Responses Received</td>
<td>0%</td>
<td>0</td>
<td>23</td>
<td>23</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Joseph Williams Elementary School</td>
<td>Not Receiving Report</td>
<td>2%</td>
<td>1</td>
<td>43</td>
<td>42</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>A. L. Mebane Middle School</td>
<td>Not Receiving Report</td>
<td>4%</td>
<td>1</td>
<td>24</td>
<td>23</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Meadowbrook Elementary School</td>
<td>Not Receiving Report</td>
<td>5%</td>
<td>3</td>
<td>61</td>
<td>58</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>A. Quinn Jones Center</td>
<td>Not Receiving Report</td>
<td>5%</td>
<td>1</td>
<td>19</td>
<td>18</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Lake Forest Elementary School</td>
<td>Not Receiving Report</td>
<td>5%</td>
<td>2</td>
<td>37</td>
<td>35</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>Hidden Oak Elementary School</td>
<td>Not Receiving Report</td>
<td>5%</td>
<td>3</td>
<td>55</td>
<td>52</td>
<td>19</td>
<td>41</td>
</tr>
<tr>
<td>Abraham Lincoln Middle School</td>
<td>Not Receiving Report</td>
<td>7%</td>
<td>3</td>
<td>42</td>
<td>39</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>High Springs Community School</td>
<td>Not Receiving Report</td>
<td>0%</td>
<td>5</td>
<td>33</td>
<td>28</td>
<td>20</td>
<td>46</td>
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</tbody>
</table>
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
WHOLE SCHOOL PROGRAMS
Dual Language Immersion: Exploring Possibilities
**Why Dual Language Immersion (DLI)?**

<table>
<thead>
<tr>
<th>Global Competence</th>
<th>Bilingualism</th>
<th>Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>“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.”</td>
<td>EL’s are an asset. Embracing the languages and cultures of our students improves appreciation of our diverse community.</td>
<td>K-12 English learners and English speakers increase language, academic, communication, empathy, and cultural awareness, alongside one another.</td>
</tr>
</tbody>
</table>

- Dr. Jon Valentine, GCPS Director of Foreign Languages
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.
Feb 2021
ACPS DLI Committee meets monthly, guiding principles 1-7

March 2021
Successful DLI school site visits e.g. Beauclerc Elementary Jacksonville, FL; Tildenville Elementary, Winter Garden, FL

April 2021

May - June 2021
DLI community interest survey; Identify DLI school site; HR Teacher Bilingual Credential

Aug 2021
Survey results reviewed and enrollment projections (interest and ESOL %)
Sept-Oct 2021

Stakeholders DLI school site visits; ACPS & UF Teacher and paraprofessional early recruitment;

Nov 2021

Early student recruitment and enrollment with family commitment

Jan-Feb 2022

DLI curriculum planning; Branding the school; Staffing and student assignments/zoning

Mar-June 2022

Staff professional development and DLI school site visits

August 2022

DLI elementary school opening; Plan Nov School Tours
STEAM Magnet:
Exploring Possibilities
Why STEAM?

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?

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Resource teachers integrating STEAM curriculum into their instruction. Homeroom teacher leading students through 2 STEAM project weeks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Resource teachers continue STEAM integration. Homeroom teachers begin to infuse STEAM lessons into their weekly curriculum.</td>
</tr>
<tr>
<td>Year 3</td>
<td>Full STEAM infused curriculum throughout the entire school.</td>
</tr>
</tbody>
</table>

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
March 2021

- Initial Curriculum Meeting

April 2021

- STEAM School Site visits:
  - Clay County (Keystone/Discovery Oaks)
  - Pinellas County (Jamerson)

May - June 2021

- Development of STEAM Week instructional packets

July - Sept 2021

- Initial STEAM PD for Teachers (at least one whole day PD, and one Wed per grade-level). One PD specifically for resource teachers.

Oct - Nov 2021

- Grade Level STEAM Week Instruction delivered: 3-4 consecutive days, 1 STEAM project per grade level
Family STEAM Night
Project Presentations
Open House after

Feb-Mar 2022
Grade Level STEAM Week #2 per grade level

May 2022
Community STEAM Night, Project Presentation and Awards (invite community partners)

June-July 2022
STEAM Curriculum Integration PD for teachers

Aug-Sept 2022
New Teacher PD STEAM Grade Level Curriculum Planning Days
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
<table>
<thead>
<tr>
<th>School</th>
<th>Highest Education</th>
<th>Position Title</th>
<th>Staff Type</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
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<tr>
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<td>Athletic Business Manager</td>
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<tr>
<td>F. W. BUCHHOLZ HIGH SCHOOL</td>
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<td>Athletic Director</td>
<td>Assistant Principal</td>
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<tr>
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<td>Baseball Head Coach</td>
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<td>Basketball JV Coach</td>
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PRIOR TEACHING EXPERIENCE GROUPS

(1), 0-2 years
(2), 3-5 years
(3), 6-10 years
(4), 11-15 years
(5), 16-20 years
(6), 21+ years
School Achievement Visualizations
### Our Schools - School Grades

<table>
<thead>
<tr>
<th>School Name</th>
<th>Administrators</th>
<th>Teachers</th>
<th>2019</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
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<tr>
<td>A. L. MEBANE MIDDLE SCHOOL</td>
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<td>538</td>
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<td>EASTSIDE HIGH SCHOOL</td>
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### School Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>2019</th>
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<td>A</td>
<td>14</td>
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<tr>
<td>B</td>
<td>17</td>
<td></td>
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<td>4</td>
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</tr>
<tr>
<td>I</td>
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Total: 48

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### Our Schools - School Proficiency

<table>
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<th>SchoolYear</th>
<th>Subject</th>
<th>Level 3 +</th>
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<td>A. L. MEBANE MIDDLE SCHOOL</td>
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<td>ELA</td>
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Staff Demographics Visualizations
<table>
<thead>
<tr>
<th>School Name</th>
<th>American Indian - Alaskan Native</th>
<th>Asian</th>
<th>Black - African American</th>
<th>Multiracial</th>
<th>Native Hawaiian - Pacific Islander</th>
<th>Unknown</th>
<th>White</th>
<th>Total</th>
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<tbody>
<tr>
<td>A Elementary</td>
<td>3</td>
<td>20</td>
<td>3</td>
<td>2</td>
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<td>164</td>
<td>230</td>
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<td>A High School</td>
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<td>60</td>
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### Staff Demographics

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<th>Black - African American</th>
<th>Multiracial</th>
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<td>30%</td>
<td>25%</td>
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<tr>
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<td>16%</td>
<td>11%</td>
<td>20%</td>
<td>23%</td>
<td>12%</td>
<td>8%</td>
<td>12%</td>
<td>10.89</td>
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<tr>
<td>C Elementary</td>
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<td>12%</td>
<td>19%</td>
<td>17%</td>
<td>9%</td>
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<td>10%</td>
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<td>10%</td>
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<td>10%</td>
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<table>
<thead>
<tr>
<th>School Name</th>
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<tbody>
<tr>
<td>A Middle School</td>
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<tr>
<td>A High School</td>
<td>11.19</td>
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<tr>
<td>B Elementary</td>
<td>10.89</td>
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<tr>
<td>A Elementary</td>
<td>9.93</td>
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<tr>
<td>C High School</td>
<td>9.85</td>
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<tr>
<td>B High School</td>
<td>9.79</td>
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<td>B Middle School</td>
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<td>C Middle School</td>
<td>7.20</td>
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<td>A Middle School</td>
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Alachua County Public Schools: Financial Transparency

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<td>145</td>
<td>166</td>
<td>478</td>
</tr>
<tr>
<td>GENERAL ADMINISTRATIVE EXPENDITURES/TOTAL OPERATING EXPENDITURES</td>
<td>75</td>
<td>73</td>
<td>82</td>
<td>230</td>
</tr>
<tr>
<td>GENERAL FUND ENDING BALANCE CLASSIFIED AS ASSIGNED OR UNASSIGNED 6-30-19</td>
<td>25,855,183</td>
<td>25,887,199</td>
<td>24,081,599</td>
<td>75,823,981</td>
</tr>
<tr>
<td>TOTAL INSTRUCTIONAL EXPENDITURES PER FTE</td>
<td>7,444</td>
<td>7,522</td>
<td>7,861</td>
<td>22,827</td>
</tr>
<tr>
<td>TOTAL OPERATING EXPENDITURES PER FTE</td>
<td>8,047</td>
<td>8,115</td>
<td>8,562</td>
<td>24,724</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25,871,235</td>
<td>25,903,348</td>
<td>24,098,595</td>
<td>75,873,214</td>
</tr>
</tbody>
</table>

FTE / Administrative Personnel

- 2016-17: 323
- 2017-18: 330
- 2018-19: 325

FTE / Instructional Personnel

- 2016-17: 163
- 2017-18: 145
- 2018-19: 166

General Administrative Expenditures / Total Operating Expenditures

- 2016-17: 75
- 2017-18: 73
- 2018-19: 82

Total Instructional Expenditures / FTE

- 2016-17: 7.4K
- 2017-18: 7.5K
- 2018-19: 7.9K

Total Operating Expenditures / FTE

- 2016-17: 8.0K
- 2017-18: 8.1K
- 2018-19: 8.6K
Proposal for Consideration
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

a. The district will decrease out-of-school suspensions by 10%.
   Timeline: 2013-16

b. The district will decrease referrals for fighting and bullying by 10%.
   Timeline: 2013-16

c. The schools will maintain an average daily attendance of 94% or above.
   Timeline: 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.
   Timeline: 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.
   Timeline: 2013-16
### Inputs
- $$$
- People
- Expertise

### Outputs
- # Served
- $$$ Generated
- Units delivered

### Outcomes
- Change in stakeholders

### Impacts
- Change in wider community

### Systems Change
- Change in entire system

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.

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.

2. **Equitable Access and Inclusion**
   - Schools ensure unobstructed entrance into, involvement of and full participation of learners in schools, programs and activities.

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.

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.

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.

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.

https://www.idraeacsouth.org/
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
Any Questions?

Thank you for your consideration