

Superintendent's Goals and Performance Objectives (2018-19)

The priorities and operations of Alachua County Public Schools are driven in large part by the district's strategic plan, which also guides the Superintendent's goals and performance objectives for each school year.

Most of the performance objectives for the 2017-18 school year were based on test scores, graduation rates, and other data not yet available. For example, results of this year's Florida Standards Assessments for specific student subgroups will not be released by the Florida Department of Education (DOE) until mid-July.

That being the case, an analysis of the effectiveness of many of the strategies implemented during the 2017-18 school year cannot be conducted until after the data is released by DOE. While it's likely that most of those strategies will remain in place for 2018-19, there may be some adjustments based on the new data.

2018 FSA results and other data not yet available, such as third grade retentions, will also be used to determine specific targets for a majority of the 2018-19 performance objectives.

Goal 1: Raise achievement for all students, with an emphasis on closing the achievement gap

In keeping with Goal 1 of the strategic plan, the district is working towards boosting student performance on state tests and raising the district's graduation rate. This includes raising the scores of student groups that are currently scoring below state averages, including African American and economically disadvantaged students.

Performance objectives for this goal in 2018-19 will include:

- a) A reduction in 3rd grade retentions (target to be determined)
- b) Meet or exceed the state average in overall graduation rate
- c) Raise the graduation rate of African American students (target to be determined)
- d) Raise the scores of African American students on the English Language Arts FSA (target to be determined)
- e) Raise the scores of economically disadvantaged students on the ELA FSA (target to be determined)
- f) Raise the scores of African American students on the math FSA (target to be determined)
- g) Raise the scores of economically disadvantaged students on the math FSA (target to be determined)
- h) Raise the district's 5th grade scores on the science FSA (target to be determined)

Recognizing that time spent out of school has a negative impact on student achievement and in keeping with Goal 2, Outcome A of the strategic plan, the district has also set the following **performance objective** for 2018-19:

- i) A 10% reduction in out-of-school suspensions for all students and for African American students (target to be determined)

The following **strategies** were implemented during the current school year to meet the 2017-18 objectives. Again, most of these strategies will remain in place for 2018-19, but may be expanded or revised based on test results and other data.

- a) Reduction of third-grade class sizes for English Language Arts instruction in all Title 1 schools (21 of 23 ACPS elementary schools)
- b) Use of differentiated instruction, such as iStation (computer-based program that assesses student progress toward benchmarks and provides teachers with information, activities and lesson plans targeting students' specific areas of weakness)

- c) Use of additional options for students for students to prove mastery of standards other than the FSA, including two opportunities to take the Stanford 10 and the ACT (high school)
- d) Use of the iStation Indicator of Progress (iSIP) assessment, a computer-based, non-traditional assessment for students who do not typically perform well on standardized tests
- e) Use of the portfolio project for targeted third-grade students to allow for documentation of mastery of standards for students who do not pass the FSA or other assessments
- f) Universal screening of second-graders for gifted programs (to be expanded in 2018-19 to an additional 8-10 schools)
- g) 'Lunch Buddies' mentoring program for struggling 3rd-graders at high-needs schools
- h) Professional Learning Community for teachers of intensive reading in grades 6-10 with an emphasis on differentiated instruction and curriculum scaffolding
- i) Use of Algebra Nation to boost the performance of high school students on the Algebra 1 EOC;
- j) Identification and recruitment of potential Advanced Placement students beginning in middle school to promote diversity
- k) Graduation coaches at Gainesville, Santa Fe and Eastside High Schools
- l) Use of Edgenuity, a more rigorous and engaging credit retrieval program
- m) Implementation of a comprehensive equity plan under the direction of the Office of Educational Equity and Outreach
- n) Continued implementation of School Climate Transformation project, the Sanford Harmony program, restorative justice and other programs designed to improve school culture and reduce disciplinary issues
- o) Training of 15 school staff members (in addition to the 16 trained in 2017-18) to serve as Registered Behavior Technicians
- p) Continued staff training in crisis intervention, trauma sensitivity and other issues affecting student attendance, discipline and academic performance

Additional strategies for reaching the performance objectives of Goal 1 during the 2018-19 school year will include:

- q) Establishment of AVID (Advancement Via Individual Determination) pilot program at Westwood, Mebane and the high schools they feed into, Gainesville and Santa Fe. AVID is a college readiness program that places special emphasis on promoting writing, critical thinking, teamwork, organization and reading skills.
- r) Implementation of AP Capstone program at Eastside High School. Capstone provides AP seminar and AP research courses that help students improve their research, writing, and other skills to promote success in advanced courses and preparation for college.
- s) Revision of Student Code of Conduct to include language regarding the use of restorative discipline practices
- t) Development of specific list of such practices, with training provided to BRTs, deans and school administrators
- u) Submission of an application for a District Innovation in Social and Emotional Learning (SEL) Grant. If the grant application is successful, the project would be implemented in five schools (Idylwild, Foster, Bishop, GHS and A. Quinn Jones) with the goal of helping students build meaningful relationships with school staff, providing alternatives to exclusionary discipline and building SEL skills.

- v) Revision of Student Code of Conduct to limit out-of-school suspensions to a maximum of five days for a Level 2 violation and seven days for a Level 1 violation unless a longer suspension is required by law, another board policy or is accompanied by a recommendation for expulsion or reassignment
- w) Revision of Student Code of Conduct to add the option of referring a student to mental health counseling in lieu of disciplinary action
- x) Addition of a new career/technical education option for 11th graders to enroll in a Manufacturing and Logistics program at PAM@Loften High School
- y) Creation of a Book Study Professional Learning Community with principals for more in-depth review and discussion of equity issues
- z) Additional training for teachers and administrators on issues related to educational equity, such as racial trauma, Ensuring Equity in Problem-Based Learning, Realizing Potential With Mindset, etc.

Additional strategies will likely be added under Goal 1 as a result of the completion and Board approval of an Equity Plan, which is scheduled for June of 2018.

Goal 2: Increase diversity in hiring

In keeping with Goal 3, Outcome B of the strategic plan, the district will work toward increasing the diversity of its work force, particularly instructional personnel.

The **performance objective** for this goal is an increase in the number of newly-hired teachers who are minorities. The specific target for 2018-19 is to be determined.

Strategies for meeting this objective will continue to include:

- a) Ongoing collaboration between the Director of Educational Equity and Outreach and the Human Resources department and the development of a comprehensive equity plan that addresses minority recruitment and retention
- b) Tutoring sessions for teachers having difficulty passing required exams
- c) Expanded outreach to historically black colleges and universities
- d) Continuation of the district's annual job fairs, with addition of virtual job fairs
- e) Development of social media strategy to recruit teachers
- f) Development of ongoing broadcast public service announcement aimed at recruiting teachers to the district
- g) Continuation of annual town hall meetings with substitute teachers and paraprofessionals to assist those interested in becoming teachers

Recognizing that retaining new teachers is critical to maintaining a diverse and high-quality work-force, and in keeping with Objective 3E of the strategic plan, **strategies** for 2018-19 will continue to include the following, with some modification:

- h) Further modification of the Beginning Teacher Program, with a focus on additional training in classroom management and instructional planning. An additional emphasis will be placed on providing early support for alternative certification teachers.

- i) Additional professional development staff trained as beginning teacher mentors to reduce each mentor's caseload of teachers and allow for more individualized attention
- j) Certification of all coaches through the UF Lastinger Center
- k) Mentoring support for non-classroom instructional staff (speech language pathologists, guidance counselors, etc.)

New strategies for 2018-19 school year will include:

- l) Participation in the Black Educators Conference Recruitment Fair in Jacksonville
- m) Partnership with NEMNET minority recruitment program to advertise vacancies and attend job fairs
- n) Participation in the Greater Philadelphia Teacher Job Fair and other fairs located in the northeast region
- o) Creation of a recruitment commercial targeting non-instructional personnel
- p) Development of a promotional video highlighting our school district and its exemplary programs
- q) Provide inservice training on resume writing, interview skills, and dress for success with potential applicants
- r) Provide mock interview training with potential applicants
- s) In collaboration with the Professional Development Department, provide inservice for administrators with a focus on retaining and recruiting teachers

Goal 3: Address district's facilities needs

The School Board has voted to place a half-cent sales tax on the ballot in November of 2018. If approved by a majority of voters, the sales tax would be used to fund the repair and renovation of existing schools, including the modernization of classrooms, science labs, cafeterias and other spaces, safety and security improvements, technology upgrades, new construction and other facilities projects. Alachua County Public Schools facilities are not adequate to meet the needs of our students and staff.

Obviously, the **performance objective** for this goal is the passage of the half-cent sales tax. Strategies to meet this objective will include but not be limited to:

- a) Development of ballot language and submission to the Alachua County Commission for placement on the ballot
- b) Development of and communication with the community about a comprehensive capital project plan
- c) Ongoing collaboration with the Alachua County Council of PTAs, the League of Women Voters, Citizens for Strong Schools and other community organizations to inform the public of the need for additional facilities funding
- d) A district-led *informational* campaign, understanding that under Florida law, direct advocacy for a ballot initiative using district resources is prohibited. Strategies will include but not be limited to:
 - ongoing presentations, forums, etc. in the community and within schools
 - development and dissemination of a video highlighting school facilities needs
 - development and dissemination of print materials, including handouts, articles, FAQ, etc.
 - development of a Half-Cent Initiative website

Goal 4: Safety and Security

In light of the tragedy at Marjory Stoneman Douglas High School and other recent shootings, a renewed emphasis will be placed on school safety and security.

Obviously the district will be working to implement new legislative requirements related to school safety and security. However, the district will be taking additional steps to meet this goal during the 2017-18 school year.

Strategies will include:

- 1) Increase in the number of SRO's to eliminate any sharing between elementary schools
- 2) Re-establishment of the position of District Security Chief to coordinate all security and safety activities
- 3) Safety training for all teachers, including active-shooter training, during pre-planning
- 4) Additional ALICE training for employees, including an online course, with the goal of becoming an ALICE-certified district
- 5) Security walk-throughs conducted at all schools by school administrators and SROs to determine the need for any changes in procedures, facilities, etc.
- 6) Submission of proposed school-hardening projects to the Florida Department of Education by August 1 for consideration for state funding
- 7) Inclusion of safety and security facilities improvements in half-cent ballot initiative
- 8) Expansion of Phase 1 implementation of the Sielox system (cameras and emergency communications) to an additional 10 schools (14 schools to be completed by the end of the 2017-18 school year); if the sales tax is approved, consideration of additional schools for Phase 1 and potential for adding Phase 2 (emergency centralized locking system)

It is important to note that this is not a comprehensive list of all strategies the district is using to achieve Goal 4, it is rather an outline of newer strategies.