

# GNV4ALL Education Team

## Agenda

- Introduction
  - Why We're Here
- Updates
- Reiterate short term goals
  - Emphasize equity and discipline
- Where we're going
  - Core Components of an equity plan
- Around the room announcements

# GNV4ALL Education Team

## Short-Term Goals



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### Career & Technical Education

Alachua County Public Schools should develop more school-to-work programs, working with the Gainesville Area Chamber of Commerce, Santa Fe College and other local institutions and business owners to identify skills and certifications needed for jobs projected to be in demand. Ideas include an additional health professions academy aimed at getting students jobs at local health-care facilities, a magnet to train students to work for Gainesville Regional Utilities and two-year magnet programs that students can enter as juniors and gain certifications that allow them to land quality jobs after graduation. The school district should expand marketing and outreach efforts for magnet programs to cover all parts of the community and reach students as early as middle school.

### Volunteer Engagement

The city of Gainesville, Alachua County Public Schools, the University of Florida and other local institutions should work together to create a central clearinghouse to connect residents to volunteer opportunities at local schools, after-school programs assisting students and other nonprofits organizations. Outreach efforts should be made to get local students, retirees and other community members more involved. Data on disparities should be used to identify areas of greatest need and an emphasis should be put on recruiting volunteers to work with groups addressing these issues. A method to measure the effectiveness of volunteer efforts should be established.

### School Discipline

Alachua County Public Schools should change the student code of conduct to move away from zero-tolerance policies to alternatives that better encourage positive behavior. Specifically, we encourage ending 10-day out-of-school suspensions, expanding alternatives to out-of-school suspensions and providing needed staffing and transportation for these programs, staffing in-school suspensions with certified teachers who provide structured agendas for students, and training teachers on implicit biases that cause disparities in discipline.

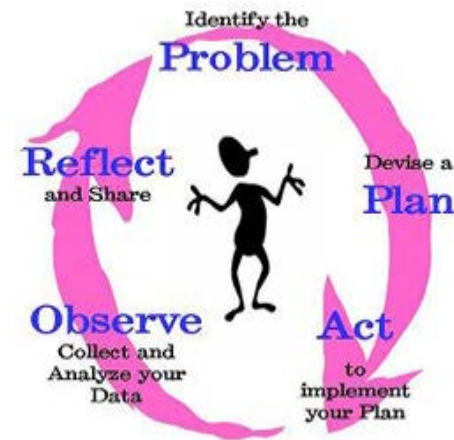
### Achievement Gap

The Alachua County School Board should adopt an equity plan designed to lead the district in addressing racial and socioeconomic disparities in all facets of schooling, with specific targets and a timetable to reducing the achievement gap, racial disparities in discipline, and provide accountability through publicly available disaggregated data reporting.



# Core Components of Research-Based Equity/Strategic Plans

- CONVENE a committee comprised of ALL stakeholders (parents, central office administrators, school administrators, teachers, paraprofessionals, business partners and higher education) to lead, monitor, report, and recommend
- EVALUATE Current Initiatives- Equity Audits/Systemic Equity Assessments
- RESEARCH Best Practices
- DEVELOP and Implement Initiatives
- MONITOR, Report to Public, Reflect
- DEVELOP and Implement Initiatives



# Kent School District and Alachua County School District Strategic Planning Comparison

# 1



## Goal 1

**Prepare all students to be college and career ready by raising the academic and social emotional learning bar and closing the PreK-16 gaps to student achievement and college completion.**



We, as a community, are responsible for the future success of all KSD students. We will close the gaps and raise the bar simultaneously.

### Research and Practice Rationale

- Closing the (PreK-16) achievement gap and completion gap is essential to preparing all students for challenging, competitive careers.
- We will raise the academic achievement and social emotional learning bar and eliminate PreK-12 and college achievement gaps simultaneously for all students.
- Both academic and social development are essential for improved student performance.
- Our curriculum will anticipate how to best educate today's children to succeed in tomorrow's world.
- A common curricula and instructional model supports teachers in lesson planning and delivery; it accelerates student progress.
- Effective teaching is the most essential lever in student learning; it is best learned through modeling and collaborative structures.
- Career pathways offer students applied learning in the world of work and ensure their global competitiveness.
- Vertical PreK-16 curricula that are backward-mapped with rigorous college and career expectations have become an accelerator towards improved student achievement.

### Objectives

The primary objectives for this goal will be implemented in two phases: (1) initial 2016-2018, (2) full 2018-21.

#### Academic Growth Bar

Ensure academic growth for all students by closing the PreK-16 achievement gap.

1. Establish grade and school performance targets to track academic and social growth and to close the achievement gap in five years.
2. Conduct a "readiness assessment" for each school focused on improved implementation of curriculum, instruction, formative assessments, embedded technology, Professional Learning Communities (PLCs) and career pathways.

#### Social Emotional Learning Growth Bar

Ensure social growth appropriate for college and career readiness.

1. Implement social development curricula with fidelity in every school and ensure that all staff are trained in a normed system of behavioral and social supports.

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### Superintendent's Goals and Performance Objectives (2017-18)

The priorities and operations of Alachua County Public Schools are driven in large part by the district's strategic plan, which will also guide the Superintendent's goals and performance objectives for the upcoming school year. Recognizing the need to address all elements of the plan while targeting specific areas for particular focus, the Superintendent's goals for the 2017-18 include the following:

#### 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 2017-18 include:

- a) A 10% reduction in 3<sup>rd</sup> grade retentions
- b) Meet the state average in overall graduation rate
- c) Raise the graduation rate of African American students by 3 percentage points
- d) Raise the scores of African American students on the English Language Arts FSA by 4 percentage points
- e) Raise the scores of economically disadvantaged students on the ELA FSA by 3 percentage points
- f) Raise the scores of African American students on the math FSA by 2 percentage points
- g) Raise the scores of economically disadvantaged students on the math FSA by 2 percentage points
- h) Raise the district's 5<sup>th</sup> grade scores on the science FSA by 3 percentage points

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 target for 2017-18:

- i) A 10% reduction in out-of-school suspensions for all students and for African American students

Strategies for meeting these objectives include:

- a) Reduction of third-grade class sizes for English Language Arts instruction in all Title 1 schools (21 of 23 ACPS elementary schools)
- b) Implementation of new methods 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