



STRATEGIC CONTINUOUS IMPROVEMENT PLAN (2023-2027)

Gadsden County School District

Quincy, Florida

Abstract

The Gadsden County School District is on a quest toward excellence. We exist solely for our students and everything we do must be focused on the things that are in their best interest. From this perspective, we have identified five (5) pillars that undergird our quest and they are, Teaching and Learning, Culture and Climate, Family and Community Engagement, Human Resources and Support Systems. We will continue collaborating with all stakeholders to better prepare our students for life in a global society.

December 2022

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VISION

The Gadsden County School District comprises a system of excellence that prepares ALL students to live and successfully compete in a global society.

MISSION

The Mission of Gadsden County School District is to collaborate with all stakeholders to provide a safe, caring, rigorous and engaging instructional environment in which students can learn and succeed.

CORE BELIEFS

The Gadsden County School District believes that:

- *all students will learn when instruction is engaging, rigorous, differentiated and individualized;*
- *learning environments must be safe and supportive;*
- *schools exist to foster the development and well-being of the whole child;*
- *understanding and respecting diversity enriches students' lives;*
- *every student has a right to a high-quality education;*
- *success requires shared responsibility, collaboration and communication among all staff, families, students and the community;*
- *engaged families combined with highly effective teachers and school leaders are the central components of a successful school;*
- *positive character education is essential to whole child development;*
- *high-quality customer service is a critical component of high-quality education;*
- *everyone must be held to the highest ethical standards to achieve excellence;*
- *everyone must contribute to and be held accountable for student achievement; and*
- *all district services must be linked to student achievement, growth and development.*

| TEACHING AND LEARNING PILLAR | | | | | | | | | |
|---|--|--|--|--|--|---|--|--|---|
| Goal: The Gadsden County Public School District will prepare each student for academic and job-related success by providing rigorous learning environments that are engaging and instruction that is aligned with Florida standards. | | | | | | | | | |
| Objective: By the end of the 2027 school year: | Metric(s) | Baseline | Activities/Strategies | Benchmarks and Timelines | | | | | Accountability Champion(s) |
| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| (TAL1/HR4) Teachers who have an English Language Learner (ELL) in their classroom starting the school year 2022-2023 will have completed their requirements for ESOL endorsement by September 15, 2023 or be ESOL endorsed by September 15, 2027. | Official Documentation of completion requirements for ESOL endorsement | TBD | PAEC ESOL Blended Courses: Zoom meetings and online/follow up activities Online ESOL Courses | Teachers who were identified as out of compliance in ESOL during the school year 2022-2023 will complete one ESOL course (60 credits) during this school year. | Teachers who were identified as out of compliance in ESOL during the school year 2022-2023 will complete their second ESOL course (60 credits) during this school year for a total of 120 hours. | Teachers who were identified as out of compliance in ESOL during the school year 2022-2023 will complete their third ESOL course (60 credits) during this school year for a total of 180 hours. | Teachers who were identified as out of compliance in ESOL during the school year 2022-2023 will complete their fourth ESOL course (60 credits) during this school year for a total of 240 hours. | Teachers who were identified as out of compliance in ESOL during the school year 2022-2023 will complete their fifth and last 60-in-service course during this school year for a total of 300 hours. | Director of Professional Learning Director of Human Resources Assistant Superintendent for Academic Services School Principals |
| (TAL2/HR5) All teachers will have participated in at least one professional learning opportunity per year on instructional strategies for assisting ELLs in the classroom. | PAEC Participation Records | 315 | Onsite/ Online ESOL Professional Development Workshops | One workshop in either Fall or Spring | One workshop in either Fall or Spring | One workshop in either Fall or Spring | One workshop in either Fall or Spring | One workshop in either Fall or Spring | Director of Profesional Learning PAEC/Gadsden ELL Consultants |
| (TAL3) ESOL support staff will have annually conducted non-evaluative classroom walk-throughs for identified teachers with English Language Learners (ELL) to identify student needs and make | Classroom Walk-through Documentation | Two classroom visits for schools with highest number of ELL students. (Ten schools visited during 21-22 school year) | Identify teachers with ELLs in their classrooms. Conduct classroom walk-throughs purposed to support instructional staff on how to differentiate their practices to better assist ELL students in | Two walk-throughs per identified teacher; one in the Fall and one in the Spring and provide feedback to teachers. | Continue walk-throughs during each semester and provide feedback to teachers. | Continue walk-throughs during each semester and provide feedback to teachers. | Continue walk-throughs during each semester and provide feedback to teachers. | Continue walk-throughs during each semester and provide feedback to teachers. | ELL director PAEC ESOL Consultant |

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| suggestions for ELL strategies that the teachers can incorporate to better serve ELL students with low proficiency skills in writing, reading, listening and speaking. | | | developing all proficiency skills. | | | | | | |
| (TAL4) All schools with at least 15 students speaking the same native language will have been provided one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction as per the Florida Consent Decree. | School enrollment demographic data Teacher/aide assignment data | Five schools in compliance | Provide support to all schools identified as out of compliance during their transition in the hiring process of qualified personnel. | 50% of all schools will be in compliance. | 60% of all schools will be in compliance. | 70% of all schools will be in compliance. | 80% of all schools will be in compliance. | 100% of all schools will be in compliance | School Principals ELL Director |
| (TALS) Will have Increased the percentage of pre-kindergarten students who demonstrate proficiency in all domains of the Florida Pre-Kindergarten Early Learning Outcome Frameworks and Florida Early Learning Development Standards. | Florida Assessment of Student Thinking (FAST): Star Early Literacy Assessment Benchmark Comprehensives Assessment (BCA) | 42% proficient | All Pre-K classes will implement state and district- approved curriculum with fidelity and use the BCA progress monitoring tool to measure and record ongoing individual student gains Make a plan using goals, set with families during parent conferences on student data form. | 44% proficient | 46% proficient | 49% proficient | 52% proficient | 55% proficient | Classroom teachers PreK Education Team School site administrator PreK Director Asst Supt for Academic Services |

| TEACHING AND LEARNING PILLAR | | | | | | | | | |
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| | | | Utilize data to drive differentiated instruction in small groups, scaffold/adapt instruction to accommodate individual student needs or/and learning styles. | | | | | | |
| (TAL6) The percentage of students achieving the state required kindergarten readiness score will have increased by 31 percentage points. | FAST: Star Early Literacy Assessment | 50% | Analyze and compare data after each assessment period. Using data from the FAST: STAR Early Literacy Assessment to identify students who do not meet the state required kindergarten readiness score. Provide standards-based instruction to improve student performance. | 61% | 66% | 71% | 76% | 81% | Teachers PreK Education Team School site administrator PreK Director Assistant Superintendent for Academic Services |
| (TAL7) The percentage of students demonstrating proficiency in each of the core academic areas will have increased by 25 percentage points respectively. | FAST: Star Early Star Reading Star Math Algebra I EOC Biology EOC Civics EOC US History EOC | Florida Standards Assessment (FSA): ELA – 31% Math-31% Soc. Studies-64% Science- 27% | Implement district-wide monthly progress monitoring Annual assessment through state progress monitoring system Implement approved curricular resources with fidelity | ELA – 36% Math-36% Soc. Studies 69% Science- 32% | ELA – 41% Math-41% Soc. Studies-74% Science- 37% | ELA – 46% Math-46% Soc. Studies-79% Science- 42% | ELA – 51% Math-51% Soc. Studies-84% Science- 47% | ELA – 56% Math-56% Soc. Studies-89% Science- 52% | Classroom Teachers School Principals Instructional Specialists Area Directors for Elementary and |

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| | | | Provide ongoing professional development on instructional practices Provide immediate interventions when significant reading deficiencies are identified Provide standards-based instruction in all subjects | | | | | | Secondary Education Area Director for Exceptional Education Assistant Superintendent of Academics Services |
| (TAL8) Will have increased the percentage of students who are deemed college and/or career ready as follows: Graduation Rate - 17 percentage points. Industry Certification - 25 percentage points. | Graduation Rate CTE Program completion data CTE Industry Certification Pass Rate 2022-2023 Industry Certification Pass Rate | Graduation Rate 83% 2021-2022 Industry Certification Pass Rate-53% | Conduct graduation audits each semester for all high school students. Remediate students not passing US History EOC and Algebra 1 EOC. Provide courses for students to prepare them for obtaining a qualifying score on the 10 th grade ELA assessment or ACT/SAT concordant score. Offer pathways for students to successfully complete Career and Technical Education industry certification. | Graduation Rate - 86% Industry Certification Pass Rate 58% | Graduation Rate 89% Industry Certification Pass Rate 63% | Graduation Rate 92% Industry Certification Pass Rate 68% | Graduation Rate 95% Industry Certification Pass Rate 73% | Graduation Rate 100% Industry Certification Pass Rate 78% | School Principal Guidance Counselors Area Director, Secondary Education Assistant Superintendent for Academic Services CTE Director CTE Coordinator CTE Instructors |

| CULTURE AND CLIMATE PILLAR | | | | | | | | | |
|--|--|----------------------|--|--------------------------|-----------|-----------|-----------|-----------|---|
| Goal: The Gadsden County Public School District will develop and sustain a safe, positive and healthy school environment for all stakeholders resulting in optimal school achievement. | | | | | | | | | |
| Objective: By the end of the 2027 School Year: | Metric(s) | Baseline | Activities/Strategies | Benchmarks and Timelines | | | | | Accountability Champion(s) |
| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| (CC1) The percentage of students with 10 or more out-of-school suspensions will have decreased to zero. | Student Discipline Data | 30 Students (7%) | Investigate all disciplinary infractions and administer discipline systems in a fair and consistent manner. Communicate with parents and students Implement Restorative Justice Program (RJTP). Train Counselors in Youth Mental Health First Aid, Trauma Informed Care, De-escalation Techniques and the Monique Burr Child Safety Program | 5% | 3% | 2% | 1% | 0% | ESE/Student Services Director School Site Administrators School Psychologists School Social Workers Program Specialists |
| (CC2) The percentage of students requiring Tier 2 and Tier 3 support will have been reduced by 25 percentage points. | FAST Data Reports Student Discipline Data District Attendance Data | 1,281 Students (30%) | Review students' data (ongoing) and create list of students that will require initial MTSS meeting Train Counselors and/or other school personnel in the function of the Student Study Team (SST)/ Multi-tiered Support Systems (MTSS) and procedures. | 25% | 20% | 15% | 10% | 5% | ESE/Student Services Director School Site Administrators School Psychologists School Social Workers |

| CULTURE AND CLIMATE PILLAR | | | | | | | | | |
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| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| | | | | | | | | | Program Specialists District Instructional Coach Classroom Teachers Assistant Superintendent for Academic Services |
| (CC3) Schools will have decreased the total number of In-school and Out-of-school suspensions. | Discipline data from Student Information System | <u>2021-2022</u> OSS: 1415 ISS: 136 | Thoroughly investigate all disciplinary infractions and administer discipline systems in a fair and consistent manner. | OSS 28% (396) | OSS 24%% (339) | OSS 20% (283) | OSS 16% (226) | OSS 12% (170) | District Personnel School Administrators |
| | | | Implement Positive Behavior Interventions and Supports in all schools (PBIS) | ISS 28% (39) | ISS 24% (33) | ISS 20% (27) | ISS 16% (22) | ISS 12% (16) | School Staff Parents |
| (CC4/HR6) Ninety-five percent (95%) of all teachers, counselors and school administrators will have been trained in the implementation of structures that support a whole child approach to meet the varied needs of students. | Percentage of school site employees trained in MTSS/RTI Percentage of district employees receiving mental health | TBD Percentage of district employees with training as of October 2022 369 teachers, counselors and administrators in the district. | On-going training for counselors and other school personnel in Student Study Team (SST) and Multi-Tier Systems of Supports (MTSS) procedures Provide mental health awareness training to all district employees | 25% Trained | 45% Trained | 65% Trained | 85% Trained | 95% Trained | Superintendent School Board District Level Personnel School Administrators |

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| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| | awareness training | | Train counselors in Youth Mental Health First Aid, Trauma Informed Care and De-escalation Techniques | | | | | | Guidance Counselors Psychologists Social Workers Teachers/Staff Parents |
| (CC5) The district will have improved safe and secure learning environments for all students and staff at all sites. | School Climate Survey Data Safety Drills Logs Data DOE SESSIR results for Gadsden | <u>% Who felt safe at School</u> GR 3-4: 70% GR 5-8: 75% GR 9-12: 72% Staff: 91% SESSIR results for Gadsden | Ensure all school sites have either an armed guardian or resource officer on campus at all times when students are present. Conduct State required monthly safety drills. Administer Climate Surveys to stakeholders. Install metal detectors at all secondary schools. Implement the Intrado Safety Shield management platform throughout the district. Monthly threat assessment meetings. Develop district-wide Re-unification plan. Continue to conduct safety site visits. | GR 3-4: 75% GR 5-8: 80% GR 9-12: 77% Staff: 92% | GR 3-4: 80% GR 5-8: 85% GR 9-12: 82% Staff: 94% | GR 3-4: 85% GR 5-8: 80% GR 9-12: 87% Staff: 95% | GR 3-4: 90% GR 5-8: 85% GR 9-12: 92% Staff: 96% | GR 3-4: 95% GR 5-8: 90% GR 9-12: 97% Staff: 97% | School and District Site Administrators |

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| | | | | | | | | | |
| (CC6) The district will have implemented a system whereby schools and the district recognize and celebrate the accomplishments of students and staff. | Data collected relative to the number and type of recognition activities | TBD | Monthly recognition of students and staff at school board meetings Recognition of staff at meetings Publish positive accomplishments of students, teachers and staff in individual school publications and on school and district websites. | Full implementation at all sites | Continued implementation at all sites | Continued implementation at all sites | Continued implementation at all sites | Continued implementation at all sites | Superintendent School Board District Personnel All School Staff Students Parents |

| FAMILY AND COMMUNITY ENGAGEMENT PILLAR | | | | | | | | | |
|---|---|---|--|--------------------------|---|--|--|--|--|
| Goal: To provide a comprehensive family and community engagement program that provides meaningful experiences to families in an effort to help them increase their involvement in their child's education. | | | | | | | | | |
| Objectives: By the end of the 2027 school year: | Metric(s) | Baseline | Activities/Strategies | Benchmarks and Timelines | | | | | Accountability Champion(s) |
| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| (FACE1) The participation of parents attending district and school activities or meeting will have increased by 20 percentage points. | Number of parents attending activities or meetings at each school and the district office | To be established at the end of the 2022-2023 school year | Send out Skylert Messages from the Office of Family and Community Engagement and each school to inform parents of activities and meetings. Distribute and post flyers to advertise activities and meeting. Advertise activities and meetings on the schools' marquee. Advertise activities and meetings on social media platforms. Conduct activities and meetings in various platforms to maximize parents' participation (Google Meet, Zoom, Hybrid, Drive-throughs and In Person). Provide calendar of upcoming events and meetings to the ELL Department and work with the department to provide translators during the school and district meetings to ensure translated materials are available in the language of the non-English speaking parents. Work with the ELL Department to ensure materials are translated into languages of | TBD | 5-percentage point increase from baseline | 10-percentage point increase from baseline | 15-percentage point increase from baseline | 20-percentage point increase from baseline | Family And Community Engagement Staff All District Staff School Administrators School Staff Parent Liaisons Migrant (ELL/ESOL) Department |

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| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| | | | non-English speaking parents. Utilize translation machines for non-English speaking parents; Offer training opportunities for parents in areas they feel they need help in order to assist their child. | | | | | | |
| (FACE2) Contact with Families in Transition or Homeless Families will have increased to better provide support services. | Student Resident Questionnaire Data Official State of Florida Families and Homeless Data | Baseline will be established during the 2022-2023 school year | The Student Resident Questionnaire will be provided in English and Spanish. Parents will be asked to complete the questionnaire at the beginning of the first and second semesters each school year. Parents will be asked to complete the Student Resident Questionnaire when students transfer to a different school. Students and families will be provided resources donated to the Family and Community Engagement Office. Seek and apply for grant funding to provide additional support for students and their families. | TBD | Increase by to 20 families from baseline | Increase to 40 families from baseline | Increase to 60 families from baseline | Increase to 80 families from baseline | Family And Community Engagement Staff School Administrators School Staff District Staff Parent Liaisons |

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| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| (FACE3) The number of Agency/Business Partnerships will have increased by five. | Agency/Business Partnerships with each school and the School District | Currently 15 Agency/Business Partnerships | Continue to conduct Collaborative Business Partners' Meetings to engage partners. Continue to foster established and on-going relationships with partners by keeping them abreast of how the resources they provide assist students and their families. Formally express appreciation to Agency/Business Partners each year. Establish a Memorandum of Understanding (MOU) with each partner. | Increase at least one | Increase at least two | Increase at least three | Increase at least four | Increase at least five | School Administrators District Staff Family And Community Engagement Staff |
| (FACE4) The number of Volunteers will have increased to 220. | Raptor System Data List of approved volunteers Logs of volunteer activities (flyers, pictures, social media posts). Data from Volunteer Tracking Forms | 110 Volunteers | Establish a campaign to increase school volunteering. Conduct annual volunteer campaign to increase school volunteering Focus on building deeper relationships through planned activities which include all stakeholders. Engage working parents in active participation through planned activities during and after school. | Increase To 121 | Increase To 154 | Increase To 165 | Increase To 201 | Increase To 220 | School Administrators School-Based Volunteer Coordinators District Staff Family And Community Engagement Staff |

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| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| | | | Recognize volunteers at each school and the district annually. | | | | | | |

| HUMAN RESOURCES PILLAR | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|---|
| Goal: To recruit, retain, and maintain a highly qualified professional staff. | | | | | | | | | |
| Objective: By the end of the 2027 School Year: | Metric(s) | Baseline | Activities/Strategies | Benchmarks and Timelines | | | | | Accountability Champion(s) |
| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| (HR1) The number of highly qualified recruited and hired teachers will have increased by 25%. | Percentage of highly qualified teachers recruited | 248 teachers with Temporary and Professional Certificates | Expand recruiting to include in and out-of-state job fairs at various colleges, universities, and other organizations. Develop a long-range plan to identify the number and types of teachers and employees needed. Build additional formal partnerships with colleges and universities to create a pipeline of well-qualified professional future teachers. | 260 | 273 | 285 | 298 | 310 | Director of Human Resources Director of Professional Learning Principals |
| (HR2) Teachers, administrators, supervisors, and classified staff will have been provided professional learning opportunities to enhance their excellence and growth in their respective job assignments. | Number and kind of training and learning activities conducted | The program currently exists and working to expand its scope. | Conduct an annual needs assessment to determine priority professional learning opportunities for staff. Provide staff with training that will increase their knowledge and skills in their respective area as well as an overview of expectations and Board policies. | Offerings will be based on the current year's needs assessment | Offerings will be based on the current year's needs assessment | Offerings will be based on the current year's needs assessment | Offerings will be based on the current year's needs assessment | Offerings will be based on the current year's needs assessment | Director of Human Resources Director of Professional Learning |
| (HR3) The Professional Learning Department will have implemented a leadership development program for teacher leaders, assistant principals, and principals. | Records of program participation and completion | The district currently utilizes PAEC's leadership training program | Involve leaders in district-developed leadership activities and utilize the services of PAEC for teacher leadership, and Level I and Level II training for administrators. Mentoring Program (on-going) | Structure District Level Program | Establish and begin Cohort 1 | Cohort 1 Completion | Establish and begin cohort 2 | Cohort 2 Completion | Director of Human Resources Director of Professional Learning Assistant Superintendent of Academic Services |

| HUMAN RESOURCES PILLAR | | | | | | | | | |
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| | | | | | | | | | Principals Assistant Principals Teacher Leaders |
| (TAL1/HR4) Teachers, who have an English Language Learner (ELL) in their classroom starting the school year 2022-2023 will have completed their requirements for ESOL endorsement by September 15, 2023 or be ESOL endorsed by September 15, 2027. | Official Documentation of completion requirements for ESOL endorsement | How many teachers fall into this category? | PAEC ESOL Blended Courses: Zoom meetings and online/follow up activities Online ESOL Courses | Teachers who were identified as out of compliance in ESOL during the school year 2022-2023 will complete one ESOL course (60 credits) during this school year. | Teachers who were identified as out of compliance in ESOL during the school year 2022-2023 will complete their second ESOL course (60 credits) during this school year for a total of 120 hours. | Teachers who were identified as out of compliance in ESOL during the school year 2022-2023 will complete their third ESOL course (60 credits) during this school year for a total of 180 hours. | Teachers who were identified as out of compliance in ESOL during the school year 2022-2023 will complete their fourth ESOL course (60 credits) during this school year for a total of 240 hours. | Teachers who were identified as out of compliance in ESOL during the school year 2022-2023 will complete their fifth and last 60-in-service course during this school year for a total of 300 hours. | Director of Professional Learning Director of Human Resources Assistant Superintendent for Academic Services School Principals |
| (TAL2/HR5) All teachers will have participated in at least one professional learning opportunity per year on instructional strategies for assisting ELLs in the classroom. | PAEC Participation Records | 315 Teachers in the district | Onsite/ Online ESOL Professional Development Workshops | One workshop in either Fall or Spring | One workshop in either Fall or Spring | One workshop in either Fall or Spring | One workshop in either Fall or Spring | One workshop in either Fall or Spring | Director of Profesional Learning PAEC/Gadsden ELL Consultants |
| (CC4/HR6) | Percentage of school site employees | TBD Percentage of district employees | On-going training for counselors and other school personnel in Student | 25% Trained | 45% Trained | 65% Trained | 85% Trained | 95% Trained | Superintendent School Board |

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| Ninety-five percent (95%) of all teachers, counselors and school administrators will have been trained in the implementation of structures that support a whole child approach to meet the varied needs of students. | trained in MTSS/RTI Percentage of district employees receiving mental health awareness training | with training as of October 2022 369 teachers, counselors and administrators in the district. | Study Team (SST) and Multi Systems of Supports (MTSS) procedures Provide mental health awareness training to all district employees Train counselors in Youth Mental Health First Aid, Trauma Informed Care and De-escalation Techniques | | | | | | District Level Personnel School Administrators Guidance Counselors Psychologists Social Workers Teachers/Staff Parents |

| SUPPORT SYSTEMS PILLAR | | | | | | | | | |
|---|---|---|--|--|---|--|--|---|--|
| Goal: To improve and maintain the efficacy of systems, processes and overall operations of the district. | | | | | | | | | |
| Objective: By the end of the 2027 School Year: | Metric(s) | Baseline | Activities | Benchmarks and Timelines | | | | | Accountability Champion(s) |
| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| (SS1) All physical doors and door locks will have met the current building security requirements. | Percentage of doors meeting security requirements | 75% of doors meeting requirements as of October 2022 | GBES-Replace all "Total Doors" HMS-Phase I Replace exterior "Total Doors" HMS-Phase II Replace all interior "Total Doors" WGMS-Bid classroom locks WGMS-Install new locks GCHS-Bid classroom locks GCHS-Install new locks | 75% of all doors meet new building security requirements | 85% of all doors meet new building security requirements | 90% of all doors meet new building security requirements | 95% of all doors meet new building security requirements | 100% of all doors meet new building security requirements | Superintendent Assistant Superintendents Facilities Director School Board |
| (SS2) The district will have provided an upgraded and improved educational environment for selected Quincy city schools. | New K-8 school in Quincy by the fall of 2024 | SSES, GWM, JASM, and GEMS schools are 50 or more years old, and are substandard facilities. | Facilitate New School Construction meetings Obtain Board approval to build a new school Obtain State funding to build a new school Contract with architect to design and construction manager to build the new school Complete construction phases | Facilitate New School Construction meetings Obtain Board approval to build new school Obtain State funding to build a new school Contract with construction company to design and build new school Complete Construction | Complete Phase III (Develop construction documents) Break ground to build new school | Complete Construction Prepare for student occupancy | Close out construction Raze old buildings | All new school construction activities completed | Superintendent Assistant Superintendents Facilities Director School Board |

| SUPPORT SYSTEMS PILLAR | | | | | | | | | |
|---|--|---|---|--|---|---|--|--|--|
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| Objective: By the end of the 2027 School Year: | Metric(s) | Baseline | Activities | Benchmarks and Timelines | | | | | Accountability Champion(s) |
| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| | | | | Phases I (Schematic Development) Complete Construction Phases II (Design Development) | | | | | |
| (SS3) The school district will have cycled old vehicles and buses out of the district's fleet and replaced them with new vehicles. | Replace all vehicles that have been in service for ten years or longer. | Currently 64% of the school bus fleet is ten years old or older. | Continue to budget yearly replacement funds for school bus replacement. Continue to apply for other funding sources for alternative fuel school buses. | 64% of the school bus fleet is ten years old or older | 60% of the school bus fleet is ten years old or older | 50% of the school bus fleet is ten years old or older | 40% of the school bus fleet is ten years old or older | 30% of the school bus fleet is ten years old or older | Superintendent Assistant Superintendents Transportation Director School Board |
| (SS4) The district will have transitioned to the FOCUS Student Data System with 100% of the end users being beyond basic proficiency in the use of the system. | End-users' ability to complete task without receiving additional assistance. | Student data migrated to FOCUS Student Data System and end-users have basic proficiency usage | On-going training of all end-users of the FOCUS Student Data System | 50% of end-users able to complete tasks without assistance. | 70% of end-users are able to complete tasks without assistance. | 80% of end-users are able to complete tasks without assistance. | 90% of end-users are able to complete task without assistance. | 100% of end-users are able to complete tasks without assistance. | Superintendent Assistant Superintendents MIS Coordinator |
| (SS5) | 1:1 digital device to student ratio. | 90% of district school sites have a 1:1 ratio | Ensure State allocated technology funds are used to purchase and repair electronic devices. Purchase additional devices to meet the target ratio. | 90% of schools with 1:1 device to student ratio | 95% of schools with 1:1 device to student ratio | 96% of schools with 1:1 device to student ratio | 97% of schools with 1:1 device to student ratio | 98% of schools with 1:1 device to student ratio | Superintendent Assistant Superintendents Technology Director School Board |
| (SS6) | Adopted Teacher Salary Schedule | Eleven percent (11%) of all full- | Apply all state allocated funding for teacher salaries | 11% | 50% | 100% | Maintain | Maintain | Superintendent |

| SUPPORT SYSTEMS PILLAR | | | | | | | | | |
|---|--|---|---|---|--|---|---|---|--|
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| Objective: By the end of the 2027 School Year: | Metric(s) | Baseline | Activities | Benchmarks and Timelines | | | | | Accountability Champion(s) |
| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| The district will have ensured that teachers' salaries are at or above the State of Florida recommended teacher salary threshold of \$47,500. | | time qualified teachers earn \$47,500 or higher | toward teacher salaries that are not at \$47,500 until all qualified teachers are at or above the \$47,500 threshold. | of all full-time qualified teachers earn \$47,500 or higher | of all full-time qualified teachers earn \$47,500 or higher | of all full-time qualified teachers earn \$47,500 or higher | all full-time qualified teachers earning \$47,500 or higher | all full-time qualified teachers earning \$47,500 or higher | Assistant Superintendents Human Resource Director Finance Director School Board |
| (SS7) The district will have updated the Administrative Procedures Manual to complement current School Board policies. | Bound district administrative procedure manual that is closely correlated to Board Policies requiring procedures | The current district procedure manual is outdated and in need of an update. | Update procedures in current manual to reflect current Board policies Develop concurrent procedures for all newly established Board policies requiring administrative procedures | Review and revise current Procedural Manual Review Board Policies to determine which policies require written administrative procedures Ensure all new Board policies requiring administrative procedures have procedures that are developed concurrently with the new policy | Review Board Policies to determine which policies require written administrative procedures Ensure all new Board policies requiring administrative procedures have procedures that are developed concurrently with the new policy | Ensure all new Board policies requiring administrative procedures have procedures that are developed concurrently with the new policy | Ensure all new Board policies requiring administrative procedures have procedures that are developed concurrently with the new policy | Ensure all new Board policies requiring administrative procedures have procedures that are developed concurrently with the new policy | Superintendent Assistant Superintendents Human Resource Director Finance Director School Board |
| (SS8) | Percent of account clerks who timely and accurately | All account clerks are new or have less than 3 years of | Each account clerk will be assigned a primary work area. | All account clerks will be deemed proficient in their primary job | All account clerks can proficiently serve as a backup | All account clerks can proficiently serve as a backup | Maintain operational efficacy in an | Maintain operational efficacy in an | Superintendent Assistant Superintendents |

| SUPPORT SYSTEMS PILLAR | | | | | | | | | |
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| Objective: By the end of the 2027 School Year: | Metric(s) | Baseline | Activities | Benchmarks and Timelines | | | | | Accountability Champion(s) |
| | | | | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | |
| The Finance Department will have improved the efficacy of operation in all areas of the department. | complete their processes without errors. Number of account clerks trained in other account clerical processes. | experience in their current position. Too many errors have been made which effects the overall efficacy of the department. Currently there are 5 account clerk positions. | In addition to their assigned work area, each account clerk will be cross-trained to learn and serve as back up to any of the other clerks. On-going monitoring of work with feedback being provided as needed | responsibility and begin training fellow account clerks as backups. | for two different clerks as needed. | for 4 different clerks as needed. | on-going manner. | on-going manner. | Finance Director School Board |
| (SS9) The Finance Department will have created current written policies and procedures in the areas of bid processing, insurance services, invoice processing, grants management, payroll and purchasing. | Board approved new and/or updated financial policies and procedures covering the operations of the department. | Written policies and procedures for key financial applications and routine operations are in need of revisions. | Review financial policies to determine which policies require written administrative procedures Review and/or revise current financial policies as required by Statute Update financial procedures in current manual to reflect current Board policies Develop concurrent procedures for all newly established Board policies requiring administrative procedures | Review and revise current financial policies and procedures. | Financial Policies and Procedures are current and maintained. | Financial Policies and Procedures are current and maintained. | Financial Policies and Procedures are current and maintained. | Financial Policies and Procedures are current and maintained. | Superintendent Assistant Superintendents Finance Director School Board |