Strategic Plan for District Improvement

2014-2015

A Georgia Charter School System

A District Plan to Provide a Comprehensive System of Learning Support

Submission for the Comprehensive Local Improvement Plan (CLIP)

Aligned with the
Georgia Department of Education (GaDOE), Vision for Public Education Equity and Excellence (VPE),
GCSS Charter District Contract (GCSS Charter), Teacher Keys Evaluation System (TKES),
Leader Keys Evaluation System (LKES), and AdvancedED Standards and Recommendation (AE)

Our Purpose
Mission, Vision, and Beliefs

Our Mission:
As **ONE GAINESVILLE**, we will **inspire**, **nurture**, **challenge** and **prepare** our students as we educate them to be successful in a 21st century global society.

Our Vision:
Our students will think critically, act compassionately, work meaningfully, choose wisely, and live joyfully.

Our Beliefs:
- We believe that collaborative actions of students, parents, community, and the school system are the determining factors in the success of our students.

- We believe that high expectations for everyone drive success.

- We believe that continuous learning occurs best in a safe, nurturing, and stimulating environment.

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OUR ROLES AND RESPONSIBILITIES IN THE STRATEGIC PLAN

CLASSROOM BASED APPROACHES **RESPONSE TO INTERVENTION (RTI)- TIER 1** **TKES** **LKES 1, 2, 3, 4**	**Principals, Teachers, Leadership Teams, School Governance Councils**	**Increase personalized learning and engagement; college and career pathways; classroom placements, schedules; use of human capital based on identified areas of need**
CRISIS ASSISTANCE AND PREVENTION **RTI TIER 2 AND 3** **TKES** **LKES 2 and 8**	**Assistant Principals, Counselors, Social Work, Leadership Teams, United Way and other Agencies, Safety Committee, Emergency Management Systems, Juvenile Court, Maintenance and Operations Department**	**Identify critical needs early; communicate regularly with target students and families ; work with community agencies, law enforcement, and juvenile justice to provide interventions and support; 21st Century Grant Implementation**
SUPPORT FOR TRANSITIONS **RTI TIER 2** **TKES** **LKES 2**	**Principals, Assistant Principals, School Leadership Team, Social Work, Counselors, Learning Support Coordinators, Transportation, School Nutrition, School Governance Councils**	**Identify target group, structure class placement and teacher-advisors to "wrap around" students throughout school day; establish relationships; promote participation in extra-curricular activities; identify areas of academic challenge and provide supports; 21st Century Grant**
FAMILY ENGAGEMENT IN SCHOOLING **RTI TIER 1 AND 2** **TKES** **LKES 2 and 8**	**Parent Coordinators, Leadership Teams, Teachers and Staff, School Nutrition, Transportation, Community Agencies, Pre-K Staff, Headstart, Graduation Coach, Learning Support Coordinators, School Governance Councils**	**Conduct Parent and Family Nights around areas of interest and need; outreach programs in housing authority and other high needs areas; literacy initiative for early learning, 21st Century Grant Implementation**
COMMUNITY SUPPORT **RTI TIER 1** **TKES** **LKES 2, 4, 8**	**Superintendent, Learning Supports Director, Principals, United Way and Hall County Family Connections Network, Chamber of Commerce, School Governance Councils**	**On-going collaboration with service agencies and business community; communicate district's challenges and successes; serve on boards and projects for non-profits as contributing members**
STUDENT AND FAMILY INTERVENTIONS **RTI TIER 1, 2, AND 3** **TKES** **LKES 2, 4, 8**	**Parent Coordinators, Counselors, Social Work, Learning Supports Coordinators, Graduation Coach, Transportation, Teachers as Advisors, School Governance Councils**	**Investigate immediately any student difficulties; identify interventions and get in place early; collaborate with other schools and community agencies, juvenile court; teachers as advisors- build relationships**

The Strategic Plan for District Improvement in the Gainesville City School System for 2014-15 includes the components of the Comprehensive Local Improvement Plan (CLIP). Using the *Unified and Comprehensive System of Learning Support Framework*, we will deliver services through effective **instruction** and **operations** to provide **learning supports** in the following areas:

- **Georgia Performance Standards and Common Core Standards development**
- **ESOL**
- **IDEA: Special Education**
- **Migrant Services**
- **School Nutrition**
- **Early Intervention Program**
- **Alternative Education Program**
- **Gifted Education**
- **Career, Technology, and Agricultural Education (CTAE)**
- **Peach State College and Career Pathways and Move on When Ready**
- **Title I, IIA, III, IV, V, VI**
- **Charter System**
- **Health Services- School Nurses, Nutrition, Obesity Prevention, Safety**
- **Social Work Services**
- **Counseling Services**
- **Pre-School Special Education and Georgia Pre-K**
- **School Resource Officers**
- **Graduation Coaches and Learning Support Coordinators**
- **Response to Intervention**
- **Community – School Partnerships: includes 21st Century Community Learning Centers**
- **Positive Behavior Intervention Support (PBIS)**
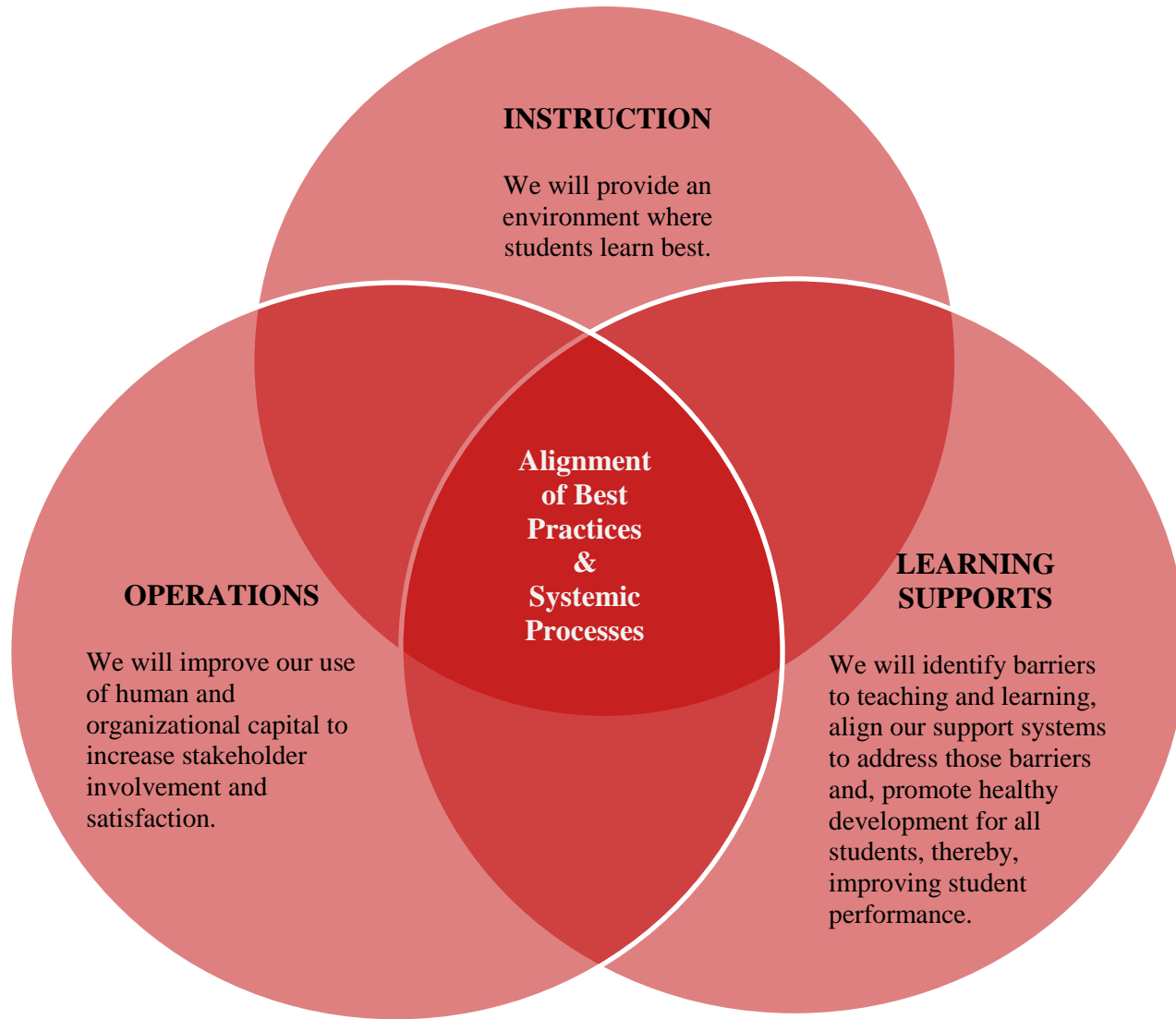- **Instructional and Informational Technology**

The Strategic Plan for District Improvement will be implemented using a process and project management system approach and reporting results using Georgia's CCRPI (College and Career Readiness Index) accountability system.   Each of the three main goals of the GCSS Strategic Improvement Plan has an assigned professional learning community, a "work group" that guides the process and projects toward completion of the goals. The focus is on continual collaboration embedded in the work.

Data Used to Inform Planning	Greatest Areas of Need Determined
College and Career Readiness Performance Index	Increase students in dual enrollment and work-based learning Increase students in Directed Studies course aligned to career goals
Graduation Rate	Increase 4 yr. completion
End of Course Tests (EOCT)	Coordinate Algebra/ Math
Scholastic Aptitude Test (SAT) and ACT	
Criterion Referenced Competency Test (CRCT)	Math overall and SWD sub-group
Georgia Alternate Assessment (GAA)	
Writing Assessments 3, 5, 8, 11	
Georgia's Kindergarten Inventory of Developing Skills (GKIDS)	
Attendance	
Participation in Extracurricular Activities	
Discipline Reporting (Positive Behavior Support Data)	
Social Work and Counseling Referrals Community Health Needs Study Student School Health Index	
Student Information System (SIS)	
FTE Reporting- Certified Personnel Index	
Maintenance and Operations Reports and Surveys	SPLOST V Project Management
Finance and Business Operations Reports and Surveys	
Charter Schools Survey Data and Focus Group Data	
Teacher and Leader Evaluations: TKES and LKES	
Technology Planning	Implement Technology Plan Phase I

GCSS System Charter Vision:
As **ONE GAINESVILLE**, we will **inspire, nurture, challenge,** and **prepare** our students as we educate them to be successful in a 21st century global society.

INSTRUCTION

We will provide an environment where students learn best.

Alignment of Best Practices & Systemic Processes

OPERATIONS

We will improve our use of human and organizational capital to increase stakeholder involvement and satisfaction.

LEARNING SUPPORTS

We will identify barriers to teaching and learning, align our support systems to address those barriers and, promote healthy development for all students, thereby, improving student performance.

GOAL 1: INSTRUCTION – CCRPI and District MEASURES	GCSS 2013-2014	2014-2015 Target	2014-2015 Actual
Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate ≥ 95%)	**80.31%**	86.7%	
Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate ≥ 95%)	**88.8%**	90.8%	
Percent of students scoring at Meets or Exceeds on the Coordinate Algebra (required participation rate ≥ 95%)	**32.3%**	50.0%	
Percent of students scoring at Meets or Exceeds on the Analytic Geometry/GPS Geometry/Mathematics II End of Course Test (required participation rate ≥ 95%)	**AG= 43.3% MII= 27.7%**	67.9%	
Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate ≥ 95%)	**63.6%**	81.3%	
Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate ≥ 95%)	**76.6%**	77.0%	
Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate ≥ 95%)	**40.7%**	73.8%	
Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate ≥ 95%)	**70.5%**	79.5%	
Percent of students passing the Georgia High School Writing Assessment	**82.2%**	97%	
Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)	**89.8%**	93.0%	
Percent of students scoring at Meets or Exceeds in Reading (required participation rate ≥ 95%)	**91.6%**	94.6%	
Percent of students scoring at Meets or Exceeds in Mathematics (required participation rate ≥ 95%)	**77.9%**	88.1%	
Percent of students scoring at Meets or Exceeds in Science (required participation rate ≥ 95%)	**71.9%**	82.3%	
Percent of students scoring at Meets or Exceeds in Social Studies (required participation rate ≥ 95%)	**77.5%**	81.3%	
Percent of students passing the 5th grade Georgia Writing Assessment	**68%**		
Percent of students passing the 8th grade Georgia Writing Assessment	**78%**		
Percent of students graduating in the four-year completion cohort		70%	
Percent of students graduating in the extended five-year completion cohort		85%	
Average ACT score		19.7	
Average SAT score		1400	
Percent of students scoring a 3 or higher on AP exams		60%	
Number of Accelerated Course Offerings			

GOAL 1: INSTRUCTION

Performance Objective: We will provide an environment where students learn best.
Guiding Principles
• *High levels of learning are attainable for all students.* • *People learn differently and at different rates.* • *Motivated and engaged learners derive more from learning than do passive learners.* • *Students are more successful when they have a measure of ownership in their learning.* • *High quality, job-embedded professional development for teachers and leaders supports the teaching and learning process.* • *The quality of teaching and leadership makes a significant impact on student learning.* • *Strong, curriculum is broad, balanced, continually improved, rooted in the real world, and based on a common set of learning experiences.* • *A system of balanced assessments is an integral component of effective teaching.* • *Clear, high and attainable learning expectations are essential for student success.* • *The integration of technology into educational practices is essential for student engagement.*

Initiative	Timeline	Evaluation of Implementation of Strategies and Impact on Student Learning	
		Artifacts	**Evidence (Actions, Strategies, and Interventions)**
A. Ensure that GCSS faculty and staff collaboratively work, share, and plan effective teaching practices for each content area that are challenging, engaging, and flexible enough to meet the interests and needs of individual students	July 2014 – June 2015	Planning Meeting Minutes	1. Collaborative planning meetings by content (Reading, ELA, Mathematics, Science, and Social Studies) grade level, horizontal and vertical articulation 2. Expand teacher knowledge of key concepts and instructional strategies found within the mathematics standards 3. Implement higher order learning with a focus on unique but consistent practices using differentiated strategies in the instruction and assessment of students 4. Analyze and formulate focused strategies to address strengths and weaknesses of subpopulation(s) 5. Implement and monitor the use of GaDOE K-12 Instructional Frameworks and Common Assessments
B. Implement comprehensive, balanced common assessments and data analysis teams to design and adjust instruction accordingly to maximize student achievement	July 2014 - June 2015		1. Analyze EOCT and CRCT results and provide targeted instructional time during the school day on areas of weakness 2. Support teachers using varied measures to determine what students know and can do

Performance Objective: We will provide an environment where students learn best.

<u>Guiding Principles</u>

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- *Students are more successful when they have a measure of ownership in their learning.*
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Initiative	Timeline	Evaluation of Implementation of Strategies and Impact on Student Learning	
		Artifacts	**Evidence (Actions, Strategies, and Interventions)**
			3. Develop and revise SLOs for all courses being taught except CRCT and EOCT courses and refine the testing procedures 4. Analyze and formulate focused strategies to address strengths and weaknesses of subpopulation(s) 5. Implement and monitor the use of GaDOE K-12 Instructional Frameworks and Common Assessments (i.e.. GaDOE Common Assessments and EZ.CBM) 6. Study and revise grading and report card protocols and practices
C. Based on school/district data provide support for targeted professional learning and highly effective school/district level Professional Learning Communities (PLCs)	July 2014 - June 2015		1. Implement strategies to effectively manage multiple initiatives and associated data used within the district **(AE Recommendation)** 2. Implement district level professional learning on *Rigorous Reading* by Nancy Frey & Douglas Fisher

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Initiative	Timeline	Evaluation of Implementation of Strategies and Impact on Student Learning	
		Artifacts	**Evidence (Actions, Strategies, and Interventions)**
D. Support Vertical Articulation by determining what common expectations and practices are needed district-wide	July 2014 - June 2015		1. Implement integrated, content-specific literacy with an emphasis on establishing purpose for complex text; provide close and scaffolded reading instruction; create collaborative conversations with peers; moving readers forward through independent reading; and utilize formative assessment to determine performance success 2. Implement writing strategies K-12 3. Implement Accelerated Math options in each elementary school 4. Develop school and district guidelines and/or procedures for progress monitoring strategies within Individual Education Plans (IEPs), gifted students, and English Learners (EL)
E. Integrate a variety of technologies to teach and measure what students know and can do	July 2014 - June 2015		**1.** Develop a plan for upgrading emerging technologies and providing additional support services (**AE Recommendation)** 2. Create the technology infrastructure needed to support technology integration of current technology and training into the classroom instruction and learning

Performance Objective: We will provide an environment where students learn best.

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Initiative	Timeline	Evaluation of Implementation of Strategies and Impact on Student Learning	
		Artifacts	**Evidence (Actions, Strategies, and Interventions)**
Integrate a variety of technologies to teach and measure what students know and can do (continued)			3. Increase technology proficiency by adopting a systemic approach to the Bring Your Own Technology (BYOT) rollout 4. Support the integration of technology and the connection to 21st Century skills by providing more access to cloud-based learning and document storage 5. Develop blended learning protocols, support, and monitoring procedures
F. Prepare students to be college and career ready	July 2014 - June 2015		1. Implement career mentoring programs at the PreK-12 grade levels 2. Recruit students into pathways associated with career interests and ensure that curriculum delivery leads to success in earning an industry credential (E-OPA) 3. Establish Career, Technical, Agricultural Education (CTAE) Advisory Committees and involve members in the alignment of curriculum and course offerings with industry standards 4. Increase the number of students enrolled in accelerated course offerings (i.e... Dual Enrollment, Advanced Placement, Elementary Edgenuity)

GOAL 1: INSTRUCTION

Work Groups Members:

Project Management: Sarah Bell

Jimmie Minor	Pam Woods
Eddie Nemec	Will Campbell
Misty Freeman	Wesley Roach
Pam Wood	Shea Ray
Charlene Williams	Dana Kirk
Renee Boatright	
Ken Martin	
Todd Henry	

Budget Priorities:

1. Technology Infrastructure
2. Professional Learning and Resources
3. SLO Assessments and Printing
4. Data Systems
5. State Data Conference and SIS Conference

GOAL 2: LEARNING SUPPORTS - MEASURES	GCSS 2013-2014	2014-2015 Target	2014-2015 Actual
Percentage of students with a completed Individual Graduation Plan by the end of 8th grade		TBA	
Percentage of students with a completed career portfolio by the end of 5th grade		TBA	
Percentage of students completing 2 or more state defined career related inventories by the end of 8th grade		TBA	
Percent of schools earning a 3 STAR rating on school climate survey		TBA	
Percent of students scoring low risk on the Easy-CBM reading comprehension test		TBA	
Student Attendance Rate		TBA	
Employee Attendance Rate		TBA	
GaDOE Parent Friendly Practices Rubric Ratings		TBA	

GOAL 2: LEARNING SUPPORTS

> **Performance Objective: We will identify barriers to teaching and learning, align our support systems to address those barriers and, promote healthy development for all students, thereby, improving student performance.**
>
> ### Guiding Principles
> - *Responsibility for children's readiness lies not with the children, but with the adults who care for them and the systems that support them.*
> - *Effective partnerships amongst families, the community and the school/district are critical to student growth and success.*
> - *Motivation is a major determinant of performance.*
> - *Trust, collegiality, and teamwork strengthen collective efforts.*
> - *Organizational change and improvement occur only when individuals within the organization make needed changes.*
> - *High-performing organizations recognize, appreciate, and address cultural differences.*

Initiative	Timeline	Evaluation of Implementation of Strategies and Impact on Student Learning	
		Artifacts	**Evidence (Actions, Strategies, and Interventions)**
A. Support student motivation by providing a focused personalized learning environment geared towards college and career interest	July 2014 – June 2015	Planning Meeting Minutes	1. Develop an Individualized Graduation Plan (IGP) for each student that capitalizes on the student's strengths and interests 2. Encourage and monitor student engagement through the Teachers as Advisors Program 3. Develop and implement an educational/communication plan for families and the community on pathway options
B. Close the achievement gap between subpopulations	July 2014 - June 2015		1. Increase support for families of our fragile learners by providing targeted events and learning opportunities (e.g., Family Academy, Community based Risk Reduction program, etc.) 2. Implement accountability measures of Response to Intervention (RtI) at the district and school levels 3. Develop school and district guidelines and/or procedures for progress monitoring strategies within Individual Education Plans (IEPs) 4. Improve district English Language (EL) Case Management 5. Support early learning through ***Read, Learn, Succeed*** initiative for birth to 5 year olds

Performance Objective: We will identify barriers to teaching and learning, align our support systems to address those barriers and, promote healthy development for all students, thereby, improving student performance.

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- *Responsibility for children's readiness lies not with the children, but with the adults who care for them and the systems that support them.*
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Initiative	Timeline	Evaluation of Implementation of Strategies and Impact on Student Learning	
		Artifacts	**Evidence (Actions, Strategies, and Interventions)**
C. Implement communication tools and activities that provide stakeholders the opportunity to partner with the school/district in their child's education	July 2014 - June 2015	• Curriculum Nights • Minutes posted on eBOARD	1. Encourage family and community participation and engagement through family activities, learning events, surveys, and planning opportunities 2. Expand the engagement and input of participants in the Superintendent's Advisory Committees 3. Develop Enrollment Center Gateway 4. Develop and implement Attendance and Behavior Recognitions at monthly Board Meetings
D. Participate in coordination, implementation, and monitoring of school/district/community support services to reduce the duplication of student and family interventions	July 2014 - June 2015	• Minutes posted on eBOARD	1. Support community initiatives through crisis assistance and interventions for the reduction of substance abuse, childhood obesity and teen pregnancy
E. Formulate a framework of vertical articulation to maximize student progress during periods of transition (**AE Recommendation**)			1. Develop and monitor a seamless 5th to 6th transition that addresses instructional, social, and behavioral needs 2. Develop and monitor a seamless 8th to 9th transition that addresses instructional, social, and behavioral needs

GOAL 2: LEARNING SUPPORTS

Work Group Members:
Project Management: Priscilla Collins

Jarod Anderson	Chad Crumley
Paula Rufus	Donna Allen
Laura Herrington	Dee Siphambili
Haydee Anderson	Patti Henderson
Adrian Cromwell	
Lesa Hartley	
Kim Hall	

Budget Priorities:

1. Professional Learning
2. Hospital Homebound Instruction
3. Technology
4. Stakeholder Input
5. Registration Center
6. Customer Service Training

GOAL 3: OPERATIONS

GOAL 3: OPERATIONS - MEASURES	GCSS 2013-2014	2014-2015 Target	2014-2015 Actual
Percent of Technology Phase I infrastructure completed		TBA	
SPLOST V Planning completed		TBA	
Mundy Mill Implementation Plan		TBA	
Percent of Teachers Retained		TBA	
Student Health Survey Responses		TBA	
TKES and LKES Survey Responses		TBA	
Monthly average of 4 or better on cleaning service evaluation		TBA	
Transfer bus load time equaling 11 minutes or less		TBA	
Reduction of Bus Referrals		10%	

GOAL 3: OPERATIONS

Performance Objective: We will improve our use of human and organizational capital to increase stakeholder involvement and satisfaction.

Guiding Principles

- *Organizational structure and processes at the school and district levels affect learning.*
- *Selection of teacher candidates and ongoing support of teachers and leaders affect the quality of teaching and learning.*
- *Effective feedback and supports through ongoing performance evaluation are essential to retaining high-quality teachers.*
- *Effective educational governance requires a strategic vision.*
- *Highly reliable organizations are consistent in holding high expectations for all members.*
- *Safety, order, and respect are necessary conditions for teaching and learning to occur.*

Initiative	Timeline	Evaluation of Implementation of Strategies and Impact on Student Learning	
		Artifacts	**Evidence (Actions, Strategies, and Interventions)**
A. Implement the governance structures of the Board of Education and GCSS Charter System By-Laws	July 2014 – June 2015		1. Implement the approved Board Training plan that is specific to GCSS 2. Implement the district training plan for School Governance Councils 3. Use the eBOARD communication tool to provide systematic transparency 4. Increase the engagement and capacity of all stakeholders to foster continued active involvement in the governance process
B. Implement effective, efficient, and transparent continuous improvement processes	July 2014 – June 2015		1. Promote an organizational structure and the processes to ensure collaboration and support of system goals, initiatives, and measures 2. Use the College and Career Ready Performance Index (CCRPI) to analyze, monitor, and adjust school/district practices 3. Monitor the implementation of the GCSS Strategic Plan through district work groups, Impact Checks, examination of artifacts and evidence, and reviewing key school/district reports documents 4. Review and update policies and regulations to ensure alignment with best practices, rules, and laws

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Initiative	Timeline	Evaluation of Implementation of Strategies and Impact on Student Learning	
		Artifacts	**Evidence (Actions, Strategies, and Interventions)**
C. Maintain a safe, drug-free, physical environment for optimal learning	July 2014 – June 2015		1. Continue to design and to implement consistent district-wide safety protocols and operations 2. Continue to strengthen relationships with local, city, and county emergency and law enforcement safety agencies 3. Continue the update and support of an equitable infrastructure to provide a rich, interactive, and innovative technological learning environment 4. Implement best practices to provide a school environment that enhances learning and the development of lifelong wellness practices through the School Nutrition Program 5. Implement the five-year facility plan approved by GaDOE Spring 2014 6. Plan for the construction of Mundy Mill School
D. Increase family participation and satisfaction in their child's education			1. Develop and implement a plan to increase parent participation 2. Provide professional learning on customer service and satisfaction beginning with a book study on *Raving Fans* by Ken Blanchard

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Initiative	Timeline	Evaluation of Implementation of Strategies and Impact on Student Learning	
		Artifacts	**Evidence (Actions, Strategies, and Interventions)**
E. Promote the Gainesville City as a great place to live, learn, and work.	July 2014 – June 2015		1. Develop, implement, and monitor a specific plan for public relations and communication 2. Continuously review and update system and school WebPages and other communication tools 3. Develop strategies that foster innovation and responsible risk taking among GCSS faculty and staff 4. Engage in courageous and crucial conversations with all stakeholders related to the development of the system as a learning organization
F. Develop, implement, and monitor a human capital plan that recognizes that effective teaching and leadership enhances student learning and achievement	July 2014 – June 2015	• Certified and Classified Advisory Committees	1. Train all administrators on human resources processes and procedures 2. Expand the engagement and input opportunities for teachers and staff through Superintendent advisory committees 3. Expand recognition programs for all staff
G. Promote transparent fiscal accountability	July 2014 – June 2015		1. Initiate an ongoing process for systematically evaluating all expenditures to support the development and adoption of budgets that are focused on district strategies for maximizing student learning 2. Implement SPLOST/Capitol Outlay Planning 3. Allocate and monitor our Charter System additional state funding to innovative practices at the school level 4. Improved automation for MUNIS, QuickBooks, time clock solution, and sub-finder solution

Project Management: Janet Allison, Christine Brosky, and Wanda Creel	
Board of Education Members	Keith Palmer
Penny Fowler	Kim Davis
Adrian Niles	Teresa Hughes
Jerry Castleberry	Audrey Simmons
LaCrisia Larkin	Bertha Shields

Budget Priorities:

1. Technology Infrastructure
2. Professional Learning
3. Update Yellow and White Fleets
4. Timeclock
5. Subfinder
6. Munis/Quickbooks
7. VersaTrans – Fieldtrip Registration and Discipline Registration

Education Acronyms

ACCESS: Assessing Comprehension and Communication in English State-to-State for ELL's
ADA: American Disabilities Act
ADD: Attention Deficit Disorder
ADHD: Attention Deficit Hyper-Activity Disorder
AFL: Assessment for Learning
AMOs- Annual Measurable Objectives
CCGPS: Common Core Georgia Performance Standards
CCRPI: College and Career Readiness Performance Index
CRCT: Criterion Referenced Competency Test
CSLS: Comprehensive System of Learning Supports
ED: Economically Disadvantaged
EIP: Early Intervention Program
EL: English Learners
EL-m: English Learner monitored
ELL: English Language Learners

ESEA: Elementary and Secondary Education Act
ESOL: English as a Second Language
FACE: Family and Community Engagement
FAPE: Free Appropriate Education
FLP: Flexible Learning Plan
FTE: Full-time Equivalent
GADOE: Georgia Department of Education
GAVS: Georgia Virtual School
IDEA: Individuals with Disabilities Act
IEP: Individual Education Plan
ILP: Individual Learning Plan
LAPS: Leader Assessment on Performance Standards
LDC: Literacy Design Collaborative
LDS: Longitudinal Data System
LTP: Language Transition Program
LKES: Leader Keys Effectiveness System
LRE: Least Restrictive Environment
MDC: Math Design Collaborative
NCLB: No Child Left Behind

PBIS: Positive Behavior Intervention and Supports
PDP: Professional Development Plan
QBE: Quality Basic Education
RTI :   Response to Intervention
SGP: Student Growth Percentile
SIP: School Improvement Plan
SLO: Student Learning Objective
SRO: School Resource Officer
SST: Student Support Team
SWD: Students with Disabilities
TAPS: Teacher Assessment on Performance Standards
TEM: Teacher Effectiveness Measure
TKES: Teacher Keys Effectiveness System
UDL: Universal Design for Learning
WAPT: WIDA-ACCESS Placement Test
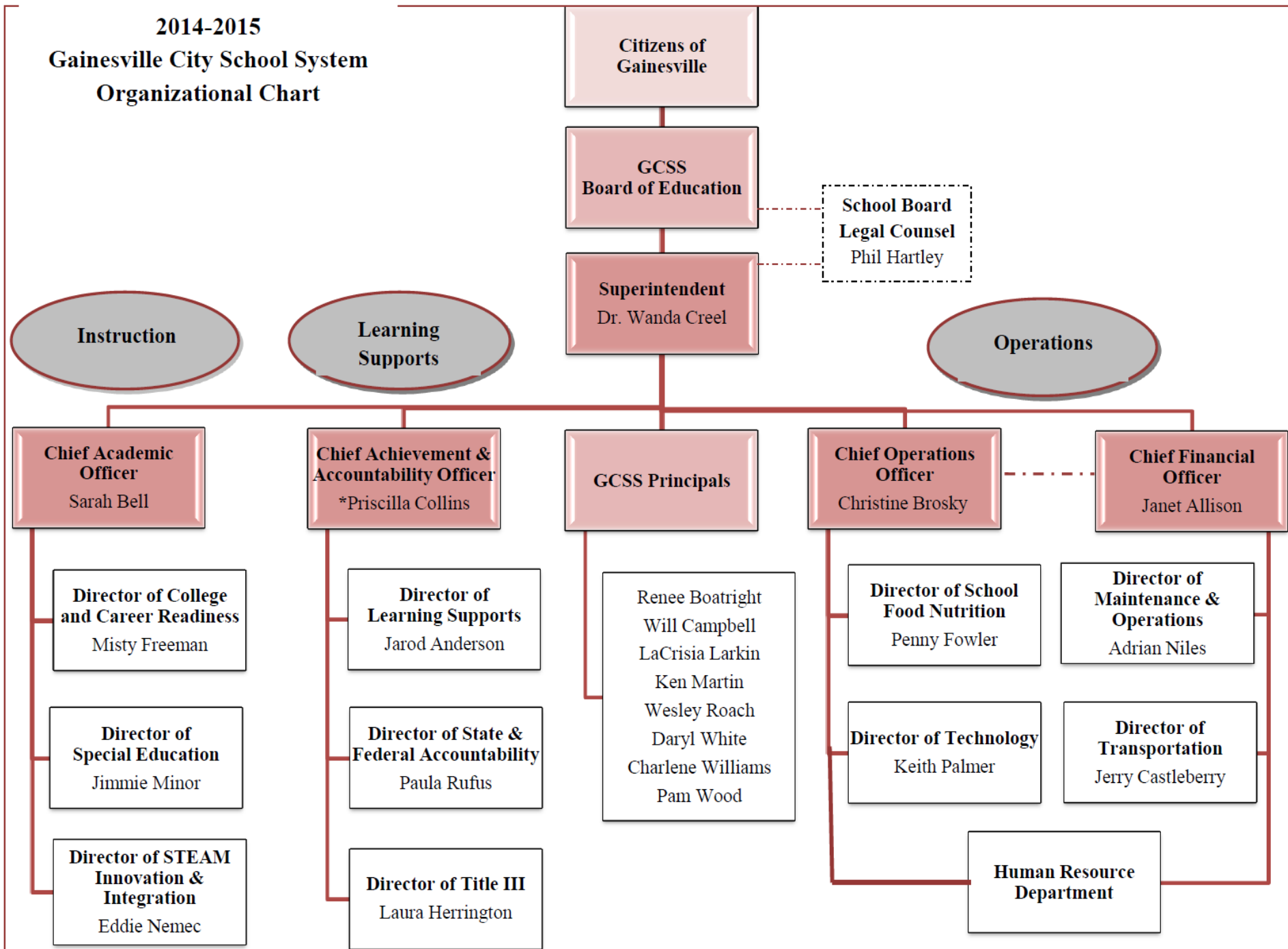WIDA: World-class Instruction Design and Assessment

SCHEDULE FOR DISTRICT, SCHOOL and WORK GROUP MEETINGS

GROUP	WHEN	WHERE	PERSON RESPONSIBLE / PARTICIPANTS
Executive Cabinet	Fridays following Board Meetings @ 8:30 AM	SBO	Allison, Bell, Brosky, Collins, Creel, and Jones
Administrative Team	1st Monday @ 9:00 AM	SBO	District Leadership Team and Principals
District Strategic Plan Work Groups	3rd Monday @ 9:00 AM	SBO	Goal 1,2, and 3 Work Groups
TKES Training	Following all A-Team Meetings	SBO	Collins, Principals, APs, Academic Coaches, and District Staff
CAA Leadership Team	3rd Wednesday @ 3:00 PM	CAA	Centennial Leadership Team
EMIA Leadership Team	3rd Tuesday @ 3:00 PM	EMIA	Enota Leadership Team
FSIB Leadership Team	Tuesdays @ 8:00 AM	FSIB	Fair Street Leadership Team
NHCKA Leadership Team	Wednesdays @ 9:00 AM	NHCKA	NH Leadership Team
GEA Leadership Team	Tuesdays @ 7:15 AM	GEA	GEA Leadership Team
GMS Leadership Team	1st Tuesday @ 7:45 AM	GMS	GMS Leadership Team
GHS Leadership Team	4th Tuesday @ 3:40 PM	GHS	GHS Leadership Team
Wood's Mill High School & ALC	3rd Friday @ 7:30 AM	WMHS	Wood's Mill & ALC Leadership Teams
Counselors	10/13, 1/5, 3/16 @ 8:00 AM	New Holland	Anderson, Counselors
English Learners School Coordinators	10/13, 1/5, 3/16 @ 8:00 AM	Woods Mill	Herrington, 1 Rep. per school
Students with Disabilities	10/13, 1/5, 3/16 @ 8:00 AM	SBO	Minor, 1 Rep. per school
Elementary Gifted	8/6, 10/13, 1/5, 3/16 at 8:00	SBO Conference	Bell, 1 Rep. per school
Health, Safety, and Wellness	10/13, 1/5, 3/16 @ 8:00 AM	GMS	Collins, Fowler, 1 Rep. per school
Physical Education	10/13, 1/5, 3/16 @ 8:00 AM	GHS Multi-Purpose	1 Rep. per school
World Languages	10/13, 1/5, 3/16 @ 8:00 AM	GMS	Bell, 1 Rep. per school
CTAE Middle and High	10/13, 1/5, 3/16 @ 8:00 AM	GHS CTAE	Freeman, Worley, all CTAE teachers
Transition 5/6 & 8/9	8/29, 11/21, 1/30, 3/27 @ 4:00 PM	GMS	Anderson, Grade 6 Coordinator, Freshman Academy Principal, 1 grade 5 and 8 Rep. per school
Media Specialists- Blended Learning Credits	9/23, 11/18, 2/24, 4/28@ 8:00 AM	FSIB	Hamilton, Media Specialist

SCHEDULE FOR WORKSHOP MEETINGS

GROUP	WHEN	WHERE	PERSON RESPONSIBLE / PARTICIPANTS
Financial Services	10/15, 3/18 @ 9:00 AM – 12:00 PM	SBO	Allison, All Munis Users
Bookkeepers	7/16 (School) @ 10:00 AM 8/13 (District) @ 9:00 AM	SBO	Allison, Principals, District Admin, District Bookkeepers, School Bookkeepers
Induction Meetings	• July 31 @ 8:15 AM at New Holland • November 6 @ 4:00 PM (Video Conference) • March 5 @ 4:00 PM (Video Conference) • May 7 @ 4:00 PM (Video Conference)	New Holland	Priscilla Collins Induction Team

2014-2015
Gainesville City School System
Organizational Chart

Citizens of Gainesville

GCSS Board of Education

School Board Legal Counsel
Phil Hartley

Superintendent
Dr. Wanda Creel

Instruction

Learning Supports

Operations

Chief Academic Officer
Sarah Bell

Chief Achievement & Accountability Officer
*Priscilla Collins

GCSS Principals

Chief Operations Officer
Christine Brosky

Chief Financial Officer
Janet Allison

Director of College and Career Readiness
Misty Freeman

Director of Learning Supports
Jarod Anderson

Renee Boatright
Will Campbell
LaCrisia Larkin
Ken Martin
Wesley Roach
Daryl White
Charlene Williams
Pam Wood

Director of School Food Nutrition
Penny Fowler

Director of Maintenance & Operations
Adrian Niles

Director of Special Education
Jimmie Minor

Director of State & Federal Accountability
Paula Rufus

Director of Technology
Keith Palmer

Director of Transportation
Jerry Castleberry

Director of STEAM Innovation & Integration
Eddie Nemec

Director of Title III
Laura Herrington

Human Resource Department

*Denotes Senior Chief in absence of the Superintendent

6.17.2014