

SCHOOL BOARD WORKSHOP

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

April 24, 2012

4:30 P.M.

This workshop was open to the public and electronically recorded.

The following Board members were present: Mr. Judge B. Helms, Chairman; Mr. Eric F. Hinson; Mr. Charlie D. Frost; and Mr. Isaac Simmons. Also present were Mr. Reginald C. James, Superintendent and Secretary to the Board; Mrs. Deborah Minnis, Attorney for the Board; and others. Mr. Roger P. Milton was absent.

1. CALL TO ORDER

The workshop was called to order by the Chairman, Mr. Judge B. Helms, at 4:35 p.m.

Dr. Tichaona Matewa, Community Relations for Keiser University, addressed the Board to share with them an Education Partnership Agreement. He stated that the Education Partnership Agreement offers the following degrees: Associate of Science, Associate of Arts, Bachelor of Arts, Bachelor of Science, Master's, and Doctoral programs for Gadsden County School District employees and their families. He stated that Keiser University is pleased to present a 25% tuition scholarship for district employees and a 25% tuition scholarship for their family members. He stated that family members include mother, father, spouse, children and stepchildren. He stated that Keiser University has been approved to offer Title IV funding for qualified individuals. He stated that Keiser University offers career academy scholarships and will match Bright Future Scholarships. He stated that Keiser University ranked as one of the top five (5) military schools.

Board members asked questions, and shared their concerns regarding the Education Partnership Agreement with Keiser University.

Mr. James asked Dr. Hightower to meet with Dr. Matewa to further discuss and address concerns regarding the Education Partnership Agreement with Keiser University.

Ms. Rosalyn Smith shared with the Board a power-point presentation outlining a proposal to create the Education Transformation Office (ETO). She stated that the framework encompassed the following: Increased Student Achievement, Community and Parent Involvement, Leadership Development, Improved Teacher Quality, and Support System for Students. She stated that the Director's responsibility included the following: a) establish a clear focus and a strategic plan for improving student

achievement, b) organize and engage the district office in support of each school, c) provide instructional coherence and support, d) invest heavily in instruction-related professional learning for principals and school leaders, e) provide high-quality data that link student achievement to school and classroom practices and assist schools to use data effectively, f) optimize the use of resources to support learning improvement, and g) use open, credible processes to involve progressive school and community leaders in school improvement. She stated that the Elementary/Secondary Reading Specialist Responsibilities included the following: a) assist, support and monitor the effective implementation of reading programs, strategies, curriculum, intervention, and instruction; b) develop a robust school-based Literacy Leadership Team (LLT); c) provide Next Generation Content Area Reading-Professional Development (NGCAR-PD); d) coach and mentor school-site reading coaches, and e) train and assist coaches and teachers with the use and implementation of the Florida Assessment in Reading (FAIR). She stated that the Mathematics Special Responsibilities included the following: a) provide content-area knowledge and expertise in primary and secondary curriculum and pedagogy; b) provide ongoing technical assistance to school based on identified needs and data including the implementation of evidence-based instructional strategies; professional learning communities; lesson study; progress monitoring; School Improvement Plan development and monitoring; differentiated instruction; and training on FCIM; c) organize and facilitate student extra-curricular activities and competitions related to mathematics. She stated that the Science Specialist Responsibilities included the following: a) provide content-area knowledge and expertise in primary and secondary curriculum and pedagogy; b) provide ongoing technical assistance to school based on identified needs and data including the implementation of evidence-based instructional strategies; professional learning communities; lesson study; progress monitoring; School Improvement Plan development and monitoring; differentiated instruction; and training on FCIM; and c) organize and facilitate student extra-curricular activities and competitions related to science. She stated that the Rt1/PBS Specialist Responsibilities included the following: a) provide access to student data linked to diagnostic and intervention tools; b) provide support to teachers and instructional coaches in the interpretation and use of student data to improve instruction; c) analyze assessment results with teachers and administrators; d) assist school leadership teams with determining appropriate evaluation and targets for the school improvement activities; e) assist schools in the implementation and development of Tier 1, Tier 2, and Tier 3 interventions; and f) assist schools in the implementation and development of a Positive Behavior Support (PBS) program. She stated that ongoing activities included the following: a) participate in the district-based leadership team activities; b) assist with the implementation and development of all Rt1 and PBS activities; c) attend all School Advisory Council (SAC) meetings to provide performance updates and answer questions; d) visit local churches and public relations events to provide performance updates and information; e) monitor the progress of all activities related to the School Improvement Plan (SIP); f) actively review the budget allocations and alignment of resources of each targeted school; g) assist schools with developing baseline data report and mid-year data report/narrative for submission to FLDOE; h) participate in the Literacy Leadership Team at each school; i) provide ongoing site-based professional development related to strategies and activities included in the SIP, including FCIM, lesson study, PLCs, Common Core State Standards, Rt1, and PBS; j) monitor and support school-based instructional coaches, including weekly coaching calendars, data analysis, coaching plan development, and

use of time; k) assist with data collection related to employee evaluations; l) assist instructional coaches and teachers with completion of activities included in individual Professional Development Plans (PDPs); m) facilitate in the gradual release of data chats among principals and teachers, teachers and students, and student and parents; n) actively participate in the PLC and lesson study process; o) provide on-going assistance with revision of FCIM focus calendars; p) provide monthly updates to the district's leadership team and School Board; q) assist with the administration of interim assessments in reading, mathematics, science, and writing, including FAIR; r) assist with all Differentiated Accountability Instructional Reviews/Audits; s) conduct targeted classroom walkthroughs with administrators and instructional coaches and provide feedback; t) participate in weekly ETO progress meetings; u) provide weekly updates to the Regional Executive Director (RED) on the progress of schools; v) attend regional trainings and professional development activities, specifically aimed at training affected personnel at each school site following each session; w) communicate FLDOE news releases, memos, and conference call information to all administrators, instructional coaches, teachers, and support staff on a daily basis; and x) attend State Board of Education (SBOE) meetings or other meetings as needed to represent Gadsden County Public Schools. She stated that there are changes to the new grading system.

Mr. Simmons expressed his dismay regarding the changes to the new grading system.

During the discussion of the overview of the proposal to create the Education Transformation Office (ETO), the Board members asked questions, shared their concerns, and made comments.

2. FINANCIAL DATA REPORT

Mrs. Wood shared with the Board the following budget status summary report: 1) 110 - General Fund – Encumbered \$3,387,245.21; 2) 300 - Capital Projects – Encumbered \$219,131.01; 3) 410 – Food Service – Encumbered \$335,070.50; 4) 420 – Federal Projects – Encumbered \$1,653,436.17; 5) 432 – Targeted ARRA Stimulus Funds – Encumbered \$41,422.40; and 6) 434 – ARRA Race To The Top – Encumbered \$162,380.83.

3. ITEMS BY THE SUPERINTENDENT

None.

4. SCHOOL BOARD REQUESTS AND CONCERNS

None.

5. The workshop adjourned at 5:50 p.m.